

PA 3050: ORGANIZATIONS IN MULTICULTURAL SOCIETIES

CLASS: FULLY ONLINE

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CLASS TIMES: *Course is asynchronous and does not have a day or time to meet*

OFFICE HOURS: Via Zoom by appointment (No face-to-face meetings) **Course**

Description 4 Units

Prerequisites: junior or senior standing (GE=G2)

Integrative, multicultural exploration of the challenge of ensuring that business and government organizations as they pursue their economic or public policy missions also promote societal goals of democratic process and full inclusion of women and minorities. Examines the roles and powers of business and government organizations in meeting or failing to meet the rights and needs of citizens of all genders and ethnicities.

Organizations are defined as the “public sector” for the purposes of this course. This course gives students introductory experiences and examinations of the theories, practices, roles, and legitimacy of organizations in the United States and other nations. These organizations face a wide range of diversity issues in achieving their goals. This course also examines organizations from the perspective of how personal prejudices, stereotyping, and racism affect work environments. Finally, we will look at how organizations are undergoing dynamic changes in the way they handle and manage organizational communication, leadership, negotiations, organizational development, diversity adoption, and individual and group behaviors resulting from these changes in the work environment.

Course Learning Objectives

Upon successful completion of this course, students will be able to:

CLO 1 Demonstrate understanding of the conceptual dimensions of diversity, diversity consciousness, and identity.

CLO 2 Explain and apply selected dimensions of diversity to themselves and their life experiences

CLO 3 Gain an enriched or newfound appreciation for people(s) who are different and come from other cultures.

CLO 4 Understand and articulate how to promote the societal goals of ethical democratic processes and full inclusion of minorities into the workplace.

CLO 5 Understand and articulate how diversity issues and multiculturalism impacts the management of public organizations.

CLO 6 Analyze and compare diversity and inclusion practices in public sector organizations across various cultural and national contexts, with a particular focus on Latin countries such as Spain and Brazil, to understand how cultural, historical, and legal frameworks shape inclusive workplace policies and practices.

CLO 7 Understand and articulate U.S. and California laws to diversity management.

METHODS AND CLASS STRUCTURE

General Class Expectations:

Students are expected to complete the required readings for each module. Given that discussions represent a critical component of the course it is imperative that students are prepared. One will not receive a positive grade for the course if one does not complete all the required readings. Interaction and participation are very important.

Classroom with Web Component Course:

This is a "Classroom with Web Component" course. You must have an adequate Internet connection or use campus student computer centers for full participation in the course. Canvas supports the course (<https://Canvas.csusb.edu>) and must be checked daily for announcements and course information. Students are responsible for an active CSUSB email address associated with Canvas throughout the course.

Course Materials:

Book: Richard D. Bucher - Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities. 4th Edition ISBN 978-0-321-91906-9. In addition, there are a selection of films, articles, and other materials. You will find them posted in Canvas. **It is your responsibility to retrieve these documents and obtain access to view the required films as they relate to your weekly assignments.**

Course Assignments and Weights:

Final class grades will be determined with the following breakdowns:

• Weekly Quizzes (10 weeks at 2.5 points each)	25
• Weekly Reflective Journals (15 weeks at 1 point)	15
• Workplace DEI Law Training Video Presentation	10
• Cultural Artifact Video Presentation	10
• Diversity Interview	10
• Diversity & Inclusion Research Paper	10
• Final Exam	20

Total points = 100

GRADING SYSTEM

There are 100 total points for the course.

95 to 100 = A	73 to 76.9 = C
90 to 94.9 = A-	70 to 72.9 = C-
87 to 89.9 = B+	67 to 69.9 = D+
83 to 86.9 = B	63 to 66.9 = D
80 to 82.9 = B-	60 to 62.9 = D-
77 to 79.9 = C+	59.9 or less = F

Incompletes are given at the discretion of the instructor and only with documented circumstances. ***Grades will not be rounded up when calculating final grades.***

ASSIGNMENTS:

All written assignments must follow APA style and format. Abstracts are not required.

Weekly Quizzes-

There will be 12 quizzes in this course. The format for each quiz may include multiple choice, true/false questions, and short answer (25 questions). Quizzes are designed to test recall and application of information covered in the textbook and readings. The quizzes will cover all assigned weekly readings and material covered for the week assigned. You will have 60 minutes to complete the quiz. Each quiz is worth up to 2.5 points. All quizzes are to be taken at the scheduled time. ***There are no make-up quizzes.***

Weekly Reflective Journals -

A core goal for this class is to facilitate your reflection on the issue of diversity and your personal feelings about the readings. At the end of each week, you will submit one or more pages of reflection on the issues presented and readings. I want to hear your reactions to the material and how they can be applied/seen in your life. These journals can be written in an informal, journalistic, reflective, and personal style. This contrasts with other written assignments for this class, which should be formal and professional. The final entry will be a reflection on lessons learned in this class. These will not be shared with anyone else.

Workplace DEI Law Training Video Presentation –

Create an informative video presentation to educate “employees” on legal rights and responsibilities when it comes to diversity, equity, and inclusion in the workplace. This should be from the perspective of a manager/supervisor focusing on what employees should be familiar with and why. Video should be 5 to 7 minutes in length and include a presentation (PowerPoint or Prezi). A minimum of 5 laws should be covered.

Cultural Artifact Presentation -

Collect up to 5 items that represent your cultural identity that have influenced who you are. Prepare a video/multimedia introduction and upload it to Canvas. Students must be present in video. No voice overs. Presentation should be 7 – 10 minutes in length. Post the link into your assignment section labeled – Cultural Artifact Presentation. Comment on at least two classmates’ presentations.

Diversity Interview Paper –

You will interview someone who is different than you and write a 5-7-page paper describing your experience. *This provides students with the opportunity to learn about people with different languages, religions, genders, cultures, etc.*

The interview will allow you to have a conversation with someone and think critically about how your differences have shaped your life experiences. Use the following as a guide and write a summary accordingly:

- Part 1: Introduction: Describe the context of the interview-who you interviewed, why they were selected and where the interview took place.
- Part 2: What similarities and differences were uncovered?
- Part 3: What aspects of the interview were most and least comfortable for you? Why?
- Part 4: How can the information discovered assist diversity and inclusion efforts in the workplace? How are the individual’s unique characteristics a benefit to the workplace?
- Part 5: Conclusion: What key insights did you develop? What is the most significant thing you learned from the experience and how is this relevant to our discussion of diversity? (Connect directly to the course materials and discussion)

Essay will be graded as follows:

10 – 9 Excellent paper is well written, clearly answers the items for the assignment.

8 – 9 Good paper but has errors in the writing.

6 – 7 Fine job but has writing errors and there are some issues with the analysis.

2 – 5 Poor job that does not show pride in work or that time and effort was spent.

1 – Turned in something but does not meet the requirements at all

0 – Missing

Diversity Research Paper - Cultural Group Analysis for Inclusive Leadership

For this assignment, you will explore a cultural or ethnic group from a Latin American country that is unfamiliar to you. This analysis will deepen your understanding of the group's history, shared experiences, and unique challenges in society and the workplace, providing practical insights for fostering inclusivity. By examining current issues and the impact of stereotypes, this assignment allows you to explore how leaders and coworkers can promote diversity and inclusion in the workplace for members of this group.

Assignment Guidelines

Write a 6-8 page research paper (not including the cover page and reference list) covering the following aspects of a selected cultural or ethnic group within a Latin American country (e.g., Afro-Brazilian communities in Brazil, Indigenous groups in Mexico, or Afro-Colombian communities in Colombia):

1. Introduction to the Group:
 - Cultural History/Background: Provide a comprehensive overview of the group, detailing their cultural background, history, values, and customs. Introduce your audience to the group's roots within the specific Latin American country and their role in society.
2. Common Experiences and Shared Identity:
 - Discuss shared experiences or defining elements that unite members of this group, such as language, traditions, family dynamics, or other cultural aspects. Explain how these factors shape the group's collective identity.
3. Biases and Stereotypes:
 - Identify and analyze common biases or stereotypes about this group, both within the country and globally. Explore the origins of these stereotypes and their impact on diversity and inclusion within the workplace.
4. Current Issues and Workplace Impact:
 - Describe key social, economic, or political issues that this group faces today, such as discrimination, limited access to education or resources, or underrepresentation. Highlight how these issues influence workplace diversity and inclusion efforts.
5. Discriminatory Policies and Inclusive Alternatives:
 - Identify any policies or practices that may discriminate against this group in the workplace. Propose inclusive policy alternatives or initiatives that support a fair and welcoming work environment.
6. Leadership “Dos and Don’ts”:
 - Provide guidance for leaders and colleagues working with individuals from this group. Outline respectful “dos” and potential “don’ts” to avoid, helping foster a more inclusive and collaborative work environment.
7. Insights for Inclusive Leadership:
 - Based on your findings, discuss strategies that leaders can use to create a more inclusive workplace for this group, considering their unique cultural background and current societal challenges.
8. Conclusion and Personal Reflection:
 - Conclude with a summary of your learning experience. Reflect on how researching this group has shaped or strengthened your views on diversity and inclusion.

Paper Requirements

- Length: 6-8 pages (excluding cover page and reference list).
- Font and Spacing: Arial 12-point font, double-spaced.
- References: Use 8-12 reputable sources, cited in APA format.
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Evaluation Criteria

Your paper will be evaluated based on:

- Depth of Analysis: Thorough exploration of the group's cultural background, shared experiences, current challenges, and issues related to diversity and inclusion in the workplace.
- Application of Course Concepts: Effective use of course concepts on diversity, inclusion, and organizational behavior to analyze the group's experiences and workplace implications.
- Insightful Reflections and Recommendations: Practical and insightful recommendations for inclusive leadership and actionable "dos and don'ts" that reflect an understanding of the group's unique context.
- Quality of Research and Sources: Use of credible, relevant, and well-integrated sources that add depth to your analysis. Proper APA citation of 8-12 sources.
- Clarity and Organization: Well-structured and clearly written paper, with logical flow and coherence, free from grammar and formatting errors.

This assignment will help you build cultural awareness, enhance your empathy for diverse groups, and develop strategies for fostering inclusivity as a leader in multicultural environments.

Research paper will be graded as follows:

10 – 9 Excellent paper is well written, clearly answers the items for the assignment.

9 – 8 Good paper but has errors in the writing.

8 – 7 Fine job but has writing errors and there are some issues with the analysis.

7 - 3 Poor job that does not show pride in work or that time and effort was spent.

2 - 1 Turned in something but does not meet the requirements at all

0 Missing

Final Exam:

The final consists of an open book true/false, multiple choice, and fill in the blank. Total of 60 questions. It is a timed exam and will be 2 hours in length. Do not leave your test until the last minute. You are strongly encouraged to begin your exam no later than 6 hours before it is due. If you encounter computer or internet failure during your test, it is your responsibility to have a backup plan. **Final exam opens on Friday, May 5th at noon and closes on Sunday, May 7th at 5:00 pm.**

Late Assignments:

Late assignments will **not** be accepted. Please provide ample time to complete assignments to ensure you turn in your assignments before the deadline. **No exceptions.**

Assignments and Canvas: Assignments will **only** be accepted through Canvas.

Assignments sent via email will not be accepted.

There is only one extra credit opportunity –

Extra Credit 1: Introduction Post (up to 2 points):

Create a post of about 350 – 500 words (minimum) introducing yourself. Please include information about your hobbies, work situation, your major and why you chose it, future goals after college, and at least one topic of interest regarding the course. It is preferable that you insert at least one personal picture (if you don't feel comfortable sharing your personal picture, you may substitute it with any picture that is related to your

life). By Sunday, January 29th no later than 11:59 pm. This is will not be shared with other students. This is a way for the instructor to get to know students.

SCHEDULE OF READINGS AND ASSIGNMENTS:

Students are expected to keep current with the readings and be prepared to complete weekly assignments. This syllabus is subject to change. Changes, if any, will be announced and an updated syllabus will be posted on Canvas. Students will be held responsible for all changes presented.

Module 1: January 23 – January 29

Introduction to class, syllabus, assignments, and Canvas

What is due:

- Personal Introduction (only extra credit opportunity)
- Weekly Reflective Journal

Module 2: January 30 – February 5th

Bucher, Chapter 1

What is due:

- Weekly Reflective Journal
- Chapter 1 Quiz

Module 3: February 6th – February 12th

Laws and regulations applicable to a public organization

- **What is due:**
- Weekly Reflective Journal

Module 4: February 13th – February 19th

Bucher, Chapter 2

What is due:

- Weekly Reflective Journal
- Chapter 2 Quiz

Module 5: February 20th – February 26th

Bucher, Chapter 3

What is due:

- Weekly Reflective Journal
- Chapter 3 Quiz

Module 6: February 27th – March 5th

Bucher, Chapter 4

What is due:

- **Cultural Artifact Presentation due**
- Weekly Reflective Journal
- Chapter 4 Quiz

Module 7: March 6th – March 12th

Bucher, Chapter 5

What is due:

- Weekly Reflective Journal
- Chapter 5 Quiz

Module 8: March 13th – March 19th

Bucher, Chapter 6

What is due:

- Weekly Reflective Journal
- Chapter 6 Quiz

Module 9: March 20th – March 26th What is due:

- **Diversity Interview Paper due**
- Weekly Reflective Journal

Module 10: March 27th – April 2nd

SPRING BREAK

Module 11: April 3rd – April 9th

Bucher, Chapter 7

What is due:

- Weekly Reflective Journal
- Chapter 7 Quiz

Module 12: April 10th – April 16th

Bucher, Chapter 8

What is due:

- Weekly Reflective Journal
- Chapter 8 Quiz

Module 13: April 17th – April 23rd

Bucher, Chapter 9

What is due:

- Weekly Reflective Journal
- Chapter 9 Quiz
- **Diversity Research Paper Due**

Module 14: April 24th – April 30th

What is due:

- Weekly Reflective Journal
- No quiz this week

Module 15: May 1st – May 7th

What is due:

- Weekly Reflective Journal
- **FINAL EXAM – Opens Thursday, May 4th at noon and closes on Sunday, May 7th at 5:00 pm.**

COURSE APPS

Remind App: In addition to Canvas, I will be using a free application called “Remind” to send reminders (e.g., upcoming due dates), announcements, and other important information.

Instructions for joining - Get the app by searching “remind 101” on your app store then join with a class code:

pa3050sp. You can also join by texting @pa3050sp to 81010. You can also visit

<https://help.remind.com/hc/enus/articles/203179887-How-do-I-join-a-class-for-a-Quick-Start-Guide>. This

service is optional (i.e., students are not required to sign up for “Remind”); however, it is strongly encouraged.

After joining, you can choose to receive reminder messages via text, email, or push

notification to the mobile app (or any combination of these). “Remind” protects the privacy of the students and

instructor by keeping their phone number hidden during messaging. All personal information is kept private.

Instructors will never see your phone number, nor will you see theirs.

ACADEMIC HONESTY

Students are expected to be familiar with California State University, San Bernardino’s policy on cheating and plagiarism. Any violations of academic honesty will result in a failing grade in the class. **Violations will be**

forwarded to the University for appropriate action. Joint/group responses are not allowed in any written

work in this class. All postings and written assignments must be original; cited material must be in quotation

marks and provide the source. This includes completing class assignment for participation. Plagiarism will result

in a zero grade for the assignment and will result in a failing grade for the class. Please see the Academic

Dishonesty Section on Canvas for more information. For more information, please refer to the “Academic

Regulations and Standards” in the CSUSB Bulletin of Courses for the university’s policies.

ACCOMMODATION NEEDS

Students with documented learning disabilities or special needs must clearly identify those accommodation

requirements at the beginning of the quarter. Students with personal/work- related needs should contact the

instructor before the class or during the first week to see if they are resolvable. For additional information, please

contact Services to Students with Disabilities (SSD) at (909)537-5238 (voice), (909)537-7230(TTY), or fax (909)

537-7090. The Office of Services to Students with Disabilities is committed to providing eligible students

accommodations that ensure equal access to learning and equal opportunity for academic success.

ONLINE MATERIALS AND SECTIONS USED IN CANVAS:

All students must be able to access Canvas to participate in this class. Some of the elements of Canvas that will be used are:

- **Announcements:** I will post important comments, adjustments to the schedule or syllabus, class feedback, etc.
- **Syllabus:** the syllabus will be placed here.
- **Meet Your Instructor:** information of your instructor.
- **Modules:** weekly modules will hold video lectures, reading, and assignments for the week.

Other help numbers: If you are having problems with your Canvas account or need information about how to use a Canvas function call: 537-3395.

ADMINISTRATIVE DROPS IN THE FIRST WEEKS OF CLASS

“Students who fail to attend two consecutive class meetings during the first two weeks of the term without contacting the faculty member or making special arrangements may be dropped.” (University policy)

LATE ADDS AND WITHDRAWAL FROM CLASS

Late adds are allowed within the first week but students are fully responsible for the work and assignments missed if they do add late. Official withdrawal must occur directly with the registrar; the instructor has no responsibility for dropping you. Withdrawal is allowed through the end of the third week of the semester (Census). The College routinely denies late drops (after census) without documentation.

For more information, please refer to the “Academic Regulations and Standards” in the CSUSB Bulletin of Courses for the University’s policies.