

## EHRD 408 - Diversity Issues in HRD Fall 2006

**Instructor:** Dr. Nancy E. Algert  
**Office:** 115 Royal Street (Bryan)  
**Office Hours:** By appointment  
**Telephone:** 260-8300  
**E-mail:** ehrd408@cccr-texas.com

**Lecture:** Tues/Thurs 8:00 - 9:15a.m.  
**Classroom:** EDCT 602

### **COURSE DESCRIPTION**

This course is intended to help educators in HRD contexts, as well as trainers, employees and managers, effectively identify and understand diversity issues in work and community settings **and to work positively with individuals of diverse groups.**

### **STATEMENT OF OBJECTIVES**

**Upon completion of the course, students will be able to:**

1. Explore and analyze definitions of the term “diversity” as it used in work and community settings.
2. Understand and analyze key demographic trends and their impacts on work and community settings.
3. Identify key diversity-related resources within work and community settings.
4. Recognize and analyze the existence of human biases toward the “other” and the potential impact in related contexts.
5. Identify individual biases associated with human differences.
6. Develop an understanding of challenges faced by various United States groups and individuals.
7. Describe and analyze strategies that could be deployed to better understand unfamiliar differences of the “other” in interpersonal, group, organizational & community settings.
8. Explore and analyze diversity-related systems change strategies and outcomes in organizational settings.
9. Examine options for policy creation and the intersections between diversity and the law.
10. Explore the ethics associated with diversity education.

### **REQUIRED TEXT AND MATERIALS**

1. Adams, M., et al. (2000). *Reading for diversity and social justice: An anthology on racism, anti-Semitism, sexism, heterosexism, ableism, and classism.* New York: Routledge
2. *Reading Packet and Handouts*

### **Course Expectations**

My expectations in EHRD 408 are for you to:

1. read in preparation for each class
2. attend class
3. actively participate in class through inquiry and analysis and working with your assigned teams
4. communicate with the instructor if you have a specific need or issue related to EHRD 408
5. maintain a respectful classroom environment
6. use inclusive language in speaking and writing
7. engage in effective conflict management and conflict resolution as necessary

**Absence/Make-Up Work/Late Work Policy:** Students are expected to attend **ALL** classes and attendance will be taken. There will be **NO** late work and/or make-up assignments accepted/assigned without a university approved and documented excuse. Refer to *the latest issue of the Texas A&M University Student Rules* handbook, under the section "Attendance" for specific details.

### **SCHOLASTIC MISCONDUCT**

Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty or misconduct. Scholastic misconduct is broadly defined by this university as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work is considered scholastic misconduct.” Scholastic dishonesty includes, but is not necessarily limited to:

Dr. Algert

- Cheating on assignments or examinations;
- Plagiarizing, which means misrepresenting someone else's work as your own, or submitting the same paper or *substantially* similar papers to meet the requirements of more than one course without the approval of all involved instructors
- Interfering with another student's work
- Depriving another student of necessary course materials

For more detailed explanations of each of the above types of scholastic misconduct, see <http://www.tamu.edu/aggiehonor/acadmisconduct.htm>

For general questions regarding academic integrity and, more specifically, plagiarism, please see <http://www.tamu.edu/aggiehonor/student.html>

Any student who engages in scholastic misconduct will be subject to University disciplinary action. I will report ALL suspected cases of scholastic misconduct to the Aggie Honor System Office, even if the misconduct was unintentional.

Please review the Student Rules at <http://www.tamu.edu/aggiehonor/know.html> for more information regarding these policies.

#### Faculty Senate Statement on Plagiarism

The handouts used in this course are copyrighted. All materials generated for this class are considered "handouts," including, but not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless expressly granted permission to do so by the instructor. A commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys trust among colleagues without whom the research cannot be safely communicated. If you have questions regarding plagiarism, please consult the Honor Council Rules and Procedures.

#### **ACADEMIC INTEGRITY STATEMENT**

"An Aggie does not lie, cheat, or steal or tolerate those who do."

The Aggie Honor Code is above. Students with questions about the Aggie Honor Code should go refer to the Honor Council Rules and Procedures on the web <http://www.tamu.edu/aggiehonor>.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

---

Signature of student

Academic Integrity Task Force, 2004

<http://www.tamu.edu/aggiehonor/FinalTaskForceReport.pdf>

#### **SEXUAL HARASSMENT**

Texas A & M University policy prohibits sexual harassment. Copies of this policy statement on sexual harassment are available at Complaints about sexual harassment and should be reported to the EAHR Department or University Human Resources.

#### **INCLUSIVE LANGUAGE**

Dr. Algert

It is imperative in this class, as well as important in an education/work setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups.

Gender inclusiveness means that usage such as "he" and "man" as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward and one's habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g. "workers...they," rather than "worker...he"), some combination of pronouns (e.g., (s)he, s/he, he/she or alternative words (e.g., "people" rather than "mankind").

Cultural inclusiveness means that classroom discussion (and written materials) will not assume that class members or all members of organizations are white United States citizens. Respect for the diversity of the class and the multicultural world in which organizations operate will be expected. Another aspect of broadened worldview is the appropriate use of words with reference to one's own culture.

## **ACCOMMODATIONS**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The telephone number is 845-1637.

## **Course Calendar**

### **CLASS STRUCTURE**

Class sessions will include lectures, small and large discussion groups, guest speakers and/or audio-visual materials. During class we will strive to clarify, supplement, and analyze text materials. We will learn much more through sharing opinions, knowledge and experience; you are all encouraged to contribute in class.

### **GRADING AND ASSIGNMENTS**

#### **1. SELF-REFLECTION PAPER (5%)**

This paper asks students to describe a specific individual experience related to exclusion (approx. 2-4 pages). Due January 26, 2005.

#### **2. EXAMS (20%)**

There will be two class exams on the material covered in readings and in class. Each will consist of short essay questions. The second exam will also ask students to synthesize learning using the course materials. Midterm exam is March 7, 2006 and Final exam is May 8, 2006.

#### **3. TEAM LED PRESENTATIONS/LEARNING SESSIONS (20%)**

Each learning team will lead a 45 minute learning session relating to a diversity issue or a specific area of implementation. Students will have an opportunity to create a presentation that focuses on their specific areas of interest, reports on a topic related to diversity, discusses a visit to an organization, describes a discussion with a practitioner, or other areas of interest. Part of the evaluation will be intra-team evaluation. Teams will be expected to agree on the necessary commitment outside of the regular class meeting time.

#### **4. FINAL PAPER (20%)**

The final paper will be a research-to-practice paper focusing on a practical application for diversity education in the context you select. (10-12 pages). Topic must be approved by Dr. Algert by November 9, 2006. Paper due at the beginning of class on April 6, 2006. A one-page abstract of your paper is due February 21, 2006

#### **5. ATTENDANCE AND PARTICIPATION**

Students will be expected to attend all class sessions and participate in class discussions. If you miss more than 3 classes you will receive an F for your semester grade. Students are expected to share articles, resources, and other information in class. Team assignments and exercises will be conducted during class and students will need to be present to fully understand these related experiences. Please talk with the instructor if you have any concerns about this minimum attendance expectation.

#### **6. IN-CLASS TEAM ASSIGNMENTS (35%)**

EHRD 408 – Fall 2006

Dr. Algert

**ICA 1: Bias – Due 2/2**

**ICA 2: Gender and Race – Due 2/16**

**ICA 3: Ableism Issues – Due 3/2**

**ICA 4: Ethnicity and Privilege – Due 3/9**

**ICA 5: Community Responsibility – Due 3/23**

**ICA 6: HRD and Diversity – Due 3/30**

**ICA 7: Individual Responsibility – Due 4/6**

**408 teams are expected to attend two activities on campus or in the community related to diversity issues. Teams are expected to get prior approval from Dr. Algert prior to attending the event, attend the activities as a team, and write up a one-page paper on the activity. These two activities will replace two ICTA's.**

#### **GRADING SCALE FOR FINAL GRADE**

Evaluation will be based on objective and essay examinations, written assignments, class participation, and the journal from the clinical experiences. Grades will be assigned as follows: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F.

**EHRD 408 - Diversity Issues and Practices in HRD  
Weekly Readings**

<b>Course Week</b>	<b>Class Mtg. Date</b>	<b>Course Packet Section/Reference</b>
<b>1</b>	<b>8/29-8/31</b>	<p style="text-align: center;"><b>Course Introduction and Self-Introductions</b></p> <p>Adams, et al. Section 1.1 – <i>The complexity of Identity: “Who Am I?”</i></p> <p>Adams, et al. Section 1.2 – <i>The Cycle of Socialization</i></p> <p>Algert, N, and Froyd, J, (2002). <i>Understanding Conflict and Conflict Management</i>. <a href="http://www.foundationcoalition.org/teams">www.foundationcoalition.org/teams</a></p>
<b>2</b>	<b>9/5-9/7</b>	<p style="text-align: center;"><b>Why is Diversity a Work Issue</b></p> <p>Johnston, W. B. (1987). <i>Workforce 2000: Work and workers for the 21<sup>st</sup> century</i>. Indianapolis, IN: Hudson Institute. (Executive Summary; pp. <i>xiii-xxvii</i>)</p> <p>Judy, R. (1997). <i>Workforce 2020: Work and workers in the 21<sup>st</sup> century</i>. Indianapolis, IN: Hudson Institute. (Executive Summary; pp. 1-10).</p> <p style="text-align: center;">Self-Reflection Paper Due (5 points) – Due at beginning of class 9/7</p>
<b>3</b>	<b>9/12-9/14</b>	<p style="text-align: center;"><b>The Psychology of Bias</b></p> <p>Linton, R. (1937). <i>One hundred per-cent American</i>. <u>The American Mercury</u>, 427-429.</p> <p>Paul, A. M. (1998, May/June). <i>Where bias begins: The truth about stereotypes</i>. <u>Psychology Today</u>, 52-55, 82.</p> <p>Adams, et al. Section 1.4 – <i>Discrimination Comes in Many Forms: Individual, Institutional, and Structural</i></p> <p>Adams, et al. Section 1.5 – <i>Five Faces of Oppression</i></p> <p style="text-align: center;">Guest Speaker, Dr. Christine Stanley- 9/12 In Class Team Assignment #1 (5 points) – Due end of class 9/14</p>
<b>4</b>	<b>9/19-9/21</b>	<p style="text-align: center;"><b>Gender Issues and the Workplace</b></p> <p>Tannen, D. (1995, September/October). <i>The power of talk: Who gets heard and why</i>. <u>Harvard Business Review</u>, 138-148.</p> <p>Kimmel, M. (1993, November/December). <i>What do men want?</i> <u>Harvard Business Review</u>, 50-63</p>

<p>5</p>	<p>9/26-9/28</p>	<p style="text-align: center;"><b>Race Issues and the Workplace</b></p> <p>Brown, P. (1998). <i>Biology and the social construction of the "race" concept</i>. In Ferrante, J. &amp; Brown, P. (Eds.), <u>The social construction of race and ethnicity in the United States</u> (pp. 131-138). NY, NY: Addison Wesley Longman.</p> <p>Hardiman, R., &amp; Jackson, B.W. <i>Racial identity development: Understanding racial dynamics in college classrooms and on campus</i>.</p> <p>Coombes, A. (2004) <i>Racial and sexual slurs in the workplace continue</i>. www.CareerJournal.com.</p> <p>Adams, et al. Section 2.9 – “Defining Racism: ‘Can We Talk?’”</p> <p style="text-align: center;">In Class Team Assignment #2 (5 points) – Due end of class 9/28</p>
<p>6</p>	<p>10/3-10/5</p>	<p style="text-align: center;"><b>Gay, Lesbian, Bisexual, and Transgender Issues and Disability Issues in the Workplace</b></p> <p>Adams, et al. Section 5. Introduction- pp. 261-265</p> <p>Adams, et al. Section 5.46 – <i>How Homophobia Hurts Everyone</i></p> <p>Adams, et al. Section 5.57 – <i>Why Don’t Gay People Just Keep Quiet? Listening to the Voices of the Oppressed</i></p> <p>Adams, et al. Section 6.60 – <i>The Disability Rights Movement</i></p> <p>Adams, et al. Section 6.65 – <i>Understanding Disability Issues</i></p> <p>Adams, et al. Section 6.67 – <i>Recovering Our Sense of Value after Being Labeled Mentally Ill</i></p> <p style="text-align: center;">1 page abstract for Major Paper – Due end of class 10/5</p>
<p>7</p>	<p>10/10-10/12</p>	<p style="text-align: center;"><b>Asian, Hispanic/Latino and Native American Issues in the Workplace</b></p> <p>Adams, et al. Section 2.11 – <i>Seeing More than Black and White</i></p> <p>Adams, et al. Section 2.14 – <i>Red Clay, Blue Hills: In Honor of My Ancestors</i></p> <p>Adams, et al. Section 2.18 – <i>Moving Beyond White Guilt</i></p> <p>Adams, et al. Section 4.39 – <i>I’m Not Fat, I’m Latina</i></p> <p>Adams, et al. Section 7.77 – <i>Racism or Solidarity? Unions and Asian Immigrant Workers</i></p> <p style="text-align: center;">In Class Team Assignment #3 (5 points) – Due end of class 10/12</p>

Course Week	Class Mtg. Dates	Course Packet Section/Reference
8	10/17-10/19	<p style="text-align: center;"><b><i>Privilege and Its Impact</i></b></p> <p>Gallagher, C. A. (1998). <i>White reconstruction in the university</i>. In Ferrante, J. &amp; Brown, P. (Eds.). <u>The social construction of race and ethnicity in the United States</u> (pp. 337-354). NY, NY: Addison Wesley Longman.</p> <p>McIntosh, P. (1998). <i>White privilege</i>. <u>CRENet Conference</u>.</p> <p>McIntosh, P. <i>White privilege: Unpacking the invisible knapsack</i>.</p> <p>Adams, et al. Section 7.79 – <i>Why Are Doves of Unqualified, Unprepared Kids Getting into Our Top Colleges?</i></p> <p>Adams, et al. Section 7.80 – <i>Working-Class Students Speak Out</i></p> <p>Adams, et al. Section 8.91 – <i>Can White Heterosexual Men Understand Oppression?</i></p> <p style="text-align: center;">In Class Team Assignment #4 (5 points) – Due end of class 10/19</p> <p style="text-align: center;"><b>- Midterm Exam (10 points) – Due beginning of class 10/17</b></p>
9	10/24-10/26	<p style="text-align: center;"><b><i>Diversity and Community: Critiquing the Diversity Perspective</i></b></p> <p>Banerji, S. (2005, Sept.) <i>Who do you think you are?</i> <u>Diverse Issues in Higher Education</u>, 32-33.</p> <p>Adams, et al. Section 8.88 – <i>The Cycle of Liberation</i></p> <p>Adams, et al. Section 8.92 – <i>How to Interrupt Oppressive Behavior</i></p> <p>Adams, et al. Section 8.94 – <i>Bridging the 'Us/Them' Divide: Intergroup Dialogue and Peer Leadership</i></p> <p style="text-align: center;">In Class Team Assignment #5 (5 points) – Due end of class 10/26</p>

<p><b>10</b></p>	<p><b>10/31-11/2</b></p>	<p style="text-align: center;"><b><i>Managing Diversity in HRD</i></b></p> <p>Geber, B. (1990, July). <i>Managing diversity. Training</i>, 23-30.</p> <p>Carrell, M. R. &amp; Mann, E. E. (1995). <i>Defining workforce diversity in public sector organizations. Public Personnel Management</i>, 24(1), 99-111.</p> <p style="text-align: center;">In Class Team Assignment #6 (5 points) – Due end of class 11/2</p>
<p><b>11</b></p>	<p><b>11/7-11/9</b></p>	<p style="text-align: center;"><b>Diversity, Families, and Literacy</b></p> <p>Balli, S. J. (1996). <i>Family diversity and the nature of parental involvement. The Educational Forum</i>, 60, 149-155.</p> <p>Hanson, M. J., Lynch, E. W. &amp; Wayman, K. I. (1990). Honoring the cultural diversity of families when gathering data. <i>Topics in Early Childhood Special Education</i> 10(1), 112-131.</p> <p style="text-align: center;">In Class Team Assignment #7 (5 points) – Due end of class 11/9        Final Paper Due (15 points) at beginning of class 11/9</p>
<p><b>12</b></p>	<p><b>11/14-11/16</b></p>	<p style="text-align: center;"><b><i>Diversity Training and Evaluation and In Class Team Presentations</i></b></p> <p>Powell, G. C. (1997 March/April). On being a culturally sensitive instructional designer and educator. <i>Educational Technology</i>, 6-14.</p> <p style="text-align: center;">In Class Presentation (Team 1) (15 points) (11/14)        In Class Presentation (Team 2) (15 points) (11/16)</p>
<p><b>13</b></p>	<p><b>11/21-11/23</b></p>	<p style="text-align: center;"><b><i>In Class Presentations</i></b></p> <p style="text-align: center;">In Class Presentation (Team 3) (15 points) (11/14)        In Class Presentation (Team 4) (15 points) (11/16)</p> <p style="text-align: center;"><b>11/23 NO CLASS</b></p>

14	11/28- 11/30	<p style="text-align: center;"><b><i>In Class Presentations</i></b></p> <p style="text-align: center;">In Class Presentation (Team 5) (15 points) (11/21)</p> <p style="text-align: center;">In Class Presentation (Team 6) (15 points) (11/21)</p> <p style="text-align: center;"><b>Discuss Final Exam and Attendance (10 points)</b></p>
15	Mon., Dec 11 1-3 p.m.	<p style="text-align: center;"><b>Redefined Day, students attend their Friday classes</b></p> <p style="text-align: center;"><b>Final Exam (10 points)</b></p>