Texas Tech University
Department of Health, Exercise, & Sport Sciences
Division of Sport Management

ESS 4353
Human Resource and Diversity Management in Sport

Course Information

Instructor:
Office:
Office Hours: TR 8:30-10:30 AM; F: 9:00-11:00 AM; or by appointment
Office Phone: X
Email: X

Class Time: TR 11:00 AM - 12:20 P M
Class Location: ESS 171

I welcome conversation with you at any point during the semester. Please stop by during my office hours, or arrange an appointment if those hours do not suit. The best way to reach me otherwise is by email. I promise to respond in a timely manner to your emails, usually within 24 hours.

Course Purpose

This course examines an encompassing perspective of diversity within North American and international sport organizations. Specifically, the purpose of this course is to provide students with an analysis and understanding of the various ways that people within sport organizations can differ, and how differences based on this diversity impact life experiences and outcomes. In addition, this course satisfies the Texas Tech University multicultural graduation requirement.

Course Learning Outcomes

Upon completion of this course, students will demonstrate awareness and knowledge of distinctive cultures and subcultures, including but not limited to ethnicity, race, gender, class, political systems, religions, sexual orientation, languages, or human geography that enable them to:

- Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities.
• Exhibit the ability to engage constructively with individuals and groups, across diverse social contexts;
• Appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the sociocultural status of individuals and groups;
• Provide an overview of diversity, including a definition of diversity and diversity management, and discuss the various reasons for the emphasis on diversity;
• Provide an overview of the three major theory classes used to study diversity: managerial, sociological, and social psychological;
• Discuss the basic tenets of prejudice and discrimination and how they inform discussions of diversity in sport organizations;
• Understand and discuss the categorical effects of diversity, including how people differ based on race, sex, gender, (dis)ability, age, weight, appearance, sexual orientation, religious beliefs, social class, and so forth;
• Outline how diversity within a group influences subsequent processes and outcomes;
• Discuss how being dissimilar from others in a dyad or group influences subsequent attitudes, beliefs, and behaviors;
• Highlight the equal employment opportunity laws affecting diversity in the workplace;
• Discuss different methods for managing diversity in the organizational setting;
• Provide an overview of the categorization-based strategies that can be used to manage diverse groups;
• Discuss the different factors influencing the delivery of diversity effective training programs.

**Required Texts & Materials**

• Additional articles will be posted on Blackboard.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Learning Outcome</th>
<th>Assessment Activities</th>
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<tbody>
<tr>
<td>1/16</td>
<td>Introductions, overview of course syllabus, and baseline attitudes assessment.</td>
<td>1. <strong>Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities.</strong> 2. <strong>Exhibit the ability to engage constructively with individuals and groups, across diverse social contexts.</strong></td>
<td>1. In class, students will take the attitudes assessment, which measures one’s attitudes toward various groups (e.g., women, racial minorities, sexual minorities, etc.). 2. Students will complete the Pie Chart exercise and discuss with others how their valued identities impact their attitudes and behaviors. 3. <strong>Begin current assessment paper</strong></td>
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<tr>
<td>1/21</td>
<td>Chapter 1: Overview of Diversity</td>
<td>1. <strong>Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities.</strong> 2. Provide an overview of diversity, including a definition of diversity and diversity management, and discuss the various</td>
<td>1. Discuss statistical findings from the attitudes assessment. Specifically, were you surprised by the findings? Why do you think we see certain patterns or attitudes? What do you think could change some of the attitudes? Do you think the attitudes of the class reflect those in different parts of the country? 2. Quiz over Chapter 1 is due on Blackboard by 11:59PM</td>
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<tr>
<td>Date</td>
<td>Chapter/Assignment</td>
<td>Assignment Details</td>
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| 1/23     | Chapter 2: Theoretical Tenets of Diversity                                           | Discuss the basic tenets of prejudice and discrimination and how they inform discussions of diversity in sport organizations.  
1. Quiz over Chapter 2 due on Blackboard by 11:59 PM |
| 1/28     | Chapter 3: Prejudice and Discrimination                                              | Discuss the basic tenets of prejudice and discrimination and how they inform discussions of diversity in sport organizations;  
1. Quiz over Chapter 3 is due on Blackboard by 11:59 PM |
| 1/30     | Chapter 4: Race & Ethnicity                                                          | Understand and discuss the categorical effects of diversity;  
1. Students will watch "How racist are you?": current version of Jane Elliot’s Brown Eyes/Blue Eyes experiment.  
http://www.youtube.com/watch?v=Nqv9kJbtYU&share |
| 2/4      | Current Assessment Understanding Privilege based on race, ethnicity, sex, sexual orientation, ability, and appearance. | Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities.  
Appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the sociocultural status of individuals and groups.  
Students will discuss their takeaways from the current assessment paper.  
Students will discuss how they conceptualize privilege and how they have experienced privilege based on one of their identities. |
| 2/6      | Chapter 4: Race & Ethnicity                                                          | Understand and discuss the categorical effects of diversity;  
1. Quiz over Chapter 4 is due on Blackboard by 11:59 PM |
| 2/11     | Current Issues in Race & Ethnicity                                                  | Exhibit the ability to engage constructively with individuals and groups, across diverse social contexts.  
Appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the sociocultural status of individuals and groups.  
Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities.  
Students will critically assess and discuss current issues related to race and ethnicity in sport.  
2. Race Interview Due 2/10 |
| 2/13     | Chapter 5: Sex & Gender                                                               | Understand and discuss the categorical effects of diversity;  
1. Quiz over Chapter 5 is due on Blackboard by 11:59 PM |
| 2/18     | Current Issues in Sex & Gender                                                       | Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral  
Students will critically assess and discuss current issues related to sex and gender in sport.  
2. Sex & Gender Interview Due 2/17  
3. Guest Speaker – Dr. Nef Walker |
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<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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| 2/20   | Chapter 10: Sexual Orientation & Gender Identity                      | 1. Understand and discuss the categorical effects of diversity  
2. Appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the sociocultural status of individuals and groups.  
3. Exhibit the ability to engage constructively with individuals and groups, across diverse social contexts.  
4. Quiz over Chapter 10 is due on Blackboard by 11:59 PM |
| 2/25   | Current Issues in Sexual Orientation & Gender Identity               | 1. Understand and discuss the categorical effects of diversity  
2. Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities.  
3. Appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the sociocultural status of individuals and groups.  
4. Exhibit the ability to engage constructively with individuals and groups, across diverse social contexts.  
1. Students will critically assess and discuss current issues related to sexual orientation and gender identity in sport  
2. Sexual Orientation Interview Due 2/24  
3. Guest Speaker – Dr. Michael Bryant |
| 2/27   | Chapter 7: Mental & Physical Ability                                | 5. Understand and discuss the categorical effects of diversity  
1. Students will critically assess and discuss current issues related to mental & physical ability in sport  
2. Students will have watched the movie “Murderball” before class on 2/27 and submitted journal entry for Murderball on 2/26  
3. Quiz over Chapter 7 is due on Blackboard by 11:59 PM |
| 3/4    | Current Issues in Mental & Physical Ability                         | 6. Exhibit the ability to engage constructively with individuals and groups, across diverse social contexts.  
1. Guest Speaker - April Benavidez with the Special Olympics  
2. Discuss project to raise awareness for Special Olympics |
| 3/6    | Understanding Ally Support                                          | 1. Appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the sociocultural status of individuals and groups.  
1. Students will discuss the important of allies in the quest for inclusion and social change in sport. The discussion will also cover the power allies have due to their non-stigmatized, or privileged, identity.  
2. Quiz over Ally Support is due on Blackboard by 11:59 PM |
| 3/11   | Chapter 8: Appearance                                               | 1. Understand and discuss the categorical effects of diversity  
2. Quiz over Chapter 8 is due on Blackboard by 11:59 PM  
3. Class discussion over required reading |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/13</td>
<td>Exam I</td>
<td></td>
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</table>
| 3/25 | Chapter 9 Religious Beliefs | 1. Understand and discuss the categorical effects of diversity  
2. Appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the sociocultural status of individuals and groups.  
3. Exhibit the ability to engage constructively with individuals and groups, across diverse social contexts.  
|       |       | 1. Becoming a minority due  
2. Quiz over Chapter 9 is due on Blackboard by 11:59 PM  
3. Class discussion over required reading |
| 3/27 | Current issues in Religion & Sport | 1. Appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the sociocultural status of individuals and groups.  
|       |       | 1. Students will critically assess and discuss current issues related to religion in sport  
2. Religion interview due |
| 4/1  | Chapter 11: Social Class | 1. Understand and discuss the categorical effects of diversity  
|       |       | 1. Quiz over Chapter 11 is due on Blackboard by 11:59 PM |
| 4/3  | Current Issues in Social Class & Sport | 1. Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities.  
2. Appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the sociocultural status of individuals and groups.  
|       |       | 1. Class will watch “Hoop Dreams” before class on 4/3 and discuss themes in the movie related to social class and sport  
2. Submit “Hoop Dreams” journal entry 4/2  
3. Students will critically assess and discuss current issues related to social class in sport |
| 4/8  | Chapter 12: Legal Aspects of Diversity | 1. Highlight the equal employment opportunity laws affecting diversity in the workplace  
|       |       | 1. Class will take attitudes assessment again  
2. Quiz over Chapter 12 is due on Blackboard by 11:59 PM |
| 4/10 | Current Issues related to Legal Aspects of Diversity in Sport | 1. Highlight the equal employment opportunity laws affecting diversity in the workplace  
|       |       | 1. Students will critically assess and discuss current issues related to legal aspects of diversity in sport  
2. Guest Speaker – Dr. Erin Buvidus |
| 4/15 | Chapter 13: Managing Diverse Organizations | 1. Outline how diversity within a group influences subsequent processes and outcomes  
2. Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities.  
|       |       | 1. Quiz over Chapter 13 is due on Blackboard by 11:59 PM  
2. Students will critically assess and discuss current issues related to creating more inclusive sport organizations |
<table>
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Details</th>
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| 4/17  | Chapter 14: Managing Diverse Groups                                       |                | 1. Discuss how being dissimilar from others in a dyad or group influences subsequent attitudes, beliefs, and behaviors  
2. Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities.  
3. Quiz over Chapter 14 is due on Blackboard by 11:59 PM  
4. Students will critically assess and discuss current issues related to interacting and managing diverse groups. |
| 4/22  | Chapter 15: Diversity Training                                            |                | 1. Quiz over Chapter 15 is due on Blackboard by 11:59 PM               |
| 4/24  | Current Trends in Diversity Training                                      |                | 1. Discuss current training trends and discuss the pre and post results from the attitudes  
2. Students will critically assess and discuss current issues related to diversity training.  
3. Discuss the different factors influencing the delivery of diversity effective training programs.  
4. Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities  
5. Appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the sociocultural status of individuals and groups. |
| 4/29  | Exam II                                                                    |                |                                                                        |
| 5/1   | Final Project Presentations                                                |                | Group presentation  
6. Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities  
7. Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities  
8. Final Project Presentations  
9. Final Project Presentations  
10. Final Project Presentations |
| 5/6   | Final Project Presentations                                                |                | Group presentation  
6. Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities  
7. Demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities  
8. Final Project Presentations  
9. Final Project Presentations  
10. Final Project Presentations |

I reserve the right to modify the syllabus at any time.

**Course Assessment & Grading**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Quizzes</td>
<td>75</td>
<td>10.7</td>
</tr>
<tr>
<td>Exams</td>
<td>200</td>
<td>28.6</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>3.6</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>50</td>
<td>7.1</td>
</tr>
<tr>
<td>Discussion Leader</td>
<td>50</td>
<td>7.1</td>
</tr>
<tr>
<td>Current Assessment</td>
<td>50</td>
<td>7.1</td>
</tr>
<tr>
<td>Journal</td>
<td>150</td>
<td>21.5</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>100</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>700</td>
<td>100</td>
</tr>
</tbody>
</table>
Grading Structure

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
< 60% = F

Course Assignments and Expectations

Classes: Classes will be in a lecture/discussion format. This class will place a heavy emphasis on critical dialogue and discussion; very little lecture will take place, with the exception of the early portion of the course (to set the foundation). Class discussions will be centered on the assigned readings and other outside readings, the experiences and insights of the instructor and students, and critical questions posed by the instructor and the students. It is of utmost importance that each student fully participates in this course by: 1) attending class on a regular basis, 2) doing the assigned readings and other assigned activities before class, and 3) being reflective and critical during class discussions and dialogue. Students are strongly encouraged to generate questions before and after class sessions as a way to help facilitate the educational process.

Additionally, students might also consider viewing sport programs (e.g., ESPN Outside the Lines; HBO Real Sports) and engaging in independent research pertaining to course topics. This class is all about expanding your horizons and learning more about yourself and others, and the implications this has for your life in general, and career in the (sport) workforce.

Attendance: Students are expected to attend all classes. In case of emergency, illness or other serious situation, the student should notify me in advance if possible. Any students who miss class due to a university-approved event are required to inform me prior to the missed class. It is the obligation of the student to obtain information and assignments from a missed class.

Critical Assessment Paper (50 points)
As a human being living and interacting in a diverse society, it is important that you continue to become aware of your own values, biases, and prejudices. It is also important that you recognize how your beliefs influence how you interact with others.

Your belief systems were shaped in large parts by primary caregivers and peers. You were taught what you now hold as “truth” through participation in religion, educational institutions, and life experiences. These socializing influences have contributed to how you now think, act, feel, and how you react to those who think, act, or feel differently. The purpose of this paper is to encourage you to identify your own values and beliefs and to begin to think critically about how those attitudes impact your ability to function effectively in a diverse environment. The paper should have two sections: background and current assessment.

Section I - Background: Describe the development of your beliefs and attitudes toward difference (e.g., race, ethnicity, gender, class, religion, sexual orientation, abilities). Include how you believe they were shaped by factors such as:

- Ethnic or racial heritage
- Gender and sexual orientation
- Socioeconomic group
- Region of the country
Religious beliefs or affiliation

What kind of messages (spoken or unspoken) did you get about people who were different from you in those categories?

Section II – Current Assessment: What are your beliefs and attitudes about human differences at this point in your life? Have you chosen to retain those of your upbringing or have you modified or replaced them? Identify and discuss biases you now have regarding groups different from yourself (those distinguished from your ethnic or racial heritage, gender, sexual orientation, abilities, income, religious beliefs or affiliation). How do those biases influence the ways in which you interact with members of those groups? Were you particularly interested in or surprised by any of the information/feelings you may have uncovered while completing this assignment? Critical reflection paper is due in class and via the “Assignment” link located on Blackboard on/or before 10:00 p.m. on Thursday 1/30.

Participation and Preparation (25 points)

Students should be prepared to discuss and answer questions about the assigned readings, lectures, and case studies, and to offer insights and perspectives on issues. There will be all-class and small-group discussions requiring your active participation.

Quizzes (5 points each)

Students will take quizzes on the assigned readings (see course calendar for dates). The quizzes will be multiple choice, true/false, and/or short answer and will cover the key points from each chapter and relevant readings. In many cases, these quizzes will serve as the basis of our class discussions for the day’s topic. There are a total of 16 assigned quizzes, but only the 15 best scores will be counted toward your final grade.

Discussion Questions (5 points each)

All students must submit 3-5 discussion questions or comments over the assigned readings. The questions and comments you pose must demonstrate that you have read the articles that will be covered in the class discussion. Questions are due by 4:00 PM the day before the class discussion. Please email your questions to the class TA, Natalie Bernard (natalie.bernard@ttu.edu).

Discussion Leader (25 points each)

Students will be put in groups. Each group will be assigned to 2 discussion topics and are responsible for finding 3 current articles in popular media that relate to the topic for the week. Articles must be emailed to Dr. Melton (for approval) 7 days before the group presents. Students are expected to lead the class discussion over the article. Be sure to cover the important aspects of the article, encourage class participation, and stimulate thinking on the subject. In your discussion, ask your classmates to think critically about the issues. How does the diversity dimension impact one’s experiences in sport? How can we make sport more inclusive?

Exams (100 points each)

There will be 2 exams throughout the course of the class, non-cumulative. Exam format may be a combination of true/false, multiple choice, short completion, and short answer questions. They will incorporate all lectures, assigned readings, discussions, and case studies covered to this point. All exams will be administered in class, consist of 50 questions, and last 75 minutes.

Reflection Journal (10 points per entry)
You are expected to keep a journal for the duration of this course. You may do this with paper/pen or in a Word doc. While I will provide some questions for thought that are required for your journals, you are expected to write in it as often as you like. Note, however, that only including the entries for which I provide questions will not earn you full credit. Good times to write are just after you finish reading, after class, and/or after during assignment preparation. You should have no fewer than 15 entries for the quarter. Quality of reflection is also important. Essentially, you are putting into writing thoughts that are associated with the ‘reflective observation’ and ‘abstract conceptualization’ parts of the experiential learning model (fig. 11.1, p. 183, Mallen & Adams). Below are details related to the 13 journal required entries.

- **Entry 1:** Discuss your **expectations for the course**.
- **Entry 2:** Reaction to “**How racist are you?**” video
- **Entry 3:** **Race Interview.** Interview someone from a different race other than your own. Ask about their beliefs, customs and traditions, and compare them to your own. Ask how their race may or may not have impacted their life and sport experiences. How are they similar or different than your own sport experiences? If you need help identifying this person, I will give you the contact information of someone you can interview.
- **Entry 4:** **Sex and Gender Interview.** Interview someone from a different sex than your own. Ask about their beliefs, customs and traditions, and compare them to your own. Ask how their sex may or may not have impacted their life and sport experiences. How are they similar or different than your own sport experiences?
- **Entry 5:** **Sexual Orientation and Gender Identity Interview.** Interview someone from a different sexual orientation than your own. Ask about their beliefs, customs and traditions, and compare them to your own. Ask how their sexual orientation may or may not have impacted their life and sport experiences. How are they similar or different than your own sport experiences?
- **Entry 6:** **Religion.** Interview someone from a different religion than your own. Ask about their beliefs, customs and traditions, and compare them to your own. Ask how their religion may or may not have impacted their life and sport experiences. How are they similar or different than your own sport experiences?
- **Entry 7:** **Ally Interview:** Interview someone who is an ally or advocate for a social cause (e.g., LGBT inclusion, disability sport, etc.) Ask why they became an ally and why they feel passionate about the specific cause. As about their experiences being an ally—have they felt any backlash for supporting the cause? What is your reaction to the interview? Do you feel differently about being an advocate for a social cause in sport? Why or why not? What do you perceive as barriers to becoming an ally? If you need help identifying this person, I will give you the contact information of someone you can interview.
- **Entry 8:** Attach the “**Becoming a Minority**” worksheet. See Appendix A
- **Entry 9:** Discuss **privileged relationships**—situations in which certain individuals or groups are ascribed superior or beneficial relationships with other individuals or groups. These relationships are often unacknowledged and their beneficiaries and subjects are often unaware of the inherent inequalities involved. Do any of your identities or associations benefit you? How or how not? Have you noticed when people with other identities are treated differently? How did this make you feel?
- **Entry 10:** Discuss “**Hoop Dreams**.” As you watch the film, pay attention to the stories behind the hoop dreams and the basketball action. Get a feel for the people, the families, the neighborhood, the general context in which the Gates and Agees live their lives.
  - Why were William and Arthur so eager to buy into hoop dreams?
  - Why were so many around them willing to foster those dreams?
What was going on in their neighborhood? Where were their advocates and mentors?

Why are athletic role models so powerful in the lives of young blacks like William and Arthur?

Why did others live their dreams through these two young men?

What messages did their basketball experiences give them about who they were and what should be important in their lives?

Why do so many young black men think it is their destiny to play and excel at basketball?

What are the differences between St. Joseph's HS and Marshall HS?

What was it like for William and Arthur to go to St. Joseph's?

How did they define school?

How did the camera influence the lives of all the people in the two families?

Who were the influential adults in the lives of William and Arthur?

How many adults were necessary to keep these two young men from getting into serious trouble?

What are their odds for success? What about their friends?

How did the camera influence their lives?

How did the orientations and perspectives of the 3 white filmmakers influence the story we see?

How did people in the US view this film, and what messages did they take from it?

Did the film create support the notion that many have that sports are the only hope if young black men are to avoid gangs?

How did the experiences of these young men differ from the experiences of young men you know?

- **Entry 11**: Discuss your reaction to “Murderball.” As you convey your initial reaction, start to delve deeper and think more critically. Consider who plays, who doesn’t? What forms of exclusion exist in wheelchair rugby and the culture produced and reproduced in association with it? What ideological themes pervade murderball culture, and whose lives, values and experiences do they represent? Relatedly, whose lives, values and experiences are threatened, demeaned and marginalized in this culture?

- **Entry 12**: What were the pros and cons related to doing the class project with the Special Olympics? What were the takeaways from the project? Did it change your perceptions of athletes who participate in the Special Olympics? If so, how?

- **Entry 13**: What is overall evaluation of the class? What did you learn? Did your attitudes toward diversity change? If so, in what ways?

**Final Project (100 points)**

Students will be put in groups of 3 to 4 members. You will be tasked with creating promotional and awareness materials for the Special Olympics track event in Lubbock. The area director, April Benavidez, will meet with the class to discuss what content she wants included in the materials you create.

Your final project will consist of a promotional video your team creates. There will be multiple dates throughout the semester to attend or volunteer for Special Olympics events. This will give your group an opportunity to meet people involved with the organization and capture video of the athletes, coaches, or volunteers. I will provide further directions for the project during class.
Course Administrative Issues

Absences and Tardiness
Class assignments/activities will occur often throughout the semester during class. Students missing these assignments/activities due to absences or tardiness will not be allowed to make up the assignment/activities without documentation for school sponsored trips or religious holy day observances.

Absence Due to Religious Observance. “Religious holy day” means a holy day observed by a religion whose place of worship are exempt from property taxation under Texas Tax Code 11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under this policy must not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment.

Absence due to officially approved trips – The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructor of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed. (p.49) Whether an absence is excused or unexcused is determined solely by the instructor with the exception of absences due to religious observance and officially approved trips described above. The Center for Campus Life will notify faculty, at the student’s request, when a student is absent for four consecutive days with appropriate verification of a health related emergency. This notification does not excuse the student from class, it is provided as a courtesy. The service is explained as follows and can be found on the Center for Campus Life web site at: http://www.campuslife.ttu.edu/crisis/

Students with Disabilities ADA Statement
Any student who because of a disability may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make any necessary accommodations. Student should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note, instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806.742.2405.

Ombudsman for Students
The Ombudsman for Students is available to assist students with any conflict or problem that has to do with being a student at Texas Tech University. You may visit the Ombudsman in 237 Student Union Building or call 742-4791.

Student Conduct
Responsible citizenship among college students includes honesty and integrity in class work; regard for the rights of others; and respect for local, state, and federal laws as well as campus standards. Specific standards concerning the rights and responsibilities of students and registered student organizations at Texas Tech are contained in the Code of Student Conduct and Student Handbook. Students are expected to become thoroughly familiar with and abide by these
standards. The Code of Student Conduct and Student Handbook may be obtained from the Office of Student Judicial Programs, Student Union, (806) 742-1714, or online at www.studentaffairs.ttu.edu or www.depts.ttu.edu/studentjudicialprograms.

**Academic Integrity.** It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own, any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. The instructor in a course is responsible for initiating action for dishonesty or plagiarism that occurs in his or her class. In cases of convincing evidence of or admitted academic dishonesty or plagiarism, an instructor should take appropriate action. Before taking such action, however, the instructor should attempt to discuss the matter with the student. If cheating is suspected on a final exam, the instructor should not submit a grade until a reasonable attempt can be made to contact the student, preferably within one month after the end of the semester. **See the section on “Academic Conduct” in the Code of Student Conduct for details of this policy.**

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

“Cheating” includes, but is not limited to, the following:
1. Copying from another student’s test paper.
2. Using materials during a test that have not been authorized by the person giving the test.
3. Failing to comply with instructions given by the person administering the test.
4. Possessing materials during a test that are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.
5. Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program.
6. Collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with an assignment without authority.
7. Discussing the contents of an examination with another student who will take the examination.
8. Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student.
9. Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course related assignment.
10. Paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program.
11. Falsifying research data, laboratory reports, and/or other academic work offered for credit.
12. Taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.
“Plagiarism” includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one’s own academic work being offered for credit. Any student who fails to give credit for quotations or for an essentially identical expression of material taken from books, encyclopedias, magazines, Internet documents, reference works or from the themes, reports, or other writings of a fellow student is guilty of plagiarism.

“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

“Falsifying academic records” includes, but is not limited to, altering or assisting in the altering of any official record of the university, and/or submitting false information or omitting requested information that is required for or related to any academic record of the university. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

"Misrepresenting facts" to the university or an agent of the university includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; or providing false or misleading information in an effort to injure another student academically or financially.
Becoming a Minority

**Purpose:**
1. To expose you to cultural differences between yourself and others in a self-chosen environment that is unfamiliar to you.
2. To increase understanding of how cultural differences influence feelings of comfort and relationships among people in social settings.

**Preparation:** Complete assignment

**Time:** 30 to 60 minutes

**INTRODUCTION**

The demographic composition of the labor force around the world has changed considerably in recent years. According to government data, racial representation in the U.S. labor force is as follows: Whites 83% (45% men and 38% women), Blacks 12% (6% men and 6% women), Asians 4% (2% men and 2% women), and Native Americans 1% (0.5% men and 0.5% women). Hispanics represent the largest ethnic group (12%; 7% men and 5% women) and are classified according to race (94% as White and 6% scattered across other racial groups). White non-Hispanic men, once the majority group in the labor force, now constitute only 39%. As a result, organizations whose management practices were appropriate for a homogeneous group of employees have had to make adjustments to attract and retain talented individuals from diverse groups.
Author's Note: This exercise was prepared by Renate R. Mai-Dalton. It is reprinted from Organizational Behavior Teaching Review, Volume 9, No. 3, 1984–5. Used with permission.
MANAGING A DIVERSE WORKFORCE

Given these changes, most workers will not be effective at their jobs unless they acquire skills in dealing with culturally different coworkers as superiors, subordinates, and peers. This exercise gives you the opportunity to personally experience cultural differences in an unfamiliar setting.

PROCEDURE

1. The following assignment will expose you to a new situation, require you to observe your surroundings carefully, and ask you to describe both what you felt and what you think others might have felt to have you among them. Your task is to go to an unfamiliar place and observe what you see. You may go with someone you know, but your focus should be on your own experience and what you make of it. To give you some ideas about possible places to visit, here are examples of previous choices:

   a. A member of a particular religious congregation attended services at a different religious congregation or one that was primarily composed of members of a different race.

   b. A participant with sight visited a school for the blind; one with hearing visited a school for the deaf.

   c. A participant with a particular sexual orientation went to a party primarily attended by people with different sexual preferences.

   d. A participant who was able to walk spent an afternoon at the local mall in a wheelchair.

   e. A “weakling” spent time in the weight-lifting room at a fitness center.

   f. A younger participant visited a nursing home.

   g. A woman went to a car auction.

   h. A man went to a party held to sell cookware products.

   i. A woman attended a basketball game between her alma mater and its archrival at the archrival’s home arena wearing her school colors.

There are, of course, many other possibilities. Choose a setting that you sincerely want to learn about; this will allow you to maintain your integrity and justify your visit. Do not choose a setting where you would feel like an intruder into someone’s privacy, however, and do not place yourself in a situation that is physically dangerous. If in doubt, check in advance as to whether your presence is acceptable to the group.
Becoming a Minority

2. Briefly describe your experience below:
   a. Date and address where the experience took place:

   b. Length of time spent there:

   c. Brief description of the setting:

   d. Your reaction to the situation in terms of your behavior and feelings:

   e. The reactions of others toward you:
MANAGING A DIVERSE WORKFORCE

f. What did this experience teach you about being different from others in your environment?

g. How might permanently living or working in such a setting influence your development?

3. The instructor will place you in a discussion group of people who have visited similar settings. As a group, discuss what each of you experienced and learned from your experience. (30 minutes)

4. Participate in a general discussion based on the following questions (remaining time):

a. What similarities and differences were there between the different settings visited?

b. What did it feel like to be in the minority?
Becoming a Minority

c. Did you behave differently from how you normally behave? In what ways?

d. What are the advantages and disadvantages of putting yourself in a situation in which you are in the minority?

e. How might you behave if you were
permanently in a minority position, either where you live or work? How might your motivation to work, study, or otherwise achieve be affected?

REFERENCE

Statistics are from the U.S. Department of Commerce, Bureau of the Census (2003). Current population survey, computed from data for December, 2002. Retrieved August 1, 2003, from http://ferret.bls.census.gov. White, Black, Asian, Hispanic, and Native American are the terms most frequently used in U.S. government reports on employment; however, other terms such as
Caucasian, African American, Pacific Islander, Latino or Chicano/Chicana, and American Indian may be substituted. Because individuals may belong to more than one group, each group may be subdivided as necessary.