UNIVERSITY OF THE INCARNATE WORD

UNIVERSITY ONLINE

PSYC – 6360 Diversity in Organizations

Course Outline/Syllabus
Spring II 2016:

Class begins on Monday, March 7, 2016
Class ends on Friday, April 29, 2016

Instructor: Juan M. González, PhD, MPA, MA

Contact Information:
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UIW Course Description:
This course explores the structure and dynamics of diversity in organizations and the organizational behavior implications. Considers the individual, societal and organizational dynamics relevant to the 21st century workplace including ethnicity, race, gender, and other diversity in organizations using social science and other perspectives and uses multiple levels of analysis to investigate theory, research and application regarding the nature of differences and the creation of an inclusive workplace. (Credit 3 hours)

Context:
This is a graduate level elective course in the Industrial/Organizational Psychology concentration of the Master of Arts in Administration Program. *Prerequisites:* Graduate standing.

Learning Outcomes:
Upon completion of the course, the successful learner will demonstrate the following competencies:

One: Identify and describe the commonly studied areas of diversity in the field of I/O psychology and apply best practices for managing diversity in the workplace.

Two: Develop a personal definition for diversity that is evolutionary.

Three: Critically analyze and evaluate current research relevant to the study of diversity in organizations.

Four: Summarize the origins, diffusion, and effects of processes such as oppression, prejudice, and inclusion in organizations and society at large.

Five: Articulate the historical and contemporary issues at the center of the experiences of women, men, gays, lesbians, bisexuals, heterosexuals, people with disabilities, aging populations, and people of color.

Six: Explain the legislation and acts that are related to diversity in organizations.

Seven: Articulate and apply factors related to the management of diversity in organizations and develop a strategic diversity management plan.

Eight: Articulate the primary and secondary dimensions of diversity and diversity management.

Nine: Demonstrate appropriate use of technology.

Resources:

Required Texts:

Cañas, K. A., & Sondak, H. (2014). *Opportunities and challenges of workplace diversity: Theory, cases and exercises* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Supplemental Resources:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

American Psychological Association. (2012). *APA style guide to electronic references* (6th ed.). Washington, DC: American Psychological Association

Journals:
Adolescence
American Sociological Review
American Psychologist
Archives of Pediatric and Adolescent Medicine
Clinical Child Psychology and Adolescent Medicine
Developmental Psychology
Developmental Psychobiology
Journal of Abnormal Psychology
Journal of Clinical Psychology
Journal of Consulting and Clinical Psychology
Journal of Learning Disabilities
Psychonomic Bulletin and Review

Websites:
http://www/med/harvard/edu/AANLIB/home.html
http://www.nlm.nih.gov/

Course Requirements:

Evaluation Criteria:

Your <mark>final grade in this course will be based on participation in the weekly discussion questions, analytical reviews of journal articles, 2 case studies, paper updates and 1 research paper</mark>.   I want each student to send me an email using your UIW webmail account within the first week. This ensures that I have a way of contacting you should the need arise. For our purposes, each class week will begin on Monday and end on Sunday. Any work submitted after Sundays will be considered late and not graded.

Discussion Threads:

At least two questions will be posted for each learning unit. This requires a substantive, referenced written response demonstrating an understanding of the concepts being discussed. Additionally, you must read the writings of all other students and respond in a substantive way to at least two of their primary postings. Your responses should contribute scholarly to the discussion by challenging a position, providing additional support, or taking the debate in a new but reasonable direction. "Me too" responses are unacceptable; open dialogue creates an opportunity to engage with and learn from your fellow course participants. A time commitment of **7-9** hours per week is realistic for completion of coursework.

Each question set assigned will be worth 25 points. An additional 25 points each, max of 50 (meaning you must respond to at least two other students), will be awarded for each substantive response given to other students' original postings; that is, students' answers to the questions. Total possible points you can earn per week are 100. <u>You must respond to discussion questions during their week of application to receive credit</u>. In other words, if you answer Week 1's discussion questions during Week 2, you do not receive any credit for Week 1.

For our purposes, <mark>the week will *begin on Monday and end on Sunday*</mark>. Ensure your responses are written in accordance to APA standards. Because this is a graduate course, I expect all DQ responses to be supported by current research, i.e. journal articles published within the last 20 years. <mark>**Twenty points**</mark> will be deducted from your weekly points if sources are not properly cited. <mark>*An additional twenty points will be deducted from your weekly points if DQ responses do not use any supporting sources*</mark>. These sources should be integrated into your response, not simply placed in a sentence within the response.

Responses to discussion questions labeled as "Question 1" are to be submitted no later than 11:59 pm CST on Wednesdays. <mark><u>DQ1 answers posted after Wednesday will incur a 25 point deduction</u></mark>.

Responses to discussion questions labeled as "Question 2" are to be submitted no later than 11:59 pm CST on Fridays. <mark><u>DQ2 answers posted after Friday will incur a 25 point deduction</u></mark>.

Research Paper – Diversity Improvement: (Due at the end of week eight)

By week 2, you are to email me your chosen topic <u>with an outline</u> of what you expect to cover. This should address the diversity issue you intend to explore and the workplace you will evaluate.

For the final project, you are to develop a diversity improvement program for a particular workplace environment. You are encouraged to do this for your workplace. If you are not currently employed, you may choose a previous employment situation. If you do not have any employment experience, consult with me about an appropriate workplace environment.

This project will address the following:

- The historical foundation and meaning of diversity
- Assess the impact of diversity and performance factors for the topic and workplace
    - Briefly describe the organization
    - Explain the current diversity policy in place, if any
- Identify and analyze diversity theories, legal cases and models applicable to the selected topic and workplace
- Apply the diversity theories and case law appropriate to your topic and workplace environment
- Identify and evaluate strategies for enhancing diversity and performance based on the topic and appropriate to the selected workplace environment
    - Describe one or several of the organization's problems regarding diversity
    - Explain the recommendations you offer to remedy the diversity problems identified
    - Link the recommendations to outcomes beneficial to the organization and its workforce

The topic must be applicable to a specific area regarding workplace diversity. You should use this paper to explore a topic that may become a thesis topic. The research paper is not intended to simply be a literature review in which you repeat and write about what has already been published regarding your topic. For example, you could research the effectiveness of training and what type of training could enhance employees and leadership to emphasize and value diversity along with developing a strategy of implementation. Of course, to answer this question you obviously have to review and discuss already published research. But, you should be analyzing this data to determine what it tells us and what new questions need to be asked. Your paper should conclude with proposed ideas for future research on your topic.

The paper will include a title page, abstract, and reference list – none of which count toward the page requirement. The paper will be written in accordance with APA style and should be approximately 15 to 20 pages in length. Use at least 12 scholarly references. Wikipedia is not generally recognized as a scholarly source and therefore should be avoided. Additionally, general print encyclopedias (e.g., World Book; Encyclopedia Britannica) are considered unacceptable in a university environment.

Papers whose topics have not been approved will not be graded. **Because papers are due on the last day of class, papers submitted after the NOON CST deadline will not be accepted or graded.** Papers will also be judged on the level of analysis (appropriate for graduate level), grammar, spelling, and adherence to these standards. You must submit a paper regardless of the points you have accrued. **Failure to submit a paper results in your final grade being reduced by one letter grade**.

Case Studies:

During weeks 3 and 6 you will have a case study to review and offer a diversity solution plan. The case studies will come from the text. These reviews are to be 3-5 pages, Times Roman 12, 1" margins, and double spaced. In the review, summarize the case study, evaluate the diversity issue in question, the key players, what actions have been taken and their result. Finally, develop a diversity management plan appropriate for the organization. You should use 3-4 scholarly or legal sources to support your argument. The review should be written in accordance to APA standards.

Journal Article Reviews:

On specific weeks, students are to find and critique a journal article related to this course. The article can apply to the subject matter discussed for a given week or a topic of interest to you related to diversity; not just motivation in general, but specific to the workplace. The article must be from a scholarly, peer-reviewed ***academic journal***. For this assignment, provide a pdf copy for peer review and specify the article's relevance to this course plus your interest in that particular topic. Points are awarded by the following criteria: 25 points for providing a copy of your specific journal article, 25 points for how well you evaluate the article's subject matter relevant to the course, and 25 points per response to at least two other students' articles. If you don't participate in the journal article review during the week it is assigned, you will not receive credit. Additionally, to ensure students have time to respond, all articles must be submitted by 11:59 pm CST on Fridays; submitting after Friday incurs a 25 point deduction; failing to adhere to the above conditions results in a deduction of points. Note: Only journal articles will be accepted. Responses to students' articles must be posted no later than 11:59 pm CST Sundays on the weeks assigned. *Be sure you properly cite your journal article – in the text of your response and in the reference list – in accordance to APA writing standards.*

Note:

All written work must conform to current APA guidelines.

Online Writing Center:

The Online Writing Center (OWC) was created to provide writing assistance to the students in the Extended Academic Programs. In addition to resources regarding writing skills and formatting that you can download from the website, the OWC provides access to writing tutoring. The tutors will answer questions regarding your writing, talk with you about strategies you can use to improve your writing and offer specific help with planning or revising your papers. For more information, take a look at the website. http://www.uiw.edu/owc/.

Grades:

35% of grade is based on course room discussions and substantive responses to colleagues

25% of grade is based upon the diversity management plan paper

15% of grade is based on article reviews

20% of grade is based on case studies

5% of grade is based on the paper updates

University of the Incarnate Word Grading Scale:

The following grading system applies to courses taken for completion of graduate degree requirements:

"A" and "A-" indicate a superior grasp of the subject matter of the course, initiative and originality in assess problems, and ability to relate knowledge to new situations.

"B+" and "B" indicate satisfactory performance in control of the subject matter and ability to apply principles with intelligence.

B- and C indicate less than satisfactory performance, and may disqualify the student for further study. See Continuation in the Master's Program on page 28 of the UIW Graduate Bulletin.

"F" indicated failure in the course or withdrawal without following proper procedures. See Continuation in the Master's Program on page 28 of the UIW Graduate Bulletin.

"IP" indicates that the student's achievement in the course has been satisfactory, but certain prescribed work is incomplete or the student was unable to take the final examination. A student needing an IP grade must complete an IP form and have that form entered into his/her file held by the Program Advisor. A student's registration will be blocked if he or she has six or more credit hours of graduate classes with a grade of IP. Upon satisfactory completion of requirements specified in the IP Completion Form, the student will receive the grade merited by the quality of his or her performance. It is the student's responsibility to complete all requirements for the removal of the "IP" within one year or sooner as specified by the instructor. If the IP is not completed within the time specified, the IP will be changed to a grade of "F".

"W" indicates withdrawal within the period specified on the semester calendar.

"P" indicates satisfactory performance at "A," "A-," "B+" or "B" level.

"Pass/Fail" grades are not applicable to any UIW graduate degree plan.

The Online Learning Environment:

Learning via an online course generates exceptional opportunities for students to develop personally and intellectually. However, it requires discipline because it is not open-ended; there is a beginning and ending date for each course and established deadlines for reading, written assignments and online discussion. This class will be delivered in a somewhat informal lecture and discussion format. Narrative discussion is highly encouraged and students are invited to ask questions or raise discussion points at any time. All discussion and person-to-person interaction will be done through the website to maintain the integrity of the learning process. Questions or comments regarding grades or other matters of a personal nature should be sent directly to me.

The University of The Incarnate Word is committed to open and insightful dialogue. UIW recognizes that diversity has many manifestations including diversity of thought, opinion, and values. Students are expected to be respectful of that diversity and therefore refrain from inappropriate commentary.

Students should adhere to conventions of online etiquette that includes courtesy to all users and editing for spelling and grammar. Your written assignments and remarks in discussion areas reflect your facility to convey your thoughts in writing.

Friendly and welcoming language should be used, never post harassing, threatening, or embarrassing comments.

If you disagree with someone, respond to the content, not the person. There is great opportunity for learning in such situations if you are open to it.

Remember, "talking" online is not the same as talking on the telephone or in person. People normally use verbal expression, intonation, vision, and body language to get a point across face-to-face. Please take this lack of visual contact into consideration when posting online; it may be helpful to use emoticons to express your feelings to other readers.

Class week: A class week is defined as a period of time between Monday and Sunday. The discussion questions posted each week are mandatory and failure to participate will place the non-participant at risk for failing this course. The discussion questions will be posted on Monday; you are expected to answer each discussion question set as well as the posts of at least two other learners. Class members are expected to actively participate in the discussion of each topic assigned while that discussion is in progress. Prompt posting of your initial response will provide everyone the opportunity to respond and it gives the class time to fully explore the topic. I will participate in the ongoing discussion by responding to individual learner's contributions or by identifying themes and patterns of thinking reflected in the contributions of the class as a whole.

Late penalty: Any work submitted late, but within the applicable week, without permission will have points automatically deducted.

Please take the time to familiarize yourself with the areas of the classroom. Lack of familiarity with the virtual classroom or where to find various instructions or discussions is not an acceptable excuse for late assignments.

Participation, Punctuality, and Attendance: Requirements and Expectations:

- Attendance: Abide by the UIW Attendance Policy as stated in the UIW Catalog, page 88. **(Specific attendance/discussion board guidelines determined by individual instructor based on delivery system)**
- Copies of home works, tests, exams, and e-mail communication: Save for your records

Academic Honesty Statement:
The Academic Integrity Policy is located in the UIW Catalog on page 96.

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word. Forms of academic dishonesty include, but are not limited to:

- Cheating on tests, examinations, or other class or laboratory work.
- Plagiarism (appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit).
- Counterfeit Work – including turning in as one' own, work which was created, researched, or produced by someone else.
- Falsification of Academic Records – knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.
- Unauthorized Reuse of Work – the turning in of the same work to more than one class without consent of the instructor involved constitutes academic dishonesty.
- Theft – unauthorized use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, or theft of completed tests.
- Collusion – Involvement in Collusion -unauthorized collaboration with another to violate a provision of the Code of Academic Integrity.
- Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another to violate a provision of the Academic Integrity Policy of the University.

Student Disabilities Statement

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E and Title III of the Americans with Disabilities Act (ADA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities.

For more information, contact the Student Disability Services Office:

Location Administration Building – Room 105
Phone (210) 829-3997
Fax (210) 829-6078
www.uiw.edu/sds

IMPORTANT "DROP COURSE" INFORMATION:

It is the student's responsibility to drop their course within the 100% refund period to avoid assessment of tuition and fees. There <u>will not</u> be a university-initiated drop for non-participation. If you do not plan to attend, you must drop your courses by Friday at 5pm (CST) of the first week of the term to be within the 100% refund period. Please submit your drop to http://online.uiw.edu/course-drop-form. **A $50 administrative fee is applied for all drops.**

ARMY Students must drop their course(s) through GoArmyEd. All active duty military students do not get charged a drop fee.

Email Note:
All official university communication will be sent to your UIW Cardinal Email account. This includes all correspondence you will receive from your instructor. Please make sure you check your UIW email regularly.

Course Outline/Syllabus Statement: This course outline/syllabus does not serve as a contract and is subject to change. The Instructor may adjust the outline/syllabus as necessary.

Course schedule

SESSION	DATE	TOPICS	READINGS	ASSIGNMENTS
Week 1	3/7 – 3/13	A theoretical perspective A legal perspective	Ch 1-2	Welcome, Autobiography, Weekly DQs Research Paper topic
Week 2	3/14 – 3/20	Managing diversity Diversity leaders	Ch 3-4	Weekly DQs, Article Review ==email topic to instructor==
Week 3	3/21 – 3/27	Gender, race and national origin	Ch 5-6	Weekly DQs Case Study #1
Week 4	3/28 – 4/3	Age Disabilities	Ch 7, 10	Weekly DQs Paper Update
Week 5	4/4 – 4/10	Religion, sexual orientation and gender identity	Ch 8-9	Weekly DQs Article Review
Week 6	4/11 – 4/17	Analyzing self	Ch 11	Weekly DQs Case Study #2 Paper Update
Week 7	4/18 – 4/24	Understanding difference	Ch 12	Weekly DQs
Week 8	4/25 – 4/29	Assessing organizations	Ch 13	Weekly DQs ==Final Paper due by NOON on Friday==