



O'Neill School of Public and Environmental Affairs **SPEA-M 652 (8584): Managing Work Force Diversity in Public Organizations**

Instructor: Dr. Leonor Camarena; Email: lcamaren@iu.edu

Class Meeting: Asynchronously via Canvas

Office Hours: Thursdays via Zoom from 10:30am – 11:30am EDT by appointment.

Appointment is required through Calendly. If you cannot meet on Thursday mornings during this time, other times to meet via Zoom can be arranged through e-mail.

Link to schedule an appointment: <https://calendly.com/camarenal/15min>

Course Description: Explores and applies theoretical and empirical research from a management perspective on workforce diversity. Topics include theories and constructs pertaining to diversity in work organizations, organizational postures toward workplace diversity, the interface between heterogeneity, work processes, and management practice; and the effects of heterogeneity on work-related outcomes.

Course Objectives: This course provides an overview for understanding social diversity and its implications for organizational leaders. Applications of theories and constructs will be made to several aspects related to diversity, including but not limited to race, ethnicity, gender, socioeconomic status, ability, and age. This course also seeks to make a deeper dive past the surface to explore policies, laws, and workplace cultures that perpetuate otherness and isolation. The exploration of language used and intended and unintended consequences will assist in conceptualizing how systemic isms continue to plague the workplace. Each of you brings a valuable perspective to this class, and your unique experiences will be enriching for the rest of us.

Learning Outcomes: By the end of this course, students should be able to demonstrate the following outcomes:

1. Identify multiple ways to measure diversity and representation in organizations.
2. Describe the main theories and concepts associated with research on diversity in organizations.
3. Understand the importance of historical context regarding laws and policies on and around matters related to diversity, equity, and inclusion.
4. Analyze diversity in the workplace and provide recommendations for how organizations can better understand and approach diversity.
5. Identify definitions, social labels, and stereotypes associated with working with diverse populations.
6. Describe the challenges and benefits associated with diversity.

7. Analyze various mass media messages associated with diversity in the workplace.
8. Demonstrate understanding of and ability to apply inclusive practices and acknowledge implicit and explicit bias.

Texts: Bell, M. P., & Leopold, J. (2022). *Diversity in organizations*. 4th Edition. Cengage Learning.

- eBook or physical copy is acceptable for the course.
- Must be 4th edition.

Other Course Materials:

- Access and use of a reliable computer / laptop / tablet and internet to view readings and assignments
- Microsoft Office
 - Offered for free through IU Ware
 - **Submission materials:** Written materials must be submitted in either Microsoft word or a .pdf. Other submission types will not be accepted.

Course Policies:

1. Participation / Attendance

Students are expected to be prepared for class and must actively participate in class throughout the entire semester. Class participation is a significant portion of the overall grade (you cannot get class participation points without being actively engaged in the class through discussion boards).

As future public servants it should be expected that you may experience disagreements with co-workers or the public. It is anticipated that we will have lectures and discussions that may be sensitive in nature (politically or culturally). It is expected that participants will disagree with each other and with the instructor at some point in the course. It is expected that during course discussions, students and the instructor will engage with one another in a professional and respectful manner. As public servants it is important to develop important communication skills and handle difficult situations. Unprofessional and/or personal attacks will not be tolerated in any form and may result in dismissal from the class. This is at the discretion of the Instructor.

How are participation points counted in our course?

First, participation requires reading and viewing (when applicable) material before opening lectures. Students are expected to be prepared for class and must actively participate in class throughout the entire semester. Simply submitting assignments will not allow you to pass the class. Class participation is a significant portion of the overall grade (you cannot get class participation points without being actively engaged). Logging on and submitting assignments only is not enough for full participation points. Excused absences/submissions are only allowed for university related reasons (with an official note from an administrator). ***The overall participation grade in the class considers submitting assignment on time, active engagement in discussion boards, contributing to group work (when applicable), and completing quizzes.***

Second, assignments that are submitted on time count towards participation points for the course. Therefore, it is in your best interest to not miss assignments and to not submit assignments late. ***Late assignments may be graded for an assignment grade (with a late penalty), but they will still be counted as a 0 for the participation points since it was late.***

Third, each week you will be required to respond and participate in Canvas discussion board posts and/or quizzes. These are part of your participation points.

Discussion Board Posts

For every class, unless stated otherwise you will be expected to post a response to the related materials for the week and respond to at least two posts by your classmates. I will post guidelines and a discussion thread each week. The more detailed and the better you can connect course content to your post, the higher the participation point for that discussion board post will be. **It's expected that you cite either course materials and/or scholarly articles in your post (one source minimum).**

It's expected that the threads will be interactive. Short responses or those that lack any connection to course content will still obtain **0 participation points**. **Your posts should be submitted and responses should be posted no later than Sundays by 11:59pm EDT**. The earlier you post, the more chance you will get to receive feedback from other participants. *If you would like feedback on how your discussion board posts are, you may reach out to the instructor at any time. The instructor will provide feedback on the first discussion board post if something needs more detail in the future (via direct Canvas messaging to you). If you do not hear from the instructor, this means that you are fine with how you are writing your discussion comments.

Discussion Board Post Freebie:

Things happen and life can get crazy. Everyone has one discussion board post freebie. What is this?

- No penalty for one missed discussion board post.
- You can either choose to skip a week or perhaps you forgot – you won't be penalized in your participation points.
- You do not need to let me know - I will automatically apply this freebie when I see that you have not responded to a discussion board post.
- *This does not count for quizzes.*

Quizzes

During some weeks, in place of discussion board posts you will be required to complete quizzes. These are untimed and open book/note. The purpose of these questions isn't to measure you or sort you into ranks – it's to help consolidate and clarify the information we cover. These are also to prepare you for your final exam. These questions may show up in the final exam.

Quiz Challenges:

If you would like to challenge a quiz grade, please adhere to the following guidelines. If you email me without following these guidelines, I will copy and paste this policy into my reply.

If upon receiving your quiz grade via Canvas, you do not agree with the correct answer(s) please do the following within **3 days** from when the quiz was due:

- In writing (Canvas or email), you must tell me which question(s) you are challenging and the answer you selected.
- You must produce a write-up with the reasoning as to why you selected your answer and provide support from our course readings / course work to support why you believe your answer is a better answer than the one listed. The write-up should be around 1 paragraph (3 – 5 sentences).
- You must email or message your instructor via Canvas within **3 days** of the quiz due date with your quiz challenge write-up. Failure to follow this timeline, will result in you receiving the posted quiz grade.

To recap: Participation includes various components (actively participating online, assignment submissions on time, and quizzes). The overall participation point grade is a combination of all the items listed above.

2. Communication

- E-mail is the best way to contact Dr. Camarena (lcamaren@iu.edu). Please put **SPEA-M652** in the subject line and use a professional tone: “Dear Professor”, “Dr. Camarena”, or “Dear Dr. Camarena” are some appropriate greetings to start your email. **It is a professional courtesy to allow at least 24 hours (working day) for a response. E-mails sent after 5pm Friday (or over the weekend) may not be answered until the following Monday.** If I have not responded within this time frame, please send me a follow up e-mail.
- IU e-mail addresses are required for class. You may not use any other e-mail address. Please connect your IU e-mail to be forwarded to your other e-mail if you feel that you cannot use your IU e-mail. E-mail, along with Canvas announcements are the primary method of communication for any announcement in the course.

3. Late Assignments

This syllabus and Canvas clearly indicate which day and time assignments are expected to be submitted. Because these dates and times are provided well in advance, **late assignments will lose a significant number of points.** For each day that an assignment is late, points will drop one letter grade or 10%.

4. AI Use in This Class

Generative AI (e.g. – Chat GPT / Claude / etc.) are a growing part of technology and are consistently being used more and more in our everyday lives. The perspective of AI in this class

may vary considerably from your other courses. For the purposes of this class, we will be utilizing these for some of our assignments and for some of our discussions. AI programs and applications fit well with our course topic of social equity and justice. This will become more apparent as we progress throughout our course.

The expectation is that these tools are being used as tools, and that you are not reliant upon their responses as fact or that they are the correct answer. This applies to any time you use the tools, whether it's in this course where they are required to be used on some items or for any other use either in my class or in other situations. We are going to be following the same guidelines that the City of San Jose has issued for its government employees. This is just one example of how public administration is beginning to utilize and adopt Generative AI. If you are interested in seeing the full document on the policies that have been released for public officials as of July 2023, you can find it here: [Generative AI Protocol for the City of San Jose](#)

The following guidelines are expected with the use of Generative AI in this class:

1. Anything you input, is considered public record. The information you enter Generative AI systems can be viewed by anyone that uses the system, therefore it is considered released to the public. Presume anything you submit into the system can be used in several ways that are outside of your control.
2. Review, revise, and fact check via multiple scholarly based sources (outside of Generative AI) any output from a Generative AI system. The human user is responsible for any material created with AI support.
3. Cite and record your usage of Generative AI. See how and when to cite based on the section below.

How to Cite Generative AI in This Class:

Generative AI can be cited as a footnote or an endnote. Citations for text-generated content must include the following:

- Name of Generative AI system used (e.g., ChatGPT-4, Claude, Google Bard, etc.)
- Confirmation that the information was fact-checked

Example: "This document was drafted with support from ChatGPT-4. The content was edited and fact-checked by [Your Name]. Sources for facts and figures are provided as they appear."

5. Late Withdrawal

NOTE: The auto-W deadline is NO LONGER THE LAST DAY OF CLASS (as it was during and post-Covid). After the auto-W deadline, withdrawal will be significantly limited and you will need permission to withdraw and must meet requirements established by O'Neill.

6. Expectations and etiquette

Students are expected to follow these guidelines:

- All assignments **MUST** have students name written on it for credit.
- All written work should use professional language. No slang, emoticons, text-speak, etc.
- All quotations and paraphrases should be properly cited using APA, MLA, or some other academic writing format (There are several resources online; for instance, you can find guidelines here: <https://owl.english.purdue.edu/owl/section/2/>)
- Any use of AI in this class is cited properly and AI guidelines are being followed.
- Students may not submit work that was used in another class (that is considered plagiarism)
- Written work must be written in Times New Roman, Calibri, or Arial 12 or 11-point font with 1-inch margins at the top and bottom, are double spaced, should include your name and course name on the document.
- **Any form of plagiarism WILL NOT BE tolerated and will result in a 0.**

Other Policies:

I Didn't Get the Grade I Want!!!

Most students want an A because this grade signals a certain type of academic competence and accomplishment. Others, however, are subject to external pressures brought on by student visas, scholarships, specific requirements for a major, etc. and desperately need a B or C to stay in college or to keep their scholarship. The onus for receiving the grade you need is on **YOU**, the student who earns it because – believe it or not – students themselves determine final grades.

If there is a lot riding on your grade, get to work now!! Do not wait. Read through the syllabus and check Canvas frequently. Be prepared to engage, to take notes, to ask questions, to ask for help. Come to office hours regularly.

Every semester without fail hysterical students contact me after I have submitted grades when there is nothing I can do. Not only is it grossly unfair to your colleagues to ask for this sort of special treatment, but it is also totally unnecessary if you have been doing the work all along. If you contact me after grades are submitted to ask if I can change your grade for whatever reason, I will not answer your email, except to copy and paste this policy into my reply.

IU's grading policies: <https://policies.iu.edu/policies/aca-66-grades-and-grading/index.html>

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Class schedule, policies, and assignments are tentative and subject to change at the instructor's discretion. Please remember to check your IU email and the Canvas site often.

Policies will be enforced.

Course Requirements:

| Assignment | Due Date |
|------------|----------|
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|--|------------------|----------------|
| Participation (Discussion Board Posts) | 10% (100 points) | Ongoing |
| Quizzes (4 total) | 10% (100 points) | Ongoing |
| News Reflection | 10% (100 points) | Feb 12 |
| Midterm Exam | 15% (150 points) | March 4 – 8 |
| Analytical Memos | 10% (100 points) | Ongoing |
| Managing Diversity Project | 25% (250 points) | April 26 |
| Final Exam | 20% (200 points) | Apr 29 – May 1 |

| Grade | F | D | C- | C | C+ | B- | B | B+ | A- | A | A+ |
|--------|-------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Points | < 600 | 600 - 699 | 700 - 729 | 730 - 769 | 770 - 799 | 800 - 829 | 830 - 869 | 870 - 899 | 900 - 929 | 930 - 969 | 970 - 1000 |

Assignments:

News Reflection (10% of final grade | 100 points)

Each student will submit a news reflection that references (and links to) a recent news article that discusses a public or non-profit organization and issues of managing equity, representation, inclusion, and / or diversity. Reflections should be between 800-1000 words. Students should try to focus on providing professional assessments and recommendations and should maintain an ideologically neutral tone. The reflection will be primarily graded on appropriateness of the news source and article, formatting, connection to course concepts, and recommendations for the organization in moving forward. The IU library provides free access to many news outlets (e.g. – Wall Street Journal, Washington Post, New York Times, etc.). **Due date for this assignment is listed below.**

Analytic Memos (10% of final grade | 100 points)

For each chapter assigned from *Diversity in Organizations* write a one page (double-spaced, 1” margins, Times New Roman 12pt font, approx. 300 words) analytical response to its content. Do not summarize the chapter; rather explain why a particular part of the chapter was interesting, meaningful, and/or eye-opening to you. ***At the end, include at least one question you have related to something covered in the chapter.***

- Do not write more than one page.
- Submit your memo (via Canvas) by Sunday at 11:59pm ET.
- Submit your memo as a Word document with the following filename:
lastname_chapterX
- The memos will receive the following grades/points:

- **10** points if it meets the length, content and formatting requirements
- **5** points if it does not meet the length, content, and formatting requirements
- **0** points if it is not submitted prior to the deadline
- The two lowest grades will be dropped.

Midterm Exam (15% of final grade | 150 points)

- The exam will be open note and open book. They will include a combination of defining terms and synthesizing content from the readings and lectures.
- There will be no make-up for exams. If an exam must be missed, absence must be officially excused in advance.
- Any form of communication with a classmate during the exam will not be tolerated. This will result in a 0 on the exam for everyone involved and will be reported to the dean's office.

Managing Diversity Project (25% of final grade | 250 points)

You will be randomly paired with a person from the class during weeks 3 / 4. *In some cases, there may be a group of 3.* The objectives of this team-based project are to: 1) select an organization, 2) assess how well it is doing at achieving, managing, and leveraging diversity, and 3) provide recommendations for improvement in each of these areas. These objectives can be fulfilled by following these steps:

- Decide which community, non-profit, or public organization you want to focus on. It should be a larger organization with at least 100 or more employees. It should be an organization where you can obtain information regarding practices and policies.
- Using various sources (Internet, newspapers, magazines, lawsuits, personal communication, research articles, etc.) provide:
 1. Brief background about the organization and its main purpose or mission.
 2. The organization's motivation for implementing inclusive practices for a diverse workforce.
 3. Decide which dimension of diversity (select 2 dimensions) and organizational outcomes (select 2 outcomes) you want to analyze and describe the nature and extent of the organization's inclusive or diversity programs and practices.
Each team member will be responsible for focusing on one dimension and one outcome. In the case where there is a group of 3, there will be 3 dimensions and 3 outcomes of focus.
 4. If you were to approach the organization and provide an audit of their diversity practices you would need to develop a plan for collecting both quantitative and qualitative data. Develop a plan in which you could collect this data. It needs to focus on the two dimensions and two outcomes you are interested in.
 5. Determine your criteria for assessing the organization's effectiveness in achieving, managing, and leveraging diversity.
- Write a professional report using the following format:
 1. *Introduction* | Introduce the project and your organization.

2. *Diversity Auditing Literature* | Explain the background and benefits of conducting diversity audits of organizations.
3. *Data and Methods* | Discuss how you would go about collecting the data. Who would be of focus in this data collection? Who would you need buy in from?
4. *Criteria Methods* | Discuss how you evaluate the data that you collect. Share and discuss the various ways in which you would handle both minimal and serious diversity issues.
5. *Recommendations* | Offer suggestions based on the information you have collected on the organization and based on course materials how the organization could better achieve, manage, and leverage diversity.

Length: Between 4 and 6 pages (not including tables/figures and references)

Format: Double-spaced, 1" margins, Times New Roman, 12pt font

References: Include at least 5 scholarly references and at least 2 course references

Individual Grade: Your final grade will be determined based on how well you cover your chosen organization, accuracy of information, effective use of references, and how well the whole report comes together. The instructor will also factor your partner feedback.

Partner feedback: After you submit the report, you will fill out the ungraded survey in Canvas regarding your teamwork on this assignment.

Final Exam (20% of final grade | 200 points)

You will have access to the final exam on the first day of final exams week. This exam is open note/book and untimed. **It will become available on Monday, April 26 at 12am EDT and will stay open until Wednesday, May 1st at 11:59pm EDT.** There is no review prior to this exam. This exam is cumulative and you should expect to see content that ranges from the beginning of the semester to the last module. It is up to you to take proper notes and read the assignments fully. You are not allowed to complete this with your classmates. If it is found that you and a classmate(s) have completed this together you and everyone involved will receive an automatic 0 and will receive a failing grade for the course. This exam will include multiple choice, true/false, short answer, and essay questions. Do not let the format of this being open note/book deceive you that you should not prepare for the final exam prior to opening the final. The final exam will be difficult and will require that you know the material.

O'Neill School expectations of civility and professional conduct¹

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and

¹ These expectations are excerpted from the O'Neill School Honor Code which can be found at: https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf

other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Counseling and Psychological Services

For information about services offered to students by CAPS:
<http://healthcenter.indiana.edu/counseling/index.shtml>

TimelyCare

Indiana students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services. <https://www.iu.edu/mental-health/find-resources/timely-care.html#0>

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>

Accessible Educational Services (formerly Disability Services for Students)

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor, and the AES Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentlife.indiana.edu/student-support/iub-aes/index.html>

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to

ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408
Phone: 812-856-5361
Email: acc@indiana.edu
Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408
Phone: 812-855-4814
Email: fnecc@indiana.edu
Website: <https://firstnations.indiana.edu/contact/index.html>

Jewish Culture Center

Address: 730 E 3rd St., Bloomington, Indiana 47401
Phone: 812-336-3824
Website: <https://iuhillel.org/iu-jewish-culture-center>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408
Phone: 812-855-4252
Email: gbltserv@indiana.edu
Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408
Phone: 812-855-0174
Email: lacasa@indiana.edu
Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405
Phone: 812-855-9271
Email: nmgrad@indiana.edu
Website: <https://blackculture.indiana.edu/index.html>

Course Schedule –

| Week | Date | Topic | Reading / Activities | Assignment |
|------|--------|-------------------------------------|--|--|
| 1 | 8-Jan | Syllabus & Course Overview | Review syllabus and canvas page. Obtain textbook. | <ul style="list-style-type: none"> • Discussion Board #1 Due by Sunday, Jan 14 at 11:59pm EDT • Quiz #1 Due by Sunday, Jan 14 at 11:59pm ET |
| 2 | 15-Jan | Introduction | Chapter 1 | <ul style="list-style-type: none"> • Discussion Board #2 Due by Sunday, Jan 21 at 11:59pm EDT |
| 3 | 22-Jan | Theoretical Background & Foundation | Chapter 2 | <ul style="list-style-type: none"> • Quiz #2 Due by Sunday, Jan 28 at 11:59pm EDT • Analytic Memo for Ch. 2 Due by Sunday, Jan 28 at 11:59pm EDT |
| 4 | 29-Jan | Blacks & African Americans | Chapter 4 <i>*Assigned into Diversity Audit Project Pairs – via Canvas groups</i> | <ul style="list-style-type: none"> • Analytic Memo for Ch. 4 Due by Sunday, Feb 4 at 11:59pm EDT • Introduce yourself and connect with your partner via Canvas |
| 5 | 5-Feb | Latinos/Hispanics | Chapter 5 | <ul style="list-style-type: none"> • Analytic Memo for Ch. 5 Due by Sunday, Feb 11 at 11:59pm EDT • Begin working w/ partner(s) on Mang. Div. Proj. |
| 6 | 12-Feb | Asians/Asian Americans | Chapter 6 | <ul style="list-style-type: none"> • News Reflection Due by Sunday, Feb 18 at 11:59pm EDT • Analytic Memo for Ch. 6 Due by Sunday, Feb 18 at 11:59pm EDT |

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| 7 | 19-Feb | Whites/Anglo Americans | Chapter 7 | <ul style="list-style-type: none"> • Analytic Memo for Ch. 7 Due by Sunday, Feb 25 at 11:59pm EDT • Cont. working w/ partner(s) on Mang. Div. Proj. |
| 8 | 26-Feb | Indigenous & Multi-racial groups | Chapter 8 | <ul style="list-style-type: none"> • Discussion Board #3 Due by Sunday, Mar 3 at 11:59pm EDT • Analytic Memo for Ch. 8 Due by Sunday, Mar 3 at 11:59pm EDT |
| Midterm Exam | | | | |
| 9 | 4-Mar | <i>*Open note/book, untimed</i> | | Midterm due by Friday, March 8 at 11:59pm EDT |
| | 11-Mar | Spring Break | NO READINGS | NO ASSIGNMENTS |
| 10 | 18-Mar | Sex and Gender | Chapter 9 | <ul style="list-style-type: none"> • Discussion Board #4 Due by Sunday, Mar 24 at 11:59pm EDT • Analytic Memo for Ch. 9 Due by Sunday, Mar 24 at 11:59pm EDT |
| 11 | 25-Mar | Work and Family | Chapter 10 | <ul style="list-style-type: none"> • Quiz #3 Due by Sunday, Mar 31 at 11:59pm EDT • Analytic Memo for Ch. 10 Due by Sunday, Mar 31 at 11:59pm EDT |
| 12 | 1-Apr | Sexual Orientation & Gender Identity | Chapter 11 | <ul style="list-style-type: none"> • Analytic Memo for Ch. 11 Due by Sunday, Apr 7 at 11:59pm EDT • Cont. working w/ partner(s) on Mang. Div. Proj. |

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| 13 | 8-Apr | Physical & Mental Ability | Chapter 14 | <ul style="list-style-type: none"> • Discussion Board #5 Due by Sunday, Apr 14 at 11:59pm EDT • Analytic Memo for Ch. 14 Due by Sunday, Apr 14 at 11:59pm EDT |
| 14 | 15-Apr | Global Diversity, Careers in Diversity, & Moving Forward | Chapter 16 | <ul style="list-style-type: none"> • Quiz #4 Due by Sunday, Apr 21 at 11:59pm EDT • Analytic Memo for Ch. 16 Due by Sunday, Apr 21 at 11:59pm EDT |
| 15 | 22-Apr | Diversity Audit Project | | <p>Project Due by Friday, April 26 at 11:59pm EDT</p> <p>Partner Feedback Due by Sunday, April 28 at 11:59pm EDT</p> |
| 29-Apr – 1-May | | FINAL EXAM *Open note/book, untimed | <i>Exam becomes available on Canvas on Monday, April 29th</i> | Final Exam Due by Wednesday, May 1 at 11:59pm EDT |

***The above schedule is subject to change in the event of extenuating circumstances at the discretion of the instructor.**