



RUTGERS

UNIVERSITY | NEW BRUNSWICK

37:575:364:82 Diversity in the Workplace

Instructor: Dianne Mills McKay, damckay@smlr.rutgers.edu

Thursdays, 6:00 PM to 8:40 PM Eastern Standard Time

Location: Mercer County College

Virtual Office Hours: by appointment, via ZOOM

Course Overview

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

Course Delivery Format

This course is delivered *in-person, in-class*. You are expected to be present and attend the class.

We will be utilizing this Canvas learning management system to access learning materials, post announcements, submit Assignments, post to Discussion Forums, communicate via the Inbox feature, and take exams. Be sure to check this site frequently as there will be announcements and instructions.

Note: Whenever anything is posted to this site, you will automatically receive a notification to your **rutgers.edu** email account. Checking that email account frequently is highly recommended.

Heads up: just in case we have to revert to Remote Synchronous learning, we will be utilizing Zoom. I will notify you if/when this happens. In the meantime, if you are new to Zoom, review the tutorials under [Course Tools Tutorials](#).

Core Curriculum learning objective for this course (CCD-1)

Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives 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.

Special Needs 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) (<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](https://ods.rutgers.edu/students/registration-form) website (<https://ods.rutgers.edu/students/registration-form> (Links to an external site.)).

Should you require my assistance in facilitating the process, I will be happy to do so. Just let me know. Below is the full contact information for the office of disability services:

Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

- E-mail Address: dsoffice@rci.rutgers.edu
- Phone: (848) 445-6800 • Fax: (732) 445-3388
- <https://ods.rutgers.edu>

Course Materials

You will need to purchase the following textbook:

1. Fiske-Rusciano. *Experiencing Race, Class and Gender in the United States*, 7th Edition. (2021, Rowman & Littlefield). ISBN: 9781538114933.
2. Recommended for reference only: Morrison, Terri and Wayne A. Conaway. *Kiss, Bow, or Shake Hands: Sales and Marketing*. (2012: McGraw Hill)

Additional Course Materials:

All other course materials including readings, assignments, exam are posted in this Canvas course site under Modules in their respective weekly **To Do** pages.

Additional readings may be assigned. The course schedule may be altered at the discretion of the instructor.

Course Requirements

Class Attendance

You are expected to attend each class session, in-person, 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. You 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 You Tube 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.

In Class Exercises

This class is highly participatory and requires that you attend every session if possible 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 hands-on projects related to the readings done in groups or in 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 the deduction of points from your final grade.

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.

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.

Assignments

Assignments are due on the dates scheduled. If you cannot complete an assignment on time please see the instructor prior to the scheduled due date for any special consideration. Virtual office hours are available by appointment.

If you have any special needs as a student please speak to the instructor before the second week of class.

Evaluation

Personal Journal

Each student will maintain a personal journal which will record the group dynamics and observations from in-class exercises, assigned individual exercises and classroom discussion. For details on keeping a journal for the course, please refer to page 42 of the text. The journal will comprise 40% of the final grade.

Papers

You will each conduct a fieldwork project in at local business and/or public meeting and write a paper with their findings. This assignment will require observations and analysis of both informal and formal communications. The second paper will focus on utilizing the steps for different techniques for negotiations. Details on the requirements for the papers will be shared in class. Each paper will be worth 15% of the final grade for a total of 30%.

Group Assignment

Groups will be graded by the professor and their peers based on the content and presentation of the assignment to determine the format for the final class evaluation. Each group will present an oral report of their proposal, as well as, a written report which will briefly discuss the process of decision making within the group. Use the guidelines of constructive controversy to deal with any disagreements and analyze the effectiveness of these guidelines in your written report. The group report will be 15% of the final grade.

Final Class Evaluation

There will be a final class evaluation based on the major theoretical principles of group dynamics as they apply to the workplace setting worth 15% of the grade.

Class Grade Distribution

Your final grade in the course will be distributed as follows:

Grading Components	Number of Points & Percentage towards Final Grade
Identity Paper	(20%)
American Identity	(15%)
Group Project of Business Practices Around the World: you will be placed in geographical groups representing major trading partners of the United States to examine customs and practices of doing business in foreign countries. Each group will present their findings in an oral report to the class.	(20%)
Essay Analysis: you may select four essays from among a number of designated essays in the text to read and evaluate. For each of the four essays, please write a two- page paper which will result in eight pages for the assignment. On one page please summarize the author's point of view and on the second page write your own reaction to the author's point of view.	(25%)
Final Exam: complete a final evaluation based on the learning outcomes and objectives for the course.	(15%)
Total	100

Grading Scale

Points Range	Grade
92- 100	A
88 - 91.99	B+
80 - 87.99	B

78 - 79.99	C+
70 - 77.99	C
68 - 69.99	D+
67 and below	F

The nature of this course may be quite different from the previous ones that you have taken. Instead of passively listening to lecture material, you will learn by doing. It is my hope that you will master new strategies and enhance practiced skills so that you will be a more effective communicator in the workplace or in any group setting.

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

Technical Support

If you are new to Canvas or need a refresher tutorial, visit:

- [Getting Started In Canvas for Students \(Links to an external site.\)](#)

If you need technical assistance at any time during the course or to report a problem with Canvas:

- Contact [Canvas Help Desk](#), 833-648-4357, help@oit.rutgers.edu.
- Refer to the [Canvas Student TutorialLinks to an external site.](#)
- View tutorials at [Course Tools Tutorials](#) (in the Modules section)

Computer and other Technology Requirements

Although this is an in-person class, we will be using this Canvas site to facilitate distribution of course materials, submission of assignments, and communication (announcements, questions, etc). The following are recommended:

- Access to the internet
- Reliable computer
- Microsoft Word
- [Basic Computer Specifications for Canvas \(Links to an external site.\)](#)

For convenience, you can also download/install the Canvas Student App for Android or iOS devices. Follow the instruction on the respective app centers:

- [Canvas Student App for Android \(Links to an external site.\)](#)
- [Canvas Student App for iOS](#)

Student Support Services

- [Rutgers Student Support Services](#)
- [Student Health & Wellness Services](#)
- [Registrar's Office](#)
- [Rutgers Dean of Students - Student Affairs](#)

Labor Studies and Employment Relations (LSER)

1. Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations (Goal 1).
2. Apply those concepts and substantive institutional knowledge, to understanding contemporary developments related to work (Goal 2).
3. Analyze the degree to which forms of human difference shape a person's experience at work (Goal 6).

School of Management & Labor Relations (SMLR)

1. Demonstrate an understanding of relevant theories and apply them given the background context of a particular situation (Goal IV).
2. Evaluate the context of workplace issues, public policies, and management decisions, (Goal V).
3. Demonstrate an understanding of how to apply knowledge necessary for effective work performance (Goal VI).

Course Specific 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.

Professional Development

Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations:

- Develop effective presentation skills appropriate for different settings and audiences
- Develop career management skills to navigate one's career
- Develop capabilities to work and lead in a multicultural and diverse environment
- Work productively in teams, in social networks, and on an individual basis
- Develop cultural agility competencies
- Demonstrate lifelong personal and professional development skills

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 and intersectional 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 local and global context (HRM)

You will demonstrate your understanding of these concepts via class readings, discussions, assignments, in-class exercises and exams which focus on historical and contemporary issues of youth and work

Course Topics & Schedule

- [Week 1 \(Thursday, September 8\): Introduction to Diversity in the Workplace](#)
- [Week 2 \(Thursday, September 15\): Diversity and Its Discontents](#)
- [Week 3 \(Thursday, September 22\): Personality Diversity](#)
- [Week 4 \(Thursday, September 29\): Constructing a Diverse Workplace](#)
- [Week 5 \(Thursday, October 6\): "Identity" Discussions](#)
- [Week 6 \(Thursday, October 13\): Legal Protections](#)
- [Week 7 \(Thursday, October 20\): Racism](#)
- [Week 8 \(Thursday, October 27\): Gender/Sexuality](#)
- [Week 9 \(Thursday, November 3\): Sexual Harassment in the Workplace, Discussion](#)
[American Identity Paper](#)
- [Week 10 \(Thursday, November 10\): Class in America](#)
- [Week 11 \(Thursday, November 17\): Doing Business in Global Economy](#)
- [November 24: Thanksgiving. No Class. Happy Thanksgiving!](#)
- [Week 12 \(Thursday, December 1\): Group Presentation](#)
- [Week 13 \(Thursday, December 8\): What Can We Do?](#)
- [Week 14 \(Thursday, December 15\): Final Exam](#)

Student Responsibilities

- Keep track of assignment due dates

- Check your Rutgers email, and this Canvas site for updates, announcements on a regular basis (at least once a week prior to and after class)
- Review [course tools tutorials](#) (Canvas, Zoom) to ensure you can navigate the course site effectively and that you can join in Zoom
- In case of computer failure, have a back up plan to access this course site
- Back up your documents to an external device (USB, hard drive)

How to Access ZOOM

If you have not activated your Rutgers ZOOM account, you will first need to do so before setting up a Zoom meeting. Below are the steps:

1. Follow instructions on [Creating Rutgers ZOOM Account \(Links to an external site.\)](#). Note: be sure to read what to do if you have an existing personal ZOOM account that uses your Rutgers email.
2. Once you have activated your Rutgers ZOOM account you will then need to make sure your Canvas default email is in the format [netid@rutgers.edu](#). Follow instructions on [How to check and set your Canvas Default Email](#) if needed.
3. If you are new to ZOOM, review the tutorials under [Course Tools Tutorials](#) or at [Rutgers ZOOM Homepage](#).

Rutgers Academic Integrity

Familiarize yourself with the [Rutgers University Academic Integrity Policy](#)

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, and all who partake in the course should feel encouraged to express their views in an open, civic forum. While we may not always agree with one another I ask that we respect the opinions of others and give everyone the opportunity to express their points of view.

Where to Next?

After reading this Syllabus page, proceed to [Modules](#).