Course Description

Presentation of the personal and organizational implications of increasing workforce diversity. Exploration of the complex dynamics of ethnic, racial, and gender diversity in organizations as seen from the vantage point of social science and organizational studies. Examination of the managerial implications of increasing cultural diversity in organizations, and the orientations to diversity adopted by organizations, the correlates of these approaches, and the possibilities for organization change.

Prerequisites

None

Course Textbook


Course Learning Objectives

Upon completion of this course, students should be able to:

1. Explain recent and projected changes in the demographic makeup of the U.S. population.
2. Discuss the benefits of organizational diversity.
3. Explain the historical background of and rationale behind specific diversity-related legislation.
4. Identify and describe the major pieces of federal antidiscrimination legislation.
5. Discuss events in several egregious diversity-related lawsuits against companies in the United States and speculate on reasons for the persistence of discrimination.
6. Describe thought processes related to stereotyping, prejudice, and discrimination.
7. Differentiate between in-group favoritism and out-group bias.
8. Understand research findings on evidence of access and treatment discrimination for each type of ethnic minority.
9. Examine diversity data in education, participation rates, employment, and income levels.
10. Discuss methods that can be used to improve organizational cultures for gender equity.
11. Discuss ways in which employers can accommodate religious practices of employees and applicants.
12. Define ageism and discuss misconceptions about the performance and abilities of older and younger workers.
13. Discuss ways in which employers can make reasonable accommodations for employees with disabilities.
14. Discuss the effects of employer child and elder care assistance on employee satisfaction and turnover.
15. Describe the applicable federal legislation relevant to weight and appearance discrimination and whether the obese should be a protected class.
16. Describe any applicable federal legislation relevant to sexual orientation and whether gays, lesbians, and bisexuals should be a protected class.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.
Course Structure

1. **Unit Learning Objectives:** Each unit contains Unit Learning Objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Written Lectures:** Each unit contains a Written Lecture, which discusses lesson material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Supplemental Readings are provided in the unit study guides to aid students in their course of study.
4. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
5. **Discussion Boards:** Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.
6. **Unit Assessments:** This course contains eight Unit Assessments, one to be completed at the end of each unit.
7. **Article Critiques:** Students are required to submit for grading an Article Critique in Unit II and Unit IV. Specific information and instructions regarding these assignments are provided below.
8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

Article Critiques (Unit II and IV)

**Unit II Article Critique**

Using the CSU Online Library, choose an article that is of interest to you from a scholarly journal. The article you choose should specifically relate to a diversity theory or to prejudice, stereotyping, and discrimination in the employment sector. The article should not be more than two (2) years old.

**Unit IV Article Critique**

Using the CSU Online Library, choose an article that is of interest to you from a scholarly journal. The article you choose should specifically relate to gender, age, disability, sexual orientation, or religion in the workplace. The article should not be more than two (2) years old.

**Instructions:**

What is a scholarly (peer reviewed) journal? A peer-reviewed journal is one that sends articles submitted by authors to a group of experts in the field for review before publication. The reviewers recommend whether the submitted article be published, revised, or rejected. The review process helps to ensure that research published in the journal is of high quality and contributes new information to the field.

Students are encouraged to read the following definition from the UNR website at, [http://knowledgecenter.unr.edu/help/using/peer.aspx](http://knowledgecenter.unr.edu/help/using/peer.aspx). Upon reading this definition, students should understand the difference between a journal article versus a newspaper or magazine article. Articles from newspapers (New York Times, etc.) and magazines (Time, The Economist, etc.) are not acceptable for this assignment.

**Finding an Article:**


Using your list of journals, follow a publication search strategy:

- When searching for a topic within specific periodicals in the database, first type in each of the key terms describing the topic. Use another blank search field for each of the journal titles you want to search; identify each title as a publication by clicking the down arrow to the right of “Select a Field (optional)” and highlighting “Publication Title(SO)”.
- If you want to use more titles than you have blank search fields, click the “Add Row” link below the blue “Search” button until you have as many search fields as needed.
- Don’t forget to limit your search to Full Text! This is still needful because some of the full text publications may include one or more issues that are not available electronically.
Don’t forget that the most recent articles will be at the top of your search results list, making it easy to disregard older articles.

By using this search criteria and key words such as those listed above, students should be able to find many articles that are appropriate for this assignment. If you need any assistance finding journal articles relating to our topic, do not hesitate to contact CSU’s Library Staff at 1-877-268-8046 or librarian@columbiasouthern.edu.

Length:

There is no absolute minimum or maximum to the length of the article you read, but students should choose an article that has sufficient content that you will be able to prepare a report of two (2) pages in length. Your resulting critique should be approximately two (2) pages in length. This does not include cover page or reference page.

Structure:

Your paper should be structured using the following guidelines:

- **Part 1: Identification of the article.** This is where you provide the reader with enough information about your article so he/she will be able to locate the article. Include the name of the article, the journal in which it was published, when it was published, the author(s), etc.

- **Part 2: Summary of the article.** In your own words, list the main points that the author has tried to establish, i.e., 1, 2, 3, or first, second, third. There normally will be 3 to 5 main points.

- **Part 3: Your critique of the article.** You are to provide your reaction (insightful, critical, and logical) to the points that the author tried to make, or an overall critique of the entire article. A simple statement of agreement or disagreement is not sufficient. While you may make such a statement by way of introduction to your reaction, you must clearly and logically state the reasons for the position you have taken.

Submission:

It is recommended that you email the professor the article you have chosen to critique; this will allow for your professor to review the article and to ensure it is appropriate for the assignment. You will upload your Article Critiques as indicated in Blackboard, one in Unit II and one in Unit IV.

### APA Guidelines

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “APA Guidelines Summary” is available for you to download from the APA Guide Link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document provides links to several internet sites that provide comprehensive information on APA formatting, including examples and sample papers.

### CSU Grading Rubric for Papers/Projects

The course papers will be graded based on the CSU Grading Rubric for all types of papers. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions. To view the rubric, click the Academic Policies link on the Course Menu, or by accessing the CSU Grading Rubric link, found in the Learning Resources area of the myCSU Student Portal.

### Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII you MUST unsubscribe from the forum otherwise you will continue to receive email updates from the forum. You will not be able to unsubscribe after your course end date.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)
Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Board (8 @ 2%)</td>
<td>16%</td>
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<tr>
<td>Unit Assessments (8 @ 8%)</td>
<td>64%</td>
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<tr>
<td>Article Critiques (2 @ 10%)</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
BSL 4000, Managing Diversity in Organizations  
Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>Introduction to Diversity Management and Federal Legislation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
</tbody>
</table>
| Read: | ☐ Chapter 1: Introduction  
☐ Chapter 2: Legislation  
☐ Supplemental Reading: See Study Guide |
| Discuss: | ☐ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time) |
| Submit: | ☐ Assessment by Tuesday, Midnight (Central Time) |

Notes/Goals:

<table>
<thead>
<tr>
<th>Unit II</th>
<th>Theories on Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
</tr>
</tbody>
</table>
| Read: | ☐ Chapter 3: Theories and Thinking about Diversity  
☐ Supplemental Reading: See Study Guide |
| Discuss: | ☐ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
☐ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | ☐ Assessment by Tuesday, Midnight (Central Time)  
☐ Article Critique by Tuesday, Midnight (Central Time) |

Notes/Goals:

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<thead>
<tr>
<th>Unit III</th>
<th>Ethnic Diversity</th>
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<tbody>
<tr>
<td>Review:</td>
<td>☐ Unit Study Guide</td>
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</tbody>
</table>
| Read: | ☐ Chapter 4: Blacks/African Americans  
☐ Chapter 5: Latinos/Hispanics  
☐ Chapter 6: Asians and Asian Americans  
☐ Chapter 7: Whites/European Americans  
☐ Chapter 8: American Indians, Alaska Natives, and Multiracial Group Members  
☐ Supplemental Reading: See Study Guide |
| Discuss: | ☐ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
☐ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | ☐ Assessment by Tuesday, Midnight (Central Time) |

Notes/Goals:
<table>
<thead>
<tr>
<th>Unit IV</th>
<th>Gender, Religion and Age</th>
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<tbody>
<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
</tr>
</tbody>
</table>
| Read: | □ Chapter 9: Sex and Gender  
 □ Chapter 10: Religion  
 □ Chapter 11: Age  
 □ Supplemental Reading: See Study Guide |
| **Discuss:** | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
 □ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| **Submit:** | □ Assessment by Tuesday, Midnight (Central Time)  
 □ Article Critique by Tuesday, Midnight (Central Time) |

**Notes/Goals:**

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<tr>
<th>Unit V</th>
<th>Physical and Mental Ability</th>
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<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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</table>
| Read: | □ Chapter 12: Physical and Mental Ability  
 □ Supplemental Reading: See Study Guide |
| **Discuss:** | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
 □ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| **Submit:** | □ Assessment by Tuesday, Midnight (Central Time) |

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<tr>
<th>Unit VI</th>
<th>Work and Family</th>
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<tbody>
<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
</tr>
</tbody>
</table>
| Read: | □ Chapter 13: Work and Family  
 □ Supplemental Reading: See Study Guide |
| **Discuss:** | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
 □ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| **Submit:** | □ Assessment by Tuesday, Midnight (Central Time) |

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<table>
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<tr>
<th>Unit VII</th>
<th>Weight and Appearance</th>
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<tbody>
<tr>
<td><strong>Review:</strong></td>
<td>☐ Unit Study Guide</td>
</tr>
</tbody>
</table>
| **Read:** | ☐ Chapter 14: Weight and Appearance  
☐ Supplemental Reading: See Study Guide |
| **Discuss:** | ☐ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
☐ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| **Submit:** | ☐ Assessment by Tuesday, Midnight (Central Time) |

**Notes/Goals:**

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<thead>
<tr>
<th>Unit VIII</th>
<th>International Diversity and Sexual Orientation</th>
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<tbody>
<tr>
<td><strong>Review:</strong></td>
<td>☐ Unit Study Guide</td>
</tr>
</tbody>
</table>
| **Read:** | ☐ Chapter 15: Sexual Orientation  
☐ Chapter 16: International Diversity and Facing the Future  
☐ Supplemental Reading: See Study Guide |
| **Discuss:** | ☐ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
☐ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| **Submit:** | ☐ Assessment by Tuesday, Midnight (Central Time) |

**Notes/Goals:**