Academic Biography:

Dr. Yucel Henderson received her Doctorate degree in Organization Management with a specialty in Global Leadership from Colorado Technical University. She holds an MA degree in Management and Leadership from Webster University with a comparative analysis thesis on the American and Arab business management practices. Her Bachelor’s degree is in Architecture and Design from Bilkent University in Turkey with a minor in Environmental Design. For over a decade Dr. Henderson served in a variety of increasingly responsible positions with the Department of Defense programs in Europe and the U.S. and she spent the last few years working at executive levels with the Marine Corps. Previously, she taught as a part-time faculty member for Central Michigan University, Webster University, Southern New Hampshire University, and American College of Education. Her area of expertise include international business, organization behavior, gender and generational issues in work place, multiculturalism, and cross-cultural leadership. Dr. Henderson’s research interest is in initial trust formation between socio-culturally diverse work groups and cross-cultural marketing. Dr. Henderson is proud to be part of the MSA team at Central Michigan and takes this opportunity as the next step in her colorful career. Central Michigan University’s core values - “integrity, respect, compassion, inclusiveness, social responsibility, excellence and innovation” - align with her own and they were the driving force behind her decision to join this exceptional academic community.
Blackboard:

Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you before the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser, and enter https://blackboard.cmich.edu/webapps/login/. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at https://blackboard.cmich.edu/webapps/login/.

Textbooks and Instructional Materials

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Diversity Consciousness: Opening Our Minds to People, Cultures, & Opportunities, 4th Edition
Author: Richard Bucher
Publisher: Pearson
Required: Yes

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Course Description

This course on human diversity focuses on theoretical and applied concepts and skills essential to successfully managing an environment of workplace diversity and multiculturalism within domestic and global organizations.

Upon successfully completing this course, the student will be able to:

1. Demonstrate an advanced understanding of the complexities of globalization and its implications for organizations.
2. Explain how variables related to diversity and culture interact to shape the perceptions of individuals within society and organizations.
3. Compare fundamental concepts, principles and theories relevant to understanding cultural differences and similarities in the world of work.
4. Analyze and interpret the effects that variables related to diversity and culture have on the administrative process and apply this analysis to the effective strategic planning and administration of global and multicultural organizations.
5. Develop the knowledge and skills necessary to be an effective administrator and/or worker in a culturally diverse work place.
6. Evaluate the role of organizational polices, practices, design, and structure in facilitating diversity management strategies.

Methodology

All materials are available on the Blackboard course site. Rubrics for each assignment are posted with the assignment instructions on Blackboard and used for evaluation. This course is placed at the graduate level to reflect the social and intellectual maturity required to integrate and synthesize knowledge, skills, and applications with real-world experiences. The student is expected to critique, analyze and construct supporting documents on theoretical and practical aspects of training, development and assessment subject matter.

Course Outline/Assignments

Please make a concerted effort to adhere to the course outline and assignment due dates. No assignments are accepted after 7 May, 2020, 11:59 PM EST. Chapter Group Presentations have different deadlines per your assigned group/week. Additional course materials may be assigned.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s) / Reading(s)</th>
<th>Task(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Getting Started!</td>
<td>Review Syllabus Purchase Textbook Familiarize with Blackboard</td>
</tr>
<tr>
<td>1 3/19/20</td>
<td>Diversity: An Overview Diversity Consciousness &amp; Success</td>
<td>Teams formed for the group project. Establish contact with your group members</td>
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<tr>
<td></td>
<td>• Read Chapters 1 &amp; 2</td>
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<tr>
<td></td>
<td>• Lecture and discussions</td>
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<tr>
<td>2 3/26/20</td>
<td>Personal &amp; Social Barriers to Success</td>
<td>Submit group projects via Blackboard on Thursday, 26 March 2020, 11:59 PM</td>
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<tr>
<td></td>
<td>• Read Chapter 3</td>
<td>Interview Paper: Proposal Statement Submission for approval on Sunday, 29 March 2020, 11:59 PM</td>
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<tr>
<td></td>
<td>• Chapter presentations, if applicable</td>
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<tr>
<td></td>
<td>• Lecture and discussions</td>
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<td>Date</td>
<td>Topic</td>
<td>Details</td>
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<tr>
<td>3/4/20</td>
<td>Developing Diversity Consciousness</td>
<td>Read Chapter 4&lt;br&gt;*No classes. University offices remain open</td>
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<tr>
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<td>Personal Roadmap paper due on <strong>Sunday 5 April</strong> 2020, 11:59 PM.</td>
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<tr>
<td>4/9/20</td>
<td>Communicating in a Diverse World Social Networking</td>
<td>Read Chapters 5 &amp; 6&lt;br&gt;Chapter presentations, if applicable&lt;br&gt;Lecture and discussions</td>
</tr>
<tr>
<td></td>
<td>Group Project Due: Submit projects via Blackboard on <strong>Thursday, 9 April 2020, 11:59 PM</strong></td>
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<tr>
<td>4/16/20</td>
<td>Teamwork Leadership</td>
<td>Read Chapter 7 &amp; 8&lt;br&gt;Lecture and discussions&lt;br&gt;Chapter presentations, if applicable</td>
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<td>Group Project Due: Submit projects via Blackboard on <strong>Thursday, 16 April 2020, 11:59 PM</strong></td>
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<td>Interview Paper: Interview questions due on <strong>Sunday, 19 April 2020, 11:59 PM</strong></td>
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<tr>
<td>4/23/20</td>
<td>Preparing for the Future</td>
<td>Read Chapter 9&lt;br&gt;Lecture and discussions&lt;br&gt;Chapter presentations, if applicable</td>
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<tr>
<td></td>
<td>Group Project Due: Submit projects via Blackboard on <strong>Thursday, 23 April 2020, 11:59 PM</strong></td>
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<tr>
<td>4/30/20</td>
<td>Final Exam</td>
<td>Review all course materials&lt;br&gt;*No class meeting</td>
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<td>Submit Final Exam Essays via Blackboard on <strong>Thursday, 30 April 2020, 11:59 PM</strong></td>
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<td></td>
<td>Interview Paper: Final Paper due on <strong>Sunday, 3 May 2020, 11:59 PM</strong></td>
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<tr>
<td>5/7/20</td>
<td>Closing</td>
<td>Lecture and Discussions&lt;br&gt;Final Project Presentations</td>
</tr>
<tr>
<td></td>
<td>Interview Paper Presentations due on <strong>Thursday, 7 May 2020, 5:30 PM</strong></td>
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Assignment Details:

1. Group Project/ Chapter Presentations (Assignment due date varies per group, 100 Pts.)

The first week of class, students will be divided into groups and assigned chapters to present, beginning in Week 2. Each group will decide how they are going to present their assigned chapters. The presentations should be approximately 10 slides in length. Duration of presentations should be approximately 45-60 minutes long and they should include visual presentation (i.e. PowerPoint presentation, videos, handouts etc.). Groups are expected to select the most critical aspects of their assigned chapters and develop 3-5 questions that could be used to stimulate classroom discussions. At the end of group presentation, group members will discuss what their group would have done differently and why? All members will submit a self and peer evaluation form prior to presentations.

2. Personal Roadmap Paper (Due Sunday, 5 April 2020, Week 3, 200 pts.)

This self-assessment assignment should be viewed as an opportunity to reflect on your thoughts, experiences, and learned value systems to analyze how such factors have influenced your world view. Begin by jotting down some of the reading materials that stand out in your mind and feel free to use the first person singular (“I”). Also, clearly address possible practices for personal and professional growth. In an attempt to learn from this exercise, address the following questions in a 3-5-page long paper (excluding the cover and references pages):

| What you feel are your strengths and weaknesses as it relates to diversity consciousness and inclusiveness? |
| What actions you want/need to take for improvement in regards to diversity and inclusion skills/assets that will position you for success in your working environment? |

- Please adhere to APA Style 7th Edition guidelines, review the assignment instructions and rubric on Blackboard for further details and requirements (which means properly cited sources, using appropriate headings/sub-headings, and contains all the required sections).

- Include at least three (3) scholarly/peer-reviewed references that are 5 years old or newer. References cannot be required course textbook of this course. You may use the course textbook readings above and beyond the required three (3) references but they do not count towards the three (3) references needed. View assignment rubric for grading criteria.
3. Interview Paper Project (Due dates vary per assignment, Total of 400 Pts.)

This is an individual project where students are expected to conduct an interview with someone from a different ethnic or racial group than their own with final approval from the professor. The goal of the interview process is to explore that individual’s thoughts and experiences to expand your own global perspective rather than testing your hypothesis. This can be almost any individual but it cannot be someone from the class or the instructor. In the interview, explore that individual’s thoughts and experiences relating to the class material. Find out the challenges they have faced, obstacles they may have had to overcome, or other areas of inquiry.

The Interview Paper Project is an integrated product of various parts:

Step 1- Proposal Statement Submission (Due Sunday, 29 March 2020, Week 2, 100 Pts.)

Who are you interviewing and why? How would this project help you grow professionally and personally?

In other words, clearly identify the purpose of your project in 1-2 clearly, precisely, and concisely defined sentences to give the reader an accurate, concrete understanding what the project will cover and what the audience could gain from reading it. Our choice of topic should have a goal-oriented statement that is not broad or obscure, not vague, or ambiguous. Your interview questions (completed in Week 5) should serve as the inquiry to accomplish this goal and your purpose statement should be stated in the introduction section of your final papers.

Remember this is an administration focused project and it should focus on MSA relevant issues/opportunities rather than random discussions about a person, country, culture and/or population. Submit your choice for the interview paper for instructor approval by 11:59 PM Sunday of Week 2 and check the approval and feedback under "My Grades."

Step 2- Interview Paper Question Submission (Due Sunday, 19 April 2020, Week 5, 100 Pts.)

For this assignment you are to determine the Interview questions you will ask the person you have chosen to interview. Refrain from using closed-ended (yes/no answer) questions. Such inquiries are more appropriate for testing an hypothesis. If you find yourself asking closed-ended questions, follow up with open-ended questions and ask for further clarification. Avoid compound and loaded questions. Limit the total number of questions to 5-8. Keep in mind it's the quality of your questions that will help you explore the phenomenon rather than the quantity of your questions.
Watch the video about the ideas and practical advice for about asking Open-Ended Questions

Step 3- Interview Paper Final Submission (Due Sunday, 3 May 2020, Week 7, 200 pts.)

Your finalized Interview Paper should demonstrate your understanding of cultural variables, how they shape your individual perspective, and to show your inclusive leadership and commitment to equality in your workplace.

Include answers to the following questions in your paper:

- Why did you choose to interview a person from this particular group?
- What are some challenges faced by members of this specific group?
- What do you believe to be an effective strategy to introduce this specific group to individuals who have only experienced a limited in their cross-cultural experiences?
- How would you handle a situation in which someone made a prejudiced remark in your work place?
- How do you plan to advocate for traditionally underserved communities with individuals who don't see its value?

Paper Specifications

- Final course assignment requires you to write a final paper to address your project findings in an 5-6 pages long paper.
- Papers should be written and constructed to graduate level use of language, spelling and grammar.
- Make sure to review various diversity and inclusion concepts to deliver a well-structured paper that reasons with credible evidence.
- Please adhere to APA Style 7th Edition guidelines, review the assignment instructions and rubric on Blackboard for further details and requirements (which means properly cited sources, using appropriate headings/sub-headings, and contains all the required sections - abstract, introduction, body of paper, conclusion).
- Include a minimum of (5) scholarly/peer-reviewed references that are 5 years old or newer. References cannot be required or recommended readings from our course. You may use these readings above and beyond the required (5) references but they do not count towards the required five (5) references.
- Avoid excessive use of direct quotes from the scholarly/peer-reviewed references. Direct quotes should not be more than 10% of your paper content. Review the project rubric to meet all grading criteria. Save your work in Word and upload it via the title link.

Use CMU Writing Resources to complete a polished, professional paper.
Step 4- Research Paper Presentations (Due Tuesday, 7 May 2020, Week 8, 100 pts.)

On the last day of class, students will present their projects to share their learning outcomes with the class within a 10 Minute Time Limit. Presentations should include 5-6 slides.

4. Final Exam (Due Sunday, 30 April 2020, Week 7, 200 pts.)

The final exam is a short writing assignment that consists of two essay questions. Students are expected to analyze credible sources and reason with evidence to deliver well-structured academic arguments. Final exam questions will be announced via Blackboard on 30 April 2020 at 5:30 PM (EST). Students are expected to attach the exam as a Word file and submit through the title link on Blackboard. Submissions are due on 30 April 2020 by 10:30 PM (EST)

Criteria for Evaluation

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
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<tbody>
<tr>
<td>Group Project</td>
<td>100</td>
</tr>
<tr>
<td>Personal Roadmap Paper</td>
<td>200</td>
</tr>
<tr>
<td>Proposal Statement Submission</td>
<td>100</td>
</tr>
<tr>
<td>Interview Paper Question Submission</td>
<td>100</td>
</tr>
<tr>
<td>Interview Paper Final Submission</td>
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<tr>
<td>Interview Paper Presentations</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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Late Assignments:

Late assignments receive zero credit unless pre-approved by the professor. All assignments must be completed on time unless other arrangements have been made with the professor before the scheduled dates. These arrangements will not take place on the due date and must be based on extraordinary circumstances. Students are responsible for ensuring assignments are submitted on time and that your submission is received. All assignments and examinations must be submitted or taken on the scheduled dates unless other arrangements have been made with the professor prior to the scheduled dates. Assignment submission is via the Assignment section on the Blackboard. Verification of assignment submission is an exclamation mark (!) in respective assignment area in Gradebook. Submissions are to be in MS Word put all your work on one-word document. Multiple file submissions will be returned for resubmission as a single file, if the resubmit is after the due date the submission will be considered as a late submission. Exams must be taken within the schedule window identified above. Failure to do so eliminates the opportunity to submit Scores will be posted on the website under Gradebook--if a score is
missing or entered incorrectly let me know. You should review your grades at least once a week NLT Week 4 of the session.

Make-ups and Rewrites:

Make-ups and Rewrites are not accepted. There will be no extra-credit assignments or extra-credit work accepted at any time during this course. Requests for extensions must be made in advance and accompanied by appropriate written documentation. Computer problems are not an acceptable reason for not meeting course requirements/expectations.

Attendance Policy:

CMU students are required to attend all class sessions and participation as an integral part of the complete education. In addition to interaction via Blackboard and email contact, participation in all interactive learning activities is expected. Students must notify the instructor in advance if an absence or late arrival is anticipated. The instructor will lower student grades for attendance, regardless of student academic assignment grades. Post approval may be granted if appropriate documentation such as military orders, medical emergencies or organizational demand is provided. There will be no exceptions to this policy.

Grading Scale:
94-100 A
90-93 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
<74 E

Expectations

Netiquette:

This is the communication courtesy code. All members of the class are expected to follow rules of common courtesy in all email messages and classroom discussions. Respect each other in the classroom discussions.

The following are a few tips for appropriate communications and “etiquette.”

1) Use a descriptive subject line that reflects the topic.
2) Use your name in all correspondence.
3) Avoid abbreviations.
4) Use spell check before posting comments.
5) Use a positive and scholastically cheerful tone.
6) Use upper-and lower-case letters. All uppercase means you are shouting.
7) Write in short paragraphs; this makes things easier for the readers.
8) Understand that inappropriate communications will result in a lower overall grade.

**Instructor Responsibilities and Expectations:**

As your instructor, I will serve as your educational guide, learning partner, and industry resource. My goal is to help students succeed and my expectation is that mutual respect, responsibility, and proactive communications are essential. Throughout this course, I encourage student questions, resource sharing, and course feedback.

Students can expect the following of this instructor:
1) Instructor contact information is listed in the course syllabus. You may contact me anytime by email. If a conversation is needed, please note availability and a phone meeting will be arranged at a mutually agreed upon time.
2) I will respond to emails within 24 hours on Mondays through Fridays and within 36 hours on the weekend unless there are situations beyond my control, e.g., loss of electrical power.
3) Evaluations will be conducted, and grades will be posted promptly. All grades will be posted on Blackboard. Feedback and progress notes will be provided on Blackboard with the assignments and email as needed.
4) Evaluations will be completed for individual assignments within three business days of the deadline unless there are situations beyond my control, e.g., loss of electrical power.
5) The discussion board will be evaluated at the end of each week for that week’s topic questions. Discussion board grades will be posted by the following Tuesday. The evaluation will be based on the discussion board guidelines and rubric listed above.
6) All announcements, including updates, will be posted in the announcement section of Blackboard. All course materials, task lists, updates, supplemental readings, assignments, and related resources will be posted on Blackboard.

**Academic Integrity:**

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited. A breakdown of actions that constitute academic dishonesty is presented in the CMU Bulletin (https://bulletins.cmich.edu/).

**Student Rights and Responsibilities:**

Each member of the Central Michigan University community assumes an obligation regarding self-conduct to act in a manner consistent with respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the
Support Services and other Requirements

Library Services

CMU offers you a full suite of library services through the University Library. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the library website at https://www.cmich.edu/library/Pages/default.aspx for more information.

Writing Center

The CMU Writing Center is a free service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. For additional information and to submit work, visit https://www.cmich.edu/colleges/chsbs/Centers/WritingCenter/Pages/default.aspx.

ADA

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the Student Disability Services office in Park Library 120, telephone (989) 774-3018 and TTY (989) 774-2568 or sds@cmich.edu. Please see additional ADA information and forms at https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.