



School of Management

MGMT 412–Section 002: Diversity in Organizations Fall 2009

- Class meets:** Tuesday & Thursday from 5:55 to 7:10 p.m. in SUB II, SOM 3
- Instructor:** David A. Kravitz, Ph.D.
- Office:** 219 Enterprise Hall
- Office hours:** Tuesday & Thursday from 4:00 – 5:00 p.m., except not on 9/1 9/8, 10/6, 11/10
- Contact:** e-mail: dkravitz@gmu.edu
703-993-1781 (voice); 703-993-1870 (fax)
- Blackboard CE6:** <https://gmublackboard.com/webct/logon/1310403071011>
- 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 three goals of this course are: (a) to increase students' knowledge about the facts relevant to understanding 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 others who differ from themselves; (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 your 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 various 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 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 was the case before you took this course.
- explain the potential value of diversity and why managing diversity is important for organizations.
- 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, study group discussions, and presentations by external speakers and by students.

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 deliverables to maximize learning (different deliverables 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 about each week's topic. It also provides me with a way to assess class contributions; 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, though you may also write about additional issues.
- *Length and format.* The paper must be *at least* one double-spaced printed page (250+ words). Write your name at the top of the page, along with the course ID (MGMT 412), and the date of the relevant class.
- *Grading and credit.* These papers will be graded on a 1/0 basis. The normal grade will be 1. A grade of zero will be assigned to papers that are too short (less than 250 words) or that do not focus on the assigned content. Although I may correct grammatical errors, the quality of the writing will not affect the grade.

- *Delivery.* Because this is the only way in which I give credit for class contributions, ***you must attend class to turn in the journal entry.*** Furthermore, to receive credit ***you must remain for the entire class*** – you may not leave except in case of an emergency, in which case you must inform me of your departure and reason therefore. The due dates are indicated 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.
- *Number required.* Because students must sometimes miss class for professional or personal reasons, you only need to receive credit for 9 of the 11 possible journals to receive full credit 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 turn in more than the required number of journals.

Course summary paper

- *Purpose.* The purpose of this brief paper is to motivate you to think about how you have been affected by this course. A second 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 have 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. (Actions you have taken to satisfy the requirements of this course do not count and should not be mentioned.)
- *Privacy.* Because I want you to feel free to report your reactions to the class, even if your reactions are negative, these papers will be picked up by another faculty member. That person will give me a list of all the students who turned in acceptable papers. He or she will remove student names from the papers before giving them to me. 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). Write your name at the top right corner of the page, so it can easily be removed. At the top left of the paper, print the course ID (MGMT 412), the semester, and the assignment (“course summary paper”).
- *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 to papers that are too short (less than 250 words). The quality of the writing will not affect the grade. Note that **what** you say will **not** affect your grade, so please be entirely honest. If you believe this course has not affected you in any way or has had a negative effect on you, you should say that and you will still get credit for this assignment. 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.* You must attend class to turn in the course summary paper and you must remain through the class.

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 assigned for the classes indicated in the schedule below. "Readings" include **all** the activities that should have been completed for the class.
- *Format.* Each quiz will contain four questions. It will usually include 3 multiple choice questions and one short answer question, but I may use other types of questions (e.g., matching) and any mix of question types is possible.
- *Timing.* A quiz will be given on the dates indicated 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.] 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 except for a family or personal emergency, you will be penalized 1 point. Be sure to inform me if you leave.
- *Grading.* Each question will be worth 1 point. Most questions will be graded 0/1, but partial credit will be possible for some questions. 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).

Examination: There will be one examination.

- *Timing.* It will be administered on the day specified in the schedule at the end of this syllabus. [If we miss a day (e.g., due to inclement weather), the date will be moved back accordingly.]
- *Content.* It will include **all** the material covered before that day.
- *Format.* It may include any type of question. I expect about 60% of the points will come from objective questions (e.g., multiple-choice) and 40% will come from subjective questions (e.g., short essays).
- *Scantron.* Bring a Scantron for recording your answers to the multiple-choice questions.

Understanding Others Essay. This essay will be a report of interviews you complete with people who belong to a demographic group to which you do not belong. 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 some important demographic dimensions. More information about this assignment is given in a separate document posted in the Deliverables section of the class web site. If you decide to work with a partner, you must tell me of the partnership by Class 17.

Team project: I will create learning teams a few weeks into the semester. Each learning team must evaluate a local organization in terms of its level of diversity, approaches to diversity management, and the like. More information about this assignment is given in a separate document posted in the Deliverables section of the class web site.

- These papers are due at the beginning of the final exam period
- Each team must give a presentation summarizing their findings during the final exam period.

- 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.

Penalties for missing or late deliverables:

- The *journals* are due at the beginning of class, though there is a 10-minute grace period for traffic problems. If you are more than 10 minutes late or do not turn in the journal, you will receive a grade of zero. Also, if you leave before the class ends, you will receive a grade of zero
- The *course summary paper* is due at the beginning of class, though there is a 10-minute grace period for traffic problems. You will receive a grade of one if the paper is too short (less than 250 words) or if you turn it in after the grace period but before the end of class. You will receive a grade of 0 if you do not turn it in during class.
- The *quizzes* will be given at the beginning of class. If you are late to class, you will probably miss the quiz and will receive a grade of zero.
- The *examination* will be given on the day specified in the schedule at the end of this syllabus. If you are late, you will have less time to work on the exam. 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. Documented proof must be provided to justify any absence.
- The *understanding others essay* is due at the beginning of class, though there is a 10 minute grace period for traffic problems. If the paper is more than 10 minutes 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 deliver the paper. If neither of you can come to class that day, you may deliver it to my office before class or put it in a sealed envelope and ask a classmate to deliver it for you. If your classmate fails to deliver it, I will treat it as a missing paper.
- The *team paper* is due at the beginning of the final exam period, though there is a 10 minute grace period for traffic problems. If the paper is more than 10 minutes late, it will receive a penalty of 20% for the first day and an additional 40% for each day thereafter. Any member of the team may turn in the paper.
- The *team presentation* is due during the final exam period. There will be a penalty if you do not give me the file containing PowerPoint slides before class begins. In addition, you will receive a grade of zero if you are not ready to give your presentation when your turn comes.

Weighting and due dates of Assignments

Assignment	Due date (assuming no class cancellations)	% of grade
Journal	Multiple dates: See schedule	9
Quizzes	Multiple dates: See schedule	24
Examination	Class 9	25
Understanding Others essay	Class 23	15
Course Summary Paper	Class 28	2
Team project – paper	Final exam period	18
Team project – presentation	Final exam period	7

Semester grades will depend on the total points you earn on the assignments, using the percentage cutoffs shown below. Scores **exactly** at a cutoff will be assigned the higher grade. There will not be a curve, but extra credit is possible as explained 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 of a different group than usual). More information is given in a separate document posted in the Deliverables section of the class web site. The essay must be at least three double-spaced pages long and will be graded on a pass/fail basis. You may turn it in any time up to the beginning of the Class 28. If you receive a passing grade on this essay, I will add 3 points to your semester average.

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 a chance to continue conversations on class-related themes outside the classroom, 2) permitting the whole class to participate in outside-class interactions, and 3) increasing the opportunities to share ideas and perspectives, ask and answer questions, clarify issues, disseminate information, and communicate with other students.

I have created anonymous discussion forums on which you can post your thoughts about the assignments and guest speakers. Because they are designed to be anonymous, neither I nor anyone else will know who wrote the comments unless the writers identify themselves.

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:

As you can see, we will cover a lot of material this semester. A deliverable of some type is due at the beginning of almost every class. Of the three major deliverables, 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 standards. 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 6 to 9 hours per week on the readings and deliverables – 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.

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 examination 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 web site 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.***

Standards Especially Relevant to this Class

This class will involve discussion of controversial issues that are personally important and about which we may have strong feelings. Thus, it is especially important for us to treat one another with respect. We are here to learn from each other and to help each other learn about diversity. 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.
- We all have some level of prejudice against some other group (i.e., we are human).
- 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.

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, 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.

Cell phones: Cell phones are distracting and their use during class (except for emergencies) is insulting. Please turn off your cell phone before class unless you are dealing with a crisis and must leave it on. If you receive calls during class, do not take them.

OTHER

Blackboard CE6: Except for the readings, all materials needed for this class will be available in the class Blackboard site. To log on to the class web site, go to the address provided at the top of this syllabus and follow directions.

E-mail: I will send electronic messages to the entire class. I will use the GMU mailing list associated with this class. Thus, be sure you set up your GMU e-mail account and either use it or arrange for mail sent to that account to be forwarded to whatever e-mail account you normally use. *You are fully responsible for taking these steps, 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 am not perfect.

Other Communication: I will consult with you about whether it would make sense for me to establish a Twitter account or a Facebook Fan Page to share with you my observations of diversity-related issues that arise on campus or in the “real world.”

Disability: If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services at 703-993-2474 or <http://www.gmu.edu/student/drc/>. All academic accommodations must be arranged through the ODS. Please take care of this during the first two weeks of the semester.

Counseling center: George Mason University has a counseling center that can provide assistance if you find yourself overwhelmed by life, want training in academic or life skills, or the like. More information is available at (703) 993-2378 and <http://www.gmu.edu/departments/csdc/>

Religion: Students who will miss class for religious reasons should inform me of their anticipated absences as soon as possible.

Inclement weather & campus emergencies: Information regarding weather related change 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.

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 703-993-1200 and <http://writingcenter.gmu.edu/>. Note that they have special resources for individuals for whom English is not their first language.

READINGS

Textbook: The textbook should be available at the bookstore. Assignments from the text are identified as “CR” in the list of assigned readings.

Carr-Ruffino, N. (2009). *Managing diversity: People skills for a multicultural workplace* (8th ed.). Boston, MA: Pearson Custom Publishing.

Other readings:

- For some of the classes, additional readings or activities are listed in the schedule below. Please read these papers or complete the activities before coming to class.
- I have provided links to web locations where most of the other readings can be found.
 - 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 email me right away so I can figure out how to give you and your classmates access to the article.
- Some of the other assigned readings are available on electronic reserve.
 - To download the papers, go to the library e-reserves site at <http://furbo.gmu.edu/OSCRweb/index.html>. Click on “Search electronic reserves” at the top. Use either drop-down list to select this course. Our password is “diversity” without the quotation marks. You should then be able to download the readings. I suggest you do this immediately.
 - The e-reserve links to the readings are sometimes broken. If that occurs, inform e-reserve immediately. An e-mail link to e-reserve is available on the e-reserve web site. I can’t do anything about problems other than inform them, so there’s no need for you to inform me.
 - I may add a few more short readings during the course of the semester. If I do, they may be included in the relevant quizzes and in the examination. They will not be included unless I explicitly state that they are will be.

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 you know? Is it logical?
- What are the implications for my behavior and for organizations?

CLASS SCHEDULE**Class 1 (9/1): Course Introduction**

- Before class, go to the class Blackboard site. Download, print, and bring to class
 - This syllabus
 - The Student Information Sheet (filled out and printed *on a single page*)
 - All the assignments available on the Deliverables page.
 - The PowerPoint slides for today’s class

Class 2 (9/3): Initial Concepts

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

- CR Chapter 1

Class 3 (9/8) Culture

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

- CR Chapter 2 [pages 27 – 35]
- Herbert, W. (2008). A deadly philosophy. *APS Observer*, 21(5):
<http://www.psychologicalscience.org/observer/getArticle.cfm?id=2336>

Class 4 (9/10): Culture continued

Quiz 1 [This covers the readings for Classes 2, 3 and 4]

- CR Chapter 2 [pages 35 – end]; CR Chapter 3

Class 5 (9/15): Social Identity

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

- CR Chapter 4 [pages 116-119]
- Roberson, L., & Kulik, C. T. (2007). Stereotype threat at work. *Academy of Management Perspectives*, 21(2), 24-40. [Download from E-Journals on the Mason library web site.]

Class 6 (9/17): Psychological Processes: Prejudice

Quiz 2 [This covers the readings for Classes 5 & 6]

- **Do this before you read the following assignments.**
 - Point your browser at (<https://implicit.harvard.edu/implicit/demo/>).
 - Click on “Take a Demo Test” at the top and follow the instructions.
 - Complete two demonstration tests – picking groups or dimension to which you think you’ll have different emotional reactions.
 - Go back to the initial location (above) and click on “Background.” The links under “General Information” provide more information about the IAT.
 - Click on “Understanding and interpreting IAT results” and read the short explanation.
 - Click on “Answers to frequently asked questions about the IAT” and read any that interest you.
- 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?nav=emailpage>
- CR Chapter 4

Class 7 (9/22): Psychological Processes: Stereotypes

Journal 4: must focus on the concepts covered in Classes 6 or 7

- CR Chapter 4 [Review pages 102-106]
- 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>

Class 8 (9/24): Privilege

- Goodman, D. J. (2001). *Promoting diversity and social justice: Educating people from privileged groups*. Thousand Oaks, CA: Sage. [Read chapter 2: pp. 13 – 36]
- P. McIntosh *White privilege: Unpacking the invisible knapsack* AND B. Deutsch *The male privilege checklist: An unabashed imitation of an article by Peggy McIntosh*
<http://www.lilithgallery.com/feminist/modern/WhitePrivilege-MalePrivilege.html>

Class 9 (9/29): Workplace Discrimination**Quiz 3 [This covers the readings for Classes 8 & 9]**

- CR Chapter 5 [pages 129-138]
- Briske, P. (2003). Why Jamal can't get a job. *Chicago GSB*.
http://www.chicagobooth.edu/magazine/sum_fall03/bertrand.pdf
- 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
- Tahmincioglu, E. (2008, January 13). Racial harassment still infecting the workplace: Despite decades of civil-rights progress, workers' complaints are rising. *MSNBC*. Download from
<http://www.msnbc.msn.com/id/22575581/>
- DeAngelis, T. (2009). Unmasking 'racial micro aggressions.' *Monitor on Psychology*, 40(2), 42-46. <http://www.apa.org/monitor/2009/02/microaggression.html>

Class 10 (10/1): EXAMINATION**Class 11 (10/6): Exam Review (5:55–6:10) & Diversity Appreciation Workshop (6:10–7:10)**

- This workshop will be led by the National Coalition Building Institute.
- Attendance is essential – do **NOT** miss this Class.

Class 12 (10/8): Diversity Affirmation Workshop**Journal 5: must focus on the diversity appreciation workshop**

- This workshop will be led by the National Coalition Building Institute.
- Attendance is essential – do **NOT** miss this Class.

No class on 10/13. Monday classes meet on Tuesday this week.

Class 13 (10/15): Gender**Quiz 4 [This covers the readings for Class 13]**

- CR Chapter 6
- 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 14 (10/20): Gender – Guest Presentations**Journal 6: must focus on some issue involving gender****Panel of guest speakers:**

Class 15 (10/22): Working with Racioethnic Minority Groups

- Read **any** of the following CR chapters: 7, 8, 9, 10, 11. (You might want to read about the group on which you will want to focus for your Understanding Others essay.) Be prepared to discuss what you learned and give a group presentation on it to the class.
- Hernandez, D. (2008, February 11). *Becoming a black man*. Reproductive Justice & Gender. <http://www.apa.org/monitor/2009/02/microaggression.html>

Class 16 (10/27): Working with Racioethnic Minority Groups – Guest Presentations

Journal 7: must focus on some issue involving race

Panel of guest speakers: Frank Matthews?

Class 17 (10/29): Sexual Orientation

Quiz 5 [This covers the readings for Class 17]

Due date for informing professor of partnerships for Understanding Essays

- CR Chapter 12
- Savin-Williams, R. C. (2006). Who's gay? Does it matter? *Current Directions in Psychological Science*, 15(1), 40-44. [Download from E-Journals on the Mason library web site.]
- 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

Class 18 (11/3): Sexual Orientation– Guest Presentations

Journal 8: must focus on some issue involving sexual orientation

Panel of guest speakers:

Class 19 (11/5): Religion

Quiz 6 [This covers the readings for Class 19]

- CR Chapter 16
- Schlosser, L. Z. (2003). Christian privilege: Breaking a sacred taboo. *Journal of Multicultural Counseling and Development*, 31, 44-51. http://www.tanenbaum.org/christian_privilege.pdf
- Listen to the NPR broadcast “When Faith Clashes with Corporate Policy”
 - <http://www.npr.org/templates/story/story.php?storyId=3046047>

Class 20 (11/10): Religion – Guest Presentations

Journal 9 must focus on some issue involving religion

Panel of guest speakers:

Class 21 (11/12): Disability

Quiz 7 [This covers the readings for Class 21]

- 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, 73-77. http://findarticles.com/p/articles/mi_m3495/is_7_50/ai_n14814458/

Class 22 (11/17): Disability – Guest Presentations

Journal 10: must focus on some issue involving disability

Panel of guest speakers:

Class 23 (11/19): Understanding Others [Understanding Others essay due]

You will share the information you obtained through your interviews with the rest of the class.

Class 24 (11/24): Diversity Management: Overview

- CR Chapter 5 [pages 138-162]
- CR Chapter 17
- Mor Borak, M. E. (2005). Managing diversity: Toward a globally inclusive workplace. Thousand Oaks, CA: Sage. [Read chapter 10: pp. 207 – 223]

Class 25 (12/1): Diversity Management in Local Organizations – Guest Presentation

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

- Guest speaker:

Class 26 (12/3): Diversity Management: Specifics

Quiz 8 [This covers the readings for Classes 24 & 26]

- Atkinson, W. (2001, September). Bringing diversity to White men. *HR Magazine*, 46, 76-83.
http://findarticles.com/p/articles/mi_m3495/is_9_46/ai_78437839/pg_2/?tag=content;coll

Class 27 (12/8): Diversity Management in Local Organizations – Guest Presentation

- Guest speaker:

Class 28 (12/10): Diversity Management: Training & Research on What Works

Course Summary Paper: Note that there are special directions about the content of this paper. Please see page 3 of this syllabus.

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

Final Exam period (12/17: 4:30 a.m. to 7:15 p.m.)

- Recommended penalty forms must be turn in (in sealed envelopes) 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.
- Team papers are due at the beginning of the final exam period.
- Team presentations will be given during the final exam period.