



## **MANAGING DIVERSITY**

In The Global Environment

**Syllabus: BUSN 7255X/PSYC 7247G**

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# **Managing Diversity**

**Syllabus: BUSN 7255X/PSYC 7247G**

Brooklyn College  
School of Business  
Graduate Program

[mylesbassell.com](http://mylesbassell.com)



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- Portfolio: <http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>
- Course Website: [www.mylesbassell.com](http://www.mylesbassell.com)

❖ Books Required

**Opportunities and Challenges of Workplace Diversity**  
 Theory, Cases, and Exercises  
 By Canas and Sondak  
 Pearson Prentice Hall Publishers  
 ISBN: 978-0-13-612 517 - 4  
 2<sup>nd</sup> Edition

**Making Diversity Work**  
 By Norma Carr-Ruffino  
 Pearson Prentice Hall Publishers  
 ISBN: 978-0-13-048 512 - 8  
 1<sup>st</sup> Edition

❖ Course Overview

This graduate level **diversity** course requires students to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **workplace diversity**. Our focus will be: **a)** managing diversity, **b)** bridging cultural differences, **c)** creating an inclusive multicultural workplace, **d)** working with African, Arab, Latino, and Asian-Americans, **e)** understanding diversity from a theoretical and legal perspective, and **f)** working with people of different races, religions, ethnicities, abilities, genders, age groups, and sexual orientations. Students will demonstrate an understanding of course concepts and the ability to apply the concepts by analyzing and evaluating **case studies** of real companies. Students are required to evaluate the case scenarios, apply concepts, formulate solutions, make recommendations, justify their position, and create a plan for next steps. The research project for our course will focus on **workplace diversity** topics.

The course uses technology to create an engaging and interactive learning community that is supportive, relevant, practical, insightful, and meaningful. Discussion boards on BlackBoard are used in our course to share information, apply concepts, draw conclusions, and have discussions about important organizational behavior topics and case studies.

❖ Grade Components

|                        |     |                     |
|------------------------|-----|---------------------|
| Exam 1                 | 40% | Chapters 1-10 Carr  |
| Case Studies           | 30% |                     |
| Discussion Board Cases | 15% |                     |
| Research Project       | 10% |                     |
| Exam 2                 | 5%  | Chapters 1–12 Canas |

Workplace Diversity (Canas) Case Studies

|                                 |               |
|---------------------------------|---------------|
| a) IBM: Diversity as a Strategy | pages 48-67   |
| b) Abercrombie and Fitch        | pages 101-115 |
| c) Ford                         | pages 141-158 |
| d) Cracker Barrel               | pages 183-198 |

## ❖ Learning Outcomes

This graduate level organizational behavior course requires students to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **workplace diversity**. At the conclusion of the course, students should be able to:

**Create** an inclusive multicultural workplace.

### **Evaluate**

- the key factors that make up workplace diversity,
- the 9 ways that cultures differ, and
- the strategies for overcoming gender barriers,

### **Analyze**, compare, and contrast

- stereotypes of different genders, races, ethnicities, and religions
- values in different communities,
- demographic profiles of different groups,
- issues important to different groups, and
- the impact of historical events on the culture of different groups.

### **Apply**, illustrate, and implement

- the 5 step process for becoming a diversity savvy person,
- the valuing diversity approach, and
- legal approaches to managing diversity.

### **Understand** and discuss

- how the workplace is changing,
- the benefits of effectively managing diversity,
- how to recognize the key elements of culture,
- the reasons people form stereotypes,
- why people become prejudice,
- gender roles and expectations,
- stereotypes,
- discriminatory behaviors,
- ways in which exclusion affects employees, and
- diversity issues at specific companies.

**Remember**, explain, and contrast **workplace diversity** concepts, terms, and definitions

*This syllabus is subject to change as necessary.*

Assignments are due on BlackBoard at 10pm. **Late assignments will not be accepted.**

**CSA = Case Study Analysis** ASSIGNMENT SCHEDULE **DB = Discussion Board**

You must use the facts in the case and the concepts in the book to draw conclusions and make recommendations. You must demonstrate your understanding of the chapter concepts, explain the relevant concepts accurately, draw conclusions, demonstrate superior critical thinking skills, apply the chapter concepts to the scenario correctly, include facts from the case to support your position, and make a recommendation regarding next steps. The questions are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **workplace diversity**.

| Week | Date                      | Due   | Topics  |
|------|---------------------------|---|---|
| 1    | Aug 27 Mon<br>Aug 30 Thur | CSA <b>A</b> IBM case pg 48-68<br>CSA <b>B</b> Abercrombie pg 101-115 | Chapter <b>1</b> Managing Diversity (Carr)<br>Chapter <b>2</b> Bridging Cultural Differences (Carr)<br>Chapter <b>3</b> Diversity Management ( <b>Canas</b> )<br>Chapter <b>5</b> Race and National Origin ( <b>Canas</b> ) |
| 2    | Sept 6 Thur               | CSA <b>C</b> Ford case pg 141-158<br><b>Project</b>                   | Chapter <b>6</b> Age ( <b>Canas</b> )<br>Chapter <b>3</b> Beyond Stereotypes (Carr)<br>Chapter <b>4</b> Multicultural Workplaces (Carr)   |
| 3    | Sept 13 Thur              | CSA <b>D</b> CrackerBarrel pg 183-198<br><b>DB 1</b>                  | Chapter <b>8</b> Sexual Orientation ( <b>Canas</b> )<br>Chapter <b>5</b> Men & Women (Carr)<br>Chapter <b>6</b> Euro Americans (Carr)   |
| 4    | Sept 20 Thur              | <b>DB 2</b>   | Chapter <b>7</b> African Americans (Carr)<br>Chapter <b>8</b> Arab Americans (Carr)   |
| 5    | Sept 27 Thur              | <b>DB 3</b>   | Chapter <b>9</b> Latino Americans (Carr)<br>Chapter <b>10</b> Asian Americans (Carr)  |
| 6    | Oct 4 Thur                | <b>xxxx</b>   | <b>Bassell Student Appreciation Day :-)</b>   |
| 7    | <b>Oct 11 Thur</b>        | <b>Exam 1</b><br><b>on campus 5-6pm</b>                               | <b>Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (Carr)</b><br><b>Brooklyn College 148 New Ingersoll</b>   |
| 8    | Oct 18 Thur               | <b>DB 4</b>   | Chapter <b>1</b> Theoretical Perspective ( <b>Canas</b> )   |
| 9    | Oct 25 Thur               | <b>DB 5</b>   | Chapter <b>2</b> Legal Perspective ( <b>Canas</b> )   |
| 10   | Nov 1 Thur                | <b>DB 6</b>   | Chapter <b>4</b> Gender ( <b>Canas</b> )  |
| 11   | Nov 8 Thur                | <b>DB 7</b>   | Chapter <b>7</b> Religion ( <b>Canas</b> )  |
| 12   | Nov 15 Thur               | <b>DB 8</b>   | Chapter <b>9</b> Disabilities ( <b>Canas</b> )  |
| 13   | Nov 22 Thur               | <b>xxxx Happy Thanksgiving</b>  | <b>Bassell Student Appreciation Day :-)</b>   |
| 14   | Nov 29 Thur               | <b>DB 9</b>   | Chapter <b>10</b> Analyzing Self ( <b>Canas</b> )   |
| 15   | Dec 6 Thur                | <b>DB 10</b>  | Chapter <b>11</b> Differences ( <b>Canas</b> )  |
| 16   | Dec 13 Thur               | <b>Exam 2</b><br><b>on campus 5-6pm</b>                               | <b>Chapters 1-12</b><br><b>Brooklyn College</b>   |
| 17   | Dec 20 Thur               | <b>Project</b>  |   |

There are 4 criteria used to evaluate your assignments:

- 1) **Quantity**, 2) **Quality**, 3) **Relevance**, and 4) **Manner**.

Rubric for Evaluating Assignments

| Criteria         | A 90+  | B 80+  | C 70+  | F   |
|------------------|--|--|--|---|
| <b>Quantity</b>  | <p><b>500 words per question</b></p> <p>The amount of information provided demonstrates an <b>excellent</b> ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</p>  | <p><b>400 words per question</b></p> <p>The amount of information provided demonstrates a <b>good</b> ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</p>  | <p><b>250 words per question</b></p> <p>The amount of information provided demonstrates only a <b>fair</b> ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</p>               | <p>Less than 250 words per question. Either the assignment was not submitted, or there is not enough detail to demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero.</p>  |
| <b>Quality</b>   | <p>Demonstrates an <b>excellent</b> understanding of the chapter concepts, explains effectively and accurately the relevant concepts, applies the chapter concepts properly to the case, recommends specific action, and includes facts from the case to support a main idea. Citations and examples were included as necessary.</p> | <p>Demonstrates a <b>good</b> understanding of the chapter concepts and often accurately and effectively explains the concepts, applies chapter concepts to the case, recommends next steps, and includes facts from the case to support a main idea. Citations and examples were usually included as necessary.</p> | <p>Demonstrates only a <b>fair</b> understanding of the chapter concepts and only a fair ability to apply the concepts. Concepts are not fully or accurately explained. Citations and examples were generally not included as necessary.</p> | <p>Either the assignment was not submitted, or the posting does not demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero. No recommendations or solutions formulated.</p> |
| <b>Relevance</b> | <p>Directly related to the case or chapter and is integrated with other postings.</p>  | <p>Related to the case, but often not integrated well with other postings.</p>   | <p>Somewhat related to the other postings and the case or chapter.</p>   | <p>Not related to the assignment.</p>   |
| <b>Manner</b>    | <p>Very organized and has no spelling, punctuation, or grammatical errors.</p>   | <p>Organized and usually has no spelling, punctuation, or grammatical errors</p>   | <p>Disorganized and/or has many spelling and grammatical errors that makes it difficult to understand.</p>   | <p>Very disorganized and has numerous spelling, punctuation, and grammatical errors.</p>  |

## **ASSIGNMENTS**

### Weekly Learning Outcomes

Week 1

Reading: Chapters 1 and 2 (Carr) and Chapters 3 and 5 Canas

Critical Thinking: **Submit Case A IBM** Aug 27<sup>th</sup> @ 10pm **Case B Abercrombie** Aug 30<sup>th</sup> @ 10pm

500 words per question are required, but there is no maximum number of words.

#### **CHAPTER 1: Introduction to Managing Diversity (Carr)**

After you have read and studied this chapter, you should be able to:

1. Identify the key factors that make up workplace diversity.
2. Understand how the workplace is changing.
3. Describe the key payoffs for effectively managing diversity.
4. Identify the best approach for managing diversity.
5. List the 5 step process for becoming a diversity savvy person.

#### **CHAPTER 2: Bridging Cultural Differences for Job Success (Carr)**

After you have read and studied this chapter, you should be able to:

1. Understand what culture is and how to recognize the key elements of culture.
2. Identify the 9 basic ways that cultures differ.
3. Identify the connection between our values and how we earn a living.

#### **CHAPTER 3: Diversity Management (Canas)**

After you have read and studied this chapter, you should be able to:

1. Discuss all elements of a systematic approach to diversity.
2. Explain how leadership commitment in an organization can be manifested.
3. Describe the role of communication in managing diversity.
4. Explain diversity recruitment and retention strategies.
5. Discuss how diversity strategy can be tied to business results.

#### **CHAPTER 5: Race and National Origin (Canas)**

After you have read and studied this chapter, you should be able to:

1. Explain the relationship between people of different races / national origins and the workplace.
2. Discuss the mentoring of minority employees. .
3. Describe how an organization's marketing strategy led to discrimination lawsuits.
4. Explain how an organization can implement a comprehensive diversity management policy.

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Week 1 **continued**

CSA **A** IBM case pg 48-68 Due Aug 27<sup>th</sup> @ 10pm

**Purpose:**

**The purpose of the IBM Case Study is to**

- illustrate difficulties faced by people with disabilities,
- understand the complexities of defining disability and the rights of people with disabilities,
- encourage students to question the factors that combine to create obstacles for people with disabilities which prohibit them from achieving opportunities equal to other Americans,
- provide examples of companies that have embraced the hiring and accommodation of people with disabilities as part of their competitive human resources strategies, and
- give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **workplace diversity**.

**Critical Thinking Assignment Questions**

**1** Compare and contrast the key payoffs for effectively managing diversity discussed in chapter 1 and identify those that you would expect IBM to realize. You must use facts from the case and the concepts in the book to support your point of view. 500 word minimum

**2** Evaluate IBM using the 6 point model discussed in Chapter 3 and explain fully the idea that there is or is not a systematic approach to managing diversity at IBM. You must use facts from the case and the concepts in the book to support your point of view. You must demonstrate your understanding of the chapter concepts, explain the relevant concepts accurately, draw conclusions, and apply the chapter concepts to the scenario correctly. 500 word minimum.

**3** Discuss difficulties faced by people with disabilities at IBM. Describe fully the 5 step process for becoming a diversity savvy person and discuss the significance to the IBM case. Explain who at IBM would have benefitted the most from the process. Recommend how you would implement the 5 step process at IBM. 500 word minimum.

**4** Imagine you are a consultant, evaluate the effectiveness of the 8 task forces IBM created to enhance diversity within the organization. Describe in detail the purpose of the task force and the constituencies the task forces represent. Discuss the impact the task forces had on diversity goals at IBM. 500 word minimum.

**5** Describe how IBM focused extensively on people with disabilities both internally with their own employees and externally with their products and customers. Evaluate the results in view of IBM's diversity goals. Explain in detail IBM's 4 pillars of change and the impact they had on diversity at IBM. Recommend what management should do next to effectively management diversity. 500 word minimum

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Week 1 **continued**

CSA **B** Abercrombie & Fitch case pg 101-115 Due Aug 30<sup>th</sup> @ 10pm

**Purpose:**

**The purpose of the Abercrombie & Fitch Case Study is to**

- understand racial discrimination and its legal context,
- provide insight into how race discrimination can take place and how business decisions may be interpreted by public opinion,
- understand how marketing strategies can unintentionally influence corporate culture and business decisions, and
- give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **workplace diversity**.

**Critical Thinking Assignment Questions**

- 1** Explain fully how the Abercrombie & Fitch's branding strategy of the "All American" look lead to a class action lawsuit. Explain how marketing strategies can unintentionally influence corporate culture and business decisions. Discuss the different cultural elements from chapter 2 and explain the relevance to the Abercrombie and Fitch situation. 500 word minimum
- 2** Describe and evaluate how Abercrombie & Fitch managed their diversity crisis. Explain fully how they could have prevented this crisis from occurring based on the reading assignment for this week. 500 word minimum.
- 3** Imagine you are a consultant, explain fully why you believe or don't believe Abercrombie & Fitch has made systematic organizational changes in terms of diversity management. Evaluate Abercrombie & Fitch using the 6 point model discussed in Chapter 3. **You must provide evidence from the case and the concepts in the book support your point of view.**
- 4** Discuss the 9 basics ways that cultures differ. Explain how Abercrombie & Fitch could have benefitted from this insight and provide evidence they were acting out of ignorance. 500 word minimum.
- 5** Explain why race might be an obstacle to identification between mentor and protégé relationships discussed in chapter 5. Discuss the challenges that might exist in mentoring minorities. Recommend what management should do next to effectively management diversity at Abercrombie & Fitch. 500 word minimum.



## **ASSIGNMENTS**

### Weekly Learning Outcomes

Week 2

Reading: Chapters 3 and 4 (Carr) and Chapter 6 Canas

Critical Thinking: **Submit Case C Ford** Sept 6<sup>th</sup> @ 10pm

500 words per question are required, but there is no maximum number of words.

#### **CHAPTER 3: Beyond Stereotypes** (Carr)

After you have read and studied this chapter, you should be able to:

1. Understand the nature of exclusion and how it relates to stereotyping, prejudice, and discrimination.
2. Recognize why people form stereotypes.
3. Understand how and why people become prejudiced.
4. Recognize discriminatory behaviors.
5. Identify ways in which exclusion affects employees.
6. Establish powerful contacts that heal prejudice.

#### **CHAPTER 4: Creating an Inclusive Multicultural Workplace** (Carr)

After you have read and studied this chapter, you should be able to:

1. Understand the great melting pot and other diversity myths.
2. Identify legal approaches to managing diversity.
3. Understand the Valuing Diversity Approach.
4. Understand the basis for an inclusive, multicultural approach.
5. Understand how to implement an inclusive multicultural approach.

#### **CHAPTER 6: Age** (Canas)

After you have read and studied this chapter, you should be able to:

1. Discuss the relationship between older workers and the workplace.
2. Explain the impact of the baby-boomer generation on the work place.
3. Describe how age discrimination can emerge as the result of a highly aggressive plan that prioritizes other primary dimensions of diversity.

Week 2 **continued**

CSA **C** Ford case pg 141-158

Due Sept 6<sup>th</sup> @ 10pm

**Purpose:**

**The purpose of the Ford Case Study is to**

- understand the complexities of change management,
- explain how diversity management has many dimensions, some of which may conflict,
- provide insight into how corporate strategies influence and are influenced by HR practices,
- provide an understanding of age discrimination and its legal context, and
- give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **workplace diversity**.

**Critical Thinking Assignment Questions**

- 1 Discuss the relationship between older workers and the workplace. (Chapter 6) Explain Nasser's progressive goal to diversify Ford and why it backfired. 500 word minimum.
- 2 Explain how Nasser's personal story and work background affected his approach and philosophy on managing diversity. Discuss the nature of exclusion and how it relates to stereotyping, prejudice, and discrimination at Ford. (Chapter 3) 500 word minimum.
- 3 Discuss the reasons the PMP was a source of contention for Ford employees who felt discriminated against and what Ford did to improve this evaluation system. Identify ways in which exclusion affects employees. (Chapter 3) 500 word minimum.
- 4 The number older workers in the workforce are increasing and it is common for people to work into their late 60's and 70's. Discuss how businesses can adapt to and benefit from this trend. Explain the impact of the baby-boomer generation on the work place. (Chapter 6) 500 word minimum.
- 5 Imagine you are a consultant, explain to Ford managers how to implement an inclusive multicultural workplace. 500 word minimum.

**The assignment questions for Weeks 3 – 15 are on BlackBoard under ASSIGNMENTS.**

You must demonstrate your understanding of the chapter concepts, explain the relevant concepts accurately, draw conclusions, demonstrate superior critical thinking skills, apply the chapter concepts to the scenario correctly, include facts from the case to support your position, and make a recommendation regarding next steps. The questions are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **workplace diversity**.

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## Weekly Learning Outcomes

Week 3

### **CHAPTER 8: Sexual Orientation & Identity (Canas)**

After you have read and studied this chapter, you should be able to:

1. Discuss the relationship between LGBT community and the workplace.
2. Explain the changing societal views of the LGBT community.
3. Describe how organizations have discriminated against the LGBT community.

### **CHAPTER 5: Men and Women Working Together**

After you have read and studied this chapter, you should be able to:

1. Identify .male-female myths and stereotypes.
2. Understand how men and women grow up with different worldviews and communication styles..
3. Describe the cultural stereotypes that affect gender roles and expectations.
4. Recognize women's cultural barriers to workplace success.
5. Identify strategies for overcoming gender barriers.

### **CHAPTER 6: Understanding the Dominant Culture – Euro Americans**

After you have read and studied this chapter, you should be able to:

1. Know some stereotypes of Euro Americans that other groups often hold.
2. Understand key past events that led to the current dominant culture
3. Identify key Euro American values.
4. Recognize unique ways that Euro Americans relate to others.

Week 4

### **CHAPTER 7: Working with African Americans**

After you have read and studied this chapter, you should be able to:

1. Identify the typical African American stereotypes.
2. Understand how historical events have influence African American culture.
3. Discuss key values in the African American community.
4. Understand barriers to African American career success and how to overcome them.
5. Understand how African American employees can contribute to an organization.

### **CHAPTER 8: Working with Arab Americans**

After you have read and studied this chapter, you should be able to:

1. Identify typical stereotypes and myths about Arab Americans.
2. Understand how myths and stereotypes have evolved from past events.
3. Identify current Arab American demographic profiles.
4. Describe Arab American values and customs.
5. Understand the issues that are important to the Arab American community.
6. Identify the key leadership challenges and opportunities for working effectively with Arab Americans

## Weekly Learning Outcomes

Week 5

### CHAPTER 9: Working with Latino Americans

After you have read and studied this chapter, you should be able to:

1. Identify typical myths about Latino Americans.
2. Recognize current Latino American demographic profiles.
3. Understand key Latino American worldviews.
4. Identify Latino American values regarding personal relationships.
5. Define ways an organization can meet the needs and wants of Latino Americans.
6. Know how Latino Americans contribute to an organization.

### CHAPTER 10: Working with Asian Americans

After you have read and studied this chapter, you should be able to:

1. Identify typical myths about Asian Americans.
2. Understand how the current situation has evolved from past history.
3. Identify current Asian American demographic profiles.
4. Describe Asian American core values.
5. Understand the issues most important to the Asian American community.
6. Understand how organizations can meet the needs of Asian American employees.
7. Describe how Asian Americans can contribute to an organization.

Week 6 **Bassell Student Appreciation Day**

Week 7 Exam 1 Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, & 10

- Please bring photo ID, a pen, and several #2 pencils with erasers
- There will be 4 different versions of the exam: pink, blue, green, and yellow.
- I can't answer any questions during the exam because it will disturb other students.
- There is **NO curve** in grading exams. There are **NO extra credit** assignments.
- There are no makeup exams. If you do not take the exam your score is a zero and your grade in the course is an F. Everyone must follow the rules below:
  - **You are not able to use any electronics during the exam.**
  - No cell phones, ipods, ipads, or any other device.
  - You must turn your phone completely off before the exam starts.
  - No talking or texting is permitted during the exam.
  - You can't leave the room during the exam.
  - You can't use notes or books.

Not following these exam rules may result in receiving an F in the course and being suspended from the college.

**The assignment questions for Weeks 3 – 15 are on BlackBoard under ASSIGNMENTS.**

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## ❖ Methodology

- **Textbook:** The textbook is required and an important tool used to expose students to important **workplace diversity** concepts and topics. **You should read all the chapters in the book**, but some chapters will receive greater attention than others during the semester.
- **Case Studies:** The **application** of key **workplace diversity** concepts will be explored and students will be required to analyze **case studies**. **The answers are not in the cases or the textbook. You must use the facts in the case and the concepts in the book to draw conclusions and make recommendations.** The case studies are a great learning tool since they will help improve your understanding of the concepts and strengthen your critical reasoning skills. The questions are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **workplace diversity**. You must give a **comprehensive explanation** using the criteria and components of the relevant concepts. Your answer must be persuasive and use the course concepts as a basis. **Each case study analysis should be a minimum of 2,500 words.** Each question requires a **minimum** response of 500 words, but there is no maximum number of words. If your posting is less than 500 words you might receive partial credit. The minimum is not equivalent to a grade of 100% and doing the minimum is not enough to get a grade of 100%. However, it is not just about the number of words posted. There are 4 criteria used to evaluate your posting 1) **Quantity**, 2) **Quality**, 3) **Relevance**, and 4) **Manner**.
- **Discussion Boards:** Discussion threads will post to the course online via Black Board. Students are required to enter the discussion board and post thoughtful comments. Comments should demonstrate an understanding of key course concepts, strong critical thinking skills, and a persuasive logic. You must make 4 posts: 1 primary post that answers the questions and 3 secondary posts regarding the postings of others on our team that moves the conversation forward. "I agree with you" is not an insightful post. You must add to what someone posted and address a point not already addressed in order to have a discussion. You should not only comment on the postings, but ask meaningful questions and respond to questions so that a discussion takes place. Responding to a question or asking a question counts as one of your secondary posts.
- **Video Segments:** There are several video cases posted on BlackBoard. Keep in mind the video cases and video lectures are for your benefit. These video cases and lectures close the gap between theoretical and practical. Some case studies you will watch and others you will read. My goal is to make the course interactive, engaging, and helpful in your pursuit of knowledge.

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- **Research Project**

There are two skills you should develop in graduate school:

- 1- the ability to apply the concepts you learn in this course to your job, and
- 2- the ability to conduct research to find information that will help you solve problems.

You are enrolled in a dynamic and exciting graduate business course that gives you the opportunity to get hands on practical experience in conducting research regarding a variety of topics. I will create a unique survey gizmo questionnaire link for each member of our team. I will write the survey questions and you will get respondents.

\*\*\* Importantly, please also forward this link to your friends / family and ask them to also forward the link to their friends / family. This is a critical component of our research methodology.

The sampling technique we are using is called snowball sampling. The key to snowball sampling is to not only get others to complete the survey, but importantly get them to forward the survey link to their friends / family and their friends / family send the survey link to their friends / family. Your survey requests must include this important instruction.

You should **not** complete the survey, but even if you did complete the survey I ask that you **not** complete the survey more than once.

\*\* Do **NOT** ask members of our class to complete the survey for you and you should **NOT** complete their survey. Do **NOT** send your link to any Brooklyn College email distribution list and certainly do **NOT** send your survey link to the distribution list for the graduate program since that would be counterproductive.

Your survey links will post under TOOLS --> MY GRADES

Many have had success having people at the local church, temple, and mosque complete the survey.

Some have emailed or text their friends and family the link. Others have sent the link to all their friends on facebook. \*\*\*\* Even if you don't have facebook, ask your friends to post on their facebook page and message their facebook friends.

The minimum for each survey should be

**100** responses from

You can do it !! Yes you can !!

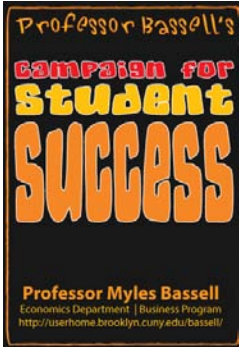
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❖ My Goal

My goal is for students to L E A R N ! It is all about you!

❖ My Mission

To help students achieve their educational and professional goals.



❖ My Goals For You

1. Increase Your general knowledge about the subject
2. Enhance Your ability to analyze and solve problems
3. Improve Your ability to use computers and the Internet
4. Expand Your ability to find and use information on your own
5. Develop Your ability to express your ideas
6. Fortify Your appreciation and sensitivity to ethical issues and diversity

❖ My Dozen Objectives

1. Distribute a written syllabus on or before the first day of class
2. Demonstrate my ability to organize materials for the class
3. Stimulate interest in the topic being studied
4. Generate effective class discussion
5. Communicate effectively and speak clearly
6. Encourage independent thinking and ethical behavior
7. Demonstrate openness to students' comments, questions, and viewpoints
8. Display an exceptional understanding of the course subject matter
9. Keep to the time and schedule requirements of the class
10. Provide students access to me outside of class and be available for Q&A
11. Clearly communicate course requirements and assignments
12. Promptly grade assignments

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❖ **Grade Components**

|                        |     |                     |
|------------------------|-----|---------------------|
| Exam 1                 | 40% | Chapters 1-10 Carr  |
| Case Studies           | 30% |                     |
| Discussion Board Cases | 15% |                     |
| Research Project       | 10% |                     |
| Exam 2                 | 5%  | Chapters 1–12 Canas |

❖ **Grading Criteria : Graduate Level**

|    |           |    |           |
|----|-----------|----|-----------|
| A  | 93% +     | B- | 80% - 82% |
| A- | 90% - 92% | C+ | 76% - 79% |
| B+ | 86% - 89% | C  | 73% - 75% |
| B  | 83% - 85% | F  | Below 73% |

❖ **Exams**

- Please bring photo ID, a pen, and several #2 pencils with erasers
- There will be 4 different versions of the exam: pink, blue, green, and yellow.
- I can't answer any questions during the exam because it will disturb other students.
- There is **NO curve** in grading exams. There are **NO extra credit** assignments.
- There are no makeup exams. If you do not take the exam your score is a zero and your grade in the course is an F. Everyone must follow the rules below:
  - **You are not able to use any electronics during the exam.**
    - No cell phones, ipods, ipads, or any other device.
  - You must turn your phone completely off before the exam starts.
  - No talking or texting is permitted during the exam.
  - You can't leave the room during the exam.
  - You can't use notes or books.

Not following these exam rules may result in severe penalties including receiving an F in the course and being suspended from the college.



❖ **Academic Integrity**

If an academic misconduct (for example: cheating on exams or papers, plagiarism...) occurs the instructor will impose the strongest sanctions that the University or College permits.

I encourage you to look at articles and/or resources from databases and/or on the Internet to find information regarding the case studies, discussion questions and/or other assignments. However, what you submit to me must be your own work. Direct quotations should be used very rarely and, when used, should be very short. You must always indicate the sources used. Students will not receive credit for answers on the different assignments that are mostly paraphrasing of other sources even if the sources are listed. Paraphrasing should be used very rarely and, when used, students must always indicate the sources used. There is no learning value for students to just quote and/or paraphrase parts of articles and/or resources found on the Internet or somewhere else.

If students use information from any source in an assignment and do not cite the source using quotation marks, this is plagiarism, which is a violation of academic integrity at Brooklyn College.

If I find evidence of plagiarism in an assignment, the student will receive a score of zero on this assignment. If I find again evidence of plagiarism in another assignment from the same student, this student will receive a failing grade in the class.

Furthermore, if a student plagiarizes and/or cheats I am required to report it to the Committee on Academic Integrity. This Committee may then decide to suspend or expel the student.

**WARNING:** The book is an important resource for this course and you must use it to answer the questions. The information needed to answer the questions is contained in the readings and should be the basis for your critical analysis. You are expected to draw conclusions and make recommendations based on the information in the case and the concepts explained in the chapters. Do NOT use other sources unless you properly cite them.

If you copy and paste information from the internet and/or do not cite your sources your grade on the assignment is a **zero**. That is cheating and plagiarism. If you plagiarize a second assignment your course grade is an **F**.

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### Code of Conduct

This Code of Conduct highlights and supplements, but does not replace the Code of Conduct issued by Brooklyn College and/or The City University of New York (C.U.N.Y.). The goal of this code is to maximize the classroom experience for all.

Your course grade is in part a function of your:

1. exam, project, and quiz results
2. level of participation
  - a. projecting a positive attitude
  - b. making intelligent and relevant remarks on discussion board
3. accurate completion and timely submission of assignments

There are other factors that can have a significant impact on your course grade and they include:

- Cheating / Plagiarism
  - **(phones, ipods, pda's, blackberry's, treo, and other devices are NOT allowed during any exam)**
- Disruptive Behavior
  - Rudeness
  - Disrespect
  - Lateness
  - Interrupting the lecture
- Frequent absence
- Signing the attendance sheet and leaving OR signing for someone else
- Failure to turn off electronic devices (cell, phones, pagers etc)

"The faculty and administration of Brooklyn College support **an environment free from cheating and plagiarism.**

Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site: <http://www.brooklyn.cuny.edu/bc/policies>. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member **MUST** report the violation."

All students should read carefully and thoroughly the 2011-2012 Brooklyn College Bulletin, especially pp. 21-35 for a complete listing of academic regulations of the College.

**[http://www.brooklyn.cuny.edu/pub/documents/grad\\_bulletin\\_11.pdf](http://www.brooklyn.cuny.edu/pub/documents/grad_bulletin_11.pdf)**

### Penalties

Violation of this Code of Conduct and other rules of Brooklyn College and C.U.N.Y. can result in:

- Lowering your course grade one full letter per offense
- Receiving an F or failing grade for the course
- Being suspended or expelled from the college or university

### ❖ Disability-Related Accommodations

In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability Services please provide your professor with the course accommodation form and discuss your specific accommodation with him/her.

### ❖ Absence for Religious Reasons

You are not required to attend a class meeting if it interferes with your religious observance. However, being absent does not excuse you from submitting or completing any assignments that are due. The state law regarding non-attendance because of religious beliefs can be found in the Brooklyn College Bulletin.

[http://www.brooklyn.cuny.edu/pub/documents/grad\\_bulletin\\_11.pdf](http://www.brooklyn.cuny.edu/pub/documents/grad_bulletin_11.pdf)

### ❖ Important Dates on the College Calendar

Monday, August 27 *First day of classes*

Friday, August 31 *Last day to add a course*

Tues - Fri, Sept 4-7, *Late-add period:* To add a course, the instructor and department must approve on Late Add Form

Aug 27- Sept 14 *Drop period* Drop a course without a grade, but still responsible for part of tuition.

Saturday, Sept 15 *First day to apply for a withdrawal (W grade) from courses, but 100% liable for tuition*

Friday, Nov 9 *Last day to apply for nonpenalty withdrawal (W grade) from courses*

Dec 14- 20 *Graduate final classes/examinations*



## ❖ General

This is a graduate course. I developed a roadmap that will enable us to successfully cover the course materials. Late assignments will not be accepted. If you do not complete an assignment your grade for that assignment is a zero. The due dates are set to help you manage the workload and be successful in the course. I will not issue an **INC grade** since I do not believe that is in your best interest. Campus wide it has been found that almost always the student does not complete the work required by the college's deadline and the computer automatically turns the INC into an F. If necessary you can drop the course with a W grade.

However, I designed the course to be meaningful, but also manageable. I know that many of you work, have families, and are taking other courses. I am very confident that you will be able to meet the course requirements. **You can do it! Yes you can!** [Let me know what I can do to help you be successful.](#)

\*\*\*\* Your responses to each question must be detailed and demonstrate your understanding of the key concepts in the chapter. You must be able to demonstrate your ability to apply the chapter concepts to the case studies. If you use key terms in your response please define the terms and explain how they are applicable to the case. I know what the terms mean, but for you to get full credit you need to convince me that you know what the terms mean. :-)

**Do not email me your case study analysis.**  
**[Post your assignments to BlackBoard.](#)**

### Case Study Analysis

#### You must:

- + demonstrate your understanding of the chapter concepts
- + **explain the relevant concepts correctly**
- + apply the chapter concepts to the case, and
- + **include facts from the case to support your position**

\*\*\* Type your responses in WORD and save to your computer or flash drive so that you can review your case studies for the exam. Copy and paste your responses to the BlackBoard blog for the assignment by **10 pm** on the due date. Each assignment has a separate blog link. After the due date you will no longer be able to post to blackboard.

## ❖ Media Players

To make the course more interactive and interesting I also posted a short video for each case. For your convenience I posted two different file types for each video case.

VLC Media Player can play Flash (flv) and Mpeg 4 (mpg) video files.

Download free VLC Media Player at the link below

<http://www.videolan.org/vlc/>

Quick Time also can play Mpeg 4 (mpg) video files

<http://www.apple.com/quicktime/download/>

Windows Media Player can play Windows Media Video (wmv) files

Download free Windows Media Player at the link below

<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

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This will be a fun semester ! I am looking forward to being your coach !

- Name: Prof. Myles Bassell
- Mobile: (615) 400 5390 (you can text or call)
- Email: [mbassell@brooklyn.cuny.edu](mailto:mbassell@brooklyn.cuny.edu) professorbassell@yahoo.com
- Office Location: 216 Whitehead Hall
- Virtual Office Hours: 24/7 Email / Instant Message / **Text Message** / Phone
- Profile [http://www.brooklyn.cuny.edu/pub/Faculty\\_Details5.jsp?faculty=379](http://www.brooklyn.cuny.edu/pub/Faculty_Details5.jsp?faculty=379)
- Teaching Portfolio <http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>
- Course Website [www.mylesbassell.com](http://www.mylesbassell.com)



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## **Bibliography**

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