

Las Positas College  
3000 Campus Hill Drive  
Livermore, CA 94551-7650  
(925) 424-1000  
(925) 443-0742 (Fax)

## Course Outline for BUSN 7501

### PREVENTING SEXUAL HARASSMENT

Effective: Fall 2008

#### I. CATALOG DESCRIPTION:

BUSN 7501 — PREVENTING SEXUAL HARASSMENT — 1.00 units

This program is designed to provide the critical element of understanding of sexual harassment in the workplace and comply with California's AB 1825 requirements. The program includes an introduction of the causes and effects of harassment, the legal definition of harassing behavior and steps that can be taken to resolve problem situations. The differences between the state and federal laws and the information that all supervisory personnel need to know in order to maintain a harassment-free environment are covered. This program will provide guidance on harassment investigative processes including interviewing the complainant, alleged harasser and witnesses. The program also covers the emotional aspects of harassment and the importance of having a safe work environment where employees can report sexual harassment violations without the fear of shame or retaliation.

1.00 Units Lecture

#### **Strongly Recommended**

ENG 1A - Critical Reading and Composition

#### **Grading Methods:**

#### **Discipline:**

	<b>MIN</b>
<b>Lecture Hours:</b>	18.00
<b>Total Hours:</b>	18.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering this course, it is strongly recommended that the student should be able to:**

A. ENG1A

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. Identify the various types and forms of harassment;
- B. Compare and contrast the range of behaviors that create a hostile work environment;
- C. Cite the differences between "quid pro" and "hostile environment" harassment;
- D. List the consequences for individuals who exhibit unacceptable behavior;
- E. Explain the legal threats that companies or organizations can encounter;
- F. Detail when harassment can become discrimination, or a "tangible employment benefit" or impacted;
- G. Provide the legal definition of harassing conduct and give examples of specific workplace behavior that meets the definition; and
- H. Identify strategies for educating the employee population about desired behavior.

#### V. CONTENT:

- A. Defining and identifying sexual harassment
- B. The five main areas of sexual harassment
- C. "Quid Pro Quo" harassment
- D. "Hostile Environment"
- E. Liability and impact of state and federal laws
- F. Preventing retaliation
- G. Office romance
- H. Investigating complaints
  - I. Employer responsibilities and employee rights
- J. How to establish and enforce sexual harassment policies; and
- K. Action plans for developing a harassment-free workplace

#### VI. METHODS OF INSTRUCTION:

- A. Efforts which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem solving tasks and repetition.

- B. Tasks that enable students to develop a variety of learning strategies: repetition, categorization, restatement, comparison and contrast, memorization, identification of repetition, critical thinking and collaboration.
- C. Critical thinking exercises to integrate students' overall ability to understand the material;
- D. Problem solving tasks and activities in which students are expected to use theory and generally accepted standards to make decisions and report their conclusions.
- E. Informal lectures and classroom discussion based on student questions related to the material.
- F. **Guest Lecturers** - as appropriate.
- G. Audio-visual materials including but not limited to video tapes and Internet web casts with handouts for note taking, and small group discussion.
- H. In class current topic discussions and assignments handled individually, with class partners, in teams and/or as the whole class.
- I. Assigned readings in text, journal articles, newspaper articles and/or handouts.
- J. Written exercises and case studies to evaluate concepts and facts.
- K. Small group and individual problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings.
- L. Lecture utilizing Power Point, overhead transparencies, computer media, handouts, whiteboard and/or blackboard.

#### VII. TYPICAL ASSIGNMENTS:

A. Recognition tasks: matching terms with definitions, fill-in the blank, identifying correct facts. Complete a crossword puzzle based on the terms from the chapter. B. Practical writing, reading, speaking and listening tasks that demonstrate or elicit an understanding of and/or a possession of the facts. 1. Read pages 15-38. Select one of the five scenarios on pages 39-46 and answer the six questions about the scenario selected. 2. Prepare a manager's response to one of the eight situations listed on pages 88-95. Be prepared to present and discuss the response in class C. Case study analysis and presentation.

#### VIII. EVALUATION:

##### A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Research Projects
- 4. Papers
- 5. Group Projects
- 6. Class Participation
- 7. Class Work
- 8. Other:
  - a. Methods:
    - 1. Class and small group discussions of current issues
    - 2. In-class written case study analyses of video and written cases
    - 3. Examinations and a comprehensive final with objective questions
    - 4. Student participation individually and in small groups
    - 5. Class participation
    - 6. Final Examination

##### B. **Frequency**

- 1. Frequency: Regular assessment of learning using assignments, activities, projects or quizzes and final evaluation to include a culminating activity.

#### IX. TYPICAL TEXTS:

- 1. Boland, Mary L. *Sexual Harassment in the Workplace.*, Sphinx Publishing, 2005.
- 2. Dobrich, Wanda, Steven Dranoff, Gerald Maatman *The Managers Guide to Preventing a Hostile Work Environment.*, McGraw Hill, 2002.
- 3. Fitzwater, Terry *Preventing Sexual Harassment.*, HRD Press, 2006.
- 4. Unique, original materials prepared and assembled by the Instructor.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Computer and Internet access
- B. Access to business publications, magazines and periodicals (i.e. USA Today, Wall Street Journal, Fortune magazine, Harvard Business Review)