

**SPEA-M 652 MANAGING WORKFORCE DIVERSITY
IN PUBLIC ORGANIZATIONS**

Spring Semester 2021

Section 11240

Instructor: Brian Richardson Jr., MS.Ed
Adjunct Professor

Office Hours: By appointment

Professor Email: br36@indiana.edu (Please use this address rather than sending messages through Canvas. Also, please do not use the Canvas website to send mass email requests and announcements to students enrolled in this class.).

Required Text

- All readings and class materials are available on Canvas in the Files tab.

Course Overview

This course explores and applies theoretical and empirical research from a management perspective on workforce diversity, representation, and equity. Topics include theories and constructs pertaining to diversity, representation, affirmative action, and intersectionality. Applications of these theories and constructs will be made to a number of aspects related to diversity, including but not limited to race, ethnicity, gender, socioeconomic status, ability, and age. This course also seeks to take a deeper dive past the surface to explore policies, laws, and workplace cultures that perpetuate otherness and isolation for marginalized and minoritized communities. 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. I want you all to feel included, to know that your voice is a gift to the class, and that you matter. My hope is that as a class we can develop a mutually supportive learning community. Some of your work will be in small groups via phone or Skype or Zoom. Two of your individual posts will be via phone and Zoom (one of each) with me so that I get the opportunity to know you better. Check in for announcements from me every week for updates, materials, and directions. Please feel free to ask me questions at any time, via email!

Course Objectives

At the end of this course, students should be able to do the following:

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

ASSIGNMENTS

1. **INDIVIDUAL and GROUP DISCUSSION POSTS (Total of 12)**

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 post by your classmates. I will post guidelines and a discussion thread each week.

I want the Discussion threads to be interactive conversations. So, you will also have to post and respond to others on time. **Your posts should be submitted by 11:59pm EST on Thursdays and responses should be posted no later than Sundays by 11:59pm EST.** The earlier you post the more chance you will get to receive feedback from other participants. In addition to posting your post and respond to your classmate's post, please copy and paste your original post and responses under the assignment tab to ensure your participation is recorded for the week.

I will stay out of the Discussion threads most of the time, and instead give you each regular one-on-one feedback on your comments.

Class 9's posts should be by phone or Zoom with me *instead of* in text via Canvas- so that I get a chance to talk to you. As with the other posts, these will be based around a Discussion question relating to that class's materials.

There will also be **four group posts in Classes 3, 7 and 10 and 13.** I will set up the groups after the 1st week. Within the groups you should take turns being facilitator – at least once each during the semester. Your task as a facilitator is to encourage discussion, to make sure everyone gets a chance to speak, and to summarize and post the group comments. In Class 13 I will join each Zoom group. You can opt out of the groups and post individually if you prefer. (***This MUST be discussed prior to any group assignments are due.***)

2. **QUIZZES (Total of 3)**

You will get two attempts on all quizzes. If you fail your first attempt, you are welcome to ask me or others in the Discussion threads for further explanation, before you try again. 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! During the semester there will also be **three Summarizing Quizzes.** Dates and quiz content are all provided below.

3. NEWS REFLECTION

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. **Due date for this assignment is listed below.**

4. EXAMS

There will not be a midterm, but there will be a final exam administered during the end of semester. The exam date is listed below. The final exam will be cumulative and cover all of the material from the course and will composed of essay questions to display application of course materials and content.

Student Expectations

1. Please treat other students and the instructor respectfully, even when you hold differing opinions or views. When I am in front of the class lecturing or addressing a question from a student, I expect your full attention. Additionally, do not talk over another student who is asking a question.
2. You will be expected to complete all reading assigned for each week prior to the start of the following week and be fully engaged in the Canvas discussions. It is through the use of our collective voices that we will be able to spark conversation and dive deeper into the content. among your peers and dive deeper into the content. Participation points will be associated with Canvas engagement.
3. Your writing skills should be polished. You should be able to synthesize key readings, and you should be able to organize your thinking and your writing.

Grading

Class participation - 10%

Canvas Posting -20%

News Reflection - 15%

Quizzes – 25%

Final Exam - 30%

No curves in grading or extra credit points are anticipated. Below is the grading scale:

A+ 100—97%	A 96%—93%	A- 92%—90%
B+ 89%—87%	B 86%—83%	B- 82%—80%
C+ 79%—77%	C 76%—73%	C- 72%—70%
D+ 69%—67%	D 66%—63%	D- 62%—60%
F 59%—0%		

All assignments are due at the beginning of class on the date the assignment is due. Late work will be downgraded one full letter grade for each day it is late and will not be accepted more than 48 hours after the due date. I will consider making individual exceptions to this policy, but only if an exception is requested in advance, is legitimate, and can be documented. Please keep copies of all your work until final course grades are issued in case there is any dispute or error in the recording of your grade.

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: <http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/religious-observances.shtml>.

Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <http://studentaffairs.iub.edu/dss/>.

Absences and Make -Up Work

Assume that there is no provision for the typical idea of make-up work; simply those points are lost for that particular assignment. The only situations for which you may make up work include documented death of a family member, medically documented *emergency* (as assessed by Mr. Richardson Jr.), religious holidays (see the above official Indiana University policy), or documented athletic event in which the student is under contract.

Absence from class is missed work, and cannot be made up. Points missed during daily classes may be deducted from the student's class participation/community of scholars evaluation category. It is the student's sole responsibility to try and regain lost information from class.

Additionally, assume that computer services are not easily accessible, and that all assignments should be completed as soon as possible, so that it will be turned in on time, without excuse.

Assignments are due at the time and date indicated for each assignment, unless instructed otherwise.

Academic Dishonesty

The IU Code of Student Rights, Responsibilities, and Conduct defines academic misconduct as “any activity that tends to undermine the academic integrity of the institution.” Cheating, fabrication, and plagiarism are a few examples. For a complete description of the judicial procedures associated with personal misconduct, please see IU’s Code of Student Rights, Responsibilities, and Conduct – Student Disciplinary Procedures: Academic Misconduct (available at <http://studentcode.iu.edu/>).

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>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: gltbtserv@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>

**SPEA-M 652 MANAGING WORKFORCE DIVERSITY
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Spring 2021 Tentative TOPICS AND SCHEDULE**
(Readings are subject to change with at least one week's warning)

Besides the Wellness days built into the semester, you also get one class in the semester for a **"Mental Health Break"**, where you do not need to post for the week. These should be weeks when individual comments are due, (i.e. you can't skip the group posts, quizzes or the assignments).

<u>Section I Foundation and historical context</u> Class 1: January 18th-22nd	Introduction: Understanding terminology and relevancy of diversity in the workplace <ul style="list-style-type: none"> Individual discussion post and response <u>Due January 24th no later than at 11:59pm EST</u>
Class 2: January 25th-29th	Theories Associated with Diversity <ul style="list-style-type: none"> Individual discussion post and response <u>Due January 31st at 11:59pm EST</u>
Class 3: February 1st-5th	Legislation and Policies <ul style="list-style-type: none"> Group discussion post <u>Due September 13th at 11:59pm EST</u>
Class 4: February 8th-12th	Assimilation and Pluralism <ul style="list-style-type: none"> <u>Summarizing Quiz 1, on the classes 1-4, due February 14th at 11:59pm EST</u>
<u>Section II Examination of specific groups and classification</u> Class 5: February 15th-19th	Black, African American <ul style="list-style-type: none"> News Reflection assignment <u>Due February 21st at 11:59pm EST</u> Individual discussion post and response <u>Due February 21st at 11:59pm EST</u>
Class 6. February 22nd-26th	Latinx, Latino, Latina, Hispanic American <ul style="list-style-type: none"> Individual Discussion post and response <u>Due February 28th at 11:59pm EST</u>
Class 7. March 1st-5th	Asian, Asian American <ul style="list-style-type: none"> Group Discussion post <u>Due March 7th at 11:59pm EST</u>
Class 8: March 8th-12th	White, European Americans <ul style="list-style-type: none"> Individual Discussion post and response <u>Due March 14th at 11:59pm EST</u>

Class 9: March 15th-19th	Native American, American Indian, Indigenous <ul style="list-style-type: none"> • One on one post with Prof. <u>Due March 21st at 9pm</u> • <u>Summarizing Quiz 2, on Classes 6, 7, 8, and 9 due March 21st at 11:59pm EST</u>
Class 10: March 22nd-26th	Sex and Gender <ul style="list-style-type: none"> • Group post <u>Due March 28th at 11:59pm EST</u>
Class 11: March 29th – April 2nd	Sexual Orientation, Identity, and Expression <ul style="list-style-type: none"> • Individual post and response <u>Due April 4th at 11:59pm EST</u>
Class 12: April 5th-9th	Age <ul style="list-style-type: none"> • Individual post and response <u>Due April 11th at 11:59pm EST</u>
Class 13: April 12th-16th	Physical and Mental Ability <ul style="list-style-type: none"> • Small Group Zoom, with me, by <u>April 18th at 9pm EST (No post needed.)</u>
Class 14: April 19th-23rd	Global Perspective <ul style="list-style-type: none"> • <u>Summarizing Quiz 3, on the classes 10-14 due April 25th at 11:59pm EST</u>
<u>Section III Challenges for future and present and moving forward</u> Class 15: April 26th-30th	Minority Groups and U.S. Society: Themes, Patterns, and the Future <ul style="list-style-type: none"> • No Post • No Assignments
Class 16: May 3rd-7th	Finals week <ul style="list-style-type: none"> • Take home final exam <u>Due May 7th at 11:59pm EST</u>