

Theories of Diversity and Inclusion
Course Number: MPHR-699
Spring Session January 19 – April 27, 2010

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Course Description:

The study and practice of diversity and inclusion is based on the social and normative construction of differences. This course provides a solid analysis of current diversity theory and practice, the social construction of differences, the theoretical underpinnings of diversity and oppression theory/practice in a U.S. and world historical context. Practitioner values, ethics and competencies are examined. This in-depth course provides a solid theoretical grounding for diversity professionals and others with responsibility for diversity in organizations.

Course Objectives:

Introduce the historical and basic foundations of the social and normative construction of differences that diversity practitioners use to explain the underpinnings of the evolution of the discipline of diversity and inclusion.

- Review the theoretical and historical roots of oppression theory/practice that diversity professionals have relied upon to advance learning in the field.
- Present theory-based problem solving techniques to support development of diversity programs and initiatives in the field of diversity management.
- Illustrate how diversity methods, models and approaches intersect with change theory and advance diversity and inclusion initiatives.
- Examine and study diversity practitioner values, ethics and competencies.

Students will be Able to:

- Demonstrate comprehension of the basic foundations of the social and normative construction of differences that form the beginnings of the discipline of diversity and inclusion.
- Explain oppression theory/practice and its historical implications to help others understand the complexities of implementing diversity and inclusion programs.
- Integrate diversity theories and concepts to apply to practical organizational issues and concerns facing diversity practitioners.
- Apply change theory to diversity methods, models, practices and approaches to solve everyday organizational diversity issues.
- Develop and incorporate critical competencies, values and ethics that are the cornerstone to the personal development and success of diversity practitioners.

Learning Outcomes, Teaching and Assessment Methods

Student Learning Outcomes	Teaching Methods	Assessment Methods
	<ul style="list-style-type: none"> ✓ Interactive Lectures ✓ Portfolio & Essays Coaching & Guidance ✓ Group Work, ✓ Audio-Visuals - Videos ✓ Problem-based Learning ✓ Student Tutorials ✓ Student Presentations 	<ul style="list-style-type: none"> ✓ In-Class Observation ✓ Portfolios ✓ Essays ✓ Group Work ✓ Mid-Term Portfolio Review ✓ Mid-Term Essay Review ✓ Final Portfolio Review (Project/Paper) ✓ Final Essay Review
1. Demonstrate comprehension of the basic foundations of the social and normative construction of differences that form the beginnings of the discipline of diversity and inclusion.	<ul style="list-style-type: none"> ✓ Interactive Lecture ✓ Group Work ✓ Essay Coaching ✓ Portfolio Coaching 	<ul style="list-style-type: none"> ✓ In-Class Observation ✓ Group Work ✓ Portfolios ✓ Essays
2. Discuss oppression theory/practice and its historical implications to understand the root of diversity issues.	<ul style="list-style-type: none"> ✓ Interactive Lecture ✓ Group Work ✓ Essay Coaching ✓ Portfolio Coaching 	<ul style="list-style-type: none"> ✓ In-Class Observation ✓ Portfolios ✓ Essays ✓ Group Work
3. Know diversity theories and concepts and how they relate to practical organizational issues to solve problems facing diversity practitioners.	<ul style="list-style-type: none"> ✓ Problem-based Learning ✓ Student Tutorials ✓ Group Work ✓ Essay Coaching ✓ Portfolio Coaching 	<ul style="list-style-type: none"> ✓ In-Class Observation ✓ Essays ✓ Portfolios ✓ Group Work
4. Integrate traditional change theory with diversity models and approaches to solve everyday organizational diversity issues.	<ul style="list-style-type: none"> ✓ Student Presentations ✓ Group Work ✓ Essay ✓ Portfolio Coaching 	<ul style="list-style-type: none"> ✓ In-Class Observation ✓ Portfolios ✓ Mid-Term Essay ✓ Group Work
5. Develop critical competencies, values and ethics that are the cornerstone to the personal development and success of diversity practitioners.	<ul style="list-style-type: none"> ✓ Student Presentations ✓ Group Work ✓ Essay Coaching ✓ Portfolio Coaching 	<ul style="list-style-type: none"> ✓ Class Observation ✓ Essays ✓ Group Work ✓ Portfolios

Grading Distribution

Class Participation	5%
Group Work	10%
Essays (Essays)	30%
Mid-Term Project/Exam	25%
Final Project/Paper	30%

Weekly Schedule, Reading Assignments and Activities

Date	Class Week/Area of Focus	Readings/Activities
January 19	Week 1 – Introductions, review of Syllabus, class process, learning outcomes, learning methods and assessment methods	<ul style="list-style-type: none"> • Read: <i>The Construction and Rearticulation of Race in a “Post-Racial America.”</i> Chapters 1-5 • Read: http://www.allbusiness.com/human-resources/careers/817519-1.html • Essay Writing Process and Instruction
January 26	Week 2 – Essay Guidelines/Review Portfolio Guidelines/Review	<ul style="list-style-type: none"> • Read: <i>The Construction and Rearticulation of Race in a “Post-Racial America.”</i> Chapters 6-10 • Read: http://www.earthfirstjournal.org/article.php?id=66 • Read: http://www.suite101.com – Read: <i>Post Traumatic Slavery Syndrome and I am Somebody</i> • Essay Due • Begin Portfolio Development
February 2	Week 3 – Essay/Portfolio Review	<ul style="list-style-type: none"> • Read: <i>The Construction and Rearticulation of Race in a “Post-Racial America.”</i> Chapters 14-16 • Read: http://www.guardian.co.uk/education/2009/nov/06/race-discrimination-teaching-profession-nasuwf • Essay Due
February 9	Week 4 – Diversity Overview & Historical & Theoretical Roots	<ul style="list-style-type: none"> • Read: <i>Handbook of Diversity Management</i> – Chapters 1 & 2 • Portfolio Review
February 16	Week 5 – Changing Organizational Paradigms & Diversity & Group Dynamics	<ul style="list-style-type: none"> • Read: <i>Handbook of Diversity Management</i> – Chapters 4 & 7
February 23	Week 6 – Developing Cultural Competence/Use of Self & A Framework for Diversity Ethics	<ul style="list-style-type: none"> • Read: <i>Handbook of Diversity Management</i> – Chapters 6 & 20 • Essay Due • Portfolio Review
March 2	Week 7 – Mid-Term – Assignment & Guidelines for Group Presentations	<ul style="list-style-type: none"> • Mid-Term Essay • Mid-Term Portfolio Review
March 9	Week 8 – A Strategy for Organizational Change and Success	<ul style="list-style-type: none"> • Read: <i>Handbook of Diversity Management</i> - Chapter 8 • Essay Due
March 16	Week 9 – Diagnosing & Facilitating Diversity Issues	<ul style="list-style-type: none"> • Read: <i>Handbook of Diversity Management</i> – Chapters 9&11
March 23	Week 10 – Group Presentations Conflict & Diversity	<ul style="list-style-type: none"> • Read: <i>Handbook of Diversity Management</i> – Chapters 13 & 14 • Essay Due
March 30	Week 11 – Group Presentations	<ul style="list-style-type: none"> • Essay/Portfolio Review
April 6	Week 12 – Consulting Skills & Building Inclusion & Leveraging Diversity	<ul style="list-style-type: none"> • Read: <i>Handbook of Diversity Management</i> – Chapters 15 & 16
April 13	Week 13 – Diagnosing and Planning for Diversity & Inclusion in the Future & Building Inclusive Organizations	<ul style="list-style-type: none"> • Read: <i>Handbook of Diversity Management</i> – Chapters 17 & 21 • Essay Due
April 20	Week 14 – Course Review	<ul style="list-style-type: none"> • Course review, identify requirements for the Final Project/Paper & Q & A • Essay/Portfolio Review
April 27	Week 15 – Final Project/Paper Due	<ul style="list-style-type: none"> • Final Essays/Portfolios Due

Course Requirements

Essays: Throughout the semester, you will be asked to do essay writing (Essay folder or notebook)--some in class and some out of class--in response to reading and writing that you do for this course. The Essays are to help you organize your thoughts, express your opinions, and generate ideas. You will be required to keep all of your Essays in a notebook or folder. You will be formally graded on at least three (3) 2500 word Essays during the semester. Although I will collect and respond to your Essays periodically, your Essay Portfolio (see below) will only be formally evaluated twice--once at mid-term and once at the end of the semester. Please make sure you date and title your Essays. You will receive a checklist that will specify the specific criteria used for grading your Essays. Essays are worth 30% of your total course grade.

These are the types of Essays you will learn about and use during the semester.

- Persuasive/argumentative
- Comparison
- Descriptive
- Evaluation
- Narrative
- Exploratory

We will have a session to describe and review all of the above essay types.

Portfolio:

The Portfolio will include all of your Essays, related writings and your Final Project. The Portfolio is a way for you to keep track of all of your work and measure your progress. To help you revise your work, I will respond verbally and in writing to your work as it progresses. You will have an opportunity to work with your classmates and me in the process of developing your writing. You should be able to observe noticeable progress as your writing increases. Please keep all comments you receive from me and classmates along with all the revisions of your essays in your portfolio folder. When class begins, you will receive a checklist which will specify the criteria used for creating and maintaining your portfolio. As you develop your Portfolio, you may want to include writing from other classes as part of the Portfolio.

Students are expected to come to class having read the assigned materials for that class and to be ready to participate in class discussions. Students are strongly encouraged to utilize the Internet as a resource for information about the class, networking, communication, and research. Check GU Mail often as messages are sent regarding assignments and projects. Supplemental reading material will be assigned during the term.

Weekly reading assignments and participation go hand-in-hand; it is therefore advised that you read required materials and come to class prepared to engage in substantive discussions.

Required Texts

1. Metzler, C.J., (2008). *The Construction and Rearticulation of Race in a "Post-Racial America."* Bloomington, IN: AuthorHouse.
2. Plummer, D.L., (2003). *Handbook of Diversity Management – Beyond Awareness to Competency Based Learning.* New York, NY: University Press of America, Inc.

Materials

- Folder (Portfolio work)
- Small 3 hole binder for Essays
- Flash Drive
- Notebook/folder for keeping notes and handouts
- Laptop (for most classes)

Syllabus modification notation: This is the general topical direction in which the course will proceed. However, from time to time, this direction may change as events dictate. In rare instances, the syllabus might need to be altered, and as the professor, I retain the right to make said changes. In such instances, I will give notice of those changes to the class in a timely manner.

Grading Determination

Your final grade will be based on a combination of weekly assignments, Essays, Portfolios, quizzes, class participation, and your final paper/project. Collaboration will be valued in classroom activities, along with evidence of having completed reading assignments in preparation for class activities and assignments.

Listed below are grades and academic standards for each grade awarded. If you request a second review of your grade, the process will be conducted as if it were the first time the paper/exam is being graded. The result could be the same grade, a higher grade or a lower grade.

A = 95-100%

Clearly stands out as excellent work. An "A" grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

A- = 90-94%

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B+ = 87-89%

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. It is well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B = 83-86 %

Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional input is provided.

B- = 80-82 %

Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

C = 70-79%

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

F = 69% and below

Fails to meet minimum acceptable standards.

Policies and Procedures

Attendance: Students are expected at all meetings of the course. The SCS attendance policy is strictly adhered to. Students are expected at all meetings of the course. We do understand that from time to time, family, personal and or work emergencies may arise. In those circumstances, please contact your professor immediately. A student who misses more than two classes is subject to withdrawal from the class by Dean Metzler and a final grade of "F" in the course.

Late Papers: Except in rare circumstances, late papers are not accepted. In case of an emergency, this rule can be waived with appropriate documentation and cause. Requests for extensions must reach me no later than a week before the paper is due.

Exams: Exams can be made up only if the professor has received advance notice and explanation of the student's absence. If you are not aware of your absence until the day of the exam (e.g. illness), please send the professor an e-mail. You also will need to provide verification of the reason for the absence. **Late exams will suffer an automatic one letter grade reduction unless an accommodation for the late exam was made.**

Incompletes

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of "N" shall be granted until the work is handed in and, then, the grade shall be changed accordingly. In no case shall work submitted after the announced date (date will be announced in class) be granted an incomplete. The work shall be delivered no later than 4 p.m. on that day. Failure to adhere to this rule will result in an F.

Citation System

Students must use APA style in all papers submitted in the course.

Turnitin.com

Students agree that by taking this course all required papers may be subject to submission for Textual Similarity Review to Turnitin.com for detection of plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Students with Disabilities Policy

- Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students must obtain an official letter from the Academic Resource Center listing the exact accommodations needed.
- Students with disabilities should contact the Academic Resource Center (ARC) (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Honor System

All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at:

<http://gervaseprograms.georgetown.edu/honor/system/>

It is your responsibility to read and understand the university's honor code (see website above). If you have any questions, please contact the professor or the appropriate university official.