# PA 5570: Diversity in the Workplace

<table>
<thead>
<tr>
<th>Catalog Information</th>
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<tbody>
<tr>
<td><strong>Subject/Curricular Designation</strong></td>
<td>List subject/curricular designation as it is listed in the UMKC Catalog.</td>
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<tr>
<td><strong>Catalog Number</strong></td>
<td>PA 5570</td>
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<tr>
<td><strong>Course Title</strong></td>
<td>Diversity in the Workplace</td>
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<tr>
<td><strong>Course Description</strong></td>
<td>This course explores the many issues raised by the growing diversity of backgrounds (e.g., race, gender, culture) employees bring to the workplace. The course will examine diversity issues including demographics, relevant legislation, values questions, demands on management, and effects on service delivery to clients. To better illustrate the issues, some class sessions will feature guest lecturers representing a diversity of backgrounds and work settings.</td>
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<tr>
<td><strong>Credit Hours</strong></td>
<td>3 credit hrs.</td>
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<tr>
<td><strong>Prerequisites/Co-Requisites</strong></td>
<td>none</td>
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<tr>
<td><strong>Restrictions/Exclusions</strong></td>
<td>none</td>
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<tr>
<td><strong>Course Component (format)</strong></td>
<td>Lecture and recitation/seminar/discussion</td>
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<tr>
<td><strong>Course Instructional Mode</strong></td>
<td>P (classroom based).</td>
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### Required and Recommended Materials


### Evaluation and Grading Criteria

Grades will be awarded on the following basis:

- Attendance and Class Participation... ...... 20 %
- One (1) Mid-Term Exam....................... 40 %
- Final Comprehensive Exam.................... 40 %
- Extra Credit. - 5 %

Grading Scale (no curving)

- A = ≥ 90 %
- B = 80 - 89 %
- C = 70 - 79 %
- D = 60 - 69 %
- F < 60%

### Schedule of Course Topics Covered, Assignments, Requirements and Assignment deadlines

**WK1** Introduction to course: perspective, themes and issues. What is your story?


**WK3** West, Cornel (1994) *Race Matters*. (all)

**WK4** Hall, Stuart (1997) *Representation* (ch.1 & 2) and Watch on YouTube Stuart Hall’s presentation “Race, the Floating Signifier.” Also, watch the TED talk - [http://www.ted.com/talks/lz_granderson_the_myth_of_the_gay_agenda.html](http://www.ted.com/talks/lz_granderson_the_myth_of_the_gay_agenda.html)

- Guest speaker LGBT issues/realities in KC.

**WK5** Hall, Stuart (1997) *Representation* (ch.3 & 4)
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<th>Week</th>
<th>Assignment</th>
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<tr>
<td>WK6</td>
<td>Hall, Stuart (1997) <em>Representation</em> (ch.5 &amp; 6)</td>
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<tr>
<td>WK7</td>
<td>Assigned Readings on American Indian Boarding Schools</td>
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| WK8   | Field Trip To Haskell Indian Nations University.  
*ALSO - Discuss and Distribute Mid-term Exam.* |
| WK9   | Mid-term Exam Due. Guest Speaker James Doyle, Jr.  
*Diversity: A Complexity Theory perspective.* |
and  
| WK12  | Respecting the otherly-abled – ADA Compliance  
| WK13  | Dychtwald, et.al., Part I – II. |
| WK14  | Dychtwald, et.al., Part II - IV. |
| WK17  | Final Exam Due by 10PM |

### Student Learning Outcomes

* Student Learning Outcomes: Students will be able to -  
  * discuss the physical & cultural diversity of places and spaces on the earth;  
  * explain how the physical geography and environment of places shapes the cultural diversity we observe;  
  * explain the key features of ADA and EEO law/regulations  
  * identify and apply the theoretical concepts and management tools used by institutions to address workplace diversity issues.  
  * critically discuss the strengths and weaknesses of the most prevalent paradigms used to analyze workplace diversity issues in an increasingly global cultural workplace environment.  
  * lead group discussions about current workplace diversity issues.  
  * discuss the spatial & temporal nature of our cognition, attitudes and behaviors.  

### Knowledge Base

* Knowledge Base: We will draw on current research, theories, demographic trends, and most importantly our experience in a world where we are surrounded by diversity – a world where “global” is adjective increasingly used to describe features of our everyday-life.  

* Course Introduction: This course will challenge students to develop an awareness and attentiveness to deep-level human differences that surround us in the public and societal institutions in which we participate.  
Issues of diversity will be approached not as issues of ‘political correctness’ but as issues directly related to the real world in which we live. The socio-cultural and physical barriers that separate us, e.g., culture, language, physical differences, institutional prejudice and discrimination, etc., are real, likewise strategies for positively dealing with diversity should be framed in reality. Attitudes and beliefs are important, but solutions to organizational and institutionalized discrimination are likely to be best addressed through establishment of a set of resilient practices. This course will work to identify resilient practices for addressing diversity in an increasingly multi-cultural or cosmopolitan world.
In an increasingly media-, transportation- and information technology-connected world the ability to work with diverse people around the world requires an appreciation for what diversity can bring our societies and workplaces. Globalization describes less a phenomenon than phenomena that are extremely complex and multi-dimensional. Successful managers and administrators will need to understand how to shift into paradigms that facilitate thinking in such environments. Ultimately, this course will challenge students to make a paradigm shift with regards to diversity that will make them more effective in a global workplace, although in ways they may find ironic

**Activities/course requirements:**

1. Attendance is required.
2. In-class short topic writing assignments and learning activities.
3. A fieldtrip to Haskell Indian Nations University
4. In-class discussion sessions. Participation here is easy and much appreciated by your fellow students and myself. Remember a good question is a valuable contribution.
5. One (1) mid-term exam is required.
6. A comprehensive final examination.

### Academic Honesty

The Board of Curators of the University of Missouri recognizes that academic honesty is essential for the intellectual life of the University. Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards. Academic dishonesty, including cheating, plagiarism or sabotage, is adjudicated through the [University of Missouri Student Conduct Code](https://www.missouri.edu/studentconduct/code) and [Rules of Procedures in Student Conduct Matters](https://www.missouri.edu/studentconduct/rules).

Academic units may have additional student codes of behavior to be referenced.

### Academic Inquiry, Course Discussion and Privacy

**Faculty allowing recording** - University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of any audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded, including those recordings prepared by an instructor. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

### Attendance Policy

Students are expected to attend and participate in classes. Advance notice of attendance policies of academic units and individual instructors should be given, and such notice should be in writing.

Students will notify instructors of excused absences in advance, where possible.

Students who have an excused absence are expected to make arrangements with instructors for alternative or make-up work. Such arrangements should be made in advance of the absence, where possible.

I will accommodate excused absences to the extent that an accommodation can be made that does not unreasonably interfere with the learning objectives of the course or unduly burden the instructor. Attendance policies shall be applied in a non-discriminatory manner.