

**MGMT 412–Section 001: Diversity in Organizations
Fall 2014**

Class meets:	Monday & Wednesday from 3:00 to 4:15 p.m. in Enterprise Hall 173
Instructor:	David A. Kravitz, Ph.D.
Office:	212 Enterprise Hall
Office hours:	I am available after class–in the classroom for a few minutes and then in my office. If that does not work for you, I will be happy to set up an alternative appointment.
Contact:	e-mail: dkravitz@gmu.edu [This is the most reliable way to reach me] 703-993-1781 (voice); 703-993-1870 (fax)
Course website:	Course materials will be posted on Blackboard, except as noted below.
Prerequisites:	MGMT 301 & degree status

COURSE DESCRIPTION:

This course will cover a variety of topics relevant to diversity in organizations. We will consider cultural and psychological process that influence the manner in which people deal with one another, as well as the history of workplace discrimination in the U.S. We will apply these concepts to discussions of specific dimensions of diversity, including gender, racioethnicity, sexual orientation, religion and disability. Finally, we will consider ways in which organizations can and do manage diversity.

COURSE GOALS

The goals of this course are: (a) to increase students’ knowledge of the facts needed to appreciate fully the role of diversity in human affairs and especially in the workplace; (b) to increase students’ understanding of various demographic groups and their ability to work successfully with people who differ from them; (c) to increase students’ understanding of the role of diversity in the workplace, along with the procedures and practices of diversity management.

LEARNING GOALS FOR THE MANAGEMENT PROGRAM

Students who are competent in the management discipline will meet the following learning goals.

- Students will understand and apply the theories, models, research findings, and tools related to organizational behavior.
- Students will understand and apply the theories, models, research findings, and tools related to the management functions of planning, organizing, staffing, leading and controlling.
- Students will analyze and solve problems creatively.
- Students will integrate key components of human resource management (including selection, training, compensation, strategic human resource planning, performance evaluation, employee relations, and employment law).
- Students will synthesize key aspects of strategic management

COURSE LEARNING OBJECTIVES: BY THE END OF THE SEMESTER, I HOPE YOU WILL BE ABLE TO

- describe many of the ways in which people differ from one another (dimensions of diversity) and explain how those differences affect people’s experiences and behavior.
- explain the cultural and psychological processes that influence how individuals perceive and react to others – especially those who differ from themselves.
- use your understanding of the above to increase your awareness of how you have developed your beliefs about the social world and in particular your beliefs about your own and other groups.

- use your understanding of the above to increase your awareness of why you act as you do toward other people.
- detail the challenges of being a member of an underrepresented and/or low-power group in the workplace, and explain how those challenges vary with the dimension of diversity.
- interact and work with others who differ from you more comfortably and successfully than you could before you took this course.
- explain the potential value of diversity and why effective management of diversity is needed for organizations to attain that value.
- discuss some of the specific challenges involved in effectively managing diversity along various dimensions of diversity.
- describe some of the ways in which organizations manage diversity.
- critique an organization's diversity management policies and practices.
- design policies and procedures to enhance an organization's management of diversity.

CLASS FORMAT

The class activities will include lectures, class discussions, group discussions, and presentations by external speakers.

STUDENT EVALUATION

What you learn and how much you learn will depend on how actively you approach this course. I encourage you to push yourself to make the most of the opportunities offered. I use a variety of assignments to maximize learning (different assignments lead to different types of learning) and fairness (different students excel at different types of assignments).

Journals: One assignment is to keep a journal of your observations and thoughts regarding diversity as it relates to this class.

- *Purpose.* The purpose of the journal is to motivate you to think about diversity and specifically to reflect on each week's topic. It also provides me with a way to assess your contributions to the class; you are more likely to contribute to class discussion if you have thought about the issues before class.
- *Content.* The journal will be an account of your feelings, thoughts, experiences and insights during the course of the semester. **Each journal must deal with the topic specified in the schedule below.** The journals offer you the opportunity to reflect deeply about a topic and share your thoughts with the knowledge that you will get credit regardless of what you write, as long as it is clear that you have thought about the topic. ***You can learn and grow through this experience—if you take advantage of it.***
- *Length and format.* The paper must be *at least as long as* one double-spaced page (250+ words).
- *Submission.* Submit the paper electronically to the Assignment section of our class Blackboard website. The paper is due **one hour before** the beginning of class on the date specified in the schedule shown at the end of this syllabus.
- *Grading and credit.* These papers will be graded on a 2/1/0 basis. The normal grade will be 2. A grade of 1 will be assigned if the paper is too short (less than 250 words) or if the student does not attend the entire class. (Because this is the only way in which I give credit for class contributions, you must attend class and remain for the entire class to receive full credit. If you must leave for an emergency or university-sanctioned reason and want full credit, you must inform me via email of your departure and reason therefore.) A grade of 0 will be assigned the paper does not focus on the assigned content or is submitted after the deadline. Missing papers will also be given a grade of 0.
- *Number required.* You only need to receive full credit for 10 of the 12 possible journals to receive full credit (20 points) for this assignment. I recommend that you get them done early in the semester, because unexpected problems may force you to miss some later in the semester and an "excused absence" is not an option. I will **not** assign extra credit if you earn more than 20 points.

Quizzes

- *Purpose.* The purposes of the quizzes are to: (1) motivate you to do the assigned reading before class, and (2) help you learn the material. Research has shown that memory of material is improved both by studying and by being tested on the material (cf. Roediger & Karpicke, 2006, *Perspectives on Psychological Science*, 1, 181-210).
- *Content.* The quiz questions will be drawn from the readings and other activities assigned for the classes indicated in the schedule below.
- *Format.* Each quiz will contain four questions. Quizzes will usually include 3 multiple choice questions and one short answer question, but I may use other types of questions.
- *Timing.* Quizzes will be given on the dates indicated in the schedule at the end of this syllabus. [If we miss class (e.g., due to inclement weather) the schedule will change accordingly.] **Quizzes will be administered at the beginning of class.** If you arrive after the quiz has been administered you will receive a grade of zero. If you leave class early, other than for a family or personal emergency, you will be penalized 1 point. Be sure to inform me via email if you leave – **leaving without informing me of your departure is a violation of the honor code.**
- *Grading.* Each question will be worth 1 point. Most questions will be graded 0/1, but partial credit will be possible for some questions (e.g., short answer). Scores can range from 0 to 4.
- *Overall grade.* I will give 8 quizzes. I will drop your 2 lowest grades, so you can earn up to 24 points (4 points for each of 6 quizzes). I will treat 23 points as a perfect score, so 1 point of extra credit is possible. Because the total quiz grade will be worth 23% of your course grade, each point will be worth 1% of your grade. Take the quizzes seriously.

Examinations: There will be two examinations.

- *Timing.* The exams will be administered on the days specified in the schedule at the end of this syllabus. If we miss class (e.g., due to inclement weather) before Exam 1, the exam may be moved accordingly. Exam 2 will be administered during the final exam period.
- *Content.* Exam 1 will include **all** the material covered before the day on which it is given. Exam 2 will include **all** the material covered in the section of the class on diversity management – Classes 23 through 28 – **including the information provided by the guest speakers.**
- *Format.* For Exam 1, I expect about 75% of the points will come from objective questions (e.g., multiple-choice) and 25% will come from subjective questions (e.g., short essays). Exam 2 will be entirely objective.
- *Scantron.* Bring a Scantron for recording your answers to the multiple-choice questions.
- *Tardiness & Absence.* Each exam period will begin at the beginning of the class (or exam period) and will end 75 minutes later. If you are late to class, you will have less time to work on the exam. **If you arrive after someone else has left, you will receive a grade of zero.** I will offer a makeup examination only for university-sanctioned reasons, which include hospitalization on the date of the exam, death of an immediate family member, and other such traumatic events. Except for absences due to last-minute emergencies, no makeup exam will be given unless I am notified of your impending (and excused) absence prior to the date of the exam and given documented proof must be provided to justify any absence.

Understanding Others Essay

- *Basic information.* This essay will be a report of interviews you complete with people who belong to a different demographic identity group. Your task is to try to understand their experience—to see the world through their eyes. You should give special attention to their workplace experiences. You may complete this assignment alone or with a partner. If you work with a partner, which I recommend, the two of you should differ along important demographic dimensions, so you can also learn from your partner. If you decide to work with a partner, you must tell me of the partnership by Class 15 and I must explicitly approve of the partnership. More information about this assignment is given in documents posted in the Information section of the class Blackboard website. In their course reflection papers, many past students have written that this was a life-changing assignment, because they chose a target group that was outside their comfort zone. I encourage you to do the same.

- *Submission procedure.* You must submit the paper electronically to the Assignment section of our Blackboard website. I will create two different Assignments for the paper: Draft and Final. The “Draft” Assignment is for your use only. You can submit one draft version of your paper to the “Draft” Assignment to check for plagiarism issues. I will neither view nor grade papers submitted to the “Draft” Assignment. You must submit your final paper (graded) to the “Final” Assignment.
- *Submission deadline.* You must submit your final paper to the “Final” Assignment by 1 hour before the beginning of class on the date specified in the schedule shown at the end of this syllabus. If we miss class (e.g., due to inclement weather) the schedule will change accordingly. If the paper is late, it will receive a penalty of 20% for the first day and an additional 20% for each day thereafter. If you work with a partner, either member of the team may post the paper. If multiple versions of the paper are posted, I will grade the last one.

Course Reflection Paper

- *Purpose.* The primary purpose of this paper is to motivate you to think about how you have been affected by this course. A secondary purpose is to give me some indication of how the course has affected you.
- *Content.* You should write about how your view of the world and/or your behavior has been affected by taking this course. If your perspective and/or behavior have been affected, you should *give specific examples* of how your views have changed or of actions you have taken due to your experiences in this course. (Please do not mention actions you took simply to satisfy the requirements of this course.)
- *Privacy.* Because I want you to feel free to report your honest reactions to the class, even if your reactions are negative, **you should not put your name or any other identification on the paper.** I will provide a sign-in sheet for you to initial to indicate that you have turned in the paper and that it satisfied the minimum requirements. (The honor code applies, of course.) I may be asked or may choose to prepare a report about this course. Such a report would include a discussion of the impact the course has on students. **If you do not want me to include the information you provide, you must say so at the end of the paper. I may also want to quote you as “an anonymous student.” If you do not want me to quote you, you must say so at the end of the paper.**
- *Length and format.* The paper must be *at least* one double-spaced printed page (250+ words) long. Do **not** include your name or Student ID. At the top of the (first) page, print the course ID (MGMT 412), the semester, and the assignment (“Course Reflection Paper”).
- *Grading and credit.* These papers will be graded on a 2/1/0 basis. If you pledge that you have turned in the paper and that it honestly reflected your reactions to the course and was at least 250 words long, you will receive a grade of 2. You will receive a grade of 1 if your paper is too short (you will need to inform me of this) or turned in late (see below). Note that what you say will not affect your grade, so please be entirely honest. In addition, you will receive credit whether or not you give me permission to use your statement or quote you. In short, you will get full credit if you turn in this assignment on time and it satisfies the content and length requirements.
- *Delivery.* A hard (printed) copy of the paper is due at the **beginning** of the final class. You must attend class to turn in the course summary paper and you must remain through the class. If you leave class early, you will be penalized 1 point.
- *Tardiness & Absence.* You will be penalized 1 point if the paper is up to 24 hours late. If the paper is more than 24 hours late, I will not accept it and you will receive a grade of 0. If you do not bring the paper to class, you must bring it to my office within 24 hours to receive 1 point.

Team Project

- *Basic Information.* I will create learning teams a few weeks into the semester. Each learning team must evaluate an organization in terms of its diversity management. More information about this assignment is given in documents posted in the Information section of the class Blackboard website. If there is someone in the class who you strongly do not want to work with, inform me of that privately.

- *Submission procedure.* You must submit the paper electronically to the Assignment section of our Blackboard website. I will create two different Assignments for the paper: Draft and Final. The “Draft” Assignment is for your use only. You can submit one draft version of your paper to the “Draft” Assignment to check for plagiarism issues. I will neither view nor grade papers submitted to the “Draft” Assignment. You must submit your final (graded) paper to the “Final” Assignment.
- *Submission Deadline.* You must submit your final paper to the “Final” Assignment by one hour before the beginning of the final exam period. You must bring a hard (printed) copy of the paper to class. If the paper is late, it will receive a penalty of 20% for the first 24 hours and an additional 40% for each day thereafter. Any member of the team may post the paper to the Blackboard website or bring it to class. Please discuss this among yourselves and decide who will submit it, so I do not receive multiple submissions. If multiple versions are submitted, I will grade the last one.
- *Grading.* (a) See the separate grading sheets for the grading rubric. I recommend that you pay attention to it when preparing your paper. (b) The grade you receive will be based on the team performance and your teammates’ evaluations of your contributions to the team. If you do not do your share of the work, your grade will be decreased accordingly.

Weighting and due dates of Assignments

Assignment	Due date (assuming no class cancellations)	% of grade
Journal	One hour before beginning of class on multiple dates: See schedule	10
Quizzes	Beginning of class on multiple dates: See schedule	23
Examination 1	Beginning of Class 10	25
Understanding Others Essay	One hour before beginning of class 22	17
Team Project	One hour before beginning of final exam period	17
Examination 2	Beginning of final exam period	6
Course Reflection Paper	Beginning of Class 28	2

Semester Grade Boundaries

Semester grades will depend on the total points you earn on the assignments, using the percentage cutoffs shown below. I will **not** round the grades up, but scores **exactly** at a cutoff will be assigned the higher grade. Extra credit is possible as explained above and below.

Grade	F	D	C	C+	B-	B	B+	A-	A	A+
% of Points	<60	60-70	70-77	77-80	80-83	83-87	87-90	90-93	93-97	97-100

Extra credit essay–Becoming a Minority: This exercise is designed to give you the experience of being a minority (or a minority on a different dimension than usual). More information is given in a separate document posted in the Information section of the class Blackboard website along with an example of an excellent paper. For most options, the essay must be at least three double-spaced pages long and will be graded on a pass/fail basis. You must submit the paper electronically to the Assignment section of our Blackboard website any time up to the **beginning** of Class 28. If you receive a passing grade on this essay, I will move your semester grade up one step (e.g., from B to B+).

Discussion Forums and Chat Rooms

Two opportunities for extending dialogue among class members beyond the classroom are the discussion forum and chat room housed on the course’s website. These resources will serve several purposes, including: 1) providing students with the opportunities to share ideas and perspectives, ask and answer questions, clarify issues, continue class discussions, disseminate information, and communicate with other students, and 3) providing students with the opportunity to pose anonymous questions you would like the guest speakers to address. In addition to possible whole-class discussion areas, I will create discussion areas for each of the teams I create for the team project. Each team area will be private, so only I and members of that team can read the messages.

EXPECTATIONS

Effort and time:

We will cover a lot of material this semester. An assignment is due at the beginning of most classes. Of the four major assignments, one requires you to work with other students and a second permits you to do so. Your work partners will rely on you to carry your share of the load. Furthermore, I have high performance expectations. I know you are able to perform well and I expect you to do so. To do well in this class, you should plan to spend **at least 6** hours per week on the readings and assignments – in addition to class time.

Standards of behavior:

The mission of the School of Management at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni who participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the SOM community. In doing so, they agree to abide by the following standards of behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence. SOM can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the SOM. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

Standards especially relevant to this class:

How much you get out of this class will be strongly affected by how much you and other students put into the class. For this class, please think of yourself as a “junior partner” rather than a “customer.” You each have unique experiences and perspectives to offer. Your contributions will be important because, after all, this class is about diversity (differences). I hope you will help me turn this into a wonderful learning experience in which you both teach and learn from the rest of us.

This class will involve discussion of controversial issues about which we may have strong feelings. Thus, it is especially important for us to treat one another with respect. Our learning will be strongly affected by our ability to communicate and share our experiences. We must develop an atmosphere in which we can openly discuss our thoughts, feelings, and experiences without the fear of being judged by others. Towards this end, here are some points of information that should help us work well together.

- We have all been victimized by some level of prejudice or discrimination.
- All humans, including ourselves, have some level of bias against some other group.
- We all have some degree of ignorance about other groups. This class offers us an opportunity to decrease our ignorance.

We will discuss (and agree on) standards of behavior during class.

Mason’s Diversity Statement

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of

inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

Honor code: The honor code applies to all the work required for this class. You may not obtain any help from anyone on the quizzes or examinations or from anyone outside your learning team on the team project. You and your partner may discuss your *understanding others* project with others, but may not receive any comments on the written essay or help with the writing except from the GMU Writing Center. I encourage you to discuss your journal entries (or, more generally, your thoughts about diversity) with others, but you should write the journal entries yourself. More information about the GMU honor code is given on the GMU website at various locations, including:

<http://catalog.gmu.edu/content.php?catoid=5&navoid=410&bc=1#Honor>. If you are ever uncertain about whether certain class-related behavior is ethical, please check with me. ***Be aware that I will send any violation of the honor code to the Honor Committee and will probably recommend that the penalty be an F in the class. I feel very strongly about this.***

Technology Issues

Activities during class: During class, you should be focused on class. Please do not play video games, read the newspaper, do your homework for other classes, gossip, sleep, throw a Frisbee, or engage in other activities that have nothing to do with this class. Do not get up and leave class unless you are dealing with an emergency or simply **must** get to the bathroom immediately. If you are not interested in class, don't come.

Laptops: If you wish to use your laptop for class activities (e.g., making notes), you are free to do so. Do not use the laptop for any non-class activities (e.g., email, watching sports, searching the web, etc.).

Cell phones: The use of cell phones during class is contrary to our desire to create a learning opportunity. When you text or talk on the phone, you are telling me and the rest of the class that you are uninterested in what is going on and in what we are saying. This is insulting. In addition, this could get you in serious trouble at work and school is supposed to prepare you for the workplace. ***If you receive calls or texts during class, do not respond.*** If you cannot resist answering your cell phone, turn it off before class. Of course, I will make an exception if you are dealing with an emergency situation. If that's the case, please warn me about it at the beginning of class and sit near the door so you can leave when you must answer the phone. If you take notes on your cell phone, you may do so, but it would be better if you used pen and paper.

Language translation software: If needed, you may use such software during class. You may not use it, or any other technology, when taking quizzes or exams.

OTHER

Blackboard: Except for the readings, all materials needed for this class will be available on the class Blackboard website.

E-mail: Students must use their Mason email accounts to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu/> for more information. To comply with student privacy laws, you and I both need to use our GMU email accounts when corresponding with one another. *You are fully responsible for checking your e-mail regularly and for any information communicated to the class via e-mail.* You should always feel free to communicate with me via e-mail. I recommend that you keep all my e-mail messages to you and all your messages to me just in case you want to check on something I said or prove that you sent me a message or attachment. I try to keep all relevant messages, but I am not perfect.

Disability: If you have a disability and require academic accommodations, please contact the Office of Disability Services (ODS) at 703-993-2474 or <http://ods.gmu.edu/>. All accommodations must be arranged through the ODS.

Counseling center: George Mason University's counseling center can provide assistance if you find yourself overwhelmed by life, want training in academic or life skills, or the like. In addition to counselors, they have an extensive library of self-help tapes and other resources on dozens of topics, including anxiety, communication skills, depression, exam strategies, money management, note-taking, procrastination, shyness, stress, study skills, test anxiety, and time management. More information is available at (703) 993-2380 and <http://www.gmu.edu/departments/csdc/>

Writing center: George Mason University has a Writing Center that can help you improve your English writing skills. There is even an office in Enterprise Hall, which is home to the School of Management. More information is available at 703-993-1824 and <http://writingcenter.gmu.edu/>. They have special resources for individuals for whom English is not their first language.

Religion: Students who will miss class for religious reasons should inform me of their anticipated absences as soon as possible. See <http://ulife.gmu.edu/calendar/religious-holiday-calendar/> for Mason's official list of holidays that have been designated as non-work days by the religions that observe them.

Inclement weather & campus emergencies: Information regarding weather related changes in the University's schedule (e.g., closing or late opening) will be provided on GMU-TV, on the University's information line (703-993-1000), and will be given to all local media outlets (although media coverage cannot be guaranteed). When in doubt, check the above sources of information. I plan to hold class unless the campus is officially closed. If class is cancelled due to inclement weather or other emergency, activities (e.g., coverage of material, exams, etc.) scheduled for that class will be moved to the next class. We will discuss further changes when we meet.

Student Support Resources on Campus: For more information about various sources of support, please go to <http://ctfe.gmu.edu/teaching/student-support-resources-on-campus/>

Information about Mason's academic and non-academic policies in general can be accessed as follows:

University Catalog: <http://catalog.gmu.edu/>

University Policies: <http://universitypolicy.gmu.edu/>

READINGS

Textbook: The textbook should be available at the bookstore. In addition, it is on two-hour reserve at the Johnson Center Library.

Assignments from the text are identified as “CR” in the list of assigned readings.

Carr-Ruffino, N. (2012). *Managing diversity* (9th ed.). Boston, MA: Pearson. [ISBN 13: 978-1-256-86029-7]

The bookstore is selling a package containing the text, a student workbook and online access to course resources for \$179.70. I do not plan to assign anything from either the student workbook or online access – you only need the text. They may also be selling the text alone for \$128.80 (new) or \$96.60 (used). You may be able to find used copies of this edition on line and possibly of previous editions for less money. They are generally consistent with the most recent edition, but the quiz and exam questions based on the text will be based on the 9th edition, so you will be taking a chance if you purchase a previous edition.

Other readings:

- For some of the classes, additional readings or activities are listed in the schedule below. Please read these papers and complete the activities before coming to class.
- I have provided links to web locations where some of the other readings can be found.
- Assigned chapters and most journal articles will be available through Mason’s electronic reserve. You will find a link to e-Reserves in the left hand menu of the class Blackboard site. Remaining journal articles can be downloaded directly from the library by using the E-journal finder. Instructions about how to do that are available at <http://infoguides.gmu.edu/lrb?p=787342>. I note all these readings with [Blackboard/Library] at the end of the citation below.
- Please access and download or print out the readings as soon as possible, so if there’s a problem with the link you will not discover it at the last minute. If there is a problem with a link, please inform me or the library immediately. (Inform the library only if it relates to a reading you are supposed to access through the library.)
- I may add a few more short readings during the course of the semester. If I do, they will not be included in the relevant quizzes and in the examination unless I explicitly state that they will be.
- Finally, the Information section of the class Blackboard site contains a folder labeled “Advice.” That folder contains readings that will help you do well in this class and in your job, if you read them and take their advice.

Simply reading the assigned chapters and papers is not sufficient. Instead, you should think about them carefully. You should come to class prepared to summarize the key points of the reading and to contribute to class discussion and analysis. Think about each reading from both a conceptual and a practical perspective.

As you read the papers, ask yourself:

- What are the key concepts and principles? What are the key points?
- So what? Why does this matter?
- Does this make sense, given everything I know? Is it logical?
- What are the implications for my behavior and for organizations?

CLASS SCHEDULE**Class 1 (8/25): Course Introduction**

Quiz 1 [This covers the syllabus. It must be completed before our fourth class.]

- CR page ix
- Before class, go to the class Blackboard website. Download, print, and bring to class
 - From the Syllabus section
 - This syllabus
 - From the Course Content – Part 1 – Class 1 folder
 - The PowerPoint slides for today’s class
 - The Student Information Sheet (filled out and printed *on a single page*).
 - From the Information section
 - Information about all the assignments available on the course Blackboard website.
 - The three readings in the “Advice” folder. Although they are not assigned, I recommend that you read them and take the information seriously.

Class 2 (8/27): Initial Concepts

Journal 1: must focus on the concepts covered in Classes 1 or 2

- CR Chapter 1
- View “Chimamanda Adichie: The danger of a single story”
http://www.ted.com/talks/lang/en/chimamanda_adichie_the_danger_of_a_single_story.html
- Kravitz, D. A. (2007, December 27). *Comment on the phrase “Person/People of Color.”*
- View/Listen to “Prejudice” by Tim Minchin. http://www.youtube.com/watch?v=KVN_0qvuhhw

Class 3 (9/3): Culture

Journal 2: must focus on the concepts covered in Classes 3 or 4

- CR Chapter 2 [pages 29 – 39]
- Boroditsky, L. (2010, July 23). Lost in translation. *The Wall Street Journal*.
http://online.wsj.com/article/NA_WSJ_PUB:SB10001424052748703467304575383131592767868.html
- Sieff, K., & Leiby, R. (2012, September 28). Afghan troops get a lesson in American cultural ignorance. *The Washington Post*. http://www.washingtonpost.com/world/asia_pacific/afghan-troops-get-a-lesson-in-american-cultural-ignorance/2012/09/28/6882621a-08d4-11e2-a10c-fa5a255a9258_story.html

Class 4 (9/8): Culture continued

Quiz 2 [This covers the readings for Classes 2, 3 and 4]

- CR Chapter 2 [pages 39 – end]

Class 5 (9/10): Social Identity

Journal 3: must focus on the concepts covered in Class 5

- CR Chapter 4 [pages 118-122]
- Cohen, G. L., & Garcia, J. (2008). Identity, belonging, and achievement: A model, interventions, implications. *Current Directions in Psychological Science*, 17(6), 365-369. [Blackboard/Library]
- What is stereotype threat? <http://reducingstereotypethreat.org/definition.html>
- What are the consequences of stereotype threat? <http://reducingstereotypethreat.org/consequences.html>
- What are the mechanisms behind stereotype threat?
<http://reducingstereotypethreat.org/mechanisms.html>

Class 6 (9/15): Psychological Processes – Prejudice**Journal 4: must focus on the concepts covered in Classes 6 or 7**

- **Do this demonstration tests before you read any of the assigned readings.**
 - Go to (<https://implicit.harvard.edu/implicit/>). Click on the Social Attitudes link
 - Click on “Take a Test” at the top. Take two tests, using two groups or dimensions to which you think you’ll have different emotional reactions.
 - Click on “Education” at the top. Then click on each of the four sections (Overview, About the IAT, Ethical Considerations, and Frequently Asked Questions), print, and read the information.
- Vedantam, S. (2005, January 23). See no bias. *Washington Post*, pages W12-W17, W38-W42. <http://www.washingtonpost.com/wp-dyn/content/article/2005/01/23/AR2005040314622.html>
- CR Chapter 4

Class 7 (9/17): Psychological Processes – Stereotypes**Quiz 3 [This covers the readings for Classes 5, 6 & 7]**

- CR Chapter 4 [Review especially the coverage of stereotypes]
- Avery, D. R. (2006). The company we keep: The impact of diversity in our social networks. *The Industrial-Organizational Psychologist*, 44(2), 33-37. <http://www.siop.org/tip/Oct06/07avery.aspx>
- View “What would you do? Would you stop a bike thief?” <http://www.hulu.com/watch/148098/what-would-you-do-would-you-stop-a-bike-thief>

Class 8 (9/22): Discrimination

- CR Chapter 5 [pages 133-143]
- Go to the EEOC website section on enforcement and litigation statistics (<http://www.eeoc.gov/eeoc/statistics/enforcement/index.cfm>) and check out the data on charges with regard to at least two types of discrimination.
- Loller, T. (2007, January 27). Income higher for immigrants with lighter skin, researcher says. *The Seattle Times*. http://seattletimes.nwsourc.com/html/nationworld/2003543588_skin27.html
- DeAngelis, T. (2009). Unmasking ‘racial micro aggressions.’ *Monitor on Psychology*, 40(2), 42-46. <http://www.apa.org/monitor/2009/02/microaggression.aspx>
- DiTomaso, N. (2013, May 5). How social networks drive black unemployment. *The New York Times*. http://opinionator.blogs.nytimes.com/2013/05/05/how-social-networks-drive-black-unemployment/?_r=0

Class 9 (9/24): Privilege**Journal 5: must focus on the concepts covered in Classes 8 & 9**

- P. McIntosh *White privilege: Unpacking the invisible knapsack* AND B. Deutsch *The male privilege checklist: An unabashed imitation of an article by Peggy McIntosh* [The Deutsch article is printed below the McIntosh article.] <http://www.lilithgallery.com/feminist/modern/WhitePrivilege-MalePrivilege.html>
- Black, L. L., & Stone, D. (2005). Expanding the definition of privilege: The concept of social privilege. *Journal of Multicultural Counseling and Development*, 33(4), 243-255. [Blackboard/Library]

Class 10 (9/29): EXAMINATION**Class 11 (10/1): Review & Transition**

- We will review the class to date and the exam, and will prepare for the next phase of the course

Class 12 (10/6): Working with Racioethnic Minority Groups

- Read **any** of the following CR chapters: 7, 8, 9, 10 or 11. (You might want to read about the group on which you will focus for your Understanding Others essay.)
- View Episode 3 (*The House We Live In*) of the 2003 PBS series *Race: The Power of an Illusion*. The DVD should be on 4-hour reserve at the Johnson Center library. It may also be available as a streaming resource. In addition to (or rather than) viewing the video, you can access the transcript from the PBS site if you want it.
- Bertrand, M. (2005). Racial bias in hiring: Are Emily and Brendan more employable than Lakisha and Jamal? *Capital Ideas: Research Highlights from the University of Chicago Graduate School of Business*. <http://www.chicagobooth.edu/capideas/feb05/racialbias.html> or [Blackboard/Library]

Class 13 (10/8): Working with Racioethnic Minority Groups – Guest Presentations

Journal 6: must focus on some issue involving racioethnicity

Class 14 (10/14): Gender

Quiz 4 [This covers the readings for Class 12]

- CR Chapter 6
- APA. (2011). *Answers to your Questions about transgender people, gender identity, and gender expression*. <http://www.apa.org/topics/lgbt/transgender.aspx>
- Coontz, S. (2012, September 29). The myth of male decline. *The New York Times*. <http://www.nytimes.com/2012/09/30/opinion/sunday/the-myth-of-male-decline.html?smid=li-share&r=0>
- Vedantam, S. (2006, July 13). Male scientist writes of life as female scientist: Biologist who underwent sex change describes biases against women. *Washington Post*, p. A10. <http://www.washingtonpost.com/wp-dyn/content/article/2006/07/12/AR2006071201883.html>

Class 15 (10/15): Gender – Guest Presentations

Journal 7: must focus on some issue involving gender

Due date for informing professor of the group you will study for Understanding Others Essay. You will provide this information on a Target ID Form posted on the class Blackboard site.

Due date for getting professor's permission for partnership (in any) for Understanding Others Essay

Class 16 (10/20): Sexual Orientation [Note that we meet on Tuesday this week.]

Quiz 5 [This covers the readings for Class 16]

- CR Chapter 12
- American Psychological Association. (2008). *Sexual orientation and homosexuality*, from <http://www.apa.org/topics/lgbt/orientation.aspx>
- View <http://www.upworthy.com/everything-you-wanted-to-know-about-human-sexuality-but-were-afraid-to-ask?c=upw5>
- Savin-Williams, R. C. (2006). Who's gay? Does it matter? *Current Directions in Psychological Science*, 15(1), 40-44. [Blackboard/Library]
- Schmid, R. (2005, May 10). Sweat scent study suggests gay men's brains differ. *Seattle Times*. http://seattletimes.nwsourc.com/html/nationworld/2002269237_gaybrain10.html
- Hernandez, D. (2008, February 11). *Becoming a black man*. http://www.colorlines.com/archives/2008/01/becoming_a_black_man.html

Class 17 (10/22): Sexual Orientation – Guest Presentations

Journal 8: must focus on some issue involving sexual orientation

Class 18 (10/27): Religion**Quiz 6 [This covers the readings for Class 18]**

- Azar, B. (2010). A reason to believe. *Monitor on Psychology*, 41(11), 52.
<http://www.apa.org/monitor/2010/12/believe.aspx>
- CR Chapter 16 [I do not expect you to memorize all the details of all the religions. I do want you to get a sense of their variety. Read carefully pages 617-625, 669-674, and details about at **least one** religion about which you now know very little.]
- Schlosser, L. Z. (2003). Christian privilege: Breaking a sacred taboo. *Journal of Multicultural Counseling and Development*, 31(1), 44-51. [Blackboard/Library]
- Read “*Questions and answers: Religious discrimination in the workplace*” on the EEOC website:
http://www.eeoc.gov/policy/docs/qanda_religion.html
- Listen to the NPR broadcast “When Faith Clashes with Corporate Policy”
<http://www.npr.org/templates/story/story.php?storyId=3046047>

Class 19 (10/29): Religion – Guest Presentations**Journal 9: must focus on some issue involving religion****Class 20 (11/3): Disability****Quiz 7 [This covers the readings for Class 20]****Deadline for teams to claim the organization they will evaluate for the team project**

This would be a good time to do the extra credit experience, if you select one of the options involving a disability. It would give you additional insights to the topic and would get it out of the way, so you are not rushed at the end of the semester.

- CR Chapter 13
- Joyce, A. (2007, February 18). Should you tell? For people with a mental illness, there's no easy answer. *Washington Post*, p. F01. <http://www.washingtonpost.com/wp-dyn/content/article/2007/02/17/AR2007021700137.html>
- Andrews, L. W. (2005, July). Hiring people with intellectual disabilities. *HR Magazine*, 50(7), 72-77. [Blackboard/Library]
- Hannah, D. (2009, June 16). *7 things NEVER to say to people with disabilities*. DiversityInc.
<http://www.diversityinc.com/article/3382/7-Things-NEVER-to-Say-to-People-With-Disabilities/>

Class 21 (11/5): Disability – Guest Presentations**Journal 10: must focus on some issue involving disability****Class 22 (11/10): Understanding Others Essay Discussion****Understanding Others essay due**

You will discuss the information you obtained through your interviews and related reading.

Class 23 (11/12): Diversity Management – Background

- CR Chapter 5 [pages 143-170]
- Mor Barak, M. E. (2014). *Managing diversity: Toward a globally inclusive workplace* (3rd ed.). Thousand Oaks, CA: Sage. [Read chapter 10, “Diversity Management and Leadership: Paradigms, rationale, and key elements” pp. 217 – 235] [Blackboard/Library]

Class 24 (11/17): The Practice of Diversity Management – Guest Presentation

Points made by the speaker will be included on the final exam.

Journal 11: must focus on some issue involving diversity management in organizations

Deadline for voting disruptive members off team, if needed

Class 25 (11/19): Diversity Management – Creating an Inclusive Culture

- CR Chapter 17
- Apfelbaum, E. P., Norton, M. I., & Sommers, S. R. (2012). Racial color blindness: Emergence, practice, and implications. *Current Directions in Psychological Science*, 21(3), 205-209. [Blackboard/Library]
- Atkinson, W. (2001, September). Bringing diversity to White men. *HR Magazine*, 46(9), 76-83. [Blackboard/Library]
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Class 26 (11/24): The Practice of Diversity Management – Guest Presentation

Points made by the speaker will be included on the final exam.

Journal 12: must focus on some issue involving diversity management in organizations

Recommended deadline for completion of research of organization to be evaluated

Class 27 (12/1): Diversity Management – Specifics & Research

Quiz 8 [This covers the readings for Classes 23, 25 & 27]

- Dobbin, F., Kalev, A. & Kelly, E. (2007). Diversity management in corporate America. *Contexts*, 6(4), 21-27. [Blackboard/Library]

Class 28 (12/3): Catch-up day if needed; relevant experiential activities if time permits

- Jacobs, T. (2010, October 11). Accusations of sexism spur greater sensitivity. *Pacific Standard*.

<http://www.psmag.com/culture-society/accusations-of-sexism-spur-greater-sensitivity-23794/>

Course Reflection Paper is due. Please see pages 4 and 5 of this syllabus.

Deadline for turning in extra credit essay, if desired.

Recommended deadline for completion of first draft of team project paper

Office hours between the last class and the final exam will be by appointment only.

Final Exam period: Monday, December 15, 1:30 p.m. – 4:15 p.m.

Team papers are due at the beginning of the final exam period.

You must turn in your recommended team member penalty forms (in a sealed envelope) at the beginning of the final exam period. This is true even if you believe all team members contributed equally and no penalties should be imposed.