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LBS 4154: Workers and Diversity

(Global Learning Online Class)

SPRING 2017

COURSE DESCRIPTION

This course examines the impact of workers' identities and scope of diversity in the workplace from a local, regional, and global, perspective through the multiple lenses: ableism, ageism and adultism, classism heterosexism, and transgender and religious oppression. Students will examine the theoretical debates surrounding the workforce participation of: lesbian, gay, bisexual and transgender groups (LGBT), older workers, people with disability, women and ethnic and racial minorities and the historical position of these groups in the workforce. Through an analysis of management and equity theories, students will explore social phenomena that contribute to the continuation of discriminatory practices and ways employers and employees can respond to such issues.

COURSE PREREQUISITE

There are no prerequisites for this class.

GLOBAL LEARNING & COURSE OBJECTIVES

By the end of the course, students will be able to:

Global Awareness:

- Demonstrate an understanding of multiple interrelated local, global, international, and intercultural diversity challenges, issues and trends.

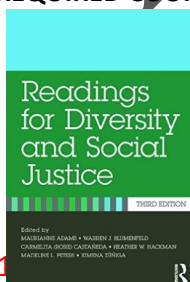
Global Perspective:

- Investigate contemporary issues that have local, national and global implications for workers and the larger society and that provide research base solutions.

Global Engagement:

- Interpret the national context or perspectives of global diversity, in terms of: human rights, cultural heritage, individual dignity and/or collective accountability.
- Think critically about the issues that emerge from workforce diversity; includes a historical perspective that explains the roots of the issues in the workplace today.
- Suggest social justice paradigms to encourage social action.
- Illustrates strategies organizations are using to leverage diversity effectively.

ONE REQUIRED COURSE TEXTBOOK



Readings for Diversity and Social Justice (3rd Edition 2013).

Edited by Marianne Adams, Warren J. Blumenfeld, Carmelita Castaneda, Heather W. Hackman, Madeline L. Peters, and Ximena Zuniga. ISBN: 978-0-415-89294-0

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COURSE EXPECTATIONS

This is an online course, meaning that the entire course will be conducted online. Performance expectations in an online course are the same as a traditional face-to-face course.

Students are expected to:

- Enroll in Blackboard Learn Orientation Course to increase their understanding of how Blackboard works <http://online.fiu.edu/futurestudies/practicecourse>
- Purchase the book before or within the first week of class.
- Follow instructions and ask questions when you are uncertain of the course material.
- Be aware of the assignments and their respective due dates.
- Log in to the course at least 3 times per week.
- Respond to emails/messages within 2 days.
- Set your own boundaries for sharing.

Given the content of this course, class participation guidelines are:

- Respect confidentiality.
- Respond respectfully to different experiences and perspectives.
- Focus on your own learning and reflections.
- Understand your comfort zones, learning edges, and triggers.

The instructor will:

- Log in to the course 5 number of times per week.
- Respond to emails/messages within 2 days.
- Grade assignments in a timely manner and provide group or individual feedback.

LATE POLICY

Late written work will be penalized 20% of possible points, and no late assignments will be accepted after one week beyond the due date without the professor's permission.

ACADEMIC INTEGRITY

This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. As a student of this university:

- **I will be honest in my academic endeavors.**
- **I will not represent someone else's work as my own.**
- **I will not cheat, nor will I aid in another's cheating.**

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All students are deemed by the university to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. By taking this course I promise to adhere to FIU's Student Code of Academic Integrity. For details on the policy and procedure go to [ACADEMIC MISCONDUCT](http://online.fiu.edu/currentstudents/academicmisconduct)(<http://online.fiu.edu/currentstudents/academicmisconduct>).

ASSISTANCE FOR STUDENTS

The Learning Center is available to assist students in the organization and writing of their papers. The website for the Learning Center is: <http://learningcenter.fiu.edu>

Students with special needs: I understand that there is [Office of Disability Services](http://drc.fiu.edu/) (<http://drc.fiu.edu/>) available to me should I need it. It is my responsibility to contact them to process my request to have my needs met. I need to follow their procedures as to proper notification to the instructor.

RELIGIOUS HOLIDAYS

The University's policy on religious holy days as stated in the University Catalog and Student Handbook will be followed in this class. Any student may request to be excused from class to observe a religious holy day of his or her faith.

COURSE COMMUNICATION

Communication in this course will take place via the discussion board for content questions and email for private issues/concerns. I will communicate with students using the email message in Blackboard; therefore, please check Blackboard email regularly.

COURSE REQUIREMENTS

Assignments

These assignments provide student the ability to demonstrate a more in-depth application of the readings. Please review the paper requirements for this course below.

Assignment Requirements:

1. Proofread your papers; excessive typos and spelling errors may be subject to a re-write.
2. Integrate the readings in your paper. Basically, demonstrate that you read the readings and can integrate the material. Use the readings to (i.e., key concepts, conceptual frameworks, etc.) to support your thoughts and positions
3. All papers must include:
 - a. Cover page (with your name, assignment name, class #, and date, etc.).
 - b. Reference list.
 - c. Page numbers (insert page numbers)
 - d. Page layout with 1 inch margins and 11-12 font size.
 - e. APA 6th writing style for all citations and references. If you are unfamiliar with APA, please review the following links : <http://flash1r.apa.org/apastyle/basics/index.htm> or <http://owl.english.purdue.edu/owl/section/2/10/>

Blogs

The purpose of Blogs is to foster student engagement and interaction. Please review the Blog requirements for this course below.

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Requirements: Critically **reply to at least one student's post**. Merely replying that you "agree" or that you "like" the post is NOT a critical reply. Critical replies add to or extend the discussion, offer different perspectives or provide explanations for agreeing/disagreeing.

COURSE POINTS

COURSE REQUIREMENTS	NUMBER ITEMS	POINTS	TOTAL POINTS
Assignments: <ul style="list-style-type: none"> ▪ Assignment Module #1 ▪ Assignment Module #2 ▪ Assignment Module #3 ▪ Assignment Module #4 ▪ Assignment Module #5 ▪ Assignment Module #6 	6	50	300
Blog: Class Participation <ul style="list-style-type: none"> ▪ Blog Module #1 ▪ Blog Module #2 ▪ Blog Module #3 ▪ Blog Module #4 ▪ Blog Module #6 	5	40	200
Total			500
EXTRA CREDIT			
Student Feedback Survey			15

GRADING SCALE

Letter Grades with Percentage	Points	Letter Grades with Percentages	Points
A 95 - 100%	475-500	C+ 77 - 79%	385-399
A- 90 - 94%	450-474	C 70 - 76%	350-384
B+ 87 - 89%	435-449	D 60 - 69%	300-349
B 83 - 86%	415-434	F 0 - 59%	299 and below
B-	400-414		

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80 - 82%			
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WEEKLY COURSE SCHEDULE

Important: The course week runs from Monday to Sunday. Weekly coursework is due on **Sunday by 11:59pm (EST)**.

Module #	DATES	MODULE TOPICS	WEEKLY TASKS
	JAN 9 – JAN 15 (1 weeks)	Introductory Module	<p>READINGS: Course Syllabus and Online Course Content</p> <p>Readings for <u>Diversity and Social Justice Table of Content, Table of Intersections (p. xv), Acknowledgments (p. xxiii), & General Introduction (p. xxvi)</u></p> <p>Learning Activities:</p> <ul style="list-style-type: none"> ▪ Discussion: Introduction ▪ Discussion: Book Review (share your reviews of the textbook)
1	JAN 16 – JAN 29 (2 weeks)	Conceptual Frameworks	<p>READINGS: Readings for <u>Diversity and Social Justice</u>) Conceptual Frameworks: Chapters 1 -7</p> <p>Learning Activities:</p> <ul style="list-style-type: none"> ▪ Assignment #1 ▪ Blog #1
2	JAN 30 – FEB 12 (2 weeks)	Race & Ethnicity in the Workplace	<p>READINGS: Readings for <u>Diversity and Social Justice</u> Racism: Chapters: 8 - 24</p> <p>Learning Activities:</p> <ul style="list-style-type: none"> ▪ Assignment #2 ▪ Blog #2
3	FEB 13 – FEB 26 (2 weeks)	Class & Spirituality in the Workplace	<p>READINGS: Readings for <u>Diversity and Social Justice</u> Classism: Chapters: 25 - 42 Religious Oppression: Chapters 43 - 59</p>

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			Learning Activities: <ul style="list-style-type: none"> ▪ Assignment # 3 ▪ Blog #3
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Module #	Module DATES	MODULE TOPICS	WEEKLY TASKS
4	FEB 27–MAR 12 (2 weeks)	Gender & Sexual Identity in the Workplace	READINGS: Readings for Diversity and Social Justice Sexism Chapters: 60 - 76 Heterosexism Chapters: 77 - 85 Transgender Chapters: 86 - 94 Learning Activities: <ul style="list-style-type: none"> ▪ Assignment #4 ▪ Blog Module #4
5	MAR 20 – APR 2 (2 weeks)	Age & Disability in the Workplace	READINGS: Readings for Diversity and Social Justice Ableism Chapters: 95 - 109 Ageism and Adultism: Chapters 114 - 126 Learning Activities: <ul style="list-style-type: none"> ▪ Assignment #5
6	APR 3 – APR 16 (2 weeks)	Visions & Strategies for Workplace Diversity	READINGS: Readings for Diversity and Social Justice Working for Social Justice: Chapters: 127 - 137 Learning Activities: <ul style="list-style-type: none"> ▪ Blog #6

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7	APR 17 – APR 29 (2 weeks)	Closure	Student Feedback Survey (extra credit) Course Evaluation (in Panther soft
			Learning Activities: <ul style="list-style-type: none">Assignment #6

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