Welcome to  
MANA 4326.003: Diversity in Organizations  
Spring 2020

Instructor: Faye K. Cocchiara, Ph.D., SPHR  
Email: faye.cocchiara@uta.edu (This is the best way to contact me. I will typically respond within 24 hours)

Class Days/Time: MoWe, 2:30 p.m. – 3:50 p.m.  
Class Location: COBA 152  
Faculty Profile: http://mentis.uta.edu/explore/profile/faye+-cocchiara  
Office Hours: Tuesday, 1:30 – 2:30 p.m. Other days and times by appointment  
Office Location: COBA 216

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.

COURSE LEARNING OUTCOMES  
This course provides you with the following opportunities:
1. Identify and explain commonly studied areas of diversity and discuss their interactions with one another.
2. Discuss diversity-related legislation and explain the implications on today’s workers and organizations.
3. Demonstrate an understanding of factors related to the management of diversity in organizations.
4. Understand and express the importance of diversity in organizations to all workers, regardless of level, job, or organization.
5. Explain research results relevant to key areas of diversity in organizations.
6. Describe and dispel common myths and misperceptions about diversity in organizations.
7. Earn a grade that represents your effort, engagement, and performance in the class.

FORMAT: 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 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 you spend in the classroom.
This will be a rigorous and demanding course, but hopefully also enjoyable, interesting, and useful. Some of the concepts you’ve learned in organizational behavior, sociology, introduction to management and/or psychology courses will be helpful to you in this course.


It is important that you secure and bring your book to each class. Please do not attempt to complete this course without it.

Supplemental readings will be provided in class and/or will be posted on Canvas. I will announce new postings on Canvas and in class. 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 rather than strictly going over PowerPoints. 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. Learning to couch our individual experiences and anecdotal evidence against data is an important part of building diversity competence.

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. One such resource is Multicultural Affairs, [https://www.uta.edu/multicultural/](https://www.uta.edu/multicultural/). I will notify you of notable speakers and events (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.

**Standards of Classroom Behavior and Interactions**

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 refrain from any behaviors (e.g., talking on or playing with cell phones, consistently arriving late to class, checking Facebook or Twitter, engaging in side conversations, etc.) which might detract from your and your classmates’ ability to learn or from my ability to focus on the lecture and help you have the best possible classroom experience. Unless a documented accommodation, I do not allow texting or recording classes.

**COURSE COMPONENTS AND GRADING:**
A grade of A (90%), B (80%), C (70%), D (60%), or F (<60%) will be earned based on on-time and quality completion of deliverables as follows:

- Exams (2 highest-scoring) 35
- Comprehensive Final Exam 12
- “In the News” Assignments 30
- Team Diversity Analysis 20
- Class Summaries 3

**Total** 100%

**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. Semester exams will consist of multiple choice, true/false, short answer, and/or case questions about the material covered in the course including all readings, videos, quizzes, and exercises. I will drop your lowest-scoring semester exam before calculating your semester exam average at the end of the semester. I will allow make-up exams only in the case of University-related absences. Otherwise, if you miss a semester exam, I will use that one as your “dropped” exam grade. (Refer to the Course Schedule for exam dates) Semester exams will count for 35% of 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 bring a #2 pencil and a Form 882-E scantron for all exams, including the final. Please refer to the Course Schedule for the scheduled final exam date. Please see me early if you have a conflict with the final exam date so that we can discuss a viable alternative. The final exam will count for 12% of your final grade.

**“IN THE NEWS” (ITN) ASSIGNMENTS**
You will be asked to watch a video clip that relates chapter content with current diversity-related news and answer questions. Questions may range from objective, multiple-choice or fill-in-the blank questions to narrative ones that require critical thought about individual and/or organizational implications. These ITN assignments and grading criteria will be posted on Canvas, and you will submit your answers on Canvas. There will be a total of 10 ITN assignments throughout the semester.
(Refer to the Course Schedule for due dates). I will accept late ITNs from the previous week only and with a 10-point grade reduction for late submission. ITNs are worth 30% of your grade.

TEAM DIVERSITY ANALYSIS
A wise person once said, “The only way you’re going to learn is to apply what you’ve learned.” I wholeheartedly agree, and as a result, I have designed a project to help you apply what you learn in this class.

In a team of five (5), you will answer a diversity-related question and submit a deliverable (written and verbal) near the end of the course (See the Course Schedule). Each team will choose one of the research questions listed below:

1. Using newspapers (one local, one state, one national), locate photos of people (or persons) highlighted in the stories. Create a table that includes the type of story (human interest, business news, crime, etc.), race, ethnicity, sex, and age (estimated if not provided) of the highlighted person or people. What diversity-related observations can be made from the information you gathered? Discuss the implications to the highlighted person or group of people? Discuss the implications of what you found to organizations.

2. Consider the issues discussed as limitations in federal diversity laws. Select two (2) of those issues then list and discuss the elements that could be included in legislation to address that limitation. What specific steps should employers take according to such legislation to ensure equal treatment of the affected parties?

3. Go to the EEOC website (http://www.eeoc.gov) to find current press releases involving access and treatment discrimination against Blacks. Assuming you are a powerful manager hired by the CEO, implement a plan at the offending organization to prevent this kind of thing from happening in the future. Provide at least five (5) specific steps to be taken and five (5) specific measures of success.

4. Chapter 15 describes the EEOC case and settlement of charges against Abercrombie & Fitch (ANF), a retail store that discriminated against Asian American applicants and employees (and other people of color). Visit an ANF near you and document the race and ethnicity of employees. If there is no ANF nearby, conduct this exercise at another high-end specialty store. Compare what you observe with the population of Asians in your area (available from the U.S. Census website). What are the implications of your findings on individuals and organizations? What specific steps should employers take to prevent access and treatment discrimination?

5. Research from the Department of Housing and Urban Development (HUD) using paired testers indicates that at times, Asian Americans experience housing discrimination (renting and home buying) that is like that experienced by Blacks, Hispanics, and American Indians. Search the HUD website (https://www.hud.gov/) for such studies and review them. Speculate on reasons for any discrimination you find. What steps would you take to alleviate this discrimination if you were the head of HUD? What specific ways would you measure success?

6. Conduct an informal census of employees in several businesses (one of each): a fast-food restaurant, a sit-down restaurant, a discount store, government office, bank, other locations where employees are visible. Document the number of employees overall and the number of White employees. What is the race and sex of the manager? Estimate the proportion of White employees in each business. How many managers and assistant managers are White? How many managers and assistant managers are White and male? Speculate on reasons why these numbers and proportions exist.
7. Chart the effects of performance-reward disparities (Castilla’s study discussed in Chapter 7) on salary growth for White men, White women, and people of color (select one demographic group).
   a. Make columns for starting salaries of $30,000 for new employees. Estimate different annual salary increases – 1%, 3%, and 5% for each demographic group. What are the salary differences after 10 years? After 20 years?
   b. What effects would these disparities have on outcomes – employee contributions to Social Security, retirement savings, housing opportunities, investments, children’s education – for these groups?

8. Choose an indigenous people in a particular country (except the U.S. and New Zealand). Document their original and current population, education level, employment, and workforce participation. How do their education, employment, and participation levels compare with those in the dominant group in that country? How are these comparisons similar and different to indigenous groups in the U.S.?

9. Conduct a survey of at least 10 working professionals. How many men versus women negotiated their starting salaries? How many were successful in their negotiations? How much was the increase, if any, after the negotiations? Are any differences apparent after comparing the results for men and women? Speculate on why there were or weren’t apparent differences (e.g., personal and/or organizational factors).

10. Conduct research to determine the following information for the city in which you live:
   a. Annual cost of care for a child under five years old
   b. Annual cost of after-school and summer care/camp for children between five and 11 years old
   c. Annual costs for housecleaning every other week
   d. Annual costs for laundry services for a family of four
   e. Annual costs for eating out three nights a week at a moderately-priced family restaurant
   f. Mean and median annual income for United States households in the city in which you live
   g. Ratio of items a to e and item f
What are the implications for work-family policies based on the ratio in item g?

I will post specific expectations and grading rubrics on Canvas. I will form project teams and announce in class and on Canvas February 6. Teams will make their research question selection February 11. Your Diversity Analysis grade will count for 20% of your final grade.

Refer to The English Writing Center and Library Information below for assistance with writing your papers and conducting research.

**CLASS SUMMARIES:**
Class summaries are handouts that are designed to help you retain information from class sessions. At the end of each class, I will ask you to complete a handout that has either a single word, sentence, or item(s) from a list of items missing. I will use these summaries to monitor your attendance (refer to Attendance below). If you miss a class, you may not make-up a class summary. After all, these summaries are a measure of your attendance. Class summaries will constitute 3% of your final grade.
ATTENDANCE AND PARTICIPATION

Attendance:
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. As the instructor of this course, I will not take formal attendance. However, I will use course summaries to monitor your attendance. Excessive absences will not only negatively affect your final grade; it will lead to reduced learning. As mentioned earlier, you may not make-up a class summary, since I am using them to measure your attendance. However, please ask a classmate to give you notes and/or update you on what you missed. There is no need to bring documentation (e.g., a doctor’s note). I trust that you will have a good reason for missing class.

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.

UNIVERSITY POLICIES AND PROCEDURES

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) 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 (ADAAA), 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 regarding Title IX, visit www.uta.edu/titleIX.

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. 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).
As a rule, while taking exams, you should keep your eyes on your own exam and prevent others from looking at your work since you do not want to unwittingly become party to academic dishonesty. 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](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.

**Emergency Exit Procedures:**
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move towards the south exit of the College of Business. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.
ACTIVE THREAT PROCEDURES
Stop. Think. Protect Yourself. You Have Choices.
The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

The following graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

### YOUR OPTIONS TO AN ACTIVE THREAT

#### You Have Choices!

<table>
<thead>
<tr>
<th>AVOID</th>
<th>DENY</th>
<th>DEFEND</th>
</tr>
</thead>
<tbody>
<tr>
<td>• AVOID the situation. Stay away from the area and campus.</td>
<td>• Know your exit and escape options.</td>
<td>• Use the element of surprise.</td>
</tr>
<tr>
<td>• If you can safely leave the area, RUN.</td>
<td>• If in a parking lot, get to your car and leave.</td>
<td>• Work together as a team. Develop a plan. Commit to your actions. Your life depends on it.</td>
</tr>
<tr>
<td>• Get others to leave the area, if possible.</td>
<td>• If in an unaffected area, stay where you are.</td>
<td>• Be aggressive, loud, and determined in your actions.</td>
</tr>
<tr>
<td>• Prevent others from entering the area.</td>
<td>• When you are safe, call UTA PD at 817.272.3003 or 911 with information you have.</td>
<td></td>
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</tbody>
</table>

If you can’t leave the area safely, DENY or slow entry to the intruder:

- Lock/barricade doors with heavy items.
- Turn off lights/projectors/equipment.
- Close blinds and block windows.
- Stay away from doors and windows.
- Silence phones and remain quiet. Don’t let your phone give you away.
- HIDE and take cover to protect yourself.
- Be prepared to run or defend yourself.

If you can’t AVOID or DENY entry to the intruder, DEFEND your location:

- As a last resort, FIGHT for your life.
- Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc.
- Use the element of surprise.
- Work together as a team. Develop a plan.
- Commit to your actions. Your life depends on it.
- Be aggressive, loud, and determined in your actions.

Follow ALL instructions.

For more information, go to: [police.uta.edu/activeshooter](http://police.uta.edu/activeshooter)

Emergency: 817.272.3003
Non-Emergency: 817.272.3381
police.uta.edu

Additional information for active threat and other emergency situations can be found through the links below:

- [police.uta.edu/activeshooter](http://police.uta.edu/activeshooter)
- [police.uta.edu/erm](http://police.uta.edu/erm)

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381
## MANA 4326.003 DIVERSITY IN ORGANIZATIONS

*Course Schedule*

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
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| 1    | (1/22) *In-Class*: Welcome to Diversity in Organizations, Syllabus Reconnaissance, Canvas Introduction  
*What’s Due: Read the syllabus* | (1/27) *In-Class*: Course terminology, Course rhetoric, Diversity Assessment, assign In the News (ITN) #1  
*What’s Due: Read Chapter 1* | (1/29) *In-Class*: Theories and Thinking about Diversity, assign ITN #2  
*What’s Due: Read Chapter 2, ITN #1* |
| 2    | (2/3) *In-Class*: Aversive Racism, Aversive Sexism, and other ISMs, Questions to Consider (2-6c) #1, assign ITN #3  
*What’s Due: ITN #2* | (2/5) *In-Class*: Diversity Legislation, assign ITN #4  
*What’s Due: Read Chapter 3, ITN #3* |  |  |
| 4    | (2/10) *In-Class*: Blacks/African Americans  
*What’s Due: Read Chapter 4, ITN #4* | (2/12) *In-Class*: Latinos/Hispanics, assign ITN #5  
*What’s Due: Read Chapter 5* |  |  |
| 5    | (2/17) *In-Class*: EXAM #1 over Chapters 1-4  
*What’s Due: Diversity Analysis selection* | (2/19) *In-Class*: Latinos/Hispanics  
*What’s Due: ITN #5* |  |  |
| 6    | (2/24) *In-Class*: Asians/Asian Americans, Quiz  
*What’s Due: Read Chapter 6* | (2/26) *In-Class*: Whites/Caucasians, “White People”  
*What’s Due: Read Chapter 7* |  |  |
| 7    | (3/2) *In-Class*: Privilege Walk (Location TBA), Assign ITN #6  
*What’s Due: Read Chapter 8, ITN #6* | (3/4) *In-Class*: Native Americans  
*What’s Due: Read Chapter 8, ITN #6* |  |  |
| 8    | (3/9) **NO CLASS: SPRING VACATION** | (3/11) **NO CLASS: SPRING VACATION** |  |  |
| 9    | (3/16) *In-Class*: EXAM #2 over Chapters 5-8  
*What’s Due: Read Chapter 9, FedEx Case* | (3/18) *In-Class*: Sex and Gender, Questions to Consider-FedEx Case  
*What’s Due: Read Chapter 9, FedEx Case* |  |  |
<table>
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<tbody>
<tr>
<td>10</td>
<td>(3/23) In-Class: Business Week Speaker TBD What’s Due: Project data collected</td>
<td>(3/25) In-Class: Work and Family, assign ITN #7 What’s Due: Read Chapter 10</td>
</tr>
<tr>
<td>11</td>
<td>(3/30) In-Class: Sexual Orientation and Gender Identity What’s Due: Read Chapter 11, ITN #7</td>
<td>(4/1) In-Class: Religion, assign ITN #8 What’s Due: Read Chapter 12</td>
</tr>
</tbody>
</table>

_Last day to drop - 4/3; See your advisor before 4:00 p.m._

Registration begins for Summer and Fall 2020

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>(4/6) In-Class: Questions to Consider (12-11c) What’s Due: Prepare to discuss 12-11c</td>
<td>(4/8) In-Class: Age What’s Due: Read Chapter 13, ITN #8</td>
</tr>
<tr>
<td>13</td>
<td>(4/13) In-Class: <strong>EXAM #3 over Chapters 9-12</strong></td>
<td>(4/15) In-Class: Physical and Mental Ability, assign ITN #9 What’s Due: Read Chapter 14, <strong>Submit Team Diversity Analysis</strong></td>
</tr>
<tr>
<td>14</td>
<td>(4/20) In-Class: Weight and Appearance, assign ITN #10 What’s Due: Read Chapter 15, ITN #9</td>
<td>(4/22) In-Class: Global Diversity What’s Due: Read Chapter 16, ITN #10</td>
</tr>
<tr>
<td>15</td>
<td>(4/27) In-Class: <strong>Team Presentations</strong></td>
<td>(4/29) In-Class: <strong>Team Presentations</strong></td>
</tr>
<tr>
<td>16</td>
<td>(5/4) In-Class: Reflections What’s Due: <strong>Selected Question to Consider</strong></td>
<td>(5/6) In-Class: Reflections, Cont’d What’s Due: <strong>Selected Question to Consider</strong></td>
</tr>
<tr>
<td>Final Exam</td>
<td>(5/13) In-Class: <strong>COMPREHENSIVE FINAL EXAM, 2:00 – 4:30 p.m.</strong></td>
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</tr>
</tbody>
</table>

*I am more interested in making sure you have a good understanding of diversity and its implications rather than keeping up with the calendar. Therefore, we may make necessary changes to the schedule as we see fit. Don’t worry. I will give you a “heads up” when or if that occurs. – Dr. Cocchiara*