Welcome to
MANA 4326.004: DIVERSITY IN ORGANIZATIONS
Fall 2020

| Instructor: | Dr. Faye Cocchiara, [faye.cocchiara@uta.edu](mailto:faye.cocchiara@uta.edu)  
Office Phone, 817-272-3865  
Office Location, Coba Rm 216 | Office Hours: MoWe, 11:30 a.m. until 1:30 pm. Other days/times by appointment |
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<td>Faculty Profile:</td>
<td><a href="http://mentis.uta.edu/explore/profile/faye+-cocchiara">http://mentis.uta.edu/explore/profile/faye+-cocchiara</a></td>
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<tr>
<td>Class Days/Times:</td>
<td>MoWe, 2:30 p.m. – 3:50 p.m. via Microsoft Teams</td>
<td>Class Modality: Online-Synchronous</td>
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| Required Text: | *Diversity in Organizations, 3rd Edition*  
by M.P. Bell | Access Code NOT required |
| Course Assessments/Grades: | Homework Assignments (TBD)  
Top 2 Module Exams (2@ 50)  
Quizzes (10 @ 20 pts)  
Comprehensive Final Exam | 500 – 400 = A  
399 – 300 = B  
299 – 200 = C  
199 – 100 = D  
<100 = F |
| | 150 pts  
100 pts  
200 pts  
50 pts | |
| | Total | 500 pts |

**COURSE DESCRIPTION**

This course is an introduction to theoretical and practical ideas about *diversity in organizations*. Students will increase their understanding of the concept of diversity in organizations to reduce discrimination and increase fairness and equality for employees, applicants, co-workers, and customers. The course is designed to improve students’ ability to address diversity as an organizational member (both employee and manager) and build their diversity competence. We will learn about historical bases of diversity in the U.S. and in U.S. organizations, inter- and intra-national diversity, legislation related to diversity, and diversity trends from a variety of sources. This is not a “diversity-training” course, although some course concepts will be useful for those interested in diversity training.

**STUDENT LEARNING OUTCOMES**

After completing this course, students will:

- identify the commonly studied areas of diversity and explain key reasons for its study.
- express the key differences among and between dominant and non-dominant groups and ways to identify them in society.
- identify diversity-related legislation and executive orders and examine their impact on organizations.
- describe research results and practical evidence relevant to pursuing diversity and inclusion and reducing discrimination.
**Format and Expectations:**
This is an interactive and information-sharing class that will include readings, cases, videos, and any other pedagogical medium to help you build your diversity competence. The fact that the course is online does not reduce our ability to meaningfully engage around the concepts presented in the course. Since this is an online course, all course content will be housed on Canvas and all assignments, quizzes, and exams submitted there.

Course content is organized into modules. Each module is a collection of chapters in your text. Assignments, quizzes, and other activities will be assigned by chapter; while, exams will be taken for each module. For example, the first module consists of chapters 1 through 3. You may have activities that cover the content in chapter 1, chapter 2, chapter 3, all of them, or only two of them. Each module exam will consist of content from each of the three chapters.

This course is a senior-level one, so be prepared to work hard and learn on your own. At a minimum, you should expect to spend three hours outside of class for each hour we spend together. As this is an online class, you should plan to spend 12 hours per week studying — reading, thinking, and learning. We receive many messages throughout our lives related to diversity, many of which are wrong. This makes it more important that we spend time reading, thinking, unlearning, and learning material. I know what you must be thinking by now, “This will be a tough course!” Yes, this will be a rigorous and demanding course, but hopefully you will also find it enjoyable, interesting, and useful. Some of the concepts you learned in organizational behavior, sociology, introduction to management and/or psychology courses will be helpful to you in this course.

There is a lot of material in the textbook, and we will not cover it all. However, you will be responsible for and will be tested on its content. Please keep up with the material and ask questions if any of the information in the textbook is unclear. We will spend a lot of time in class talking about the course content, so I encourage you to contribute to these discussions by offering examples from your personal experience, asking questions, and expressing opinions in class during the lectures, exercises, and discussions. As you realized in your pre-semester reading assignment, learning to couch our individual experiences and anecdotal evidence against data is an important part of engaging constructively (e.g., DiAngelo & Sensoy, 2014).

Diversity in organizations is a broad topic, affected by many issues both inside and outside organizations, including historical views of men’s and women’s roles (e.g., societal norms and socialization), legislation, demographic trends, and other issues. We will spend time investigating stereotypes and myths and will use data to help dispel them. As each of us is diverse in many ways, we will have individual experiences to share regarding the material. For those of you who are currently employed or have ever worked, make note of examples from your workplace of the diversity concepts we address during this course. It is my hope that you will use what you learn in this course to help your own organizations (or functional areas) operate better.

UT Arlington students are diverse in a variety of ways. We are fortunate to be able to learn and work in such an environment. Try to take advantage of some of the many campus resources designed to help you grow in your diversity learning and experiences. I will notify you of notable speakers and events (lectures, movies, trainings, etc.) throughout the semester as they occur. If you allow it, you may learn more interesting and useful information in this class (that will help you both inside and outside of work) than you have in any other class you’ve taken in the past.

To that end, we will explore diversity in organizations according to the course schedule on the following pages. These dates are tentative and may need to be changed. I will let you know in class and on Canvas if that happens.
## Course Schedule

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<tr>
<th>Module</th>
<th>Dates</th>
<th>Readings/Activities</th>
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| I. Introduction, Theories, and Legislation | Aug 26 – Sep 16 | - Read Chapters 1 – 3  
- Complete assignments and quizzes, posted on Canvas  
- Watch and reflect on relevant videos posted on Canvas  
- Log on and participate in class on Monday and Wednesday  
- Take Module I Exam  

  **Sep 7 – Labor Day**  
  Class will not meet |

| II. Examining Specific Groups and Categories (Part I) | Sep 23 – Oct 14 | - Chapters 4 – 8  
- Log on and participate in class on Monday and Wednesday  
- Complete assignments and quizzes, posted on Canvas  
- Watch and reflect on relevant videos posted on Canvas  
- Take Module II Exam  

| | Available from 2:30 p.m. CST, Mon, Oct 19 until 2:30 p.m. CST, Tue, Oct 20 | Module II Exam – Respondus Lockdown browser is required |
### Module III. Examining Specific Groups and Categories (Part II)

**Objective**
Students will have a firm grasp of...
1. sex and gender, work and family, sexual orientation, gender identity, religion, age, ability, and weight and appearance as aspects of diversity
2. legislation and litigation related to the above groups
3. methods and measures to improve organizational experiences of the above groups

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<tr>
<td>Oct 21 – Nov 23</td>
<td>• Chapters 9 – 15&lt;br&gt;• Log on and participate in class on Monday and Wednesday&lt;br&gt;• Complete assignments and quizzes, posted on Canvas&lt;br&gt;• Watch and reflect on relevant videos posted on Canvas&lt;br&gt;• Take Module III Exam</td>
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<td>Nov 6 – Last day to drop</td>
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<td>Nov 25 – Thanksgiving Break</td>
<td>Class will not meet</td>
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Available from 2:30 p.m. CST, Mon, Nov 30 until 2:30 p.m. CST, Tue, Dec 1

Module III Exam – Respondus<br>Lockdown browser is required

### Module IV. Global Diversity

**Objective**
Students will have a firm grasp of...
1. diversity from a global viewpoint
2. reasons why inequity according to group differences is common in many countries

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<tr>
<td>Dec 2 – Dec 7</td>
<td>• Chapter 16&lt;br&gt;• Log on and participate in class on Monday and Wednesday&lt;br&gt;• Complete assignments and quizzes, posted on Canvas&lt;br&gt;• Watch and reflect on relevant videos posted on Canvas</td>
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<td>Dec 7 – Last Class</td>
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<td>Dec 9 – Study Session (optional)</td>
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Available from 2:00 p.m. CST, Mon, Dec 14 until 2:00 p.m., Tue, Dec 15

Take Final Exam – Respondus<br>Lockdown browser is required

*All changes will be announced in class and on Canvas.*
STANDARDS OF “CLASSROOM” BEHAVIOR AND RULES OF ENGAGEMENT
At times, some of the course content may make us uncomfortable, nervous, angry, guilty, or experience other emotions. We are all products of the environments in which we have grown up, visited, and currently live and have been exposed to many images and messages that have shaped our beliefs, sometimes erroneously (e.g., stereotypes, prejudice, fears). In this class, we will learn and grow from each other as well as from the course content. Discussing topics and ideas does not mean we espouse them, nor does it mean we are racist, sexist, heterosexist, homophobic, or hold other ‘isms.” We will ground our discussions with data, and most importantly, we will always respect each other and the topic. If the line of respect is crossed, I will ask for and appreciate your help in turning around and learning from the experience.

Though it may sound cliché, there is no “dumb” question. It is very likely that one or more of your classmates will have the same (or a similar) question that you have, so ask it! It is equally important that you enter the classroom with the intention to create and maintain a culture of mutual respect. This involves exploring one’s own potential biases and assumptions as well as learning to actively listen to other perspectives shared by other students in the course. Everyone benefits when as many students as possible feel comfortable expressing themselves. Therefore, I expect you to log into class (e.g., Teams meeting) at least 10 minutes before the beginning of class so that you will be ready to engage when class starts. Please display your webcam and mute your microphones when you enter the classroom, only unmuting your microphone when you are speaking. My focus will be on the lecture and helping you have the best possible classroom experience.

COURSE ASSESSMENTS:
Module Exams
Students will be required to demonstrate their knowledge and understanding of course concepts, including the ability to apply knowledge from assignments, exercises, and the textbook. Most of the exam content will build upon other material you have learned during the course (e.g., legislation, historical context), so please ask questions if you are unclear about something. There will be three (3) semester exams and one comprehensive final exam. Module exams will consist of multiple choice, true/false, short answer, and/or case questions for the respective module, including all readings, videos, quizzes, and exercises. I will drop your lowest-scoring module exam before calculating your module exam average at the end of the semester. I will allow make-up exams only in the case of documented emergencies or University-related absences. Otherwise, if you miss a module exam, I will use that one as your “dropped” exam grade. (Refer to the Course Schedule for module exam dates.)

Module exams will be available for 24 hours, from 2:30 p.m. CST, Monday until 2:30 p.m. CST, Tuesday. Once you begin the exam, you will have 80 minutes to complete it. The Respondus Lockdown browser is required. Module exams are worth 100 total points toward your final grade.

Final Exam
The final exam is mandatory and will include concepts from all the material we cover throughout the semester. I will provide study guides and other help with preparing for this and other exams. Please refer to the Course Schedule for the scheduled final exam date. The final exam will be worth 50 points toward your final grade.

Homework Assignments
There will be an unspecified number of homework assignments throughout the semester. These assignments may range from requiring you to watch a video clip that relates chapter content with current diversity-related news and answering questions to responding to a prompt via the Discussion board. I will indicate point ranges for each assignment as it is assigned. Regardless of format, assignments will require you to engage in the content in scholarly ways (DiAngelo & Sensoy, 2014). I will accept late assignments, with 10% grade reduction for late submission. Assignments are worth 150 total points toward your final grade.
Quizzes
There will be 10 quizzes throughout the semester. Quizzes will consist of 10 fill-in-the-blank questions that cover current course content. The purpose of quizzes is to help you recall information from chapter content. Specific dates for quizzes will be announced in class and on Canvas. The Respondus lockdown browser is required. Quizzes are worth 200 points toward your final grade.

UNIVERSITY POLICIES AND PROCEDURES:
Attendance and Participation
At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance.

Your success in this class requires that you attend class regularly and actively participate while you are there. I will monitor attendance in this class using login/logout reports from Microsoft Teams. While that is the case, I do realize that life happens and there may be a class or two that you must miss. Remember however, that excessive absences will not only negatively affect your final grade; it will lead to reduced learning. If you must miss, please ask a classmate to give you notes and/or update you on what you missed. There is no need to send documentation (e.g., a doctor’s note). I trust that you will have a good reason for missing class meetings.

While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when a faculty member assigns a grade of F, that faculty member must report the last date the student attended his or her class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Drop Policy
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. Refer to the University Academic Calendar (https://www.uta.edu/academics/academic-calendar/fall-2020) for specific dates. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).

Student Success Programs
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.
The IDEAS Center (https://www.uta.edu/ideas/) (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR)
The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

Library Information
The Library’s 2nd floor Academic Plaza (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation.

Ask for Help
- Academic Plaza Consultation Services (library.uta.edu/academic-plaza)
- Ask Us (ask.uta.edu/)
- Research Coaches (http://libguides.uta.edu/researchcoach)

Resources
- Library Tutorials (library.uta.edu/how-to)
- Subject and Course Research Guides (libguides.uta.edu)
- Librarians by Subject (library.uta.edu/subject-librarians)
- A to Z List of Library Databases (libguides.uta.edu/az.php)
- Course Reserves (https://uta.summon.serialssolutions.com/#!/course_reserves)
- Study Room Reservations (openroom.uta.edu/)

Disability Accommodations
UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other learning barriers, may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.
Title IX
The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information, including new amendments regarding Title IX, visit https://www.uta.edu/eos-title-ix/title-ix.

Electronic Communication Policy
UT Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Please use your MavMail address for all correspondence with me. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at: http://www.uta.edu/oit/cs/email/mavmail.php. There is no additional charge to students for using this account.

Suggestions for E-mail correspondence:
The following are quick tips for writing effective e-mails (These focus on e-mails to your professors, but they provide good information for e-mails with people whom you’ve asked for references, prospective employers, and others outside your close network of friends.)

1. Use appropriate salutations and titles. Begin your message with “Hello Dr. Smith” or “Hi Dr. Smith” but avoid the kinds of casual greetings you would use with friends (e.g., “Hey” “Hi”) or no greeting at all.
2. Identify yourself including the class you’re taking or how you know the professor. Sign the e-mail and include your student ID number (but not your SSN).
3. Avoid text acronyms, period.
4. Beware of your tone. “Please” and “Thank you” are helpful.
5. Make sure there are no errors in spelling, grammar, or word-usage in the e-mail.


Academic Integrity
Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

“Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Bottom line. If you believe your action could be construed as dishonest, don’t do it. If you are unclear about what might constitute dishonesty, please ask me. Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct.

**Student Feedback Survey**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

On a personal note, I take (critical) student feedback seriously and have made changes to past courses based on it. So, when you are asked to complete the survey, please know that your responses aren’t going to a “black box” and will be used to improve future students’ overall experiences in this course.

**Final Review Week**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.
ABOUT YOUR INSTRUCTOR
Dr. Cocchiara is Clinical Associate Professor of Management at the University of Texas at Arlington. She currently teaches organizational behavior and diversity at the undergraduate level and leadership in the MBA program and is credentialed by the Association of College and University Educators (ACUE) for demonstrating comprehensive knowledge and skills across all core teaching competencies. Prior to entering higher education, Dr. Cocchiara worked for more than a decade in a variety of mid-level management positions at Sabre, Inc. As Installation Services Supervisor, she led a staff of 25 help desk and installation services technicians stationed at Sabre headquarters and throughout the central region of the U.S., respectively. As Marketing Manager, she wrote advertising copy and sales promotion materials for eAAsy Sabre, the precursor to Travelocity. As HR Business Partner, she executed executive-level succession planning and diversity management programs. Her research focuses on fairness in employment selection, performance stereotypes, and sex-based stressors and coping. Her research appears in the *Journal of Organizational Behavior, Organizational Behavior and Human Decision Processes, Human Resource Management*, and the *Academy of Management Learning & Education*, among others. She lives in Keller, Texas with her husband, Charlie and her two dogs, Ralph Emerson (RalphE) and Benjamin Franklin (Benji).