

DIVERSITY & INCLUSION * 37:624:364:01 * FALL 2021

**Human Resource Management Department
School of Management & Labor Relations
Rutgers, The State University of New Jersey
Wednesday, 1:00-4:00 pm, JLB 102**

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| Professor: Dr. Hazel-Anne M. Johnson-Marcus | Email: hmj17@scarletmail.rutgers.edu |
| Office Hours: Thursday, 12:30-1:30 pm by appointment | Course Learning Management System: Canvas |
| Teaching Aide: Ms. Olivia Selmon | TA Email Address: ols16@scarletmail.rutgers.edu |

REQUIRED TEXT: Bell, M. P. (2017). *Diversity in Organizations*. Boston, MA: Cengage. ISBN: 978-1-337-29650-2

METHOD OF INSTRUCTION: This is an **in-person** course which means that we will meet weekly on **Wednesdays at 1:00 pm in our JLB 003 classroom**. You will be using the [Canvas Learning Management System](#) to access learning materials, submit Assignments, post to Discussion Forums, communicate via the Inbox feature, attend office hours via Zoom, and take quizzes. To access Canvas, you must use your Rutgers netID and password. All course announcements are posted to Canvas, and sent to your Rutgers email address, so you should be sure to regularly check this email address.

You must also be proficient with Google Docs, as you need to use it for the team project, and to submit your *Interview with a Difference* assignment using the assignment [template](#) provided on Canvas. Your Rutgers ScarletMail Account provides access to Google Docs. Throughout the semester, you will need to use your Rutgers ScarletMail account to respond to discussion items using Google Forms, and to collaborate with your teammates on the semester-long project.

COVID-19 PROTOCOLS

Masks

To protect the health and well-being of all members of the University community, masks **must** be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave. Masks should conform to CDC guidelines and should completely cover the nose and mouth:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the [My Campus Pass symptom checker](#) self-screening app.

Please see more detailed information from the Office of Institutional Planning & Operations in their [Navigating Our Classrooms and Student Spaces](#) guide.

Course Absences

Students who have been told to quarantine or are experiencing symptoms of any transmittable disease should remain at home and not attend in-person class meetings. Documentation will not be required in this case as we do not want to have potentially infected students coming to campus to avoid academic penalties. If you must be absent for an extended period (over one week) you should contact the Dean of Students.

COURSE REQUIREMENTS & EXPECTATIONS: To be ready for our class discussions and to help you understand the course material, you must complete the assigned readings *before* class to get the most out of our class sessions. Attendance and active participation are *critical* to your success in this class, so *you are strongly urged to prepare for and participate in every class*. I expect you to prepare for and be engaged in *all* course activities and discussions.

Preparation and active engagement greatly enhance your learning as well as those of your classmates. You will be evaluated on the **quality**, rather than quantity, of your contributions. We will use Google Forms to pose Attendance questions during our classes; responding to these questions consistently does influence your overall Participation grade. **Attendance, active informed participation, and adherence to the class norms may earn you up to 50 points or 10% of your final grade.**

If you do have to miss a class, it is *your responsibility* to contact another class member to get any material missed, including schedule changes. If you are absent from class, do not contact the professor for a complete review of the lecture that you have missed. Instead, contact another class member for the material, and then contact the teaching aide or the professor if you have difficulty with the material after you have reviewed the notes obtained from another student. **If your absence is due to the observation of a major [religious holiday](#), please provide notice of the date to the professor via email by the Friday of the second week of classes, *September 10, 2021*.**

CLASS ATMOSPHERE: At times, some of the course material may make us uncomfortable, nervous, angry, guilty, or experience other emotions. It is therefore very important for us to be sensitive to and respectful of each other and the topic at all times. We have been exposed to many images and messages that have shaped our beliefs, sometimes erroneously (e.g., stereotypes, prejudice, fears). In this class, we will learn and grow from each other, as well as from the course content. Discussing topics and ideas does not mean we espouse them, nor does it mean we are racist, sexist, heterosexist, homophobic, or other 'isms'. ***We will ground our discussions in research and with data, and most importantly – we will be respectful of each other and the topic at all times!***

We all have unique perspectives on diversity and inclusion, so it is important for everyone to come prepared to discuss the required readings and assignments for each session and to share their thoughts and feelings about them. ***I will call on you from time to time, but it is up to you to ensure that you are an active participant in class discussions.***

COURSE DESCRIPTION: Demographic shifts, changing patterns of labor force participation, global competition, and a growing cultural emphasis on the celebration of difference have all contributed to the creation of diversity and inclusion as a hot topic in management. This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the United States today. We will address the knowledge and skills managers must develop in working with others who are different from themselves. Some of these differences are obvious – gender, race, age, and physical characteristics. Other differences are not as easily observed – family structure, educational level, social class, and sexual orientation. This class incorporates experiential learning techniques for personal growth.

This Diversity & Inclusion course is designed to meet sections of the following learning objectives for the School of Management and Labor Relations and the CCD-1 Goal for the School of Arts & Sciences.



CONTEMPORARY CHALLENGES: DIVERSITIES AND SOCIAL INEQUALITIES

Goal CCD-1 – *Student is able to ...* Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of and perspective on contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections.

SMLR LEARNING OBJECTIVES

IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.

- Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study
- Evaluate and apply theories from social science disciplines to workplace issues

V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

- Analyze the degree to which forms of human difference shape a person's experience of, and perspectives on work
- Analyze a contemporary global issue in their field from a multi-disciplinary perspective
- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues of social justice related to work across local and global contexts (LSER)
- Analyze issues related to the selection, motivation, and development of talent in a global context (HRM)

Note: This course consolidates and replaces the two previous SMLR courses 533-322-Special Topics in HRM: Diversity & Inclusion and 575-364-Diversity in the Workplace.

COURSE OVERVIEW: The purpose of this course is to introduce students to theoretical ideas about *diversity and inclusion in organizations*, increase understanding of the concept of diversity and inclusion in organizations, and improve ability to address diversity and inclusion as a manager and employee. This course will consist of lectures, exercises, quizzes, and discussions. I will not lecture on all the material in each book chapter; however, you are responsible for the material in the chapters, so you should seek clarification if items in the book are unclear.

You are **strongly** encouraged to contribute to discussions, give examples from personal experience, ask questions, and express opinions in class during the lectures, exercises and discussions. Learning to relate our individual and anecdotal evidence to data is one important part of the diversity and inclusion learning experience.

COURSE OBJECTIVES: Upon completion of this course, you should have a thorough understanding of diversity and inclusion in organizations. In particular, you should be able to:

- 1) Identify and explain the commonly studied areas of diversity and inclusion.
- 2) Discuss the legislation and acts that are related to diversity in organizations and explain the historical and current legal and social issues that affect today's workers and organizations.
- 3) Demonstrate understanding of factors related to the management of diversity and inclusion in organizations.
- 4) Discuss the importance of diversity and inclusion in organizations to all workers, regardless of level, job, or organization.
- 5) Explain research results relevant to key areas of diversity and inclusion in organizations.
- 6) Describe and dispel common myths and misperceptions about diversity and inclusion in organizations.

GUIDELINES

- 1) Everything said in our discussions is **confidential**; consequently, we will not record the lectures.
- 2) Be as open and honest as you can in our discussions.
- 3) Take ownership of your comments, feelings and actions. Use "I" statements.
- 4) We all have some type of prejudice against some group, class or individual. The objective is to recognize and explore our biases.

- 5) We are not here to victimize, judge or blame others. The aim is to have an atmosphere in which we can openly discuss thoughts, feelings and experiences without the fear of being judged by others.
- 6) We have all experienced some level of prejudice and/or discrimination.
- 7) We do not know everything about everyone; we all have some degree of ignorance about other groups. There are no “stupid” questions in this class; we are here to learn!
- 8) Respect the rights of others to see the world differently than you do. Try to suspend judgment and to accept the speaker’s frame of reference as true for him or her.
- 9) Please limit side conversations and be respectful while others “have their say.”
- 10) Build on the course readings and activities as well as the contributions of other class members.

ASSESSMENT

EXAMS: There are **three non-cumulative exams** that consist of multiple-choice, true-false and essay items. Any content from the assigned readings, lectures or in-class discussions can appear on the exams. ***All exams are closed-book and you are expected to complete the exams without any form of assistance!*** Make-up exams are only administered to students with a *documented excuse* (illness, death in the family, religious observance, medical emergency, etc.) and who contact me within 24 hours of the scheduled exam time. Make-up exams must be taken within one week of the scheduled exam time at the professor’s convenience. ***In total, the three exams are worth 300 points or 60% of your final grade.***

TEAM PROJECT: You will be working in a 5-member team throughout the semester to develop a 5-minute video presentation. More details about the project will be provided in the early weeks of the semester. Do note that this project is where your team has the opportunity to ***demonstrate mastery of the course material and its application in a “real-world” scenario.*** You will be assessed both as a team and as individual contributors to your team. Your grade is dependent on your contributions to the project, and teammate evaluations will impact your individual project grade. Each team must submit a project plan survey by ***Wednesday, October 6 at 11:59 pm.*** ***The team project is worth 75 points or 15% of your final grade.***

QUIZZES: To encourage consistent preparation ahead of class, there will be weekly quizzes that must be completed on Canvas ***before*** the start of a new chapter, usually on Wednesdays at 1:00 pm. We will discuss the quiz results at the beginning of each chapter, so you will not be able to take the quiz after it is closed. If you miss a quiz, there are 11 total quizzes which includes a bonus quiz and there is also the opportunity to earn extra credit as described in that section of the syllabus. ***These quizzes are worth 50 points or 10% of your final grade.***

PERSONAL GROWTH EXERCISE: “*Interview with a Difference*” involves interviewing a person whom you perceive as very different from you in terms of your cultural and social identities. This person should be engaged in a career and have at least ten years of full-time work experience. You must submit your exercise idea for approval via the appropriate form on Canvas by ***Wednesday, November 29 at 11:59 pm.*** You ***must incorporate course concepts into your responses.*** Describe your experience as follows:

- a) What are their social identities? How are they similar or dissimilar to your identities?
- b) What kind of stereotypes does this person encounter? What is the accuracy of those stereotypes?
- c) What was it like growing up as a member of these particular groups? What was their greatest challenge then and now?
- d) Have they ever experienced discrimination at work or in other ways?
- e) How do their group memberships influence their current work environment or prior career choices?
- f) **What have you learned from the interviewing experience that you could apply to your current or past work situations?**

You ***must*** include the name, telephone number, and email address of the person that you select for this exercise. The “*Interview with a Difference*” exercise is due via Google Documents to the professor (hmj17@scarletmail.rutgers.edu) on ***Wednesday, October 13 by 11:59 pm.*** ***This is worth 25 points or 5% of your final grade.***

EXTRA CREDIT: You may earn up to five extra credit points by submitting a news article summary. You will need to locate a current news article that is relevant to diversity and inclusion in organizations, **summarize the article and explain its relevance to the course** (in no more than 500 words). Then, in a brief video (think Tik-Tok length) share the article summary with me and the class in the week that corresponds with your chosen topic. **You must sign up for an extra credit presentation topic, and have your article approved by your assigned teaching aide one week before your desired presentation topic.**

The Extra Credit sign-up period is between **Friday, September 10 and Friday, September 24**. You may sign up for a presentation topic based on your last name. **The first three people to sign up for a topic may share their summary video with the class. Your extra credit news article summary must be submitted by the Tuesday of the week of your presentation topic by 11:59 pm. Extra credit presentations must be presented according to the following schedule.**

| Last Names | Topics by Chapter | Dates |
|------------------------------|------------------------------|-------------------------|
| Beginning with A to L | Chapter 3 through Chapter 8 | Wed. 9/22 to Wed. 10/27 |
| Beginning with M to Z | Chapter 9 through Chapter 15 | Wed. 11/3 to Wed. 12/1 |

NOTE: Please thoroughly proofread all work before submission; check your spelling, word usage and ease of reading, as points may be deducted for such errors. Assignments submitted after the due date may be accepted at the discretion of the professor but may be subject to a grade penalty for late submission.

GRADING

| Grade | Total Points | Assessment | Points | % of Grade |
|-------|--------------|---------------------|------------|------------|
| A | 448 or above | Exams | 300 | 60 |
| B+ | 433 – 447 | Team Project | 75 | 15 |
| B | 398 – 432 | Quizzes | 50 | 10 |
| C+ | 383 – 397 | Participation | 50 | 10 |
| C | 348 – 382 | Interview | 25 | 5 |
| D | 298 – 347 | Total | 500 | 100 |
| F | 297 or below | <i>Extra Credit</i> | 5 | - |

ACADEMIC INTEGRITY: Academic dishonesty is harmful to students, faculty, the university and society. Academic dishonesty includes any unauthorized collaboration or misrepresentation in the submission of academic work. In all written work, the student's name on the work is considered a statement that the work is theirs alone, except as otherwise indicated. Students are expected to provide proper citations for the statements and ideas of others whether submitted word for word or paraphrased. Failure to provide proper citations is considered plagiarism and offenders will be subject to the charge of plagiarism. Work submitted by students on quizzes, assignments, and examinations should be an honest representation of that student's effort and should not involve unauthorized collaboration, unauthorized use of notes, or unauthorized access to prior information about the assessment. **All members of a team are responsible for the academic integrity of their submissions. To be clear, any submission with your name on it should meet the integrity standards of the HRM Department, the School of Management and Labor Relations, and Rutgers University.**

All incidents of academic dishonesty are reported to the HRM Undergraduate Program, the SMLR Academic Integrity Facilitator, as well as the Rutgers University Office of Student Conduct.

All students must read and affirm that they agree with the terms of the [Academic Integrity Contract](#) and complete the related [Academic Integrity Assignment on Canvas](#).

RESOURCES FOR STUDENTS

ACCOMMODATIONS: I am committed to providing a welcoming and accessible classroom for *all* students. Students who need accommodations due to a disability should provide me with the appropriate documentation from the Office of Disability Services for Students as early in the semester as possible, and definitely before the first exam.

University Statement on Accommodations: “Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.”

The Office of the Dean of Students: “Our office helps students with exceptional difficulties due to medical, emotional, social, psychological, financial, confidential or family-related issues. We may provide letters to faculty for extended (a week or more) absences or circumstances that are complex, confidential or sensitive in nature. In these instances, the Dean’s role is to verify documentation of the student’s situation. The final decision is always up to the faculty regarding makeup exams, extensions, or other options.” Any student who is dealing with financial challenges that impact their food or housing security, and believes this may affect their performance in the course is urged to contact the Dean of Students office for support, <http://deanofstudents.rutgers.edu/>. You should also notify the professor if you feel comfortable doing so.

Counseling, ADAP & Psychiatric Services (CAPS)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners, <http://health.rutgers.edu/medical-counseling-services/counseling>.

Crisis Intervention: <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention>

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Violence Prevention & Victim Assistance (VPVA)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

www.vpva.rutgers.edu.

COURSE QUESTIONS: Should you have any administrative questions about exams, quizzes, due dates, attendance etc., please take the following steps: 1) first check the syllabus; 2) next, you can check the Canvas FAQ Forum to see whether others may have had the same question. 3) If your question has not been asked or answered, then you can pose your question in the Canvas FAQ Forum. 4) If you do not receive a response to your question within 24 hours, then you should email your teaching aide.

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| Teaching Aide: Ms. Olivia Selmon | TA Email Address: ols16@scarletmail.rutgers.edu |
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Should you have any questions about the course assignments, you can also pose your question in the Canvas FAQ Forum. If you do not receive a response to your question within 24 hours, then you should email your teaching

aide. Please note that inquiries about a grade on a quiz or an assignment should be submitted to your teaching aide prior to the corresponding exam. For example, an inquiry about Quiz 2 should not be submitted after Exam 1 has passed, so you should be sure to check your grades on Canvas regularly.

Should you have any questions about the course concepts, you can also pose your question in the Canvas FAQ Forum. If you do not receive a response to your question within 24 hours, then you should send me an email (hmj17@scarletmail.rutgers.edu).

When sending an email to the professor or the teaching aide please be sure to title it appropriately as we do receive many emails so clear subject titles help us to sort them accordingly. Here is a sample subject title: **364-01-D&I question about the Team Project.**

Please note that you should check the syllabus and Canvas FAQ Forum *before* sending an email to the teaching aide or to the professor. If the answer to your question is contained in one of those sources, this greatly reduces the likelihood of receiving a response to your email. You are welcome to and I encourage you to answer your classmates' questions in the Canvas FAQ Forum!

CHANGES TO THE SYLLABUS: This syllabus is the plan for the course however it is subject to modification at any time throughout the semester. Such changes will be posted in an Announcement on Canvas. You are responsible for abiding by the terms of the syllabus and any changes announced in class.

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Wednesday, 1:00-4:00 pm, JLB 003**

| Week | Date | Topics | Instructional Materials | Assessments |
|--------------|--------------|--|------------------------------------|---|
| 1 | 9/1 | Introduction | --- | --- |
| 2 | 9/8 | Monday Classes – No D&I class | --- | --- |
| 3 | 9/15 | Introduction Theories and Thinking About Diversity | Ch. 1 Ch. 2 A Class Divided | Bio Syllabus Quiz Implicit Association Test |
| 4 | 9/22 | Legislation Social Class | Ch. 3 Fahy | Q 1 |
| 5 | 9/29 | Blacks/African Americans | Ch. 4 McNickles | Q 2 |
| 6 | 10/6 | Latinos/Hispanics | Ch. 5 | Q 3 <i>Team Project Survey</i> |
| 7 | 10/13 | EXAM 1 on 10/13 (Ch. 1-5) Team Project Work | --- | --- |
| | | | | <i>Interview Idea</i> |
| 8 | 10/20 | Asians and Asian Americans Whites/European Americans | Ch. 6 Ch. 7 McIntosh | Q 4 Q 5 |
| 9 | 10/27 | American Indians, Alaska Natives, and Multiracial Group Members | Ch. 8 | Q 6 |
| 10 | 11/3 | Sex and Gender Work and Family | Ch. 9 Harvey & Larsen Ch. 10 | Q 7 Q 8 |
| 11 | 11/10 | Sexual Orientation | Ch. 11 Hunt | Q 9 |
| 12 | 11/17 | EXAM 2 on 11/17 (Ch. 6-11) Team Project Work | --- | --- |
| 13 | 11/29 | Religion Age | Ch. 12 Ch. 13 | Q 10 <i>Interview w. a Difference</i> |
| 13 | 12/1 | Physical and Mental Ability Weight and Appearance | Ch. 14 Ch. 15 | Q 11 |
| 14 | 12/8 | TEAM PRESENTATIONS | --- | <i>Project</i> |
| Final | 12/22 | EXAM 3 on Wednesday, 12/22 at 9:00 am (Ch. 12-15) | --- | --- |