

Managing Urban Diversity

UST/ USA 453 or UST/PAD/PDD 512

Maxine Goodman Levin College of Urban Affairs

Tuesday 6-9:50

Instructor: **Mehnaaz Momen**

Phone: (216)-687-6849 and (330) 835-4621 (leave message)

E-mail: momen52@wolf.csuohio.edu

Office hours: 3-5 pm Tuesday and by appointment (UR 217)

Course Description and Objectives

“May you live in interesting times”- A Chinese curse

The world we live in today is perhaps the most change-filled moments of human history. The transformation from an industrial to post-industrial political economy and the shifts towards globalization are making our worlds smaller and at the same time challenging our perceptions and beliefs about our differences, be it racial, ethnic, religious or otherwise.

UST 512 is designed to provide a foundation for understanding the factors that influence diversity in urban milieu and its implications in our daily lives, workplaces and national policy making. Diversity will be explored from the lenses of race, ethnicity, gender, sexual orientation, physically challenged, and generation issues with emphasis on the historical roots, values, experiences and norms that shape these categories. We will see how the experiences and perspectives of these groups contribute to the social, political, community and institutional environments within our urban society and the possibilities they offer to enrich us all. We will examine the direct effects of diversity in organization structure and behavior and try to find ways to create organizational processes that support and enhance the benefits of diversity while addressing the potential problems.

We will use an interdisciplinary approach to study diversity and try to analyze the problems and prospects of diversity from sociological, psychological, organizational, political, economic and other aspects of life.

The purpose is to impart the students with scholarly and practical skills. You'll learn how to:

- Think more deeply and reflectively
- Comprehend and appreciate various culture groups
- Analyze information from multidimensional perspectives
- Problem solve more effectively with a diversity of people

Course Format, Assignments and Grading

Method: This class will include lectures, videos and guest speakers, with an emphasis on 'active learning' techniques that cultivate a high level of student involvement. As a distant learning course, class participation is essential. The students are expected to do the readings and prepare two questions from the readings, which will be discussed in class. The students from the Lorain County Community College can e-mail or fax their papers and assignments. There will be discussions and debates on the readings and other assignments. You have to inform the instructor in advance of missing a class.

Required Texts

- Prasad, Pushkala, Albert J Mills, Michael Elmes and Anshuman Prasad (eds). *Managing the Organizational Melting Pot*, Thousand Oaks, London and New Delhi: Sage Publications, 1997
- Szumski, Bonnie (ed.). *Interracial America: Opposing Viewpoints*, San Diego, CA: Greenhaven Press, 1996.

Additional Readings

- Cox Jr., Taylor. *Cultural Diversity in Organizations*, San Francisco: Berrett-Koehler Publishers, 1993. Chapter 10, 11, 12, 13, 14, 15
- Williams, Peter W (ed.). *Perspectives on American Religion and Culture*, Oxford: Blackwell Publishers, 1999. Chapter 3 & 4
- Lambert, Wallace E and Donald M. *Coping with Cultural Diversity in Urban America*, New York, Connecticut and London: Praeger Publishers, 1990. Chapter 1, 2.
- Petrikin, Jonathan S (ed.). *Male/Female Roles: Opposing Viewpoints*, San Diego, CA: Greenhaven Press, 1995. Chapter 1
- Haas, Linda L, Philip Hwang and Graeme Russell (eds.). *Organizational Change and Gender Equity*, Thousand Oaks, London and New Delhi: Sage Publications, 2000. Chapter 6
- Roseman, Curtis C, Hans Dieter Laux and Gunter Thieme (eds.). *EthniCity: Geographic Perspectives on Ethnic Change in Modern Cities*, London: Rowman & Littlefield Publishers, Inc. Chapter 13

All the additional reading will be kept in the electronic reserve of the library and the password needed to download or print the articles will be provided to the students.

Assignments:

Research Paper (25%): Each Student will prepare a research paper on the culture and history of some groups to which s/he does not belong. The groups can be chosen on the basis of race, ethnicity, sexual orientation, generational stage or any other criteria the student chooses to argue as unique. The paper will focus on the roots of the group, the values, norms and experiences of that group within the American culture. The paper should contain at least one interview with a member of that group. The paper should be 10 to 15 pages double-spaced and typed. Due March 5th.

Debates of Opposing Viewpoints (30%): There will be both formal and informal debates in each class regarding the assigned readings. Students are expected to do the readings before each

class and prepare two questions of interest from the readings each week. Students will form groups to debate the pros and cons of each of the issues. Due throughout the semester as scheduled.

Organizational Problem Presentation (20%): Each Student will identify a specific diversity-related problem in an organization within their own environment- neighborhood, work, school etc. and describe that problem utilizing Cox's frame of reference. Each student has to present the findings for 10 minutes. Due April 9th.

Final Paper on Proposed Solution (25%): The final paper will be based on the presentation on organization problem analysis. The paper should propose a strategy for addressing the problem with a focus on how does the organization handles its diversity issues with regard to their staff, clientele, and organizational mission. This paper should be 20-25 pages, double-spaced and typed and contain references. This paper is due on May 7th.

Grading:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

University Policies: Students should refer to the Undergraduate Bulletin for procedures regarding add/drop and withdrawals.

Physically challenged/Special Needs: Students with special needs (physical handicaps, learning disabilities, English as a second language) should identify themselves so that the appropriate arrangements can be made.

Class Schedule and Readings:

Week 1: January 15th

Topic: Introduction to the Course

Getting to know each other

Knowing the syllabi; What is diversity?

Week 2: January 22nd

Topic: History of Diversity

Readings: Interracial America: Chapter 1; Perspectives on American Religion and Culture: Chapter 3 & 4

Week 3: January 29th

Topic: Multicultural America

Readings: Coping with Cultural Diversity in Urban America: Chapter 1 & 2

Week 4: February 5th

Topic: Whose country is it?

Readings: Interracial America: Chapter 2

Week 5: February 12th

Topic: The management of challenges

Readings: Interracial America: Chapter 3 & 4

Week 6: February 19th

Topic: Women in America

Readings: Male/Female Roles: Chapter 1

Week 7: February 26th

Topic: Women in Workplace

Readings: Organizational Change and Gender Equity: Chapter 6; Managing the Organizational Melting Pot: Chapter 4

Week 8: March 5th

Topic: Dilemma of Difference in workplace

Readings: Managing the Organizational Melting Pot: Chapter 2 and 3

Week 9: March 12th

Spring Break

Week 10: March 19th

Topic: Organizational Culture

Readings: Managing the Organizational Melting Pot: Chapter 6 and 7

Week 11: March 26th

Topic: Knowing the Workplace

Readings: Cultural Diversity in Organizations: Chapter 10 & 11.

Week 12: April 2nd

Topic: Knowing the Workplace

Readings: Cultural Diversity in Organizations: Chapter 12 & 13.

Week 13: April 9th

Topic: Class Presentations

Week 14: April 16th

Topic: Looking for Solutions

Readings: Cultural Diversity in Organizations: Chapter 14 & 15.

Week 15: April 23^d

Topic: Looking for Solutions

Readings: Managing the Organizational Melting Pot: Chapter 10, 11 and 13

Week 16: April 30th

Topic: International Perspectives

Readings: EthniCity: Chapter 13; Managing the Organizational Melting Pot: Chapter 14

Final Paper is due on May 7th. Students are encouraged to discuss and share their problems and progress of their papers and projects with the class.