

**DIVERSITY & INCLUSION \* 37:624:364:01 \* SPRING 2026**

**Human Resource Management Department  
School of Management & Labor Relations  
Rutgers, The State University of New Jersey  
Wednesday, 10:20 am to 1:20 pm, JLB 102**

<b>Course Contact Info</b>	
<b>Professor:</b> Dr. Hazel-Anne M. Johnson-Marcus	<b>Email:</b> <a href="mailto:hmj17@scarletmail.rutgers.edu">hmj17@scarletmail.rutgers.edu</a>
<b>Office Hours:</b> Monday, 1-2 pm by appointment, JLB 215B	<b>Course Learning Management System:</b> <a href="#">Canvas</a>
<b>Teaching Aide:</b> Ms. Anusha Nayak	<b>TA Email Address:</b> <a href="mailto:akn57@scarletmail.rutgers.edu">akn57@scarletmail.rutgers.edu</a>

**REQUIRED TEXT:** Bell, M. P. (2025). *Diversity in Organizations*. Boston, MA: Cengage. ISBN: 9780357986394

**COURSE STRUCTURE AND TECHNOLOGY:** We will meet in person every Wednesday at 10:20 am in JLB 102. We will use [Rutgers Canvas](#) for course materials, assignments, and forum discussions. You will need your Rutgers NetID and password to access Canvas. Please check Canvas and your **Rutgers ScarletMail** regularly for announcements.

For teamwork and individual assignments (like the *Interview with a Difference*), you will need to use Google Docs, accessible through your Rutgers ScarletMail account. We will also use ScarletMail Apps for in-class activities and project collaboration.

**COURSE EXPECTATIONS AND PREPARATION:** To get the most out of our discussions, please complete assigned readings *before* each class. Your active participation is essential for your success and enriches the learning experience for everyone.

**PARTICIPATION AND ATTENDANCE:** Active engagement and thoughtful contributions enhance everyone's learning, and we will use Google Forms for brief in-class **Attendance** checks which will contribute to your **Participation** grade (5% of your final grade, or up to 25 points).

**ABSENCES:** If you miss a class, please reach out to a classmate for notes and any important announcements. If you have questions about the material after reviewing their notes, then please contact the teaching aide or me. For extended absences (more than one week), please contact the [Dean of Students Office](#). If you need to miss class for a [major religious holiday](#), please let me know by the Friday of the second week of classes ([January 30, 2026](#)).

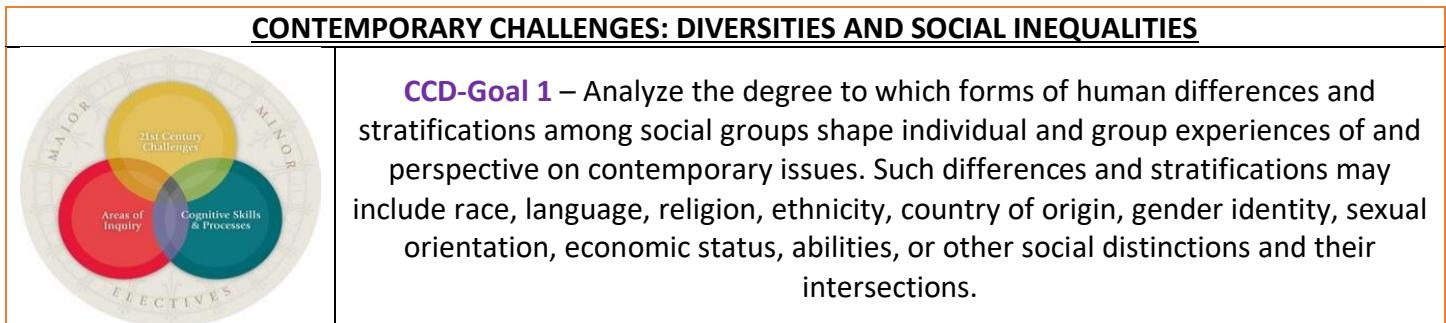
**CREATING A RESPECTFUL LEARNING ENVIRONMENT:** This course will explore topics that may evoke a range of emotions. It is crucial that we maintain a respectful and supportive atmosphere where everyone feels comfortable sharing their perspectives. We all come with different backgrounds and experiences, and this diversity is a strength.

In our discussions, we will focus on research, data, and respectful communication. Sharing ideas does not imply endorsement, and we will avoid making assumptions about each other's beliefs or intentions. Our goal is to learn and grow together through thoughtful dialogue and mutual respect.

I encourage you to come prepared to discuss the readings and assignments and share your thoughts and feelings. **While I may call on you from time to time, your active participation is key to a vibrant and enriching learning experience for everyone.**

**COURSE DESCRIPTION:** This course examines the evolving landscape of diversity, equity, and inclusion in the U.S. workforce. Factors such as demographic shifts (e.g., the [U.S. Census Bureau](#) projects that by 2045, no single racial or ethnic group will constitute a majority of the population), changing patterns of labor force participation, globalization, and increased cultural emphasis on celebrating difference have made DEI a critical area of focus. We will explore the opportunities and challenges presented by this growing diversity, developing the knowledge and skills needed to effectively collaborate with individuals from various backgrounds. These differences encompass both visible characteristics (e.g., gender, race, age, physical abilities) and less readily apparent ones (e.g., family structure, education, socioeconomic status, sexual orientation). The course incorporates experiential learning for personal growth and development.

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-Goal 1 for the School of Arts & Sciences.



### 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 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 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:** This course introduces key concepts of diversity and inclusion in organizations, aiming to deepen your understanding and enhance your ability to address these issues as both a manager and an employee. We will explore these topics through a variety of learning activities, including lectures, interactive exercises, quizzes, and open discussions. While lectures will not cover every detail in the assigned readings, the textbook chapters and items shared in the Canvas Modules are essential resources, and you are encouraged to ask questions about anything that is unclear.

**Your active participation is highly valued. Sharing personal experiences, asking questions, and expressing your perspectives during lectures, exercises, and discussions will enrich the learning experience for everyone. Connecting our individual experiences with research and data is a crucial part of developing a deeper understanding of diversity and inclusion.**

**COURSE OBJECTIVES:** By the end of this course, you should have a thorough understanding of diversity in organizations. You will be able to:

1. Identify and explain key areas of diversity and inclusion in organizations.
2. Discuss relevant legislation and its impact on diversity in the workplace, explaining the historical and current legal and social issues affecting today's workers and organizations.
3. Demonstrate an understanding of effective strategies for managing diversity and inclusion in organizations.
4. Articulate the importance of diversity and inclusion for all workers, regardless of their position, role, or organization.
5. Explain research findings related to key aspects of diversity and inclusion in organizations.
6. Identify and address common myths and misconceptions about diversity and inclusion in organizations.

**GUIDING PRINCIPLES FOR A RESPECTFUL AND INCLUSIVE LEARNING ENVIRONMENT:** To foster a safe and productive learning environment, we will adhere to the following principles:

- **Confidentiality:** To encourage open and honest sharing, all discussions will be kept confidential. Therefore, lectures will not be recorded.
- **Open and Honest Communication:** I encourage you to share your thoughts and experiences openly and honestly.
- **"I" Statements:** Please take ownership of your comments, feelings, and actions by using "I" statements.
- **Recognizing Our Biases:** We all hold biases, and this course provides an opportunity to explore and understand them. Our goal is self-awareness, not judgment or blame.
- **Respectful Dialogue:** We are here to learn from each other. There are no "stupid" questions. We ask that you respect the diverse perspectives of your classmates and try to understand their viewpoints.
- **Active Listening:** Please minimize side conversations and listen respectfully while others are speaking.
- **Building on Each Other's Contributions:** Let's connect our discussions to the course readings, activities, and the insights shared by our classmates.

## COURSE ASSESSMENTS

Your learning in this course will be assessed through a variety of methods designed to help you demonstrate your understanding of diversity and inclusion in organizations.

**EXAMS (60% of final grade, 300 points total):** There will be **three non-cumulative exams**, each including multiple-choice, true-false, and essay questions. Exams will cover material from the assigned readings, lectures, and in-class discussions. **All exams are closed book, and I trust you to complete them independently and ethically.** Make-up exams will be offered with appropriate documentation (e.g., medical note, documentation of a family emergency, religious observance).

**TEAM PROJECT (15% of final grade, 75 points):** You will collaborate with a team of five throughout the semester to create a 1-page executive summary and a 5-minute video presentation. **This project offers a valuable opportunity to apply course concepts to a real-world scenario. You will receive both a team grade and an individual grade based on your contributions.** Teammate evaluations will be considered when determining individual grades. Please submit your team's project plan survey by **Wednesday, March 4 at 11:59 pm**. More detailed information about the project will be shared in the early weeks of the semester.

**Quizzes (10% of final grade, 50 points):** To help you stay engaged with the material, there will be weekly quizzes, typically at the start of class on Wednesdays. We will review the quiz results at the beginning of each chapter. There are 11 quizzes total, including a bonus quiz, that allows for some flexibility if you happen to miss one.

**PERSONAL GROWTH EXERCISE – Interview with a Difference (5% of final grade, 25 points):** This exercise is your opportunity to step outside your comfort zone and gain a new perspective. You will conduct a meaningful, in-depth interview with someone whose background is significantly different from your own. This is a chance for valuable personal growth and perspective-taking.

You will interview a person whose **cultural and social identities** differ significantly from your own. To ensure they have a rich professional history to draw from, your interviewee should have at least **ten years of full-time work experience**.

### Key Deadlines

- **Interview Idea Submission:** Please submit a summary of your proposed interviewee for approval by **Wednesday, February 25, at 11:59 pm** using the Google Form on Canvas.
- **Final Write-up Due:** Your complete, polished interview write-up is due on **Wednesday, April 15, at 11:59 pm**.

### What to Include in Your Submission

Your final write-up should be a reflection that addresses the following points, incorporating concepts and themes from our course material:

1. **Identity Comparison:** Describe your interviewee's social identities and highlight how they differ from your own.
2. **Stereotypes vs. Reality:** Discuss common stereotypes or assumptions associated with their identities and evaluate their accuracy based on your conversation.

3. **Life Experience:** Share their experiences growing up, including the greatest challenges they have faced, both in the past and in the present.
4. **Discrimination in the Workplace:** Detail any experiences of discrimination they have encountered, whether in a professional setting or in other areas of their life.
5. **Influence on Career:** Explain how their group memberships and lived experiences have influenced their current work environment or shaped their past career choices.
6. **Personal Takeaways:** Reflect on what you learned from the interview and how these new insights can be applied to your own personal and professional life.

**Confidentiality:** Please include your interviewee's name, phone number, and email address in your submission. This information will be kept strictly confidential and will only be used to verify the interview.

**NEWS ARTICLE SUMMARY:** This assignment requires you to find a news article related to a Diversity & Inclusion topic we cover in class, summarize it, and explain its relevance to our course concepts. You will submit a written summary and a short video presentation. **This news article summary assignment is worth up to 25 points, or 5% of your final grade.**

You will submit via a Google Document and a YouTube video:

1. **Written Summary:** A summary of your chosen article and an explanation of its connection to the course. No more than 500 words.
2. **Video Presentation:** A short video presenting your summary, 1-2 minutes.

**Key Requirement:** Your submission must make an **explicit connection** between the article's content and the concepts we have discussed in class.

**Submission Deadlines & Steps:**

1. **Topic Sign-Up:** Sign up for a news article presentation topic based on your last name between **Friday, January 30 - Friday, February 6**.
2. **Article Approval:** Get your chosen article approved by the teaching aide, **at least one week before your assigned presentation week**.
3. **Final Submission:** Submit your written summary and video presentation on Canvas, **by 11:59 pm on the Tuesday of your presentation week**.

**Tips for Success**

- **Choose a relevant article:** Find a recent news article from a reputable source (e.g., The New York Times, Wall Street Journal, Harvard Business Review, Forbes) that directly relates to one of our course's Talent Acquisition topics.
- **Go beyond the summary:** Don't just report on what the article says. Your explanation of its relevance is crucial. Think about questions like:
  - "How does this article illustrate a concept from our textbook?"
  - "What class discussion does this article relate to?"
  - "Does this article support or challenge something we learned?"
- **Practice your video:** A 1–2-minute video is short, so plan your points carefully. Speak clearly and confidently and be sure to highlight the key takeaways and the course connection.

**News article summary presentations will proceed according to the following schedule.**

Last Names	Topics by Chapter	Dates
Beginning with A to L	Chapter 3 through Chapter 8	Wed. 2/11 to Wed. 3/11
Beginning with M to Z	Chapter 9 through Chapter 15	Wed. 3/11 to Wed. 4/15

**SUBMITTING YOUR WORK:** To ensure your work is presented in the best possible light, please proofread it carefully before submitting. Checking for spelling, grammar, and clarity will help you communicate your ideas effectively. While we understand that unforeseen circumstances can sometimes arise, assignments submitted after the due date may be subject to a grade penalty at the professor's discretion.

### 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	300	60
Team Project	75	15
Quizzes	50	10
Participation	25	5
Interview	25	5
News Article Summary	25	5
<b>Total</b>	<b>500</b>	<b>100</b>

**ACADEMIC INTEGRITY:** Maintaining academic integrity is essential for fostering a fair and enriching learning environment for all students, faculty, and the university community. It means representing your work honestly and giving proper credit to the ideas and contributions of others.

**What is Academic Dishonesty?** Academic dishonesty includes any unauthorized collaboration or misrepresentation in academic work. Here are some examples:

- **Plagiarism:** Presenting someone else's work or ideas as your own, whether by directly copying or paraphrasing without proper citation. All written work, whether quoting or paraphrasing, must include appropriate citations.
- **Unauthorized Collaboration:** Working with others on assignments or exams when individual work is expected.
- **Cheating:** Using unauthorized materials, notes, or prior information during assessments.
- **Misrepresentation:** Submitting work that is not your own, including purchasing papers or having someone else complete assignments for you.
- **Impersonation:** Completing an assessment while not physically present in class. Assessments completed during class time signal your presence and engagement with the course material.

**Your Responsibilities:** By placing your name on any assignment, you are affirming that the work is your own and that you have adhered to the academic integrity standards of the HRM Department, the School of Management and Labor Relations (SMLR), and Rutgers University. This applies to all submissions, including quizzes, assignments, exams, and team projects. In team projects, all team members share responsibility for the integrity of their collective submission.

**Reporting Violations:** Any suspected instances of academic dishonesty will be reported to the HRM Undergraduate Program, the SMLR Academic Integrity Facilitator, and the Rutgers University Office of Student Conduct. We take academic integrity very seriously to ensure fairness and uphold the value of your education.

**Required Action:** To ensure you fully understand these expectations, please read and affirm the [Academic Integrity Contract](#) and complete the related AIC Assignment on [Canvas](#). This will help you understand the university's policies and how to avoid academic dishonesty.

## RESOURCES FOR STUDENTS

**ACCOMMODATIONS:** This classroom is designed to be welcoming and accessible to all students. If you have a disability and require accommodations to participate in this course, please reach out to me as early in the semester as possible (ideally before the first assessment) and provide documentation from the Office of Disability Services for Students (ODS).

**University Accommodation Policy:** Rutgers University is committed to providing equal access to education for all students. To receive accommodations, you can follow these steps:

1. Contact the ODS: <https://ods.rutgers.edu/students/getting-registered>
2. Participate in an intake interview and provide required documentation as outlined here: <https://ods.rutgers.edu/students/documentation-guidelines>
3. If your request is approved, you will receive a Letter of Accommodations. Please share this letter with me as early as possible in the semester to discuss how the accommodations can be implemented in this course.

By following these steps early in the semester, we can ensure a smooth and successful learning experience for you.

**STUDENT SUPPORT SERVICES:** Rutgers University offers a variety of resources to help students navigate challenges and ensure their academic success.

- **The Office of the Dean of Students (ODS)** provides support to students facing exceptional difficulties due to medical, emotional, social, psychological, financial, confidential, or family-related issues. They can provide letters to faculty for extended absences (a week or more) or complex situations. The Dean of Students' role is to verify documentation, but faculty have the final decision on makeup exams, extensions, or other options.
  - If you are facing financial challenges impacting your food or housing security, and believe it may affect your performance, contact the Dean of Students office for support: <http://deanofstudents.rutgers.edu>. You should also notify your professor if you feel comfortable doing so.
- **Counseling, ADAP & Psychiatric Services (CAPS)** is a mental health support service offered by Rutgers Health. CAPS provides individual therapy, group therapy, workshops, crisis intervention, referrals to specialists, and collaboration with campus partners. They can be a valuable resource to help you succeed at Rutgers.
  - Visit the CAPS website for more information on their services: <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)** provides confidential support for victims of sexual and relationship violence and stalking. They offer crisis intervention, counseling, and advocacy services.

- Contact VPVA staff during office hours at 848-932-1181 or visit their website for more information: <https://vpva.rutgers.edu/>.

**COURSE QUESTIONS:** I encourage you to refer to the syllabus first for any questions you may have about administrative matters such as exams, quizzes, due dates, and attendance. This will help you find the answers quickly and avoid unnecessary emails.

#### **ADMINISTRATIVE QUESTIONS**

- **Teaching Aide Email:** Ms. Anusha Nayak ([akn57@scarletmail.rutgers.edu](mailto:akn57@scarletmail.rutgers.edu))
- **Questions:** Ms. Nayak is happy to answer any administrative inquiries you may have.

**COURSE CONCEPTS:** For questions related to the course concepts and material, feel free to email me at [hmj17@scarletmail.rutgers.edu](mailto:hmj17@scarletmail.rutgers.edu).

**EMAIL ETIQUETTE:** To help us manage the volume of emails we receive, please include a clear and concise subject line in your email. Here is an example subject title: **364-01-D&I question about the Team Project.**

**SYLLABUS CHANGES:** This syllabus outlines the course plan; however, minor adjustments may be necessary throughout the semester. Any changes will be clearly communicated through announcements on Canvas. Please check Canvas regularly and be sure to review any updates to the syllabus.

## DIVERSITY &amp; INCLUSION \* 37:624:364:01 \* SPRING 2026

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**School of Management & Labor Relations**  
**Rutgers, The State University of New Jersey**

**Wednesdays, 10:20 am to 1:20 pm \* Janice Levin Building Room 102**

Week	Date	Topics	Instructional Materials	Assessments
1	1/21	Introduction	Sherbin & Rashid article	---
2	1/28	Introduction	Ch. 1	Bio & AIC Syllabus Quiz
3	2/4	Theoretical Background & Foundation	Ch. 2 A Class Divided	Implicit Association Test
4	2/11	Legislation Social Class	Ch. 3 Fahy	Q 1 & Q 2
5	2/18	Blacks/African Americans	Ch. 4 McNickles	Q 3
6	2/25	<b>EXAM 1 on 2/25 (Ch. 1-4)</b> Latinos/Hispanics	— Ch. 5	— Interview Idea
7	3/4	Asians and Asian Americans Whites/European Americans	Ch. 6 Ch. 7 McIntosh	Q 4 & Q 5 <i>Team Project Survey</i>
8	3/11	Native Americans and Multiracial Group Members Work and Family	Ch. 8 Ch. 10	Q 6 Q 7
-	<b>3/18</b>	<b>SPRING BREAK</b>	---	---
9	3/25	Sex and Gender Sexual Orientation	Ch. 9 Ch. 11 Thoroughgood et. al article	Q 8 Q 9
10	4/1	<b>EXAM 2 on 4/1 (Ch. 5-11)</b> <i>Team Project Work</i>	---	---
11	4/8	Religion Age	Ch. 12 Ch. 13	Q 10
12	4/15	Ability Weight and Appearance <i>Team Project Work</i>	Ch. 14 Ch. 15	Q 11 <i>Interview w. a Difference</i>
13	4/22	<b>TEAM PRESENTATIONS</b>	---	<i>Project</i>
14	4/29	<b>EXAM 3 on 4/29 (Ch. 12-15)</b>	---	---