

Make-up Assignment

Leading a Diverse Union

Students who miss 1 session of *Leading a Diverse Union* can still receive credit/certification for the course by correctly completing the make-up assignment for the class they missed. Those who have miss two or more classes will have to retake the class in the future to receive certification of completion.

The correctly completed assignment, with the student's name clearly printed on it, should be returned to Gayle Hamilton at the Labor Studies Center. It can be faxed to (313) 577-7726 or mailed to:

Gayle Hamilton
Labor Studies Center
3178 FAB, 656 W. Kirby
Detroit, MI 48202

If you have any questions you may call the Labor Studies Center at (313) 577-2191.

Leading a Diverse Union

Class Make-Up Work

Class 1

- 1) Answer the following questions regarding you upbringing and beliefs (Self-Assessment).
 - 2) Interview someone at work or in your community who is of a different culture or ethnicity using the same questions (Interview Questions).
 - 3) Answer questions A, B and C (Follow-Up Questions).
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Self-Assessment -----

- 1) Where did you grow up? Was it urban, rural or suburban?
How do you feel this influenced your values and beliefs?

- 2) Where are your parents from? Your grandparents?
How do you feel this influenced your values and beliefs?

- 3) What kind of work did your parents/guardians do?
How do you feel this influenced your values and beliefs?

- 4) Were you brought up with a formal religion? If yes, which one?
How do you feel this influenced your values and beliefs?

- 5) When were you born? How do you feel your generation influenced your values and beliefs?

- 6) How many children were in your family? What was your place? Oldest? Youngest? Middle? How do you feel this influences who you are today?

- 7) Did you grow up in a community you would describe as "diverse" or "not-diverse"? How does this effect who you are today?

- 8) What is one unique experience, personal or family characteristic that has greatly effected who you are today? Explain.

Interview Questions

- 1) Where did you grow up? Was it urban, rural or suburban?
How do you feel this influenced your values and beliefs?

- 2) Where are your parents from? Your grandparents?
How do you feel this influenced your values and beliefs?

- 3) What kind of work did your parents/guardians do?
How do you feel this influenced your values and beliefs?

- 4) Were you brought up with a formal religion? If yes, which one?
How do you feel this influenced your values and beliefs?

- 5) When were you born? How do you feel your generation influenced your values and beliefs?

- 6) How many children were in your family? What was your place? Oldest? Youngest? Middle? How do you feel this influences who you are today?

- 7) Did you grow up in a community you would describe as "diverse" or "not-diverse"? How does this effect who you are today?

- 8) What is one unique experience, personal or family characteristic that has greatly effected who you are today? Explain.

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Class Make-Up Work

Class 2

Read the first chapter of Detroit Divided (handout) and answer the following questions:

1) What four basic processes did the authors of Detroit Divided find created racial, economic and spatial divides in Detroit.

2) Please write a few sentences describing each process.

3) Please give in 2 to 3 paragraphs your reaction to the authors' conclusions. (Do you agree, disagree, why or why not?)

(More questions on next page)

4) In your opinion, how does stereotyping by white people towards black people and black people towards white people affect Detroit?

5) How do these dynamics affect unions in Detroit?

6) What do you think unions can do to improve race relations?

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Class Make-Up Work

Class 3

- 1) Collect 3 examples (news/magazine clippings, video tape of television, etc.) of what you consider to be stereotypical media images based on one of the following categories:
1) gender, 2) race, 3) age, 4) ethnicity 5) economic status,
Submit at least one example from three categories.

For each of your examples write one handwritten page or 1/2 page typed, (double spaced) answering the following four questions:

1. Who is being stereotyped?
2. Do you feel this is an accurate or inaccurate image, why or why not?
3. What is the message this image gives to the general public?
4. What negative impact do you think this might have on the group being stereotyped?

- 2) Define the following Terms:

Diversity

Bias

Stereotypes

Prejudice

Bigotry

Discrimination

Protected Class

(More questions on next page)

Read the following scenarios and answer the questions under each.

- 1) Nikki punches out for lunch and heads to the employee break area. She sits down near Jack, someone who has been friendly towards her in the past, only now things suddenly get very friendly. Jack puts his hands on Nikki's shoulders and starts massaging her neck, he whispers to her "I can help you relax". She tells him that she's not interested. He continues massaging saying "Oh, come on honey, I know you like it."

What would you do or say if you were Nikki?

Has something like this ever happened to you or someone you know? Explain

What could you do to support Nikki if she were your co-worker?

5. What are the risks of getting in the middle of this?
6. What might happen if you don't?

- 2) Mohammed, a young Arab man, went to work on a new job. After a week on the job he finds derogatory, anti-Arab graffiti written in the men's bathroom. He shakes it off as perhaps something done by some jerk. Later, he goes to his locker and finds graffiti in magic marker on his locker saying the same things as what he read in the bathroom. When he opens his locker he finds a note saying "Kill All Arabs". Mohammed really needs his job and can't afford to quit. He is also afraid to rock the boat because he hasn't made it past probation and there are so few Arab-Americans on the job. Plus he doesn't think anyone will support him.

What would you do if you were Mohammed?

Lets say you know who is doing this, what would you say to him or her?

What else could you do to support Mohammed if he were your co-worker?

7. What are the risks to supporting him?
8. What might happen if you don't?

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Class Make-Up Work

Class 4

1) Identify and submit copies of at least two of the following:

- a) Union contract language addressing diversity or illegal discrimination
- b) Union policy that addresses issues of diversity, discrimination and/or harassment
- c) Union programs that build upon diversity or increase participation of different groups
- d) Company policy that addresses issues of diversity, discrimination and/or harassment
- e) Company or Joint Labor-Management programs that build upon diversity or increase participation of different groups

For each example write a paragraph on the whether you feel this language, policy or program is effective. Explain Why or Why Not.

Example 1:

Example 2:

(More questions on next page)

