

**THE UNIVERSITY OF TEXAS AT TYLER**  
**SOULES COLLEGE OF BUSINESS**  
Spring 2025

**COURSE NUMBER:** GENB 4350.060  
**COURSE TITLE:** DIVERSITY IN ORGANIZATIONS  
**INSTRUCTOR:** Shanese T. Williams, M.S., Adjunct Lecturer  
**CLASS MEETING:** Online; Exams will be available per the syllabus  
**OFFICE HOURS:** Email instructor for appointment (Meeting: Zoom or Phone)  
**E-mail:** [shanesewilliams@uttyler.edu](mailto:shanesewilliams@uttyler.edu)

Welcome to Diversity in Organizations! This is a fun, interactive course that will provide students with the tools to broaden and deepen their understanding of the differences around them in the workplace. To be effective in the workplace, employees must constantly interact with peers, managers, and customers with different backgrounds, experiences, and identities. This course is intended to help employees and managers work with and learn from individuals with various differences to increase intellectual engagement and greater understanding of the implications and benefits of diversity and inclusion. I want you to be prepared for the workload required to complete it. This course requires a lot of necessary reading and weekly graded assignments. If you were taking this course in person, you'd be in class 2.5 hours per week, plus spend time to prepare and complete assignments. The online version is no different in terms of your involvement. This is a very active online course, so you should plan on spending **6-7 hours per week** on activities related to this course for reading, watching lectures, and completing weekly assignments.

*As a student in an online course, you are expected to always have internet access. Make sure you address any issues with computer problems promptly. If you are experiencing computer or internet problems, utilize resources such as your local library or other public facilities to ensure you can complete your assignments on time as they are not an excuse for any delays in meeting deadlines and expectations for the course.*

**REQUIRED TEXT:**

- 1) **Diversity in Organizations, 4<sup>th</sup> Ed. By Bell & Leopold. Cengage Learning, 2022. ISBN:9780357718933 (hardcover) or 9780357718988 (ebook).**
- 2) **Other required materials: Webcam**

**COURSE DESCRIPTION:** This course provides an introduction to the concepts of employee diversity in organizations. It will address the complexities of diversity and cultural differences, which are important components for success in business organizations. It will also address the impact of diversity on organizational effectiveness and the challenges of managing a diverse workforce.

**UT Tyler Honor Code: Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, steal, nor to accept the actions of those who do.**

Academic Dishonesty is a serious offense. Plagiarism and cheating of any sort will not be tolerated, and all incidents will be reported to the Student Affairs Office with a recommendation for an F for the semester.

**Course Information: All grades, announcements, etc. will be posted on canvas.** Check Canvas for assignments, due dates, class updates and changes in the course schedule. Additional notifications will be sent to your Patriot email address.

## **Student Evaluation:**

Your course grade will be based on Exams, Assignments, and your Participation as follows:

|  |            |
|--|------------|
| 1. Exams (2) - 100 pts each                | 200 pts    |
| 2. Papers (2) - 50 pts each                | 100        |
| 3. Case Study (7) - 20 pts each            | 140        |
| 4. <u>Discussion Boards (7)- 20 pts ea</u> | <u>140</u> |
| Total                                      | 580 pts    |

Your final grade will be based on total points earned, as follows:

A= 519-580

B= 461-518

C= 403-460

D= 345-402

**1. Exams (200 pts):** Exams will be available from Sunday morning and will close based on the date listed in the syllabus. You will complete the entire exam on Canvas, and it will be timed. There will also be multiple versions of the exam. Some of the exams are proctored, and you may not use any materials for those exams-just your brain. For other exams, you may use your notes that you have prepared from the chapter readings. *The use of any generative AI tools (ChatGPT, Bing AI, Copilot, or Bard) are not allowed to complete exams.* Those tools, while useful as a reference point, do not know the very particular exam material we will cover in this class and will not generate correct answers.

**2. Papers (100 pts):** There will be two papers assigned over the semester, worth 50 points each. This assignment requires essays of a 3-page minimum, double-spaced, and Times New Roman in 12-point font, where you will respond to a set of questions. Write in complete sentences, with no misspelled words and no major grammatical errors. This is your opportunity to make use of the writing center on campus and an AI tool such as Grammarly. I will apply the rubric to ensure a consistent standard and to distribute grades in a fair and equitable manner. I will not grade you based on whether I agree with you or like your conclusions; I will reward strong reasoning, references, relevance to, and application of concepts from class and good writing. The use of AI to write/complete your paper will be considered plagiarism. If using AI tools like those listed above, they should be used as a reference point and not as the source of writing your paper. Your paper will not be graded if I suspect cheating or plagiarism, and it will automatically be referred to the Office of Student Affairs (*see AI-Tools section below for more details*).

**3. Case Studies (140 pts):** We will complete 7 case study assignments over the course of the semester worth 20 points each. Each one will relate to material from the text. You must follow the instructions for each one and submit the paper or report on Canvas.

**4. Participation/Discussion Board (140 pts):** Because this is an online class, our interactions, and community-building practices are even more important than in a face-to-face course. I expect all students to participate actively in class discussions, respond to others' posts, and complete tasks on time. Over the semester, we will have a minimum of 7 graded Discussion Board assignments. Students will monitor and post to the assigned discussion boards. For each discussion board assigned, you must make at least **one substantive original post (10 pts. ea.)** and at least **two substantive responses (5 pts. ea.) to another post.** Posts will be graded based on length, adherence to requirements, and quality of content. Posts should be respectful, reference course content and resources, and be relevant to the topic. Postings that are irrelevant, disrespectful, or which violate any provision of the terms of use of UT Tyler will result in point deductions. Original posts should be 200-300 words in length, contain an outside reference about the

topic (citation and link), and apply the posted material to a concept from class. Responses should specifically reference the post material, add substantively to the post, and be 75-100 words in length.

**5. Bonus Points:** There will be three opportunities in this course to earn bonus points. One will include a mid-semester assessment to gauge how the course is progressing and what areas you find impactful. The other two will be surprises, so be sure to pay attention throughout the course.

**Use of AI Tools:** UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, you can use AI programs (ChatGPT, Copilot, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. For one bonus point, tell me what AI tools you use the most, how you use them, and how you use them ethically. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work. Because AI-generated content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work.

**Student Accessibility and Resources (SAR):**

SAR provides individualized services and supporting accommodations to students with disabilities with the goal of promoting each student's learning experience by facilitating accessible programs and services while fostering self-advocacy skills. SAR works campus-wide to provide consultation, training and advisement on disability-related topics, and collaboration to remove barriers and foster an all-inclusive environment for personal, and academic success for students with disabilities.

Students requesting disability services are asked to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application preferably 30 days prior to the beginning of each semester. After a complete application is received and reviewed by the SAR Accommodations Review Committee, the student will be contacted to schedule an intake appointment with the office. For students unable to attend in-person meetings on the Tyler campus, meetings may be scheduled over Zoom or telephone. The student applying for services may be required to provide supporting documentation of disability. Appropriate accommodations may include program modifications, adjustments to testing situations and/or auxiliary aids and services. More information regarding available services can be found at [www.uttyler.edu/disabilityservices](http://www.uttyler.edu/disabilityservices) or by contacting the office at [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu), or 903.566.7079

**Reading Assignments and Course Schedule:**

Listed below are the reading assignments and course schedule for this semester. Changes will be posted to Canvas as needed.

| <b>Module #/Name</b>                     | <b>Dates</b> | <b>Readings</b>   | <b>Assignments Due</b>  |
|--|--------------|-------------------|---|
| 1-Intro to Diversity Management          | 1/13-1/19    | Chp. 1            | Intro DB 1-Due 1/19   |
| 2-Theories & Foundations                 | 1/20-1/26    | Chp. 2            | DB 2 & Implicit Bias Test-Due 1/26 & <b>Paper 1</b> -Due 1/29 |
| 3-Legislation                            | 1/27-2/2     | Chp. 3            | DB 3-due 2/2  |
| 4-Blacks/African Americans               | 2/3-2/9      | Chp. 4            | Case Study 1-Due 2/9  |
| 5-Latinos/Hispanics                      | 2/10-2/16    | Chp. 5            | Case Study 2-Due 2/16   |
| 6-Asians                                 | 2/17-2/23    | Chp. 6            | Case Study 3-Due 2/23   |
| 7-Whites/Caucasians                      | 2/24-3/2     | Chp. 7            | DB 4 -Due 3/2   |
| 8-Native Americans & Multi-Racial        | 3/3-3/9      | Chp. 8            | Case Study 4- Due 3/9 & <b>Exam 1</b> -Due 3/10               |
| 9-Sex & Gender Work & Family             | 3/10-3/16    | Chp. 9 & Chp. 10  | DB 5 -Due 3/16  |
| <b>Spring Break!</b>                     | 3/17-3/23    |                   |   |
| 10-Sexual Orientation & Gender Identity  | 3/24-3/30    | Chp. 11           | Case Study 5-Due 3/30   |
| 11-Religion                              | 3/31-4/6     | Chp. 12           | Case Study 6-Due 4/6  |
| 12-Age                                   | 4/7-4/13     | Chp. 13           | Case Study 7-Due 4/13   |
| 13-Physical & Mental Ability             | 4/14-4/20    | Chp. 14           | DB 6 -Due 4/20  |
| 14-Weight & Appearance/ Global Diversity | 4/21-4/27    | Chp. 15 & Chp. 16 | DB 7 & <b>Paper 2</b> -Due 4/27                               |
| <b>15-Final Exam</b>                     | 4/28-5/4     |                   | Due 4/30  |