

**SOLUTIONS MANUAL**

**Understanding and  
Managing Diversity**



CAROL P. HARVEY | M. JUNE ALLARD

## **SECTION II**

### **UNDERSTANDING THE PRIMARY DIMENSIONS OF DIVERSITY: RACE AND ETHNICITY**

## BEING AN ONLY: A FIELD ASSIGNMENT

**Carol P. Harvey**  
*Assumption College*

### Goals

- To provide students with the experience of being different in some visible way
- To illustrate the importance of situational influences on perceptions of difference
- To learn why adding one or two individuals from a different social identity group may not produce the expected benefits in terms of creativity and problem solving
- To apply and reinforce the material from the award-winning video, *A Tale of O*

NOTE: If you do not have access to the *Tale of O* video, it is available on youtube. Go to the website and search for “Tale of O video on diversity”. This needs to be run on a computer with sound capability.

### Instructions

This video is a classic, based on the work of Dr. Rosabeth Moss Kanter from the Harvard Business School. It is a particularly effective way to make the point that both “X”s (majority) and “O”s (minorities) may behave and think differently based upon the numerical makeup of the workforce. *The Tale of O* provides a visual experience that students can relate to because all of us have been different at some time in our lives.

However, these lessons can be quickly forgotten without reinforcement. This writing assignment provides students with an opportunity to relive this experience by applying the theoretical perspectives from the film.

1. Obtain the DVD of the *A Tale of O* (available for purchase with a user’s guide from [www.trainerstoolchest.com](http://www.trainerstoolchest.com), 877-288-6657) or access it on YouTube.
2. Instruct students to take meaningful notes as they watch the video.
3. Conduct a discussion about the contents of the tape. See the user’s guide for ideas.
4. Ask each student to select an appropriate topic for his/her “O” experience. Remind students that they must clear this topic with you before completing the assignment.
5. Announce any changes you make about the length and format of the paper that you require.
6. On the day that these papers are due, be sure to have the students share their experiences with their classmates.

### **Teaching Tips**

Remind students that their experiences must be safe, alcohol, and drug free and respectful of others' privacy. These are the reasons for not allowing students to attend Alcoholics Anonymous meetings, go to gay bars, etc. Recycling a previous experience, such as a semester spent abroad, usually doesn't produce as thorough an analysis as a new experience that is intended to duplicate the ideas conveyed in the themes of the DVD.

Interesting student "O" experiences have included such ideas as attending a religious service of another faith, young people attending Bingo games in a nursing home, a male student joining an aerobics class, a female student shopping for a pick-up truck, and a female student shopping while wearing a burqa.

## **THRIVING IN A MULTICULTURAL CLASSROOM**

**Michelle R. Dunlap**  
*Connecticut College*

### **Goals**

- To assist students of all backgrounds in preparing for the emotional work that can be involved when engaged in a multicultural curriculum
- To familiarize students with the concepts of racial identity development and white privilege, and to brief them on how these concepts may play a role in their multicultural learning experiences

### **Outline of Key Points**

- I. Consideration of the emotions that can be involved in the multicultural learning process
  - Students may experience a range of emotions from guilt, to anger, relief, and validation.
  - Students need help appropriately managing their emotions related to diversity issues.
- II. Review of Racial Identity Development for those new to the multicultural learning process
  - The Racial Identity Development work of Beverly Tatum, Janet Helms, and William Cross are reviewed.
  - The strengths and limitations of their models are considered.
- III. An alternative model for considering one's racial identity development
  - Elizabeth Kubler-Ross's Model of Death and Dying is offered for consideration in the Racial Identity Development context.
  - The Kubler-Ross model is compared and contrasted to the Racial Identity Development models.
- IV. Understanding the concept of white privilege
  - Peggy McIntosh's White Privilege and Male Privilege article (section 1, number 7) and its usefulness are discussed.
- V. Discussion questions

### Discussion Questions and Answers

**1. What was one of your earliest experiences concerning race?**

- a) Describe the experience, how you felt, and how the experience was handled.**
- b) If you could rewrite that experience, how would you change it and/or how it was handled?**

Answers to these questions will differ according to the personal experiences of the student(s). Many of these experiences will involve students noticing or asking about race when they were around age 6, and caregivers demonstrating discomfort. Others may involve students witnessing either the prejudiced or racist behaviors of caregivers or other significant others in their environment, or themselves or their loved ones being a victim of such behavior. Some students will speak very briefly, while others may respond in great detail. You may notice trends in the answers that seem to correspond to the various models of racial identity development that are outlined in the chapter.

**2. Think of 3 different ages or points in your life, for example, ages 6, 12, and 18.**

- a) What racial identity development stage would you say you were in for each of these stages and why?**
- b) What factors can you think of that may have impacted any changes in your racial identity development stages from one age to another?**
- c) Do you feel that each of these stages could have been better supported by the caregivers, educators, peers, or colleagues around you?**

Some students will insist that they are, or perhaps even always have been, at the highest levels of racial identity development. This itself may signal that they are in an early stage of racial identity development and through the work of the semester you may see some evolution in their attitudes that would suggest this to be so. Other students will observe a process or progression of their earlier growth over time, and an anticipated continuation of that growth. Some students are more at ease with evaluating themselves, their experiences and their progress. Others may need to be gently challenged and guided, while others need to be left alone to discover their racial identity progress on their own. Over time, you will be able to use your intuition in responding to your students' racial identity development reflections so that you may challenge student without alienating them.

- 3. If you could rewrite your first experience with race, racism, or oppression, and how it was handled by the adults or others in a position of authority:**
- a) **Would you change it? If so, in what ways would you change it?**
  - b) **How would you better facilitate the learning and/or support among those involved or impacted at the time?**

Answering this question provides the student an opportunity to engage in “what if” thinking. They can take the new information that they are learning and grapple with how they might (or might not) apply it to the scenarios that they described earlier. For example, might their caregivers, instead of shushing them, attempt to answer their questions and perhaps take them to the local library to explore children’s books on diversity? Might their caregivers stand up for an issue rather than remain silent? Students have an opportunity here to rewrite the script, in essence, and therefore make practical applications with the new information they are learning.

- 4. What does racial identity development have to do with (emotional) death and dying?**

After having read the article, the student should be able to identify trends in the racial identity stages that follow a pattern similar to Elizabeth Kubler-Ross’s. They may be able to synthesize the idea that learning about race, racism, and other forms of oppression often is accompanied by loss—loss of previous notions, loss of innocence about how the world operates, loss of idealism and beliefs in meritocracy, etc.

- 5. Create a list of all of the emotions that you can recall from the moment you began reading on this topic and/or working with the discussion questions. What is the significance of those emotions in terms of your own development and learning about a multicultural curriculum?**

You can expect a great deal of variation across students in the emotions that they recall from their past experiences: anxiety, anger, relief, confusion, guilt, validation, etc. The more that students can acknowledge the emotions involved in the process of exploring racism, sexism, heterosexism, etc., the less likely they will be to personalize the discomforts that they feel in class and look to blame or scapegoat someone for it (e.g., the teacher, a fellow classmate). Rather, they will understand that the process of grappling with issues of oppression may itself raise a variety of emotions that may or may not always be easy or comfortable.

### Writing Assignment

Read and reflect on Tatum's 1992 article on racial identity development.\*

- 1) Describe in 2-3 pages, your initial reactions to the work of Tatum and her students.
- 2) Using one of the models provided in this chapter, prepare a statement describing your racial identity development and stage(s) up to this point in your life.
- 3) Include a description of any key person(s) or event(s) that have been instrumental in your racial identity development thus far.

\*Tatum, B. (1992). Talking about race: The application of racial identity development theory in the classroom. *Harvard Educational Review*, Vol. 62 (1), 1-24.

### Teaching Tips

Suggestions and strategies for teaching a multicultural curriculum can be found in the following articles. The suggestions include: creating rules and guidelines for safe communication with students in the classroom; exploring emotional issues and concerns surrounding diversity and multiculturalism; incorporating a variety of methods including films, documentaries, autobiographies; and managing meetings and discussions when students are overwhelmed or upset.

Davi, A., Dunlap, M. & Green, A. (2007). Exploring difference in the service-learning classroom: Three teachers write about anger, sexuality, and justice. *Reflections: writing, service-learning, and community literacy*, 6 (1), 41-66.

Dunlap, M. (2000). Teaching about children and families in a multicultural society. *Transformations: The New Jersey project journal for curriculum transformation and scholarship*, 11 (1), 28-34.

Williams, M., Dunlap, M. & McCandies, T. (1999). *Keeping It Real: Three black women educators discuss how we deal with student resistance to multicultural inclusion in the curriculum.*

*Transformations: The New Jersey project journal for curriculum transformation and scholarship*, Special issue on social justice, 10 (2), 11-22.



### Michelle Dunlap's Top Ten Favorite Movie Picks

1. ***Imitation of Life*** (the 1959 version) – a classic that portrayed Lana Turner in the leading role while her Black women co-stars actually stole the show. Reportedly, this story is based on a book written by a Jewish author who presented Black and White relations as a metaphor for relations between Jews and Whites. The characters are metaphoric of race relations in America. For years, this movie was considered the all-time favorite movie among the African American community.
2. ***Once Upon a Time When We Were Colored*** – an account, based on a true story, of life for African Americans in the Jim Crow era. This film was produced and directed by Tim Reid on a shoestring budget, and like many independently and minority-produced movies, never really received the acclaim that it deserved.
3. ***Unchained Memories*** – based on transcripts of audiotaped interviews of surviving, enslaved African Americans, with award-winning actors and actresses such as Oprah Winfrey and Samuel L. Jackson. Not for the faint-hearted.
4. ***For Colored Girls Who Have Considered Suicide/When the Rainbow Is Enuf*** (Broadway Theatre Archive, 1982) – based on the famous book of poems and short stories by Ntosake Shange, the title of this DVD speaks for itself. As old as it is, it perhaps is the only female counterpart to *Get on the Bus* and many other great but male-dominated movies, except for maybe Oprah Winfrey's *Women of Brewster Place*.
5. ***Half Past Autumn*** – documents the life and works of journalist, photographer, painter, musician, acclaimed film producer and director, Gordon Parks.
6. ***Lady Sings the Blues*** – the making of this movie is a lesson in Black History itself, so watching the “bonus materials” that describe this history is recommended. Berry Gordy was ahead of his time with his technique, cinematography, casting, etc. Although it was her acting debut, Diana Ross received a well-deserved Academy Award nomination for her role as singer Billie Holiday.
7. ***How to Eat Your Watermelon in the Company of Whites and Enjoy It*** – documents the life of multilingual writer, singer, actor, film producer, Melvin Van Peebles.
8. ***Rize*** – looks at the role of dancing (such as “Krump” and “Clown” dancing) among African American youth, but from both a historical and contemporary context. Supports the idea that our minority youth want to be both seen and validated.
9. ***10,000 Black Men Named George*** – based on the true story of A. Philip Randolph's efforts, along with Dr. Martin Luther King, to unionize the railroad Pullman Porters who were predominantly African American. Because of his efforts and achievements, Randolph became known to some as “the most dangerous man in America.”

10. ***Tales from the Hood*** – Spike Lee executive produced this “Friday the 13<sup>th</sup>” type movie, but with a seriously moral and ethnic twist on Black History and past and current race relations. This movie is a precursor to *American History X*.

#### **Michelle Dunlap’s Additional Favorite Movies**

1. ***Three Sovereigns for Sarah*** – some have said that this movie is arguably the best dramatic account of the infamous Salem Witch Trials.
2. ***Dirty Pretty Things*** – two immigrants – a young highly educated Nigerian man and a Turkish woman – work together in a hotel and befriend each other. Together they confront racism, sexism, and every kind of exploitation from the more privileged that you can imagine.
3. ***Fried Green Tomatoes*** – a middle-aged woman finds her voice with the help of some good friends.
4. ***Living Out Loud*** – a recent divorcée finds her voice with the help of Queen Latifah and some other friends.
5. ***Magnolia*** – fate and choice collide while questioning greed, sexism, racism, and other issues.
6. ***Life is Beautiful*** – survival (and non-survival) during the Holocaust, from a child’s point of view.
7. ***The Antoine Fisher Story*** – the directorial debut of Denzel Washington. A man learns to confront his childhood abandonment, foster care, and sexual abuse issues.
8. ***Phenomenon*** – John Travolta’s character deals with newly-found, strange abilities and disabilities with the help of his best friend, portrayed by Forest Whitaker.
9. ***The Five People You Meet in Heaven*** – this heart-warming movie is a story of man who dies and has some interesting encounters on his way to heaven.
10. ***Mi Familia*** – a Chicana family immigrates to California and rears their children and grandchildren in spite of poverty, violence, and racism.
11. ***Hollywood Shuffle*** – Robert Townsend and Keenan Ivory Wayans make a thought-provoking satire of the challenges for African American actors and actresses. Townsend made this movie in 1986 by charging \$100,000 worth on credit cards.
12. ***Get on the Bus*** – Spike Lee at his best. A bus load of men on their way to the Million Man March illustrate the strength, intelligence, and diversity of African American men. Also check out other great Spike Lee movies, e.g., *3 a.m.*, *The 25<sup>th</sup>*

*Hour, Malcolm X, Mo Better Blues, Do the Right Thing, Jungle Fever, and Bamboozled.*

See also:

Denzel Washington (e.g., *DeJaVu*)  
Sidney Poitier (e.g., *For the Love of Ivy*)  
Queen Latifah (e.g., *Last Holiday*)  
Angela Bassett (e.g., *The Sun Shine State*)  
John Sayles (e.g., *Lone Star*)  
Quentin Tarantino (e.g., *from Dusk till Dawn*)  
Richard Prior (e.g., *See No Evil*)  
Robert Townsend (e.g., *Five Heartbeats*)  
Tyler Perry (e.g., his early Madea productions)  
David Talbert (e.g., *Love on Layaway*)

Happy Viewing, and don't forget the popcorn!

**SINCE WE ELECTED AN AFRICAN AMERICAN PRESIDENT TWICE:  
IS RACISM STILL AN ISSUE IN AMERICA?**

**Joyce D. McNickles**  
*McNickles and Associates*

**Goals**

- To understand the difference between prejudice and institutional racism
- To increase student awareness of the prevalence of racism in the United States today

**Synopsis**

This article focuses on the aspects of modern racism and enlightens students who think that race is no longer a problem, particularly since the election of Barack Obama, an African American man. The author makes the distinction between prejudice and racism, and identifies in great detail the effect institutional racism has on the daily lives of African Americans. Topics include the justice system, the healthcare system, the educational system, and the ways in which African Americans are disadvantaged with regard to employment opportunities.

**Outline of Key Points**

- I. Race still matters in the United States, despite the election and re-election of Barack Obama as the first African American president. African Americans and white Americans often have different perceptions regarding the prevalence of racism in society today. This may be due to differences in understanding and the use of terminology.
  - A. Racial Perception Gap
  - B. Prejudice
  - C. Racial Prejudice
  - D. Racism
  - E. Institutional Racism
  - F. Implicit Bias
- II. Racial Disparities and Inequities in the Workplace
  - A. Under-representation in management (financial and advertising industries)
  - B. Biases and discrimination affecting hiring and promotion
  - C. Discrimination against African American men without criminal records in favor of white men with criminal records

- D. Double jeopardy for African American women
- E. Name profiling of resumes

III. Racial Disparities and Inequities in Healthcare

- A. Lower quality healthcare
  - 1. Physician biases
  - 2. Disparities and inequities in treatment and diagnosis

IV. Racial Disparities in Education

- A. Racially segregated schools
  - 1. Disparities in educational outcomes
  - 2. Inferior facilities, larger class sizes, fewer advanced placement classes
  - 3. Less qualified teachers and high teacher turnover
  - 4. Disparities in disciplinary actions

IV. Racial Disparities in the Justice System

- A. Racial profiling, “driving while black,” and “stop-and-frisk”
- B. Police brutality
- C. Disparities in arrest, sentencing, plea bargaining, parole, capital punishment, drug sentencing guidelines, and presidential pardons
- D. Jury bias

V. Future of Race Relations

- A. In order for race relations to improve, white Americans must acknowledge that African Americans continue to experience institutional racism that puts African Americans at a disadvantage.

**Discussion Questions and Answers**

**1. According to McNickles, what explains the perception gap that exists between whites and African Americans when it comes to matters of race and racism?**

The perception gap between whites and African Americans on matters of race and racism exists because they often are not talking about the same thing. Most whites see racism in terms of negative individual behavior, such as bigoted slurs and prejudicial remarks. For African Americans it is the policies and practices in various social institutions that create inequities for them.

**2. What is the difference between racial prejudice and racism?**

Prejudice based on race is referred to as racial prejudice. Racial prejudice resides within the individual. Racism resides within society’s structures and institutions. It can be seen as a system of advantage based on race.

**3. In what societal institutions can institutional racism be found?**

Institutional racism can be found in the workplace with regard to hiring and promotion; in the healthcare system with regard to medical treatment and medical decisions; in the educational system with regard to racially segregated schools resulting in disparities in resources, facilities, educational attainment, and teacher qualifications; and in the justice system regarding racial profiling, disparities in arrests and sentencing, and in jury bias.

**4. How do Arab Muslims suffer biases and prejudices similar to African Americans in a post 9/11 America?**

Since 9/11, Arab Muslims have been victims of racial profiling and negative stereotyping, and they have been incarcerated and harassed solely because of their appearance.

**5. How does the factual evidence presented in this article lend support to affirmative action programs and policies?**

The evidence in this chapter concerning the overwhelming obstacles African Americans face in this society support the implementation of affirmative action policies in the interests of fairness, justice, and the creation of a level playing field. The disparities persist despite the election of an African American president.

**6. What must white people acknowledge for race relations to improve?**

In order for race relations to improve, white people must acknowledge that institutional racism exists and creates disparities, putting African Americans as a racial group at a distinct disadvantage.

**Additional Discussion Question (not in text)**

**7. Go to the African American Policy Forum internet address below and view the myths and facts about affirmative action.**

<http://aapf.org/wp-content/uploads/2013/01/Affirmative-Action-Primer-Focus-on-Affirmative-Action.pdf>. **Do you think the facts presented here would be enough to change the minds of affirmative action opponents? Why or why not?**

Proponents of affirmative action argue that it is still needed because racism and discrimination continue.

**Writing Assignment**

Research the term *racial empathy gap*. Write a 1-2 page memo that explains how this gap contributes to the racial disparities experienced by African Americans?

**Diversity on the Web**

1. Go to the Harvard Project Implicit site, <https://implicit.harvard.edu/implicit/>. Click on the demonstration tests and then complete one of the race and one of the gender demonstration tests. After completing the tests, what are some of your reflections\thoughts and reactions?
2. Watch the Implicit Association Video. After viewing, what are some of your reflections\thoughts/theories and/or reactions?

**Diversity on the Web**

The author argues that the re-election of Barack Obama suggested to some that race is no longer an issue for whites. The next progression would be to contemplate if race is no longer an issue for African Americans.

Go to <http://www.diversityinc.com/> or search the Internet. Conduct a search using any of the following words or combination of words:

- |                                |                     |
|--------------------------------|---------------------|
| a. African Americans or Blacks | e. Justice system   |
| b. Employment discrimination   | f. Racial profiling |
| c. Disparities                 | g. Health           |
| d. African American youth      | i. Racism           |

What are some of the issues that result from being African American or Black?

## **IMMIGRATION PATTERNS: THE TRANSITION PROCESS**

**M. June Allard**

*Assumption College*

*Worcester State University, Professor Emerita*

### **Goals**

- To examine the changing immigration patterns
- To examine the issues and impact of immigration in the United States today
- To examine the costs and benefits of illegal immigration today

### **Outline of Key Points**

- I. Migration and Immigration
- II. Immigration Patterns
- III. The Transition Process
  - A. Acceptance of Immigrants
  - B. The Undocumented
  - C. The Exploitation
- IV. Impact: What do immigrants bring and what do they cost?
  - A. The Economy
  - B. Entrepreneurship
  - C. Employment/Productivity
  - D. Service and Consumer Products
  - E. Taxes
  - F. Social Services
  - G. Neighborhoods
  - H. Assimilation
- V. Immigration Policy
- VI. Lessons from History



### Commentary on Discussion Questions

Anyone not born a U.S. citizen is considered to be foreign-born. The Census defines United States natives as people “born in the United States, Puerto Rico, or a U.S. Island Area, or born abroad of a U.S. citizen parent.” Island Areas are the U.S. Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands. (Source: *The Foreign-Born Population: 2000 [2003, December]. Census 2000 briefs.*)

Determining the numbers of *legal* and *illegal* immigrants is not easy. The numbers reported are projections (estimates) made from the 2010 U.S. census data. These estimates are difficult to make for several reasons:

- The 2010 Census asks for country of birth, but does not ask about the legality/illegality of residence in the U.S. Note that country of birth may not be the current country of citizenship or residency.
- While the 2010 Census asks if an individual is a citizen of the U.S., this does not distinguish an illegal resident from a non citizen who is in the process of naturalization.
- Although the 2010 Census does ask when an individual came to live in the United States, no proof of this date is requested.
- Estimates of legal and illegal residents are based on samples of the population and therefore subject to sampling error.

Note: Students may have difficulty with the acronyms denoting immigration agencies.

INS = Immigration and Naturalization Service (ceased to exist March 1, 2003)  
USCIS = United States Citizen and Immigration Service

### Discussion Questions and Answers

1. **The ability to communicate in English is important for many jobs and therefore some companies offer ESL (English as a Second Language) courses to their non-English-speaking employees.**

**One alternative to requiring company-sponsored ESL instruction is to require that all potential employees meet an English language proficiency standard before they may be hired.**

**Compare and contrast these two alternatives in terms of advantages and disadvantages to the company.**

Sample discussion points follow.

*If the company offers ESL:*

- It can tailor the ESL course to the company’s most immediate needs.

- If potential employees have specialized or hard-to-find skills, it may be very important not to lose these employees.
- Being around employees who are proficient may speed up a new employee's language progress (immersion process).
- ESL is costly when substantial numbers of employees are involved.
- ESL is a time-consuming process.
- If employees are not proficient enough in their early employment, they can make costly mistakes.
- Employees may not attend classes once they are hired (a common problem, unless they are paid to do so).
- Being around other employees who are also not proficient may slow down the new employee's language progress; it is easier to communicate in one's native tongue.
- The fluency need may be immediate; i.e., the organization can't wait for the immigrant to learn English.

*If potential employees must already speak English:*

- It is hard to measure job-required proficiency before hiring.
- There is a huge backlog of people waiting to take ESL courses and the pool of proficient applicants may be too small.
- Some immigrants may not be able to afford ESL courses.
- ESL courses vary in quality.

**2. Considering the three types of immigration law—legal, humanitarian, and illegal—what kind of immigration policies do you think the United States should pursue in the future? Why?**

This is an opinion question intended to stimulate discussion. Answers will vary.

*Starting sources:*

University of Denver. (2009). Architect for Immigration Reform: Fitting the pieces of public policy.

[http://www.du.edu/issues/reports/documents/2009 immigrationreport.pdf](http://www.du.edu/issues/reports/documents/2009%20immigrationreport.pdf)

Denier, G & Nielsen, N. (2009, April 14). Change to win and AF-CIO unveil unified immigration reform framework. <http://www.changetowin.org>

Center for Immigration Studies (2005) Legal immigration.

<http://www.cis.org/topic/legalimmigration.html>

News Batch (2007, July). Immigration policy issues.

<http://www.newsbatch.com/immigration.htm>

**3. a) Describe the citizenship application process including the interviews and tests.**

*Starting source:*

FindLaw (n.d.). Typical citizenship examination questions. Find Law.  
<http://immigration.findlaw.com> Click on *Citizenship*, then on *The Citizenship Test*.  
Also click on *Citizenship*, then on *The Naturalization Process*.

Categories of Legal Immigration:

The naturalization process is not always a straightforward one. It can be long and complex given that there are a number of statuses under which people apply:

1. Family Preference
  - a) Individuals can sponsor a limited number of relatives (adult children of U.S. citizens; spouses and children of immigrants and siblings of citizens).
  - b) Individuals can sponsor an unlimited number of minor children, spouses and parents.
2. Employment-based Preference

This is a complicated collection of preferences ranging from possession of job skills in demand by the economy, to unskilled and religious workers and investors.
3. Humanitarian Preferences

This category includes refugees, asylees and those receiving cancellation of removal (deportation) such as long time illegal aliens whose deportation would cause hardship for American family members.
4. Diversity

A limited number of individuals based on past under-representation in the immigrant program. Currently chosen by lottery.

In 2012, a total of 757,434 persons became naturalized citizens. The leading countries of birth were: Mexico, The Philippines, India, Dominican Republic and Peoples Republic of China.

Requirements to be met before applying for citizenship:

- possession of a green card
- age 18 years or older
- legal permanent residence for minimum of 5 years (exception: spouse of U.S. citizen; refugee or recipient of green card thru political asylum)
- physical presence in U.S. more than half the time during the 5 years of permanent residence
- not absent from the U.S. for more than one year at a time
- not establishing a primary home in another country

## 15. Immigration Patterns: The Transition Process

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- living in the state of District of Columbia or state where filing citizenship application for a minimum of 3 months
- having “good moral character”
- ability to read, write and speak English
- passing a (civics) test about U.S. history and government
- swearing belief in the principles of the U.S. Constitution and loyalty to the United States

### Naturalization Process:

1. Complete the application (Form N-400: Application for Naturalization).
2. Get two (2) color photographs of oneself that meet immigration requirements.
3. Collect and send in the necessary documents (application Form N-400), photographs, green card, and pay naturalization application fee (\$ 595.00 in 2013).
4. Appear for finger printing (scheduled by Immigration; cost \$ 85.00).
5. Appear for interview and tests (scheduled by Immigration).

Interview: Immigration will ask detailed questions about applicant’s entire immigration history and examine in detail every trip outside the U.S. If deception is detected, the application is denied, green card is revoked and applicant must leave the U.S.

Civics Test: A test on basic knowledge of U.S. history and government.

English Test: Reading test may include being asked to read out loud certain parts of the Form N-400. Writing test may include being asked to write one or two simple sentences. Speaking test: applicant is generally evaluated by his or her answers during the interview. Those over age 50 and some categories are exempted from the English test.

6. Take the oath of citizenship (scheduled by Immigration).

**Note:** Permanent U.S. resident children under the age of 18, who are in the legal and physical custody of the naturalizing parents, automatically become U.S. citizens when their parents are naturalized.

Denaturalization rarely happens, but citizenship can be revoked for:

1. Falsifying or concealing relevant facts
2. Refusal to testify before Congress
3. Membership in subversive groups
4. Dishonorable military discharge

The denaturalization process occurs in Federal Court (not immigration court) and if

the person is denaturalized, they must leave the country. Children granted citizenship based on their parent's status *may* also lose their citizenship after the parent has been denaturalized.

3. **b) Go to the USCIS site below. It contains a series of four multiple-choice items measuring knowledge about U.S. history and law. Do ten sets (40 questions, total) and score yourself. How well did you do? Do you think you would pass the naturalization test which is not multiple choice?**

Starting source:

U.S. citizenship and immigration service (n.d.). Naturalization Self Test.  
<http://www.uscis.gov> Search: Naturalization Self Test

Students will vary as to how well they do and whether or not they think that they could pass the Naturalization test. Explore with them which types of questions they found most difficult.

4. **Although the military does not allow undocumented aliens to enlist, many have managed to do so.**

Starting sources:

Barbassa, J. (2010, October 25). Immigrant vets face deportation for crimes. Worcester Telegram & Gazette. p. A3.

Hattiangadi, A. *et. al.* (n.d.). Non-citizens in today's military research brief.  
[http://www.can.org/centers/marine-corps/selected studies](http://www.can.org/centers/marine-corps/selected_studies)  
Best approach: search by article title.

- a) **Do illegals serve as well in the military as U.S. citizens?**

The military report that most non-citizens serve well in the military. The Center for Naval Analysis reports that in the Navy Marine Corps, non-citizens are far more likely to complete their enlistments successfully than their U.S.-born counterparts. The military has started offering a fast track to citizenship to immigrants who are currently serving in the Armed Forces.

- b) **What happens if illegals die while serving in the military?**

When non-citizens die while serving in the military, they are given citizenship and a military funeral.

- c) **The U.S. is now deporting illegals who commit serious crimes. Can undocumented military veterans be deported if they commit crimes?**

Non-citizens who commit serious crimes can be deported. Since 1996, serious crimes for all citizens include crimes involving drugs, anger management, and weapons charges – all common problems for all veterans.

Special courts now make it possible for mental, emotional considerations and military service to be considered in sentencing. These considerations do not apply in immigration courts, however.

**Writing Assignment**

**IMMIGRATION**

Who can legally immigrate to the United States? What are the principles governing the granting of citizenship? Write a 2-3 page paper that includes the following:

- a) the two *legal* principles that govern the granting of citizenship in the U.S.
- b) the two general categories of legal immigrants and who they include
- b) the differences between refugees and immigrants. Can refugees become legal U.S. immigrants?

*Starting Sources:*

Center for immigration studies (n.d.). Legal immigration.

<http://www.cis.org/topics/legalimmigration.html>

Immigration policy issues (2007, July). *News batch*.

<http://www.newsbatch.com/immigration.htm>

**Diversity on the Web**

The U.S. Citizenship and Immigration (USCIS) programs listed below grant special waivers and visas. Research these programs. What are the implications of these special programs for immigration and immigration policy?

- \* Conrad 30 <http://www.conrad30.com>
- \* Special immigrant visa category for Non-Minister religious workers [www.uscis.gov/religious](http://www.uscis.gov/religious)
- \* Investor Program and EB-5 Regional Center Program Search by program name

**Diversity on the Web**

Contributions of U.S. immigrants.

The U.S. leads the world in Nobel awards. Examine the list of U.S. Nobel winners on the web site below.

- a) How many and what percentage of the U.S. laureates are foreign born?
- b) Select one of the six areas of Nobel awards and access its web site. How many and what percent of the U.S. laureates in the subject you selected were foreign-born?

Chemistry	Literature	Physics
Economics	Peace	Physiology and Medicine

Source: [en.wikipedia.org/wiki/list\\_of\\_nobel\\_laureates\\_by\\_country](http://en.wikipedia.org/wiki/list_of_nobel_laureates_by_country)

The list is ordered by year. For each laureate on the list, this site gives the subject of the award and the country of birth if the laureate was foreign-born.

Note: At the end of the list are links to the laureates by subject except for Economics.

Economics link: [en.wikipedia.org/wiki/nobel\\_prize](http://en.wikipedia.org/wiki/nobel_prize)

## THE COCA-COLA COMPANY: THEN AND NOW

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### Goals

- To understand how a lack of attention to internal diversity issues resulted in a \$192.5 million lawsuit
- To illustrate how an organization can benefit when it uses diversity as a strategic business advantage
- To analyze the process of changing an organizational culture to adapt to a more diverse environment
- To recognize the importance of corporate leadership in effective diversity management

### Synopsis – Then

In 2000, the racial discrimination lawsuit formally known as *Ingram, et. al. v The Coca Cola Company* (case # 1-98-CV-3679) was settled when Coca-Cola agreed to pay \$192.5 million to 2200 present and former employees. This was the largest racial discrimination settlement in United States history. Because The Coca-Cola Corporation had a history of heavily promoting its products to minority groups and of publicly supporting minority social causes, this lawsuit caught the organization off guard. The case illustrates the contrasts between a public promotional image and core organizational values. When an organization focuses so much on attaining ambitious financial and growth goals, they can lose sight of monitoring their human resource processes and procedures.

On the surface, this case may appear to address AA/EEO issues because of the legal settlement. On a deeper level, it is really about a corporation that failed to “manage diversity” issues in spite of two substantial warnings about minority employee discontent. To the employees, using minorities in advertisements, promotions, etc. and supporting minority social causes contrasted with the lack attention to minority employee needs within the organization. Other corporations can use the lessons from this case to analyze and address their needs for systemic change and inclusion.

This case is intended to illustrate the complexities of managing diversity issues in terms of poor communication, lack of planning and missed staffing opportunities, but most importantly, a lack of corporate diversity leadership.



If you have assigned the diversity audit as a capstone project, this case illustrates how just looking at the “pieces” of diversity management, such as number of minority employees, supplier diversity programs, etc., does not necessarily mean that an organization is managing diversity and inclusion very well.

Note: You can share any and all of the information supplied below by Coca-Cola Media Relations with your class. It is important to get the students to focus on the contrasts between the public image that the corporation presents and some of the problems that the company has had with diversity that are not limited to the \$192.5 million lawsuit.

### **Coca Cola’s Statement Detailing Diversity Initiatives as a Result of the Lawsuit**

When asked to update the progress that Coca-Cola made since the lawsuit was settled, the following information was supplied via e-mail by Karyn Dest, of Corporate Media Relations at The Coca-Cola Company on 11/5/2003:

“Since then, we've done a number of things to level the playing field and improve the opportunities for everyone within our system.

#### **Workplace**

Our 13-member Executive Committee includes five people of color. The percentage of executive and senior vice presidents of color has increased from 10% to 41.7% in Doug Daft's three-year tenure as Chairman. During this same period, the Company's percentage of elected and appointed officers of color increased 157% in just three years. Twenty percent of the company's top 50 paid employees are people of color. In 2002, 12.3% of people of color in the company's professional workforce were promoted, compared to 9.3% of non-minorities.

These are just figures, but they are figures that show our commitment in this diversity journey. We are a beverage industry leader and we have been for more than 116 years. We recognize that driving diversity as a business imperative is not only the right thing to do, but makes solid, bottom-line business sense in today's economy and network of cultures. For The Coca-Cola Company, this means taking diversity beyond representation and providing employees an opportunity to learn about different cultures and regions of the world in which we do business.

In 2002, the Company launched Cultural Sensations, an employee awareness program designed to foster dialogue about the similarities and differences of people, cultures and ideas. In its first year, Cultural Sensations presented month-long celebrations of the various U.S.-designated cultural heritage and awareness months, like Black History Month, Gay Pride Month, National Disability Awareness Month, and Hispanic Heritage Month, through the use of art, music, dance, food and special events.

### **Diversity Training**

Leveraging the Power of People - By end of 2002, all managers and 40% of employees in Corporate participated in the training, as well as non-manufacturing employees of Coca-Cola North America (CCNA).

### **Mentoring**

A formal mentoring program provides all employees a way to share experiences and expertise, resulting in professional development and personal growth. The program based on large-scale pilot of 100 pairs of mentors and protégés in CCNA in 2001. Currently, 250 employees are participating in the Company-wide program, and 700 have been in the program over three years.

### **The Corporate Intern Program**

Celebrating its third year, The Company's Corporate Intern Program features eight-to-ten week summer internships in the areas of business, chemistry, communications, engineering, finance, human resources, information technology, and/or marketing. The Corporate Intern Program is a joint initiative of The Coca-Cola Company, The United Negro College Fund and the Hispanic Scholarship Fund. Each student intern chosen earns a \$2,500 monthly salary and is provided housing and transportation. At the end of the internship, students are eligible to receive a \$10,000 academic scholarship. The company has been a corporate partner to both The College Fund and the Hispanic Scholarship Fund for more than 15 years, contributing more than \$9 million to both groups.

### **Community**

Beyond our workforce, our company has amplified our community-based initiatives through considerable leadership and financial support to hundreds of community programs. The Coca-Cola Company has developed partnerships with key community-based organizations that focus on education and youth development, including The American Indian College Fund, Hispanic Scholarship Fund, The College Fund/UNCF, Korean National Grocers Association, and the National Council of La Raza. The community response to these initiatives resulted in more than 20 prestigious honors and recognitions in 2002. For example: The Coca-Cola First Generation College Scholarship Program began in 1994 and was created to open the door to education for young people who are the first in their families to attend college.

Committing more than \$7.1 million since its inception, the program operated in 31 states and benefited 250 students of color in 2002. Joining forces with other Coca-Cola system partners, The Coca-Cola Foundation pledged \$1 million in 2002 to the education programs of The National Underground Railroad Freedom Center, a 158,000-square-foot museum and learning center that interactively recounts the

story of slavery and freedom in America. Beyond financial support, we leveraged our partnership with Muhammad Ali to arrange his appearance and support at the historic groundbreaking ceremony last year. The Cincinnati-based education center is scheduled to open in 2004.

The company spearheaded the creation of the Diversity Leadership Academy, a unique partnership with the American Institute for Managing Diversity. Launched over a year ago with initial company funding of \$1.5 million, this ongoing diversity learning program brings together a broad cross-section of leaders within metropolitan Atlanta to gain a greater understanding of diversity in our city, and work together to build a community that works for all citizens. Our commitment to this initiative includes providing a company executive who serves as president of the Academy.

The program is already having a meaningful impact on our community. For example, last year, a group of participants, led by a prominent member of the city's African American clergy and a leading Korean businessman, tackled the issue of tensions between African Americans and Korean Americans in inner-city neighborhoods. Taking lessons learned from their participation in the Diversity Leadership Academy, they developed a series of initiatives designed to help build relationships between the two ethnicities and enable them to work together and learn from each other.

### **Marketplace**

Our marketplace is our home - it's where we do business and where we reside. And, like us, this marketplace can only be strengthened by our increased diversity efforts and unwavering commitment to the communities we serve. Our Supplier Diversity program is a perfect example. The company is in year three of its five-year, \$800 million spending commitment toward minority- and women-owned suppliers. We began 2002 with a spending goal of \$135 million, and proudly concluded the year at approximately \$181 million across 574 suppliers. Our Supplier Diversity program yields the benefits of innovation, competitive pricing, and strengthening minority communities. We grew our network of first-tier diverse suppliers by 48%. Our second-tier diverse supplier spending increased by 161%, as a result of requiring all primary, majority-owned, suppliers to engage minority and women-owned suppliers as second-tier suppliers on all Coca-Cola projects and contracts. We provide forums for our buyers to meet potential minority- and women-owned suppliers and allow the suppliers to showcase their capabilities. We have a minority and women-supplier mentoring program that has been developed in collaboration with Clark Atlanta University, one of Atlanta's historically black colleges.

We also make available experts and training sessions, along with securing resources for development benchmarks. This is really just the tip of the iceberg and is some of the information that we included in our Fortune magazine submission

for the Best Companies for Minorities, of which we are now ranked #25. We also are at #18 in DiversityInc's survey of the Top 50 Companies for Diversity. Diversity continues to be an important part of our business. We hope this brief summary gives you the background you need and clearly gets across our commitment to diversity. Again, thanks for the opportunity to share more information with you on this subject. (K. Durst, Coca-Cola Corporation Media Relations)”

### **Synopsis – Now**

Due to the guidance of the external Task Force, the willingness of the organization to embrace systemic change, and new corporate leadership, today Coca Cola is considered to be a diversity leader in the global marketplace and is the winner of numerous diversity awards. With diversity as one of the organization’s seven core values, and a CEO who considers diversity and inclusion to be keys to future financial success, the organization provides an example of what is possible when diversity is well managed and considered as a strategic advantage.

### **Teaching Tip**

It is helpful to begin by listing the major players in the case (see below) and their roles and responsibilities on the board. Additionally, drawing a timeline of the events leading up to the lawsuit may help students to understand that there were several places where more effective management might have averted the lawsuit.

- Carl Ware – highest ranking Black employee at Coca-Cola; prepared a report documenting minority employee complaints in 1995; demoted by Ivestor during the lawsuit
- M. Douglas Ivestor – CEO when the lawsuit was filed; ignored Ware’s report five years earlier
- Douglas N. Daft – succeeded Ivestor as CEO; settled the lawsuit
- Cyrus Mehri – lawyer who won a \$176 million settlement for minority employees against Texaco; lead attorney for the plaintiffs in the Coca-Cola class action suit. (See his firm’s website for additional information: [www.findjustice.com](http://www.findjustice.com).)
- E. Neville Isdell – became CEO in 2004. Lived in countries where he saw the results of discrimination and prejudice. Voluntarily asked the Diversity Task Force to continue an additional (fifth) year.
- Muhtar Kent – current CEO

### Discussion Questions and Answers

- 1. The traditional change model consists of three steps: unfreezing (i.e., recognizing the need for change because of some event or threat); the actual change actions; and refreezing (i.e., incorporating new ways of operating and thinking into the everyday operations of the organization). Apply this model to the situation at The Coca-Cola Company at the point when the lawsuit was served in 1999.**

Unfreezing: recognizing the need for change. With a strong focus on profits and market share in a highly competitive environment, many warning signs were ignored, such as Reverend Wheeler, President of the NAACP's visit, Ware's report that resulted in his demotion, the threat of Jesse Jackson's boycott, etc. The tipping point was the actual lawsuit. Employees felt that they had no other recourse.

The Actual Change. As a result of losing the lawsuit, The Coca-Cola Corporation was under a legal mandate to comply with the recommendations of the external Task Force. It was not a smooth process but the company made progress in terms of managing its internal and external diversity initiatives. The organization voluntarily extended the task force for an additional year when management recognized the need for more time for the implementation of the changes.

Refreezing: incorporating new ways of operating. Today, The Coca-Cola Company considers diversity as one of its seven corporate values and strives to make employee and brand inclusiveness a reality.

- 2. How would you describe the leadership styles of four of the CEO's mentioned in this case (i.e., Ivestor, Daft, Isdell, and Kent) in terms of their abilities to accomplish both strategic goals and to manage people?**

Ivestor – Focused on maintaining the status quo and profitability, i.e., a task oriented manager; top down communication; not willing to accept others' advice; not focused on employees as a resource

Daft – Willing to listen and to delegate authority to others; realized the strategic role of human capital within the corporation

Isdell – Focused both on people and task; considered both improving employee morale and maximizing profit as strategic goals

Kent – Continues to see diversity and inclusion as a business imperative that is integral to achieving the strategic goals of the organization

**3. How does Parker’s triangle in “The Emotional Connection of Distinguishing Differences and Conflict” article help to explain:**

**a) why so many minority employees joined the class action lawsuit?**

Going back to the case it is helpful to create a timeline on the board and link the most relevant events of the case to Parker’s triangle of escalating conflict. Include Jesse Jackson’s suggested boycott of Coke products (1981), the inaction on Ware’s report on the status of minority employees (1995), Rev. Wheeler’s visit to Daft, the initial lawsuit, which only included four current and ex-employees, appointment of Ware to head the Diversity Advisory Council, the demotion of Ware, and the Board’s actions that resulted in Ivestor stepping down (1999). The appointment of Daft as CEO, the naming of Ware as Vice-President, and the settlement of the lawsuit all occurred in 2000. Now, link these events to the stages of Parker’s triangle. It is easy to see why eventually over 2200 employees participated in the lawsuit as a form of “escalating conflict”.

**b) how Coca-Cola failed to “manage diversity?”**

The Coca-Cola Corporation for years focused on high volume growth, increased market share and excellent financial returns. As a result, the organization became a major global corporation and the best-known brand in the world. However, the corporate culture was insular and resulted in using the technique that Parker calls “avoidance of differences” (e.g., the board composition, top management ranks, etc.) A case can also be made for “repression of differences” in terms of Daft’s lack of action on the Ware report in 1998.

**4. Specifically, how does the Coca-Cola Company today exemplify the business case for diversity? Going forward, what threats could there be to the continuation of Coca-Cola’s progress in terms of diversity management?**

This corporation is a global brand in a highly competitive market, with a very diverse customer base. The business case supports diversity as a competitive advantage in terms of product development, employees as human capital, supplier diversity, global markets, community relations, marketing communication, etc.

Changes in corporate leadership style, lack of financial resources especially due to decreased sales, etc., could decrease the current emphasis on the value of diversity.

**Writing Assignment**

Research the details of any other major recent employment discrimination case. How is this case similar to or different from the Coca-Cola case? Applying Thomas and Ely's framework (see Introduction to the text) to each of these organizations, what can be learned about managing diversity from applying their model?

**Diversity on the Web**

Now that you have read the Coca-Cola case, visit their website where you will find the five task force reports that were part of the legal settlement of the Coca-Cola discrimination case. Within each annual report, you will find an "executive summary" section. Beginning with the 2002 report, read the summaries and develop a time line that tracks the yearly actions Coca-Cola took to remedy the issues that led to the lawsuit. What were the problems with implementing the new policies here?

Go to the Coca-Cola company.com website. Search by *diversity task force reports* in the search box. Scroll down and select each annual task force report, reading from the earliest to the last one.

### INTEGRATIVE QUESTIONS FOR SECTION II

1. In an office where everyone is white except one new Asian worker, what could her co-workers do to make her feel more included? Be sure that your answer is a list of specific behaviors.
2. Select an experience that has at some time made you an “only,” like being the only young person, the only female, the only vegetarian, the only Jew, etc. Describe exactly how this made you feel. What could others have done to make you feel more included? Compare this answer with your answer to Question #1. How are these answers similar or different? How do you account for these differences?
3. What is the relationship between ethnicity and the notion of privilege from Section I? What is the relationship between being an immigrant to the U.S. and the notion of privilege?
4. Unless you are a Native American, your family has immigrant roots. Analyze the history of your family on both sides as far back as you know or can discover by asking your relatives, if you do not know this information. Try to go back at least three generations or more if necessary. Where did they come from? When did they come to this country? What language(s) did they speak? When and how did they learn English if this was an issue? What types of jobs did they have when they first arrived? How does their experience relate or not relate to the article on immigration? If your family has recently immigrated, do this only for the current generations who are here.

Teacher’s Note: Students can also get a short but free subscription to [ancestry.com](http://ancestry.com), which may be helpful in doing this assignment.

5. Read Thomas Sowell’s *A World View of Cultural Diversity*, available at <http://www.tsowell.com/spcultur.html>. This author writes about the process of cultural evolution and exchange that has been going on for centuries, and the interdependence of cultures on each other for new goods and services. After reading this article, think about the growing significance of the BRICKS countries (Brazil, Russia, India, Korea and South Africa.) According to Sowell, no culture dominates forever. Therefore, what are the future implications for these countries and their cultures? What are the implications for the United States?

Teacher’s Note: There are many interesting videos on [youtube.com](http://youtube.com) that relate to the Sowell article.