

Assessment Chart: Multicultural Studies (LAMS)

MS SLO #	RESPRESENTATIVE RELEVANT TEXTS/READINGS	RESPRESENTATIVE ASSESSMENT/S
<p>SLO 2. Explain the social, political, historical, cultural, and/or economic experiences of at least one cultural group in terms of the greater “American Experience.”</p>	<p>INTRODUCTION</p> <p>Introduction to Class [slides will be provided]</p> <p>Thoreau, reading from Walden</p> <p>Bacon, reading from The Essays</p> <p>Nichols, “Rules of Success” from Safe Methods in Business [discussion]</p> <p>Burden-Stelly, C. (2020). Modern US racial capitalism. <i>Monthly Review</i>, 72(3), 8-20.</p> <p>Baptist, E. (2014). <i>The Half Has Never Been Told: Slavery and the Making of American Capitalism</i>. New York: Basic Books.</p>	<p><i>Sample activity questions:</i></p> <ul style="list-style-type: none"> • <i>What is wrong with the way people typically learn about business today?</i> • <i>What is the meaning of the Apples of Hisperides? Who is Atlanta? Who is Hippomenes? What does all of this say about us?</i> <p>Course activities: 1, 2, 7 & 8</p>
<p>SLO 3. Recognize and explain key concepts and terms related to diversity, equity, and/or inclusion (for example, bias, implicit bias, cultural appropriation, equity, privilege, inclusion, intersectionality, structural inequality, institutional</p>	<p>EMERGENCE AND UNDERSTANDING OF DIVERSITY *</p> <p>Chief Joseph, <u>1879 Speech to the U.S. Congress</u> *</p> <p>DuBois, reading from <u>The Souls of Black Folk</u> *</p> <p>Butler, “Economic Foothold” from <u>Women and the Trades</u> *</p>	<ul style="list-style-type: none"> • <i>Critical Analysis Assignment</i> • <i>Where does bias begin?</i> • <i>What are the main themes in The Souls of Black Folk? What is the symbolic meaning of the “veil” and “to live under the veil”?</i> <p><i>Project Implicit Test:</i> https://implicit.harvard.edu/implicit/takeatest.html</p> <p>Course activities: 1, 2, 5, 7 & 8</p>

<p>racism, systemic racism, etc.)</p>		
<p>SLO 4. Explain theories and histories of marginalization, discrimination, and/or structural inequality, their effects on contemporary events, and their implications for the future.</p>	<p>Review the emergence of commerce and institutions through multicultural lens. Institutional structures including laws, access to capital, access to markets and public policy.</p> <p>Rothstein, R. (2017). <i>The color of law: A forgotten history of how our government segregated America</i>. Liveright Publishing.</p> <p>Burden-Stelly, C. (2020). Modern US racial capitalism. <i>Monthly Review</i>, 72(3), 8-20.</p>	<p><i>Critical Analysis Paper</i></p> <p>Course activities: 1, 2, 3, 5 & 8</p>
<p>SLO 5. Identify and analyze systems and structures (historical, organizational, political, global) of power that create and/or perpetuate oppression, privilege, or marginalization, and describe how these systems present barriers to equity and inclusion.</p>	<p>MARKETING</p> <p>Introduction to Marketing</p> <p>Veblen, reading from Theory of the Leisure Class [includes discussion]</p> <p>Dawson, M. (2003). <i>The consumer trap: Big business marketing in American life</i> (Vol. 131). University of Illinois Press.</p> <p>Smith, N. C., & Cooper-Martin, E. (1997).</p> <p>Cleeren, K., Dekimpe, M. G., & van Heerde, H. J. (2017). Marketing research on product-harm crises: a review, managerial implications, and an agenda for future research. <i>Journal of the Academy of Marketing Science</i>, 45(5), 593-615.</p>	<ul style="list-style-type: none"> • <i>Kenneth Galbraith: Think about what this means in terms of a free society, if industry is able to "control" what people know, think and do.</i> • <i>What about the many people (who may have no scruples) who are more than willing to feed you fake news or opinions presented as fact? How "free" are you?</i> <p>Course activities: 1, 2, 5 & 8</p>

	<p>Fairlie, R. W. (2005). Entrepreneurship among disadvantaged groups: An analysis of the dynamics of self-employment by gender, race and education. <i>Handbook of entrepreneurship</i>, 2(1), 437-478.</p>	
<p>SLO 6. Identify, analyze, and apply strategies for disrupting and dismantling systems that perpetuate oppression, privilege, and/or marginalization in order to promote equity and increase access and opportunity for traditionally excluded communities.</p>	<p>EMERGING TRENDS</p> <p>Emerging Trends in Inclusive Managerial Practices, Corporate Governance and Ethics</p> <p>Harjoto, M., Laksmana, I., & Lee, R. (2015). Board diversity and corporate social responsibility. <i>Journal of Business Ethics</i>, 132(4), 641-660.</p> <p>Sarhan, A. A., Ntim, C. G., & Al-Najjar, B. (2019). Board diversity, corporate governance, corporate performance, and executive pay. <i>International Journal of Finance & Economics</i>, 24(2), 761-786.</p> <p>Shore, L. M., Cleveland, J. N., & Sanchez, D. (2018). Inclusive workplaces: A review and model. <i>Human Resource Management Review</i>, 28(2), 176-189.</p>	<ul style="list-style-type: none"> • <i>What factors facilitate/impede different racial categories in launching and sustaining business enterprises?</i> • <i>What more can be done to level the playing field of opportunity and access?</i> • <i>Critical Analysis Paper</i> <p>Course activities: 1,2, 3,4 & 8.</p>