

Special Topics in Human Resource Management
Diversity & Inclusion
Rutgers University – Spring 2020
37:533:322:01
Janice Levin Building Room 003
Wednesday, 1:40-4:40 pm

Professor: Dr. Hazel-Anne M. Johnson	Email: hmj17@scarletmail.rutgers.edu
Office: Janice H. Levin Building, #104B	Course Learning Management System: Canvas
Office Hours: Tuesday, 2:00-3:00 pm by appointment	Phone: 848-445-4635 (email is preferred!)
Teaching Aide: Ms. Sherin Sawhney	TA Email Address: sherinsawhney@gmail.com

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

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 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.

	<p style="text-align: center;"><u>CONTEMPORARY CHALLENGES: DIVERSITIES AND SOCIAL INEQUALITIES</u></p> <p>Goal CCD-1 – <i>Student is able to ...</i> 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.</p>
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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 533-323-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 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-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:

- 1) Be able to identify and explain the commonly studied areas of diversity and inclusion.
- 2) Be able to 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) Understand and be able to express the importance of diversity and inclusion in organizations to all workers, regardless of level, job, or organization.
- 5) Be able to explain research results relevant to key areas of diversity and inclusion in organizations.
- 6) Be able to describe and dispel common myths and misperceptions about diversity and inclusion in organizations.

COURSE POLICIES

To be ready for class discussion 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.

If you do 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, *January 31, 2020.***

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.***

GUIDELINES

- 1) Everything said in our discussions is **confidential**; consequently, I do not allow recording of 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.

CANVAS & GOOGLE DRIVE: The Canvas learning management system will be the primary home for this course, so you must be familiar with this mode of interaction as it will house the syllabus, PowerPoint slides for the lecture notes, assignments, and contact information. To access Canvas, you must use your net ID and password. **All course announcements are posted to Canvas, and sent to your Rutgers email address.** You are responsible for regularly checking your Rutgers email address.

You must also be proficient with Google Docs, as you need to use this technology for the team project, and to submit all assignments using the assignment [template](#) provided on Canvas. A Google account is necessary to effectively utilize Google Docs; you may access Google Apps via your Rutgers ScarletMail Account.

Throughout the semester, you will need to use your Rutgers ScarletMail account to respond to attendance and quiz items using Google Forms. You will need a mobile device, a phone, tablet or laptop in order to respond to the attendance and quiz items. **The only time you are permitted to use these electronic devices is during the in-class attendance or quiz sessions. It is considered a serious act of academic dishonesty to respond to attendance or quiz items when not physically present in the classroom. To be clear, you must be in your seat in the classroom, not on the bus, not down the hall; in the classroom, and ready to participate in the class!**

Your responses to the quizzes will be graded, and your responses to the attendance items do influence your overall participation grade. Please note that to participate in the quizzes and receive credit you will need to bring your mobile phone, tablet or laptop with you to class. If you do not have access to any of these electronic devices, please email me at hmj17@scarletmail.rutgers.edu for an alternative option.

COURSE DELIVERABLES

EXAMS: Bring your RU ID with you to each exam. I will do my best to get to know all of you, but bring your ID just in case! There are **three non-cumulative exams** that consist of multiple-choice and true-false items. Any content from the assigned readings or in-class discussions can appear on the exams. All exams are closed-book, closed-note, closed-laptop, etc. Please note that late-arriving students will not be allowed to take the exam once the first student has left the exam room. **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 150 points or 30% of your final grade.***

TEAM PROJECT: You will be working in a 5-member team throughout the semester to develop a 5-minute presentation. More details about the project will be provided in the early weeks of the semester. Note that this project allows you to illustrate your 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 complete the team project survey by **Wednesday, February 19 at 11:59 pm. The team project is worth 100 points or 20% of your final grade.**

CASES & QUIZZES: Throughout the semester, you will complete exercises that serve to solidify the course concepts. These exercises range from weekly in-class quizzes, the presentation of news articles to the discussion of a case study. In your teams, you will answer questions about these case studies to facilitate our in-class discussions; these responses must be submitted to the teaching aide via Google Documents by **10:20 am on the due date listed on the course schedule.** Quizzes cannot be made up, students who miss quizzes should utilize the extra credit opportunities available. **These case assignments and quizzes are worth 100 points or 20% of your final grade.**

PERSONAL GROWTH EXERCISES: *There are two personal growth exercises that are worth 100 points or 20% of your final grade.*

The first assignment is a personal growth exercise – “**Becoming a Minority**” (Mai-Dalton, 1985). The purpose of this exercise is to provide you with the experience of being a minority and to expose you to cultural differences between yourself and others in an unfamiliar environment. Your task is to go **by yourself** to a place that you have not been before and observe what you see, and your feelings as being different in that environment. For example, a white Christian visiting a Hindu temple, a heterosexual individual attending a LGBTQ+ event, a younger student going to a senior citizen function – the key is to place yourself in a situation where your social identities are different from the majority of those in attendance. Do not choose a setting that places you in a situation that is physically dangerous, or in a situation in which your presence is unacceptable or seen as an intrusion. **You must submit your exercise idea for approval via the appropriate form on Canvas by Wednesday, February 12 at 11:59 pm.**

In order to receive a grade, you must include evidence of your exercise, e.g., photos, etc. Please ask me if you are unsure as to how to provide evidence of your experience. **You must incorporate course concepts into your responses.** Describe your experience as follows:

- a) The date and address where the experience took place and a brief description of the setting.
- b) Your reaction to the situation in terms of your behavior and feelings, and the reaction of others to you.
- c) What did this experience teach you about being different from others in your environment?
- d) How did it feel to be a minority in this way? How might permanently living or working in such a setting influence your development?
- e) **What insights did the experience give you that you could apply to your current or past work situations?**

Please remember that I do not want you to use events that happened in the past or an event to which you are invited (i.e., do not make the situation fit the exercise). I want you to make a **special effort** to put yourself in the position of being a minority, and process that experience. Please do not play it too safe (i.e., a white Catholic going to a Protestant service with a majority-white congregation; instead go to a mosque where most members are African-American or South Asian). **You should definitely discuss your ideas with the professor before undertaking this exercise.** The “Becoming a Minority” exercise is due via Google Documents to the professor (hmj17@scarletmail.rutgers.edu) by **Wednesday, April 1 by 11:59 pm.**

The second 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, March 4 at 11:59 pm. You must incorporate course concepts into your responses.** Describe your experience as follows:

- What are their social identities? How are they similar or dissimilar to your identities?
- What kind of stereotypes does this person encounter? What is the accuracy of those stereotypes?
- What was it like growing up as a member of these particular groups? What was their greatest challenge then and now?
- Have they ever experienced discrimination at work or in other ways?
- How do their group memberships influence their current work environment or prior career choices?
- 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, April 15 by 11:59 pm.**

PARTICIPATION: Attendance and active participation are *critical* to your success in this class, so *you are strongly urged to attend and participate in every class.* However, there may be times where you may miss a class, for instance, if you are experiencing any flu-like symptoms, PLEASE stay home and get better! Attendance will be taken at each class, and it is your responsibility to ensure that you respond to the attendance poll questions. More than three unexcused absences will correspond to a reduction in your participation grade. **Attendance, active informed participation, and adherence to the classroom etiquette may earn you up to 50 points or 10% of your final grade.**

EXTRA CREDIT: You may earn up to five extra credit points by completing a **news article summary.** You will need to locate an 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 briefly **present** (no more than 1 minute) the article summary to the class on the appropriate date. **You must sign up for an extra credit presentation topic and date, and have your article approved by your teaching aide one week before your desired presentation date.**

The Extra Credit sign-up period is between **Thursday, January 30 and Thursday, February 13.** You may sign up for a presentation date based on your last name. **The first three people to sign up for a date may submit and present a summary. Your extra credit news article summary must be submitted to your teaching aide via Google Documents by Wednesday, April 29 at 5:00 p.m.** 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. 2/5 to Wed. 3/4
Beginning with M to Z	Chapter 9 through Chapter 15	Wed. 3/11 to Wed. 4/15

NOTE: Please thoroughly proofread all work before submission; check your spelling, word usage and ease of reading, as points will be deducted for such errors. Assignments submitted after the due date may be accepted at the discretion of the professor and are subject to a 10% grade penalty per day.

GRADING

Grade	Total Points
A	448 or above
B+	433 – 447
B	398 – 432
C+	383 – 397
C	348 – 382
D	298 – 347
F	297 or below

Assessment	Points	% of Grade
Exams	150	30
Team Project	100	20
Cases & Quizzes	100	20
Becoming a Minority	50	10
Interview	50	10
Participation	50	10
Total	500	100

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, whether in class or out of class, the student’s name on the work is considered a statement that the work is his or hers 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.

The recommended sanction for academic dishonesty will be a zero for the relevant quiz, assignment, or exam, as well as the reduction of a letter grade for the course as shown in the following table.

Grade Reductions	Grade Reductions
A → B	C+ → D
B+ → C+	C → D
B → C	D → F

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 academic integrity violations are retained in a student’s records for 10 years and will be disclosed to any employer or graduate school that requests that information.

All members of a team are responsible for the academic integrity of their submissions and may all face the recommended sanctions described above. 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 students must read, sign, and return the [Academic Integrity Contract](#) after the first class. Students will not receive grades until it is signed and returned to the teaching aide.

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>.”

Any student who is dealing with financial challenges that impact their food (<http://ruoffcampus.rutgers.edu/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.

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.”

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, etc., please take the following steps: 1) first check the syllabus; 2) next, you can check the Canvas Chat 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 Chat. 4) If you do not receive a response to your question within 24 hours, then you should email your teaching aide.

Teaching Aide: Ms. Sherin Sawhney	TA Email Address: sherinsawhney@gmail.com
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Should you have any questions about the course assignments, you can also pose your question in the Canvas Chat. 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 Team Case 1 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 Chat. 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: **322-S20-D&I question about Case 1.**

Please note that you should check the syllabus and the Canvas Chat *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 Chat!

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 announced during class and via Canvas; an updated syllabus will also be posted on Canvas. You are responsible for abiding by the terms of the syllabus and any changes announced in class.

As a class, we have entered into an academic contract, and as such, students must practice professionalism at all times. Unprofessional behavior includes talking, browsing, texting, instant messaging, emailing, listening to music, reading non-lecture material during class, arguing with others, belittling others or laughing at unprofessional behavior. If you must leave class early, be sure to a) let me know beforehand, so your departure is not unexpected and disruptive, and b) sit near the door, so your departure is not disruptive. **There should be no use of laptops or other mobile computing devices during class, unless otherwise instructed.**

CLASSROOM ETIQUETTE
The Golden Rule: Do unto others, as you would have them do unto you.
Be prepared for every class. Always be professional.
Arrive on time and do not leave early.
Be quiet and respectful when someone else is "officially" speaking.
Do not text or instant message; use Facebook, Twitter, Instagram, etc. during lecture.
Failure to adhere to this classroom etiquette <i>will</i> negatively affect your Participation grade.

SMLR LEARNING OBJECTIVES

The Special Topics in HRM: Diversity & Inclusion course is designed to meet sections of the following learning objectives for the School of Management and Labor Relations.

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)

Special Topics in Human Resource Management
Diversity & Inclusion
Janice Levin Building Room 003
Wednesday, 1:40-4:40 pm

Week	Date	Topic	Reading	Assignment Due
1	1/22	Introduction	Ch. 1	---
2	1/29	Theories and Thinking About Diversity	Ch. 2 A Class Divided	Bio & Social Identity Implicit Association Test
3	2/5	Legislation Social Class	Ch. 3 Fahy	Q 1 Team Case 1
4	2/12	Blacks/African Americans	Ch. 4 McNickles	Q 2 <i>Becoming a Minority Idea</i>
5	2/19	EXAM 1 on 2/19 (Ch. 1-4)	---	<i>Team Project Survey</i>
6	2/26	Latinos/Hispanics Asians and Asian Americans	Ch. 5 Ch. 6 Meadows	Q 3 Q 4
7	3/4	Whites/European Americans American Indians, Alaska Natives, and Multiracial Group Members	Ch. 7 McIntosh Ch. 8	Q 5 Q 6 Team Case 2 <i>Interview Idea</i>
8	3/11	Sex and Gender Work and Family	Ch. 9 Ch. 10 Harvey & Larsen	Q 7 Q 8 Team Case 3
---	3/18	SPRING BREAK	---	---
9	3/25	EXAM 2 on 3/25 (Ch. 5-10)	---	---
10	4/1	Sexual Orientation	Ch. 11 Hunt	Q 9 <i>Becoming a Minority</i>
11	4/8	Religion Age	Ch. 12 Ch. 13	Q 10 Team Case 4
12	4/15	Physical and Mental Ability Weight and Appearance	Ch. 14 Ch. 15	Q 11 Team Case 5 <i>Interview w. a Difference</i>
13	4/22	SIOP Conference & Team Project Work	---	---
14	4/29	TEAM PRESENTATIONS	---	<i>Project & Extra Credit</i>
Final	5/12	EXAM 3 on 5/12, 12-2 pm (Ch. 11-15)	---	---