

**Diversity in the Workplace: 37:575:364:**

Fall 2019

Labor Studies and Employment Relations

Tuesday 3:00-5:40 PM

Brookdale Community College

Larison Hall

DRAFT

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Office Hours: By Appointment

## **Course Overview**

This course focuses on how the increasing demographic diversity of American workplaces affect social relations, cultural dynamics and organizational effectiveness.

## **Relationship to School of Arts and Sciences (SAS) Learning Goals**

**Learning Objectives. The student is able to:**

*Core Curriculum: 21C, SCL and CCD-2*

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world (a).
- Analyze a contemporary global issue from a multidisciplinary perspective (b).
- Analyze issues of social justice across local and global contexts (d).
- Understand the bases and development of human and societal endeavors across time and place (h).
- Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization. (Goal m).
- Apply concepts about human and social behavior to particular questions or situations. (Goal n)
- Analyze contemporary social justice issues and unbalanced social power systems

Students will demonstrate their understanding of these concepts via class readings, discussions, assignments, and exams which focus on historical and contemporary issues of diversity in the workplace.

## **Course Specific Learning Objectives**

Encourage students to develop an appreciation of their multiple identities, including their gender identity, religious, ethnic and cultural backgrounds.

Explore one's own personal unique blend of strengths, qualities and preferences using the True Colors metaphor.

Encourage class members to develop an appreciation for the gender, religious, ethnic, cultural and personal uniqueness of others.

Discuss ways to eliminate bias in the workplace.

Utilize skills within a group to build a strong group identity that transcends the differences of individual members.

Study diverse cultures' expectations for doing business with Americans.

Establish a classroom atmosphere which will promote understanding and unity of diverse personal identities, allow personal friendships to develop and increase each student's awareness and appreciation of diversity in the workplace.

**Academic Integrity.** Familiarize yourself with the Rutgers University Academic Integrity Policy which can be found online at: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

Plagiarism or other violations of academic integrity will not be tolerated. Your written assignments will be submitted to "Turnitin.com" to insure that your assignment is yours and not gleaned from the web, another student or source. Use proper citations and quote marks around any material that is not yours. Be careful not to "copy" phrases or sentences excessively from the readings. The goal is to put the ideas into your own words.

### **Course Requirements**

*Class attendance:* You are expected to attend each class session, and to be on time. An attendance sheet will be passed out during each class; it is your responsibility to sign the sheet. Be punctual and plan to stay for the entire class. Students who repeatedly arrive late and leave at break will have their grades lowered. If you need to leave early, see me before class; otherwise you are expected to remain until the class is over.

*Participation:* The nature of this topic is one which is best explored through group discussion. As a result, you are expected to attend class and actively participate and contribute to discussions in some form. "Class participation" means not only attending class but also doing the readings and engaging actively and constructively in discussion, including respectful listening as well as talking. If you are not one to be the most verbal in class discussions, other options for participation include facilitating in small group work. Students are encouraged to share relevant materials with the class during the semester, including video clips, current news articles, or other items relating to class content. in order to fulfill their participation requirement.

Cell phones and other electronic devices must be turned off during class. If you have a laptop computer or tablet, please feel free to bring it to class as a useful tool to augment in class readings and YouTube clips. This course is meeting in a Smart Classroom, so electronic devices will be used to augment teaching and learning only. Do not use any recording devices in this class.

*Missed Exams:* All students are expected to take the scheduled in-class exams (midterm and final) at the designated times. Documented emergencies and personal matters will be taken into account for possible cases of rescheduling that arise.

Unless otherwise specified, all writing assignments should be submitted to me in print version at the beginning of class the day that they are due. If you miss class that day, you must submit via email attachment prior to that time. Out of respect to those who meet this expectation, all late papers will be subject to downgrading.

*Accommodations:* This course is open to all students who meet the academic requirement for participation. Any student who has a need for accommodation based on the impact of disability should refer to the Rutgers Office of Disability Services and then contact the instructor privately to discuss the specific situation as soon as possible.

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 Rutgers Office of Disability Services can also be reached at 848-445-6800.

*Statement on Academic Freedom:* Freedom to teach and freedom to learn are inseparable facets of academic freedom. This class will introduce an array of sometimes conflicting ideas and interpretations of U.S. history, ethnic and immigrant experiences, and all who partake in the course should feel encouraged to express their views in an open, civic forum. Listening with respect to others whose experiences are different from your own will add to the richness of class discussion.

### **In Class Exercises**

This class is highly participatory and requires that you attend and that you work in groups or teams. Coming to class prepared (with readings and assignments up to date) is key to participating effectively in your discussion group. Throughout the course, there will be in-class group exercises, including some hands-on projects related to the readings done in groups or

pairs. There are NO make-up class exercises and they must be completed during the class period. Of course, if you do not attend class, you will lose points for participation in these exercises as well as for attendance. Unexcused absences of more than two classes will result in points from you final grade.

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**Class Grade Distribution:**

Your final grade is based on the following distribution:

Identity Paper	25%
American Identity	20%
Group Project of Business Practices Around the World	20%
Essay Analysis	25%
Final Exam	10%

*Professor reserves the right to add or change readings or otherwise change the structure of the course.*

**Texts for the Course**

Required:

Cyrus, Virginia and Roberta Fiske Rusciano. Experiencing Race, Class and Gender in the United States. 6<sup>th</sup> ed. (2013: McGraw Hill)

A 2019 edition of the book has just been published, but is not yet readily available. When I acquire a copy I will share pertinent changes and essays from the new edition with the class.

Recommended:

Morrison, Terri and Wayne A. Conaway. Kiss, Bow, or Shake Hands: Sales and Marketing. (2012:McGraw Hill)

*Other course readings are available on the Sakai course website or from me directly. Please note that additional readings—mostly contemporary op-ed essays from newspapers, magazines and the web will be introduced to weekly class sessions.*

## Course Schedule

### Course Schedule

Sept. 3

Introduction to Diversity in the Workplace  
What's in a Name?  
Classic Example of Diversity  
Diversity Pursuit

Sept. 10

Building a Diversity Toolkit  
Significant Differences Among People  
Increasing Global Diversity  
Packing Your Cultural Bag  
Workforce Trends  
The Global Village  
Assign Identity paper due October 1

Sept. 17

Personality Diversity in the Workplace  
True Colors

Sept. 24

True Colors in Action – Building for a Diverse Workplace  
Four Corners of Diversity  
Read: White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh

Oct. 1

Discussion of Identity Papers  
Discussion of White Privilege  
Worksheet on Dominant Privilege

Oct. 8

Guest speaker invited to discuss issues of race and ethnicity

Oct. 15

Gender/Sexual Identity  
Gender and Communication in the Workplace  
Sex Talk Quiz

Oct. 22

Sexual Harassment in the Workplace

Assign group and geographical areas for group reports focusing on varied business practices around the world.

Oct, 29

Class in America

Culture Clash

Nov. 5

Doing Business in a global economy

Class time for group project preparation

Nov. 12

Group Presentations

Nov. 19

Group Presentations

Nov. 26

NO CLASS – Thursday classes meet

Dec, 3

What can we do?

Developing strategies for addressing bias in the workplace