

# Diversity & Social Interaction in the Workplace

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Demographics of national and international labor forces are changing dramatically, rendering social interaction skills increasingly more critical in successful career development. In the United States, proportions of women and people of color have steadily increased in recent years. In many U.S. companies, racial and ethnic minorities already comprise more than 25% of the workforce, and in some regions of the country minorities will make up the majority of the workforce in the near future. Women now comprise over 46% of the full-time civilian labor force. According to the Bureau of Labor Statistics, the percentage of white males in the workforce will decrease from around 43% to 38% over the next ten years; today's "minority" populations will grow from slightly more than one in five workers to almost one in three. This course:

- chronicles and examines workplace transition due to increased diversity in employees
- examines influence of workplace norms, including peer and manager-subordinate interactions
- considers the interface between work and family
- addresses diversity issues stemming from social differences such as age, gender, race, ethnicity, national origin, ableness, and sexual orientation

## Required Texts

*Understanding and Managing Diversity: Readings, Cases, and Exercises.* 2005, 4<sup>th</sup> Edition. Carol P. Harvey and M. June Allard, Editors. Pearson/Prentice Hall. ISBN: 10:0-13-504277-1(paperback)

*Differences That Work: Organization Excellence through Diversity.* 2000. Mary C. Gentile, Editor. Harvard Business Review. ISBN: 1577661176 (paperback)

Selected electronic readings.



# Course Format

This course relies on experiential exercises and cases to demonstrate key concepts. The entire course is conducted online, but is very interactive in nature. This means that you are expected to engage in weekly assignments, discussions, and activities. However, I also recognize that many professionals in the field and other individual circumstances require flexibility, and I'm more than willing to work with you on such situations as they arise. I've had no fatalities yet! Please let me know your individual circumstances; it is essential that you and I maintain close communication throughout the course.



# Point Opportunities

**Active learning components**

4 interactive exercises @ 50.....	200 points
(See course outline, though selections may vary)	
1 field exercise (Becoming a Minority) .....	100 points
6 (of 7) on-line quizzes@20.....	120 points
8 message boards@10.....	80 points
Total active learning.....	500 points

**Diversity Delta Project**

Project Proposal.....	100 points
Project Production (paper).....	250 points
Project Presentation.....	150 points
Total semester project.....	500 points

- A = 900-1000
- B = 800-899
- C = 700-799
- D = 600-699
- F = 0-599

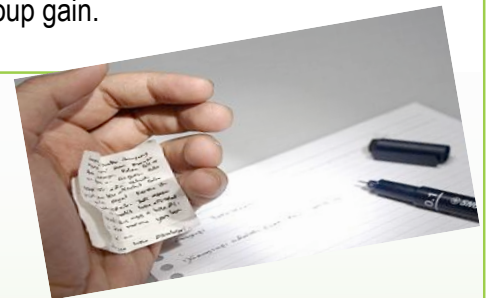
# Ground Rules for Positive Class Interaction

Sociology and the study of diversity is often about ascribed or structurally reproduced characteristics and behaviors of groups, and these characteristics are often used to highlight power differences among groups. In addition, this course — in focusing on diversity by a number of definitions — claims that very “difference” as subject matter. The way in which this sort of information is presented, and/or the way people react to information when it is presented, can be taken as hurtful, oppressive, and inflammatory by members of the groups involved.

***To better prepare and guide us, I offer the following ground rules for our social interaction within the classroom setting. This applies to message board postings and other forms of communication during the course.***

1. Acknowledge that racism/sexism/ethnocentrism/class bias exist (though we may disagree about the extent or particular details).
2. Acknowledge that one of the implications of the existence of these biases is that we have been systematically taught misinformation about our own group and especially about members of “devalued,” or “minority” groups. This is true for both dominant and minority group members.
3. Emphasize that the goal of discussing group differences is to understand the social nature of these differences, including their effects on the groups (e.g., how they are treated, how members of the groups “behave” or are perceived), not to blame behavior or characteristics on the groups or individual group members.
4. Victims are not to be blamed for their own oppression. Individual members of dominant groups are not necessarily to be blamed for the oppression of minority groups.
5. We will assume that people are generally doing the best they can.
6. We will actively pursue information about our own groups and about other groups.
7. We will share information about our groups with other members of the class, and we will never demean, devalue, or in any way “put down” people for their experiences.
8. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.

## Honor Code...



Please write the KSU honor code on every written assignment, along with your signature. When submitting electronically, type the honor code then your name, indicating an electronic signature. The KSU honor code states: ***“On my honor as a student, I have neither given nor received unauthorized aid on this academic work.”*** Plagiarism and cheating are serious offenses and may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the University. Plagiarism includes using someone else’s words or ideas and claiming them as your own, as well as failing to acknowledge indebtedness for the use of others’ works or ideas, published or unpublished, even if the work is paraphrased. For more information, refer to the “Academic Dishonesty” policy:

<http://www.ksu.edu/academicervices/fhbook/fhxf.html>

## The New World of Work: “This Place Is a Zoo!”



### Course Outline

Note: H&A = Harvey & Allard text; G = Gentile edited book; ER = Electronic Reading

<b>Module I: Growing Into Our World</b>		<b>June 8 thru June 14 (midnite)</b>
<b>Readings</b>		<b>Assignments</b>
Body Ritual Among the Nacirema (H&A:19) Introduction (G1) Global Work Force 2000: The New World Labor Market (G:3) A World View of Cultural Diversity (H&A:69) Building a House for Diversity (ER: Thomas) Evaluating Diversity (H&A:328)		Quiz 1: Growing Into Our World  Raising Sarah & Samuel
<b>Module II: What Divides Us</b>		<b>June 15 thru June 21 (midnite)</b>
<b>Readings</b>		<b>Assignments</b>
Introduction to Understanding and Managing Diversity (H&A:1) Doing Gender (ER: West & Zimmerman) Doing Difference (ER: West & Fenstermaker) Oppression (ER: Frye) White Privilege and Male Privilege (H&A:35)		Quiz 2: What Divides Us  People Like Me
<b>Module III: Workplaces and Workplace Animals</b>		<b>June 22 thru June 28 (midnite)</b>
<b>Readings</b>		<b>Assignments</b>
The Power of Talk: Who Gets Heard and Why (H&A:132) Two Women, Three Men on a Raft (G:93) What It's Like to Be a Black Manager (G:49) Black Managers: Dream Deferred (G:65) Is This the Right Time to Come Out? (G:253) Does Social Class Make a Difference? (H&A:172) Inventing Hispanics (H&A:56)		Quiz 3: Studying Work  <b>Project Proposal Due June 28</b>
<b>Module IV: Balancing Acts: Families and Work</b>		<b>June 29 thru July 5 (midnite)</b>
<b>Readings</b>		<b>Assignments</b>
Business and the Facts of Family Life (G:199) Women in Leadership Positions (H&A:119) Uncommon Decency(G:141) Women as a Business Imperative (G:123) The Cracker Barrel Restaurants (H&A:220) Work and Life (ER: Friedman et al.)		Quiz 4: Families and Work  Dual Careers

<b>Module V: Blueprints for Diversity</b>	<b>July 6 thru July 12 (midnite)</b>
<b>Readings</b>	<b>Assignments</b>
Our worst hour: The story of Denny's (ER) Exploring Diversity (H&A:25) Choosing the Board (H&A:240) The Ethics of Workplace Diversity (H&A:278) The Pitney Bowes Case (H&A:297) What Happened at Coca Cola? (H&A:305) From Affirmative Action to...(G:27)	Quiz 5: Blueprints for Diversity  Unequal Resources

<b>Module VI: Interacting with Diversity</b>	<b>July 13 thru July 19 (midnite)</b>
<b>Readings</b>	<b>Assignments</b>
Organizational Innovations for Older Workers (H&A:184) The Inclusion Breakthrough (H&A:263) Responses to the Changing Work Force (H&A:271) Racial Remarks in the Workplace (G:85) Religion, Culture, and Management (H&A:192) Progress and Backlash (H&A:208) How Technology Brings Blind People (G:215) Generational Diversity Scenarios (H&A:172)	Quiz 6: Interacting with Diversity  <b>Becoming a Minority</b>

<b>Module VII: Managing Diversity</b>	<b>July 20 thru July 26 (midnite)</b>
<b>Readings</b>	<b>Assignments</b>
The U.S. Air Force Academy (H&A:314) What It's Like to Be a Black Manager (G:49) Nothing Prepared Me To Manage... (G:163) The Case of the Unequal Opportunity (G:223) Voices of Diversity (ER: Blank & Slipp) Fairfax Metropolitan Hospital (H&A:328)	Quiz 7: Managing Diversity  <b>Project Production Due July 26</b>

<b>Module VIII: The Future House of Diversity</b>	<b>July 27 thru July 31 (midnite)</b>
<b>Readings</b>	<b>Assignments</b>
Can They Do It? (ER: Herring) What Do Men Want? (ER: Kimmel) Teaching White Students (ER: Tatum) The Diversity Paradigm (ER: Thomas) The Discipline of Teams (ER: Katzenbach...) Mentoring and Irrationality (ER: Thomas)	<b>Presentations due July 30</b>

