



ANTELOPE VALLEY COLLEGE

Academic Affairs  
Course Outline of Record

Academic Affairs Only

- New Course
- COR Revision 5/31/07
- COR Update
- Pre Req/Advisories
- Other Changes
- Effective Date

**COURSE SUBJECT & NUMBER:** MGT 212

**COURSE NAME:** \*Managerial Responsibilities to Minorities and Special Groups

**COURSE UNITS:** 3.0 **COURSE HOURS:** 3.0

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*

Advisory: Eligibility for ENGL 099 and READ 099.

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

This course is designed to identify and compare changes in the traditional American "corporate culture." Students will study the special management problems that organizations encounter in employing minorities and other special groups such as women, older workers, the disabled, and veterans. Topics will include personnel selection and placement, training, motivation, morale, the concept of cultural deprivation, the impact of racism and sexism on employment, and the interface between the white and minority worker in organizational settings. Current statutory and case law and administrative agency requirements will also be covered. (CSU,AVC)

**COURSE OBJECTIVES:** *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

**Upon completion of course, the successful student will be able to:**

1. Trace the evolution of federal and state equal employment laws.
2. Identify the controversial issues surrounding equal employment opportunity such as comparable worth, racism, sexism, and reverse discrimination.
3. Discuss the uniqueness of each and every human being in regards to his or her contributions to the world of work.
4. Distinguish between the primary and secondary dimensions of diversity.
5. Explain the principle issues and problems associated with employing minorities, women, the disabled, undocumented workers, and veterans.
- \*6. Examine and apply workable techniques used to diversify the workforce within the staffing subsets of recruitment, selection, placement, indoctrination, and appraisal.
7. Analyze the court cases impacting human resource management.

\* Denotes SCANS competencies.

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**COURSE CONTENT:** *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Title 5 requires that each instructor must cover all material listed below.)*

- I. OVERVIEW OF EMPLOYMENT LAWS
  - A. Civil Rights Act of 1964 (Title VII)
  - B. The Rehabilitation Act of 1973
  - C. The Americans with Disabilities Act (ADA) of 1990 (Title I)
  - D. Age Discrimination in Employment Act (ADEA) of 1967
  - E. Equal Pay Act (EPA) of 1963
  - F. Immigration Reform and Control Act (IRCA) of 1986
  - G. Family and Medical Leave Act (FMLA) of 1993
- II. DISTINGUISHING BETWEEN AFFIRMATIVE ACTION AND EEO
  - A. Executive Order – 11246: Affirmative Action Programs and OFCCP
  - B. Reverse Discrimination and Affirmative Action Plans
  - C. Court-ordered Remedies (Title VII)
  - D. Other Remedy Options
    - 1. Civil Rights Act of 1866
    - 2. Private Grievance and Arbitration Proceedings
    - 3. NLRA Unfair Labor Practices
- III. THEORIES OF DISCRIMINATION
  - A. Disparate Treatment Theory
  - B. Disparate Impact Theory
- IV. PRINCIPAL EMPLOYMENT ISSUES AND PROBLEMS UNDER CIVIL RIGHTS ACT (1964)
  - A. Race and Color
  - B. Religion
  - C. Sex
    - 1. Employer Liability for Sexual Harassment
    - 2. Employer Liability for Coworker and Non-employee Sexual Harassment
    - 3. Pregnancy-related Benefits and Job Protection Under the Pregnancy Discrimination Act (PDA)
    - 4. Developing Law Regarding Sexual Orientation
  - D. National Origin Discrimination
- V. PAY EQUITY AND AGE DISCRIMINATION
  - A. Equal Pay for Equal Work
  - B. Comparable Work Issues
  - C. Age Discrimination Under the ADEA
- VI. DISCRIMINATION AGAINST DISABLED WORKERS
  - A. Rights of Persons Injured on the Job
  - B. The Reasonable Accommodation Duty
  - C. Workers' Compensation: Relationship to the ADA
  - D. Family and Medical Leaves of Absence
- VII. EMPLOYMENT RELATIONSHIPS: CONTRACTUAL AND TORT THEORIES
  - A. Employment at Will, Exceptions and Discrimination Claims
  - B. Employer Liability for Torts of Employees
  - C. Whistle-blowing Protection
- VIII. EMPLOYEE PRIVACY TOPICS
  - A. Employee Defamation
  - B. Alcohol Abuse and Employee Assistance Programs
  - C. Drug Testing
  - D. Polygraph Examinations
- IX. BEYOND TRADITIONAL APPROACHES OF MANAGING DIVERSITY
  - A. Cultural Change: An Action Plan
  - B. Managing Diversity and Total Quality: An Integrated Strategy for Organizational Renewal
- X. EMPLOYMENT-RELATED IMMIGRATION LAWS
  - A. Employer Discrimination
  - B. Business Visas

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**TYPICAL HOMEWORK ASSIGNMENTS: READING, WRITING, COMPUTATIONAL, OTHER**

*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

**1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:**

Students will be required to read approximately 40-50 pages weekly from the assigned texts. In addition, it is suggested that students read the daily newspapers such as *The L.A. Times*, *The Antelope Valley Press*, and/or *USA Today* to stay current in regards to the relevant issues covered in the course.

**2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:**

Students will display their writing skills by responding to the case questions at the end of each designated case assigned by the instructor. Also, occasionally the students will be required to answer chapter questions and give their point-of-view on end-of-the-chapter problems. There are approximately twelve key cases singled out by the instructor. The student must be prepared to answer the questions in the following format: (1) The issue; (2) Facts of the case; (3) The decision; and (4) Their opinion. The students will have to write on at least two of the twelve cases.

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**

N/A

**4. Describe other types of homework assignments that students may be asked to complete; note if any are required:**

Students may be required to bring in newsworthy articles from daily newspapers or business periodicals pertaining to the issues covered in a particular week.

**5. Describe those critical thinking skills that are derived from assignments listed above; be sure that they reflect course objectives.**

Knowledge/comprehension: Recognition and recall of text, handouts, and lecture material is required.

Analysis/Application: Students are required to apply text, lecture, and handout material to solve employment-related problems and cases.

Analysis: Students may be required to prepare for a debate on a legal issue.

Synthesis: Students must recall, apply, analyze, synthesize, and evaluate material on written assignments and exams.

**6. For categories 1-4, describe the estimated time per week it would take a student to complete homework assignments. Title 5 uses the Carnegie formula for establishing units using a 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs. homework; etc. For example: reading textbook—2 hours; writing reports—3 hours.**

**Reading:** 3 hrs.

**Writing:** 2 hrs.

**Computational:** N/A

**Other:** 3 hrs.

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**METHODS OF INSTRUCTION:** *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture, class discussions, case studies, debate sessions, and group interaction. Use of films and guest speakers may occur as well.

**METHODS OF EVALUATION:** *(These must be clearly related to course content, assignments, and objectives in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Students will take quizzes and tests to assess their knowledge and understanding of the subject matter. Question format includes definitions, fill-in, true/false and multiple-choice sections. The students will also analyze several cases dealing with discrimination laws, disability issues, immigration, and employment relations.

The students will also have a vocabulary test on EEO terms based on a handout provided by the instructor.

Evaluation of student performance in debates/group work, and current event essays.

**Suggested Texts or other Instructional Materials** *(list several when possible; include title, author, publisher, date, and latest edition.)*

- *Beyond Race and Gender*, R. Roosevelt Thomas, Jr., New York: American Management Association (1991)
- *Employment Discrimination Law -- A Manager's Guide*, 6<sup>th</sup> Edition, David P. Twomey, Thomson-Southwestern (2005)
- *Basic Employment Law Manual for Managers and Supervisors*, 2<sup>nd</sup> edition, Paul C. Gibson and Kathryn S. Piscitelli, Chicago: CCH Incorporated, (2001)