



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 11/2/09

1. ACADEMIC UNIT: Interdisciplinary and Liberal Studies/School of Letters and Sciences

2. COURSE PROPOSED: BIS 350 Diversity and Organizations 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Duane Roen Phone: 7-6513
Mail Code: 1901 E-Mail: duane.roen@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [X]
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

How the course meets the specified criteria are supplied in the detailed table of the criteria checklist.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this multisection course?: [] No [X] Yes; Is it governed by a common syllabus? Yes, so far. It will have common objectives even if a faculty member digresses from the specifics of the enclosed syllabus

Duane Roen
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 11/2/09



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Duane Roen
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 11/2/09

D BIS 350 Diversity and Organizations. (3)

Critical interdisciplinary analysis of individual, cultural, and organizational diversity.
Prerequisite: Sophomore status; completion of first-year composition.

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	this detailed form (see table below); syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	this detailed form; syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	this detailed form; syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	this detailed form; syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".			
C-4			

Course Prefix	Number	Title	Designation
BIS	350	Diversity and Organizations	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1: At least 50% of the course grade is dependent upon writing.	78% of the overall course grade is dependent on writing well-thought out papers that demonstrate specific understanding and application of material, theory, etc.	<p>39% of the course grade requires students to write critically about diversity-related topics as they apply to one another, class exercises, and evidence from their lives. The topics focus on identity, socialization and cultural models, prejudice and discrimination, social class, gender, and sexual orientation, etc.</p> <p>In these papers, students use their life and organizational experience to demonstrate understanding of and application for the theories and models covered.</p> <p>39% of the course grade involves writing that more apparently synthesizes materials and ideas across the topics covered thus far while seeing/applying those concepts to new material. For instance, an assignment that asks students to compare and contrast some U.S. American subcultures (including Euro-white American, Hispanic American, Native American, African American, and Asian American) in terms of how socialization, identity, prejudice, and discrimination have been at work with all the groups at different times in the U.S., as well as consider, for instance, how the differences in timing and style of "immigration" etc.</p>

		<p>has affected perceived outcomes for those groups. In essence, they are to re-visit several of the topics we'd considered more or less individually in light of a broader scope.</p> <p>Similarly, while the focus of the class is on the United States, we must remember that this country does not operate in isolation (we came from somewhere, and we still have to interact with the rest of the world). So one paper takes the class in that direction by asking the students to consider those same fundamental topics and look at the topic and definitions of genocide, "ethnic cleansings" and crimes against humanity as a large-scale expression of prejudice and discrimination. Students do this by looking at genocide theory and definitions and consider historical accounts and data comparing various events from U.S. history (the removal of the Indians) and comparing with the Sudan, the Holocaust, etc. Comparing U.S. history periods (times of action and inaction) with other events allows students to understand how "diversity" matters on larger community and political organization levels (beyond just the "workplace" organization). Similarly, this allows students to see how U.S. subcultures are treated here compared to elsewhere and how some of them came to be in the U.S., etc.</p> <p>Delving into African American culture in more depth, the students read the book "Black Like Me" about an "immersion experience" where a journalist took medication to darken his skin to pass as Black in the deep south in the late 1950s (for months in multiple locations). It is quite enlightening. The students write on it as they compare it with a more recent</p>
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		<p>immersion experience where a journalist leaves behind upper-middle class life to live on a low-working class wage, etc. All this occurs while working in connection to theory on "Avoiding Bias Revival."</p> <p>Finally, at the end of the term, students write another integrative/synthesis paper. Instead of focusing on some U.S. American subcultures or terrible genocides, they take a more review, integrate, and plan approach to how they want to carry this learning forward in their personal and organizational lives.</p>
<p>C-2: The composition of tasks involves the gathering, interpreting and evaluating evidence.</p>	<p>This course requires students to use their personal lives as well as their various life organizations (which go beyond "work" to include family, neighborhood, church, political, military, etc.) as a subject of study. They offer data and look for evidence to interpret and analyze the theories and diversity topics we cover. It is as if they are using their own lives as little "ethnographic" studies of which they are "participant observers." Armed with all the new insights from the class material, students participate in something like "primary" qualitative research, but it is "secondary" in the sense of their using the work of the theorists and researchers to understand and explain their experiences and organizations.</p>	<p>As "uncomfortable" as it may be to some, this class works as well as it does in getting the students thinking seriously about culture because it requires that they gather, interpret, and evaluate evidence from their own lives (upbringing, actions and inactions as adults, at home and at work) in the area of identity, socialization, prejudice and discrimination in the background/as the foundation.</p> <p>But it does this through digging into the meat of a few U.S. subcultures so they have specific data (and prejudices) to consider as they look at how their families raised them (or at how they are raising their own children). They also look at how their workplaces and other organizations interact with the various "minorities" or majorities. Most assignments require that students gather something from their experience and interpret it through the lens of that module's material. They evaluate whether what they "knew" to be true really is and, either way, if it has aided or harmed humane, effective communication between groups. They consider the effectiveness of their own or their</p>

		<p>organizations' diversity choices/behaviors and/or evaluate (depending on the module) how the theory applies or could be applied in the situation or organization.</p>
<p>C-3/C-4: A minimum of two substantial writing tasks that receive timely and detailed feedback.</p>	<p>The approach in this class builds good "habitual skill," and "writing and critical thinking have been fully integrated as means of learning the content," and writing is required to demonstrate their level of learning of the material.</p> <p>This course is writing intensive, with 11 papers spread across the term. The papers require substantial thinking and clear, on-target writing to succeed. The class gets detailed feedback within a week of when they turn their papers in so they can incorporate what they learn from that into the next assignment.</p> <p>There is "class" feedback that helps them see specific trends (good and bad) across the class so they can learn from each other and have key examples of strength and weakness in the writing and thinking that shows up in the papers.</p> <p>While the class feedback is very effective, it is also the case that many students get additional personalized individualized feedback as well. They tend to need/benefit from this more at the beginning of the term while they are still getting used to the style and demands of the class, etc.</p> <p>While there are two larger (in terms of scope) assignments that fall roughly around mid-term and at the end, I do medium-sized weekly papers because they tend to improve more quickly and to a higher level with more frequent thinking/application/writing assignments.</p>	<p>The papers typically range in length from 4 to 6 pages (although many are longer), and while I suggest double-spacing, I permit them to go to 1.5 line spacing if they feel they need to say more. I discourage endless rambling, however, because part of the task of good thinking and writing is to say enough of the right content without saying too much.</p> <p>The length of their papers aside, the writing is more "substantial" in terms of the thinking that goes into the writing than in the number of pages per paper. (Although I suspect that, overall, they write more pages than they would in a class that does only, say, 3 or 3 larger papers).</p>

BIS 350: Diversity and Organizations

Fall 2009 Syllabus*

Faculty Information

Dr. Stephanie deLusé

Office Phone: (480) 965-1136

If you leave a message, please leave: your name, a phone number with a message system (if it's a cell phone, please also leave a "land line" phone number), and tell me what your concern or question is. Speak slowly and clearly—especially with phone numbers.

Office Location and Hours:

- As this is a completely online class, offices hours are also virtual. Post general questions to the Virtual Office discussion board. If it is of a personal nature, however, email and phone contact is standard and effective. If for some reason these don't meet our needs we may be able to schedule an appointment for phone or in person (UASB on Tempe Campus 2nd floor).

- Virtual availability: Like you, I don't live on the computer/phone/email 24/7, but, as you might expect, I'm on a fair amount during the M-F week (I try to check on the weekend when I can too). So you may get a very quick response to your Virtual Office post or email. On the other hand, don't stress if you don't. A one-business-day turnaround may occur during the week. If it is into the 2nd business day and you haven't heard from me, then try again (perhaps with a call too) in case your email was mis-delivered.

- In any event, please plan ahead. If you plan on doing work on the weekend at least work or read enough ahead to see if you have questions. Don't wait until the last minute. And please follow the guidelines discussed immediately below. Remember the beauty of the Virtual Office discussion board is you can help each other too. So check there first to see if your question is already answered and, if it isn't, post your question there (if it isn't personal about your grade or whatever) as a peer may jump in an answer you before I even get to. ☺

E-Mail: Stephanie.DeLuse@asu.edu please use this address regardless of others you may have used or see. Usually I have a specific address per class to keep the enormous amount of mail I get straight. But I've neglected to get one set up for this class yet...so if you have another email for me somewhere for another class I teach, please use the appropriate one.

With multiple class sections and many students who may potentially contact me, your using the following guidelines is important so I can keep track of you and respond to you. Thanks!

Please make the **subject line** useful by including

- a) your last name,
- b) your schedule line # (yours is 78459—should match what's on your schedule),
- c) the word DIVERSITY, and
- d) a word or two that captures the main point of your email.

In the **body** of your email, please always include your **PHONE NUMBERS** in the body of each email, in case it is faster/better for me to contact you that way.

Please make a good effort to use the class website materials to find basic information before you post to the discussion board, call, or email. I put as much there for you as I can. So, out of respect for your time (and mine) and to get you your answer ASAP, please start with your materials. After that, if you have a special situation or need clarity, by all means post to the Virtual Office discussion board, or contact me if it is personal. **Go to Virtual Office and Announcements regularly anyway** to see if I've said something or if you can help a peer.

Course Objectives

Generally speaking ...This course has three sub-texts under the over-arching topic of “diversity.” The main focus on U.S. American cultural diversity (digging into a couple in more depth), a second focus, that runs along the length of the class, is considering ourselves as individuals (our personal identity, socialization, prejudices) in connection with the organizations of our lives (family, workplace, civic, etc.). This allows us to consider different groups experience (while comparing to our own) in regard to psychological, social, economic, and political variables. A third theme is occasionally looking at a transnational/global perspective (which also help us understand our own U.S. culture even more).

These relate to ASU’s imperative that students will be “globally engaged. They will be able to understand the diversity of cultures in the United States” in the context of the U.S. being one key player on the world stage. They will be aware of the impact of culture on human behavior. They will increase their cultural competence and increase the likelihood of successfully interactions with multiple cultures due to greater awareness and respect. “Students will understand the process of acculturation and the negotiations that arise when cultures meet.”

By the end of this course students should be able to:

- Understand culture and the components of local and global cultural diversity and its historical, economic, political, and social roots and impact.
- Have developed a basic understanding of the different existing models for analyzing culture and how those models can be used to explain local and global cultural differences.
- Understand the impact of culture on key areas of human behavior and interaction
- Understand how their own identity and socialization processes contribute the breadth (or lack of breadth) of understanding of one’s own cultural heritage and interaction with others in life organizations.
- Develop cultural sensitivity and acquire the tools to manage cross-cultural encounters effectively
- Understand the process of acculturation and the options to managing diversity
- Recognize that social and cultural systems develop out of adaptation to environmental and historical circumstances.
- Explore the value and validity of alternative approaches to solving the issues that people confront.

In addition to the focus on cultural diversity and awareness, this course will address the following learning outcomes:

- Increase students’ knowledge in the area of social and behavioral sciences with a focus on cross-cultural understanding
- Develop interdisciplinarity through awareness of multiple perspectives

- Practice reading and written communication skills through various course assignments
- Understand own ethnic heritage and articulate and claim their values while recognizing and respecting those of others
- Develop a schema and language for discussing cultural issues
- Understand theories relating to conflict and diversity in organizations
- Understand more about various “subcultures” including gender, sexual orientation, religious, social class, age, disability, Hispanic American, Native American, Asian America, and African American. Emphasis on African American, Native Americans, and social class.

Course Overview

This class isn't a simple read-and-repeat class with the simple conveyance of facts to fill your head. No, this will provide you with material and assignments to encourage your development as a careful, constructively critical thinker and guide deeper, more comprehensive thinking about yourself and organizations through 1) building awareness, 2) building deeper knowledge, and 3) considering behavior around numerous aspects of diversity.

In regard to organizations, remember there are many types of organizations. There are the business or corporate type that come to mind quickly but there are also non-profit organizations, schools, government offices, civic, community, military, political, religious organizations and then the one we all have definitely had experience with—the family organization. Diversity relates to all of them in various ways...so whatever your interest, your experience, or your goals, you'll find material to connect.

Even though this is an online class, it involves “active learning” as the full responsibility for what you get out of it (and how well you do score-wise) falls to you. How pro-actively you engage the material, manage your time, follow instructions and apply yourself with care and an open-mind will determine your outcomes.

***** Success Note/Fair Warning:** if you are prone to procrastination, it is time to slay that dragon! Your life will be much easier and you will be MUCH more successful in this class if you habitually read the assignment materials AS EARLY as you can when the module is assigned. That way you have time to review it, think about it, write and then review that to hopefully have your work done by the end of the week. (See Success Tips, Myths & Realities, and FAQ documents).

Also, while there are firm due dates, you are generally in control of your schedule beyond that. So, for instance, if you know you need more time to read something, start earlier. Or, for example, you know you have a wedding coming up and you will be gone on a due date, plan ahead to get the work done early and submit it before you go. All assignments are visible from early on, so while this is NOT a self-paced class, you can build in your own wiggle room if you plan ahead.

Generally, if you plan ahead to spend at least as much time as you would coming to campus and sitting in a face-to-face class, plus homework, you should be fine! So for a 3 credit class, that's 3 hours of “class time” plus 3 to 6 hours of “homework” per week. So that's around 3 to 9 hours a week “on task” (depending on the module and your reading speed/comprehension, etc.)

This is totally do-able...just want you to have realistic expectations that there will be some work in the class. :-)

Books for Class

I'm providing most of the materials via a "class reader" on line or via links. Though I do want you to buy, borrow, or check out from the library: "**Black Like Me**" by **John Howard Griffin** as you will be reading it in its entirety.

I prefer you get 35th anniversary edition or later. So that means 1996 or later (as it has an epilogue chapter, etc.) I sent you a link for this the week before school...so you'd have the Amazon link to an inexpensive version. But you should be able to find this book at normal bookstores too (call ahead to be sure). Get the book soon...you'll be reading it in Week 5 but you may want to start it early, if your schedule permits.

Late Policy (and such)

There is sufficient time to do each assignment and you know about them all in advance so can plan ahead and basically start immediately on the next assignment once you've completed the previous one. As mentioned above, if you know you have a busy week coming up, start early or work ahead a bit. There's really little reason for late work in this class so, yes, there are penalties for it.

The **basic late policy is this**: late work loses a normal letter grade from whatever grade it would have earned quality-wise. For example, "A" work gets a "B" if it is one day late, a "C" if it is two days late and so on. So if you turn something in late, make sure it is really good! (p.s. It reflects well on you if you turn in good work even if it is officially too late for credit as it shows you care about the spirit of learning. It's good to do too, as the assignments build on each other.)

There is a **late pass**: I know we are all human and weird stuff happens so each student gets one grace period. If you invoke grace by the due date, you get another 24-hour period to turn whatever it is in without penalty--it will get the grade it earned quality-wise. If you want to invoke your late pass grace period, go to the "For Heavens Sake, Please Give Me One More Day" discussion board. As an aside, the grading of late work is often delayed, so be patient if you turned something in late.

Speaking of being human, if you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible in the first week of class. (Technically, if one has a disability they're supposed to explore arrangements before classes start in case it isn't possible to adjust a particular class for a particular disability they can find out early. Still if you are not sure if you have a disability, touch base today and we'll see.)

Finally, *lateness due to **national or religious holidays, for athletic events or work/internship events has never come up in my online classes and "absences" don't make sense either***. I suspect because it isn't really a valid reason as the due dates are laid out from day one and folks can **plan ahead** (to turn something in before the holiday or sporting event, etc.)...part of why they want to take an online class! [Similarly ASU has policies on disruptive behavior that rarely come into play online (but if you are disruptive by my definition, your access to class will end).] Anyway, feel free to use your late pass for whatever reason, of course, but I recommend saving it for when you really need it.

Laying out assignments ahead is, again, by design so everybody has plenty of time to know what's coming and when in order to give themselves more time on any one assignment if they personally think they need it or want to work ahead a bit to clear some time on their calendar. So if you know you have travel plans for fun, will be super busy at work one period of time or gone for business, or have restrictions or celebrations to attend for your family or religion on a certain day please simply plan ahead so you can turn your work in any time before that.

Fall 2009 Planned Assignment Schedule & Due Dates

(Subject to change – unlikely, but if they do I'll post it on Announcements)

Papers 1 – 11 relate to C-2 as well as they collect examples from their life/organizations to evaluate in light of the new material. Please see criteria checklist for more on this.

Assigned	Learning Modules Focus on:	Due	Points
Part I: Foundations			
-- Building Internal and External Awareness			
Week 1 8/24 Monday C-2, 3, & 4	Module 1: Identity Read: The syllabus (& email your contact info, etc.) Read/do * pre-assessment surveys * About Your Identity exercise, reading, Paper 1 * Quizzes on 3 audio/visual presentations * Identity Discussion Board post And response	8/30 Sunday 8/30 Sunday 8/30 Sunday 8/31 Monday	50 C-1, 47 25 15
Week 2 8/31 Monday C-2, 3, & 4	Module 2: Socialization & Cultural Models Read/do the activities, a/v pres, readings, Paper 2	9/6 Sunday	50 C-1
Weeks 3 & 4 9/8 Tuesday (Mon is Labor Day)	Module 3: Discrimination and Prejudice Quizzes on 3 audio/visual presentations Read/do the activities, readings, etc. & Paper 3 C-2, 3, & 4	9/13 Sunday 9/20 Sunday	59 50 C-1
Part II: Deepening Knowledge (& building more awareness too!)			
Week 5 9/21 Monday C-2, 3, & 4	Module 4: Gender, Sexual Orientation, and Religion Do/Read activities, readings, Paper 4 Quiz on 1 audio/visual presentation	9/27 Sunday 9/27 Sunday	50 C-1 20
Week 6 Monday 9/28 C-2, 3, 4	Module 5: Social Class, Age, and Disability Read/do activities, readings, and Paper 5	10/4 Sunday	50 C-1
Weeks 7 & 8 10/5 Monday C-2, 3, & 4	Module 6 Some U.S. American "subcultures" Foundational Readings & Quiz on 1 audio/visual presentation Read remaining readings and integrate with the foundational ones & write Paper 6	10/11 Sunday 10/18 Sunday	19 50 C-1

C-1 Papers 1 – 11 (& 2 related Discussion Boards) equate to 78% of the score being dependent on writing.

C-3/C-4 Feedback is provided for each assignment paper within a week (so far I'm made that goal!)

Grades

- details on items below are in the Learning Module area of class site.
- The items below are not in chronological order, see the Assignment Schedule & Due Dates sheet below for the order

Final Grades

The plan, barring any change that I announce, is to do a straight percentage scale based on 1100 total points possible. Naturally, if I drop or add an assignment (rarely!) the total points would change, but the basic scale would stay the same. That is:

A = 90% -100%

B = 80 – 89 % I don't generally use "plus" or "minus" but I reserve my "right" to do so.

C = 70 – 79%

D = 60 – 69 %

E = 59% and below

As any question on any assignment grade needs to happen within a week of when it was posted (see later sections with more on grading, there is nothing that needs to be (or can be) appealed by the time final grades are assigned. So I do not change grades unless I made a calculation error (which is rare since I use a computerized grade tracking program but always feel free to check).

Grading

There are Assessment Guidelines (below and in the FAQs for Success Tips area of the class site). Your grades will be assigned based on the principles there that relate to the quality and compliance with the detailed instructions laid out in each assignment.

I will post your points to the online Grade book. Then I will offer comprehensive feedback to the class on the Announcements page (my main way of communicating with the class) that speaks in general terms and offers examples of how people did...what tended to earn a better versus a less good grade, etc. so you can learn from what everyone did right (and wrong) on each assignment to apply to doing better on the next assignment.

You are expected to consider your points in the context of that feedback given and what was asked for in the instructions as a way of understanding your score. Through working with many online students I've learned that most prefer this method of feedback (once they get used to it) as it helps build community by letting them know how they fit in with the whole and how they might do better. It's like the comments the teacher gives a face-to-face class after an assignment is done.

Thus, I may not provide individual feedback to students unless they ask for it after having first read the class feedback. Many educators consider this a more advanced form of feedback helping good thinkers (which you should be at this stage of your education) build still better critical thinking skills and skills in self-evaluation, or at least practice them before asking for more that would confirm or disconfirm. (And it discourages students from ignoring contextual feedback and focusing only on themselves.) So, I give plenty of feedback in these announcements. If you re-read what you turned in objectively (in light of the instructions, assessment guidelines, and feedback announcement) you should be able to recognize why you fell where you did on the continuum. (When I do give individual feedback, it is usually attached via hyperlink to your grade in the gradebook...keep an eye out for it.)

All that is said so you understand how the class works and what is expected of you.

Still, please know, you are always welcome to call or email me if you do need some individual feedback in a given case. It can take a little practice to build the skills I described above. So I encourage you to touch base with me if, after you've done as asked above, to email or call me, explain what piece of the feedback you think does or doesn't apply so you are specific about what piece you need further clarification on (as I can't read minds as much as I try!)

If you ask for additional feedback it needs to be within 3 days of when I posted the announcement so that what we talk about will benefit your next assignment & your assignment will be fresh in my head). Feedback is not a grade appeal...see that section if need be.

****By all means, please realize you can call for help before an assignment too, of course, just be sure you've read all the instructions first and have them in hand so our conversation is more productive. It is always easier and more productive to handle questions before hand so we can try to get you as clear as possible on something! Whether it is for help before an assignment or something after an assignment, realize I can't read minds...if you don't email &/or call, I assume you are fine.**

Grade Appeals

Additional feedback is one thing, arguing a grade is another (though you will see in both cases I expect you to use your "thinking cap" first)...

Grades will not be discussed. To request reconsideration of a grade you must take the following steps.

1. Review the assignment and its instructions
2. Compare your work with the grading criteria, my feedback announcement, tips, etc.
3. Wait at least 24 hours after the grade and feedback announcement is posted (to allow any surprise, shock, or anger you may feel to cool and allow time for you to do a proper review as described here)
4. Submit an appeal in writing after 24 hours but within one week from the time the grades are posted. After that, the opportunity for appeal is lost. Also, when I say "in writing" it may be via email but write it formally/professionally written (not in casual email-speak)
5. Pinpoint the discrepancy between the instructions and the grade awarded
6. Provide a cogent, well-written argument explaining how your work met the instructions and criteria
7. Indicate the grade (or number of points) you feel you **earned**--not the one you want. Sadly, I cannot grade on effort. Effort is part of what college means; quality dictates the grade.

NOTE: An appeal does not necessarily equate to getting the extra points. However, if all directions are followed, I will carefully and open-mindedly review your appeal.

Assessment Guidelines for Assignments

Each assignment has a different focus with specific requests, but these general rules apply to each as I look for junior/senior-level work and good thinking and writing skills in all work. Divide the points you earned by what the assignment was worth to calculate your grade.

* Application and integration of disciplines/perspectives is always welcome and is encouraged. That said, it isn't specifically required for each assignment so when you see that item below realize that I know—and you should too from reading the assignment details—when it is required and when it isn't. :-) In some of our assignments, you will be able to substitute the word perspectives, concepts, models, theories, etc. for “disciplines.”

A = Excellent = Exceptional Paper

- All items requested in the assignment details are included, exceptionally outlined
- Comprehensive grasp of subject matter is demonstrated
- In-depth understanding of relevant concepts issues related to topic addressed / assigned
- Profound analytical critique, synthesis, & evaluation of information
- Insight in thought and contribution of something new
- Thorough explanation of the connection and/or application of disciplines *
- A clear, concise, and fluent style highlighting a well-written & logically structured essay.
- A virtually flawless mastery of all aspects of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

B = Good = Above Average Paper

- All items are included: meets all requirements
- Good grasp of subject matter is demonstrated
- Basic understanding of relevant concepts & issues related to topic addressed
- Incorporates the connection between disciplines or the application thereof *
- Some in depth analytical critique, synthesis, & evaluation of information
- A clear, concise, and fluent style highlighting a well-written & logically structured essay.
- A good grasp of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

C = Satisfactory = Competent Paper

- All items are not included: one key area weak or missing
- Basic grasp of subject matter is demonstrated
- Some understanding of relevant concepts & issues related to topic addressed
- Adequate attempt for analytical critique, more reporting than analyzing
- Minimal attempt to discuss/apply disciplines *
- Essay with an acceptable style and structure
- Basics of grammar, structure, and spelling
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

D = Poor = Marginally Acceptable Paper

- All items are not included: more than one key item missing or very weak
- Confusion of subject matter is demonstrated
- Understanding of relevant concepts & issues related to topic addressed is weak
- Just reporting events
- Just mentions the connection between, or application of, disciplines *
- A basic grasp of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

E = Failing = An Unacceptable Paper

- All items are not included
- A basic lack of understanding of the subject matter
- No attempt to go beyond description
- No mention of the application or integration of disciplines *
- Written expression is disorganized and poorly expressed
- Serious errors in grammar, sentence structure, and spelling
- Timely submission & Academic integrity questionable
- Standard format not followed

Academic Integrity

Academic Integrity is important. Carefully read the material later in the syllabus and the unit on this in the Course Information area of the class website. Should you intentionally or accidentally fail to be in integrity, you will fail the class.

More on Cheating and Plagiarism

Read this even if you think you've never done it, as the definition is broad so take care! I expect you to use your own words and develop your own ideas on each assignment. When you refer to, quote, or paraphrase sources I provide or you find you should cite it properly.

This all may seem heavy-handed that I spend so much space on this but, sadly, I have to fail one or two people out each term because of this and I hate it when that happens...so I try to remind people of these things so they know that if they have gotten sloppy in other classes or haven't written many papers before, forgotten the rules, or whatever. This is the time to re-acquaint yourself with these basic things each student is expected to know. :-)

Cheating and plagiarism include, but are NOT limited to the following:

- Presentation of the ideas or words of others (from either print or electronic media) without proper bibliographic credit (i.e., citation) to the source in the text of the paper.
- Presentation of the ideas or words of others (from either print or electronic media) without proper bibliographic credit (i.e., citation) to the source in the bibliography of the paper.
- Use of direct quotations without quotation marks or other acceptable formatting and without bibliographic credit to the source
- Paraphrasing without bibliographic credit to the source
- Submitting material written by someone else as one's own
- Submitting other person(s)'s work, information, property (i.e., transcripts) as one's own
- Purchasing, borrowing, or downloading research papers and submitting them as one's own work
- Copying another student's work in part or in whole
- Allowing someone to copy one's work
- Submitting the same paper for more than one course without the knowledge and approval of both instructors
- Making up bibliographic information or entries
- Using notes or other material during a test without authorization
- Accepting credit for group work without doing one's share.

See the Student Affairs web page at <http://www.asu.edu/studentaffairs/studentlife/judicial/> and <http://provost.asu.edu/academicintegrity> as well as the School of Letters and Sciences web page <http://sls.asu.edu/bis/forms.html> for policies to which we adhere. Read them.

Here is a fun little quiz to use as a resource to be sure you have this down... http://library.umf.maine.edu/plagiarism/is_it.html This web site from the University of Maine has some excellent links and allows you to take a short quiz with quick feedback on whether different situations are plagiarism or not.

Other potentially useful info: See these cites for APA citation style. APA is easy and what I personally prefer. If you don't know it, see http://www.wisc.edu/writing/Handbook/DocAPACitations_Def.html and for help with just about any sort of citation you need to do for several styles (including APA) http://www.lib.duke.edu/libguide/cite/works_cited.htm . See all these for help. They also help refresh your memory on how to do your bibliography.

Some additional ones...University of Wisconsin Writing Center, "Writer's Handbook: Documentation Styles," pp. 1-2 (of 5), <http://www.wisc.edu/writing/Handbook/Documentation.html>.

Purdue University Writing Lab, look through lots of handouts and materials there...see information on research and documenting sources, paraphrasing, etc. <http://owl.english.purdue.edu/>

Be prepared that I may ask you to provide/bring in your sources for various reasons throughout the semester. Don't worry, normally I'm just curious to learn more in case I might want to incorporate the source in class or some other non-worrisome reason. Another reason might be I have a plagiarism-related concern, or the like (so suddenly "losing" a source soon after doing the assignment will only add suspicion and will not make things go away.)

Anyway, students who plagiarize or cheat will be reported to the appropriate university authorities. The minimum penalty will be a zero grade for the plagiarized work (or any work that contains things that can be considered plagiarism). The minimum penalty is possible but NOT likely. The maximum penalty is expulsion from the University. What is most common is I fail the student for the course. Don't take the chance. Please don't do these things (even on accident).

Campus Resources and Support phone #s, etc.

Accessing the class

myASU login page – bookmark this as it is how you will enter class
<http://my.asu.edu>

though you should also bookmark this <http://myasucourses.asu.edu> because sometimes this link works in the rare instances that the first one doesn't. Don't ask me why, it is just something I've found to be true so thought I'd share it to help you out in case it is useful :-)

You can also go to <http://www.asu.edu> and click on myASU in the primary horizontal navigation bar (right under the header above the main picture), log in, and click on Courses.

E-mail Issues

be sure you are checking ASU email or have it forwarded properly to a different account. Problems? Check these sites and then call one of the numbers below if you aren't sure.
<http://help.asu.edu/> and <http://help.asu.edu/node/99>

and email to email-q@asu.edu

Other techno help –

if you get in a bind, there are three numbers below to call (and several links to explore depending on your issue)

ASUonline -- many resources for online students

<http://asuonline.asu.edu> and <http://asuonline.asu.edu/student-support/index.cfm>

Online Tutorials for Students

They cover a number of things here...be sure to check if you are wondering how to do something. Their general site is <http://asuonline.asu.edu/student-resources>

But here's a more direct link to the tutorials

<http://asuonline.asu.edu/student-resources/online-tutorials>

Plug-ins for Software for Students – if you need a Word viewer, Adobe, etc.

<http://asuonline.asu.edu/student-resources/student-plug-ins>

Information Technology

Help Desk 480-965-6500

myasu-q@asu.edu

(myASU Computing System Problems. This line let's you know if the system is down and you can ask for help or report a system problem if the outgoing message does not tell you it is down. (Wait for a person, don't leave a voicemail if you can avoid it).

myASU Course Issues -- online class technical help people

Online Teaching & Learning Group

Technical Support

480-965-6922 480-965-6738

dlt-tech@asu.edu

Career Services

A MUST-use service for students and alumni as you continue to grow. They offer all manner of workshops, resources, and career advising.

<http://career.asu.edu/> 480-965-2350

Personal Issues

These are great free or very low or sliding fee places to go to help if you are having any personal issue (eating disorder, relationship troubles, low confidence, stress issues, career worries, you name it). May as well start (or finish!) getting that issue resolved while you are finishing your degree, right? Start post-school life on an upswing!

Counseling and Consultation 480-965-6146

<http://students.asu.edu/counseling>

Counselor Training Center 480-965-5067

<http://coe.asu.edu/ctc/>

Clinical Psychology Center 480-965-7296

<http://psychology.clas.asu.edu/clinic>

Continued...			
PART III – Behavior			
(& more deepening of knowledge and awareness too – they overlap)			
Week 9 10/19 Monday C-2, 3, 4	Module 7: Genocides, Clearings, and “Cleansings” Read/do activities, readings, and Paper 7	10/25 Sunday	50 C-1
Weeks 10 & 11 10/26 Monday C-2, 3, 4	Module 8 – Immersion Experiences * Read “Black Like Me” and “Nickel-and-Dimed: On (not) Getting By in America” excerpt and bias review reading and write Paper 8	11/8 Sunday	100C-1
Week 12 11/9 Monday C-2, 3, & 4	Module 9 – Organizational Conflict Actually, everything we’ve been doing has had to do with organizations, yes? But now we’ll focus on organizational matters more directly... * Quizzes on 2 audio/visual presentations * Read/do exercises, readings, and write Paper 9	11/11Wed. 11/15 Sunday	40 50 C-1
Week 13 11/16 Monday C-2, 3, 4	Module 10 – Organizational Diversity * Quiz on 2 audio/visual presentations * Read/do exercises and write Paper 10	11/18 Wed. 11/22 Sunday	40 50 C-1
Week 14 11/23	THANKSGIVING – I’m giving you more than 2 days off so use them well! (Enjoy your family, explore diversity and rest up! And seriously consider starting your last module early.) :-)		
Week 15 11/30 Monday C-2, 3, & 4	Module 11 – Review, Reflect, and Integrate * Review/Reflect and write final - Paper 11 * Take-Home Points Discussion Board Response to peer Reply to response	12/6 Sunday 12/6 Sunday 12/7 Monday 12/8 Tuesday	100C-1 50 C-1 35 C-1 (for both)
		Total	1000

In case you are wondering....all that adds up to 1000 points...unless I drop or add something, that’s what it will be. :-)

You may start the assignments earlier than when they are listed above, of course, if you feel you need more time on something. I encourage you to do so, if need be, as you plan your days/weeks/semester. That said, you can start early but I won’t grade work early. I grade after the official due date when I have the whole batch of assignments from the class.

One more bit of advice...FILE NAMING for class assignments

You'll be a much happier camper if you write all of your assignments in Microsoft Word to spell-check and proofread and have saved tidily on your hard drive (using the class naming convention for files of YourName_AssignmentName for each one as described on the course site).

And do use Microsoft Word if at all possible and if you are using Windows Vista or the latest version of Word, be sure you save your file type as a slightly older version of Word so I can open it. (It should default you to a .doc file, not a .docx file.) Also, if you must use another word processor, please be sure to "save as" "file type" "rich text file" (which gives it a .rtf suffix). Saving as a rich text file (.rtf) is generally always a good bet when in doubt.

Conclusion

Well, that's it for now! If you have questions, see the other sheets, post to Virtual Office, or contact me immediately. As I assign reading the syllabus in the first week of school if I don't hear from you during the first week with syllabus questions I will assume you read and understand this. I wish you success in the course! ☺

* Syllabus and assignment information may be added, deleted, or changed at the discretion of the professor. You are responsible to know about changes (keep up with announcements). Also, read the Tips to Succeed, Myths & Realities, and FAQ sheets in Course Information...do so, they are for your own benefit. ☺

BIS 350 Readings/Exercises List. The papers are based on these materials and the examples/connections they make from their own lives, organizations, communities, etc.

Module 1- Identity

Readings/Exercises:

1. Diversity Questionnaire

From Sonneschein, William, *The Diversity Toolkit: How you can build and benefit from a diverse workforce*. (Chicago: Contemporary Books)

2. Pre-Course Checking Perceptions

From Carol P. Harvey and M. June Allard (Eds.) *Understanding and managing diversity: Readings, Cases, and Exercises*. NJ: Upper Saddle River

3. Pre-Course Diversity Assessment on factual knowledge, conceptual knowledge, and procedural/conditional knowledge, skills and behaviors.

From Carol P. Harvey and M. June Allard (Eds.) *Understanding and managing diversity: Readings, Cases, and Exercises*. NJ: Upper Saddle River.

4. Awareness of Cultural Identity exercise

From Marquita Byrd, *The Intracultural Communication Book* (New York: McGraw-Hill)

5. Analyzing Self (your pie chart)

From Taylor Cox and Ruby L. Beale, *Developing Competency to Manage Diversity: Readings, Cases, and Activities* (San Francisco: Berrett-Koehler)

6. Beverly Daniel Tatum "The Complexity of Identity: Who Am I?" In Mauriane Adams, et al. *Readings for Diversity and Social Justice*. (New York: Routledge).

A/V presentations on:

Definition of culture

- Definition of culture
- Definition of diversity
- Elements of culture
- Historical and environmental factors in creation and maintenance of culture

Important of culture

- Importance of culture in human behavior
- Impact of culture
- Key approaches to understanding culture and diversity

Levels of culture

- Multiple levels of culture: National, ethnic, organizational
- US cultural diversity
- Cultural diversity in other countries
- Legal aspects of diversity
- Primary and secondary diversity
- Implications of cultural diversity

Module 2 – Socializing Identities & Cultural Value Models

1. First Thoughts – Stereotypes

From Jonamay Lambert and Selma Myers, *50 Activities for Diversity Training* (Amherst, MAL Human Resource Development Press)

2. Socialization and the “ism” prism

From Sonneschein, William, *The Diversity Toolkit: How you can build and benefit from a diverse workforce*. (Chicago: Contemporary Books)

3. Harro, Bobbie. The cycle of socialization. In Mauriane Adams, et al. (Eds.) *Readings for Diversity and Social Justice*. (New York: Routledge).

4. Liddle, B. J. (2005). Tales from the heart of Dixie: Using white privilege to fight racism. In S.K. Anderson & V.A. Middleton (Eds.) *Explorations in privilege, oppression, and diversity*. pp. 171-176. (Belmont, CA; Thomson)

5. Macphee, D. (2005). Yes, I see you're committed to the cause...but where's your credibility and why that angst? In S.K. Anderson & V.A. Middleton (Eds.) *Explorations in privilege, oppression, and diversity*. pp. 177-183. (Belmont, CA; Thomson)

6. Megivern, D. (2005). Supposed to know better: On accepting privilege In S.K. Anderson & V.A. Middleton (Eds.) *Explorations in privilege, oppression, and diversity*. pp. 17-23. (Belmont, CA; Thomson)

A/V Presentations on:

Views of Culture

- Ways of understanding culture and cultural differences: Parochialism, ethnocentrism, multiculturalism, and pluralism
- Sophisticated stereotypes
- Hall's view of communication context
- Klockhorn and Strodbeck cultural values model

Cultural Value Models

- Hofstede's cultural values model:
- Collectivism
- Power distance
- Uncertainty avoidance
- Masculinity
- Time orientation

More Cultural Value Models

- Fons Trompenaars' dimensions of culture
- Global Leadership and Organizational Behavior Effectiveness (GLOBE)

Module 3 – Discrimination and Prejudice

1. Pincus, Fred L. Discrimination comes in many forms: Individual, institutional, and structural. In Mauriane Adams, et al. (Eds.) *Readings for Diversity and Social Justice*. (New York: Routledge). 31-35

2. Blumenfeld, Warren J., and Diane Raymond. Prejudice and discrimination. In Mauriane Adams, et al. (Eds.) *Readings for Diversity and Social Justice*. (New York: Routledge). 21-30

3. The influence of diversity on group dynamics and outcomes. In K.M. Thomas (2005) *Diversity dynamics in the workplace*. Belmont, CA: Thomson. 90-110.

A/V Presentations

Culture and the Individual

- Culture, individual characteristics and behaviors
- Values and culture
- Group identities and self-concept
- Consequences of incongruent identities
- Individual barriers to diversity
- Overcoming individual barriers to diversity

Culture and interpersonal and Group Interaction

- Definition of groups and teams
- Structural elements of groups and teams
- Relational schema
- Task and relationship orientation
- Sexual harassment
- Team composition
- Teams in different cultures

Impact of Culture on Organizations

- Diversity in organizations
- Factors in discrimination in organizations
- Employment decisions
- Glass ceiling
- Sexual harassment
- Subtle discrimination
- Solutions

Module 4 - Gender, Sexual Orientation, and Religion

Gender

1. Masculine and Feminine Speaking Styles

From Kathryn A Canas and Harris Sondak

2. Brady, Judy. (2007). Why I want a wife. In Buscemi, S.V. and Smith, C. 75 *readings: An Anthology*. (10th Edition) NY: McGraw-Hill.

3. Gender-related diversity dates in history. (2008). Canas, K.A. & Sondak, H. *Opportunities and challenges of workplace diversity: Theories, cases, and exercises*. Upper Saddle, NJ: Pearson

4. Sanders, Scott Russell. (2008). The men we carry in our minds. In Anson, C. C. 75 *readings across the curriculum*. NY: McGraw-Hill.

5. Schrank, Robert. Two women, three men on a raft. (1994). In M.C Gentile (Ed.) *Differences that work: Organizational excellence through diversity* (pp. 93-105). Boston: Harvard Business Review Books.

6. Tannen, Deborah. Talk in intimate relationships: His and hers. (2007). In Buscemi, S.V. and Smith, C. *75 readings: An Anthology*. (10th Edition) NY: McGraw-Hill

Sexual Orientation

1. Fausto-Sterling, Anne. (2006). The five sexes: Why male and female are not enough. In K.E.Rosenblum and Toni-Michelle C. Travis (Eds.) *The Meaning of Difference: American constructions of race, sex and gender, social class, and sexual orientation*. (4th edition) p.87-91.
2. Barsky, Allen.E. (2005). Assumed privilege: A double-edged sword. In S.K. Anderson & V.A. Middleton (Eds.), *Explorations in privilege oppression, and diversity* (pp. 103-111). Belmont, CA: Thomson.
3. Alistair D. Williamson. Is this the right time to come out? (1994). In M.C Gentile (Ed.) *Differences that work: Organizational excellence through diversity* (pp. 253-264). Boston: Harvard Business Review Books.
4. Sexual orientation-related diversity dates in history. (2008). Canas, K.A. & Sondak, H. *Opportunities and challenges of workplace diversity: Theories, cases, and exercises*. Upper Saddle, NJ: Pearson

Religion

1. Religion-related diversity dates in history. (2008). Canas, K.A. & Sondak, H. *Opportunities and challenges of workplace diversity: Theories, cases, and exercises*. Upper Saddle, NJ: Pearson
2. Smith, J.I. (2007). Women and Islam. In J.J. Macionis & N.V. Benokraitis (Eds.), *Seeing ourselves: Classic, contemporary, and cross-cultural readings in sociology*. (pp. 387-393). Upper Saddle River, NJ: Pearson.
3. Williams, W. L. (2006). The Berdache tradition. In K.E.Rosenblum and Toni-Michelle C. Travis (Eds.) *The Meaning of Difference: American constructions of race, sex and gender, social class, and sexual orientation*. (4th edition) p.91-99.

A/V presentation on
Culture and Communication

- Need for communication
- The communication process
- Verbal Communication
- Non-verbal communication
- Gender differences in communication

Module 5 - Social Class, Age, and Disability Readings

Social Class

1. Carol P. Harvey. (2008). Does social class make a difference. In Carol P. Harvey and M. June Allard (Eds.) *Understanding and managing diversity: Readings, Cases, and Exercises*. NJ: Upper Saddle River. 155-157.
2. Barbara Ehrenreich. (2007). A step back to the workhouse. In Buscemi, S.V. and Smith, C. *75 readings: An Anthology*. (10th Edition) NY: McGraw-Hill. 294-302
3. Newman, Katherine S. (2007). Getting a job in Harlem: Experiences of African American, Puerto Rican, and Dominican youth. In J.J. Macionis & N.V. Benokraitis (Eds.), *Seeing ourselves: Classic, contemporary, and cross-cultural readings in sociology*. (pp. 387-393). Upper Saddle River, NJ: Pearson. 326 – 334
4. Fahy, Colleen, A. (2008). Social Class Diversity. In Carol P. Harvey and M. June Allard (Eds.) *Understanding and managing diversity: Readings, Cases, and Exercises*. NJ: Upper Saddle River. 158-171.
5. Loomis, Colleen. Understanding and experiencing class privilege. In S.K. Anderson & V.A. Middleton (Eds.), *Explorations in privilege oppression, and diversity*. Belmont, CA: Thomson. 31-39
6. Parker, Jo Goodwin. (2008). What is poverty? In Anson, C. *75 readings across the curriculum*. NY: McGraw-Hill. 426-431.
7. Jesse Jackson. (2008). Who make the clothes we wear? In Anson, C. *75 readings across the curriculum*. NY: McGraw-Hill. 392-393

Age

1. Carol P. Harvey. (2008). Organization innovations for older workers. In Carol P. Harvey and M. June Allard (Eds.) *Understanding and managing diversity: Readings, Cases, and Exercises*. NJ: Upper Saddle River. 184 – 191
2. Age-related diversity dates in history. Canas, K.A. & Sondak, H. (2008). *Opportunities and challenges of workplace diversity: Theories, cases, and exercises*. Upper Saddle, NJ: Pearson.
3. Butler, Robert N. The tragedy of old age in America. In J.J. Macionis & N.V. Benokraitis (Eds.), *Seeing ourselves: Classic, contemporary, and cross-cultural readings in sociology*. (pp. 387-393). Upper Saddle River, NJ: Pearson. 293-298

Disability

1. The ten commandments of interacting with people with disabilities. Canas, K.A. & Sondak, H. (2008). *Opportunities and challenges of workplace diversity: Theories, cases, and exercises*. Upper Saddle, NJ: Pearson. 239-240
2. Richard S. Tedlow & Michelle S. Marram. A Case of AIDS (1994). In M.C Gentile (Ed.) *Differences that work: Organizational excellence through diversity*. (pp. 239-252). Boston: Harvard Business Review Books.
3. Lo, Kaying. Seeing through another Lens. In S.K. Anderson & V.A. Middleton (Eds.), *Explorations in privilege oppression, and diversity*. Belmont, CA: Thomson. 49-52.
4. Dirty secrets and unholy unions: Disability-based oppression and privilege. In S.K. Anderson & V.A. Middleton (Eds.), *Explorations in privilege oppression, and diversity*. Belmont, CA: Thomson. 53-57.
5. Anderson, Julia. In S.K. Anderson & V.A. Middleton (Eds.), *Explorations in privilege oppression, and diversity*. Belmont, CA: Thomson. 215-219.

Module 6 – Some U.S. American “Subcultures”

Foundational

1. Takaki, Ronald. (2000). A different mirror. In Mauriane Adams, et al. *Readings for Diversity and Social Justice*. (New York: Routledge). 67-73.

2. Race and National Origin-related dates in history. Canas, K.A. & Sondak, H. (2008). *Opportunities and challenges of workplace diversity: Theories, cases, and exercises*. Upper Saddle, NJ: Pearson.

2. The evolution of identity. (2006). In K.E.Rosenblum and Toni-Michelle C. Travis (Eds.) *The Meaning of Difference: American constructions of race, sex and gender, social class, and sexual orientation*. (4th edition).

A/V presentation on:

Acculturation

- Definition of acculturation
- Types of acculturation
- Acculturative stress
- Examples of acculturation in ethnic groups, organizations, and society
- Acculturation and diversity

Asian American

1. Espiritu, Yen Le. (2006). In K.E.Rosenblum and Toni-Michelle C. Travis (Eds.) *The Meaning of Difference: American constructions of race, sex and gender, social class, and sexual orientation*. (4th edition). 69-80.

2. Mock, Matthew R. Personal compassion and alliance building: Observations of an Asian American professor. In S.K. Anderson & V.A. Middleton (Eds.), *Explorations in privilege oppression, and diversity*. Belmont, CA: Thomson. 155-163.

3. Noda, Kesaya E. (2007). Growing up Asian in America. In Buscemi, S.V. and Smith, C. *75 readings: An Anthology*. (10th Edition) NY: McGraw-Hill. 127-135.

4. Takaki, Ronald. (2008). The harmful myth of Asian superiority. ? In Anson, C. *75 readings across the curriculum*. NY: McGraw-Hill. 253-255.

African American

1. Staples, Brent. (2008). Black men and public spaces. In Anson, C. *75 readings across the curriculum*. NY: McGraw-Hill. 259 – 261.

2. Davis, F. James (2006). Who is black? One nation's definition. In K.E.Rosenblum and Toni-Michelle C. Travis (Eds.) *The Meaning of Difference: American constructions of race, sex and gender, social class, and sexual orientation*. (4th edition). 37 – 44.

3. <http://www.apa.org/monitor/oct06/lessons.html> a cultural lesson around hurricane Katrina.

Native American (Indigenous Peoples)

1. Lake, Medicine Grizzlybear. (1970). An Indian Father's Plea. In Buscemi, S.V. and Smith, C. *75 readings: An Anthology*. (10th Edition) NY: McGraw-Hill. 377-381.

2. Momaday, N. Scott. (1997). Revisiting Sacred Ground. In Buscemi, S.V. and Smith, C. *75 readings: An Anthology*. (10th Edition) NY: McGraw-Hill. 47-52.

Hispanic American

1. Cofer, Judith Ortiz. (2008). The myth of the Latin woman: I just met a girl named Maria. In Anson, C. *75 readings across the curriculum*. NY: McGraw-Hill. 263-268.

2. Cooper, Marc. (2000). The heartland's raw deal: How meatpacking is creating a new immigrant underclass. In Mauriane Adams, et al. (Eds.) *Readings for Diversity and Social Justice*. (New York: Routledge). 99-104.

"White" American

1. Wederspahn, Gary M. Avoiding the "Ugly American" stereotype

2. Miner, Horace. (1956). Body ritual among the Nacerima. In Buscemi, S.V. and Smith, C. *75 readings: An Anthology*. (10th Edition) NY: McGraw-Hill. 281-286.

3. Brodtkin, Karen B. (200). How did Jews become white folks? In J.J. Macionis & N.V. Benokraitis (Eds.), *Seeing ourselves: Classic, contemporary, and cross-cultural readings in sociology*. (pp. 387-393). Upper Saddle River, NJ: Pearson. 274-283.

4. Hewitt, Ed. Embrace the American, Leave the ugly at home.

Module 7 – Genocides, Clearances, Cleansings, and Crimes Against Humanity

1. Stanton, Gregory H. (1998). The 8 states of genocide.
<http://www.genocidewatch.org/aboutgenocide/8stagesofgenocide.html>
2. Genocide. Death Reference encyclopedia of death and dying.
<http://www.deathreference.com/En-Gh/Genocide.html>
3. Roychoudhuri, Omnesha. (2004). Fighting cultural genocide.
<http://www.motherjones.com/politics/2004/12/fighting-cultural-genocide>
4. Giago, Tim. (2009). Cultural genocide in the Land of the Free.
<http://www.huffingtonpost.com/tim-giago/cultural-genocide-in-the-b-156933.html>
5. Task force believes genocide is preventable. (2008).
<http://www.npr.org/templates/story/story.php?storyId=97960778>
6. Gilbert, Martin. The Holocaust: Maps. In Mauriane Adams, et al. (Eds.) *Readings for Diversity and Social Justice*. (New York: Routledge). 150 – 162.
7. Wilkins, David E.(2009). A tour of Indian peoples and Indian lands. In Charles A. Gallagher (Ed.) *Rethinking the Color Line: Readings in Race and Ethnicity*. (4th edition). 71-86
8. Takaki, Ronald (1993). Toward the stony mountains: From removal to reservation. 84 – 105. *A different mirror: A history of multicultural America*. NY: Back Bay Books/Little, Brown and Co.

Module 8 – Immersion Experiences

1. John Howard Griffin. (1960). *Black Like Me*, NY: Penguin. 1 -192.
2. Erhrenreich, Barbara. (1999). Nickel-and-dimed: On (not) getting by in America. In Anson, C. *75 readings across the curriculum*. NY: McGraw-Hill. 395-425.
3. Theiderman, S. (2003). Avoiding bias revival.46-47 and Step Six: Shove your biases aside. 115 – 127. *Making diversity work: 7 steps for defeating bias in the workplace*. Chicago, IL: Dearborn Trade Publishing.

Module 9 – Organizational Conflict

1. Pre-Assessment of Personal Diversity Maturity Index

From Thomas & Woodruff's *Building a house for diversity: How a fable about a giraffe and elephant offers new strategies for today's workforce*. NY: Amacom.

2. Conflict, perceptions of justice, privilege, and diversity. In K.M. Thomas (2005) *Diversity dynamics in the workplace*. Belmont, CA: Thomson. 111-128.

3. Thomas, R. Roosevelt with Woodruff, Marjorie I. (1999). Diversity effectiveness: An overview. 3- 21 *Building a house for diversity: How a fable about a giraffe and elephant offers new strategies for today's workforce*. NY: Amacom.

4. Jones, Jr. Edward W. What it's like to be a black manager. (1994). In M.C Gentile (Ed.) *Differences that work: Organizational excellence through diversity (pp.49-64)*. Boston: Harvard Business Review Books.

A/V Presentations on:

Managing Conflict Across Cultures

- Defining conflict
- Consequences and types of conflict
- Cross-cultural differences in conflict
- Individual differences in conflict management
- Managing conflict

Ethics and Negotiation

- Views of ethics
- Ethics across cultures
- Negotiation styles
- Negotiating across cultures
- Gender differences in negotiation
- Negotiation skills

Module 10 – Diversity in Organizations

1. Diversity orientations: individuals. In K.M. Thomas (2005) *Diversity dynamics in the workplace*. Belmont, CA: Thomson. 180 – 194

2. Diversity orientations: organizations. In K.M. Thomas (2005) *Diversity dynamics in the workplace*. Belmont, CA: Thomson. 165 – 179.

3. Post-Assessment of Personal Diversity Maturity Index

From Thomas & Woodruff's *Building a house for diversity: How a fable about a giraffe and elephant offers new strategies for today's workforce*. NY: Amacom.

A/V Presentations on:

Managing Diverse Teams

- Diverse groups and teams
- Challenges and benefits of diverse teams
- Definition and factors in cohesion
- Group development and culture
- Managing a diverse team

Managing Diversity in Organizations

- The multicultural organization
- National differences in views of diversity
- Social and organizational advantages of cultural diversity
- Disadvantages of cultural diversity
- Factors in becoming a multicultural organization

Module 11 – Review, Reflect, Integrate

1. Pre-Course Checking Perceptions

From Carol P. Harvey and M. June Allard (Eds.) *Understanding and managing diversity: Readings, Cases, and Exercises*. NJ: Upper Saddle River

2. Post-Course Diversity Assessment on factual knowledge, conceptual knowledge, and procedural/conditional knowledge, skills and behaviors.

From Carol P. Harvey and M. June Allard (Eds.) *Understanding and managing diversity: Readings, Cases, and Exercises*. NJ: Upper Saddle River.

3. Diversity Learning Summary Sheet

From Carol P. Harvey and M. June Allard (Eds.) *Understanding and managing diversity: Readings, Cases, and Exercises*. NJ: Upper Saddle River.