MGMT 412–001: Diversity in Organizations
Spring 2017

**Class meets:**
Section 1: Tuesday & Thursday from 1:30 to 2:45 p.m. in Enterprise 174 Hall
Section 2: Tuesday & Thursday from 3:00 to 4:15 p.m. in Enterprise 174 Hall

**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 time.

**Contact:**
e-mail: dkravitz@gmu.edu [This is the best 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:**
Degree status and grade of C or higher in MGMT 301 or MGMT 303.

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**Course Description:**
This course will cover a variety of topics relevant to diversity in organizations. We will consider cultural and psychological processes that influence how people deal with one another, as well as the reality of workplace discrimination in the U.S. We will apply these concepts to discussions of specific dimensions of diversity, including race/ethnicity, gender, 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 them.
- use your understanding of the above to increase your awareness of how you have developed your beliefs about the social world and 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.

Scholarly Inquiry Course
This class is identified as a George Mason University Students as Scholars “Scholarly Inquiry” course, which means that in addition to learning about diversity issues, you will learn about the process of doing research on diversity issues. (See http://oscar.gmu.edu/) Through our major written assignments, you will learn about how researchers can use interviews to obtain information and how to evaluate the quality of the information obtained through interviews. Through your journals, you may learn how scholars reflect on issues and develop hypotheses to be tested through research. Specifically, you will meet the following learning outcomes:
• Articulate a question, problem, or challenge that is generally relevant and appropriate in scope
• Communicate knowledge from a scholarly or creative project through writing, presenting, or performing, employing some conventions appropriate to the audience and context.
• Identify some relevant ethical issues; demonstrates some attention to ethical principles at some stages of the inquiry process.

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 before class, so you will both contribute more to the class and get more out of the class. 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 semester. The primary content requirement is that each journal must deal with the topic specified in the schedule below. You can write about your own related experiences, critique the readings, propose hypotheses about the topic that could be tested through research, or whatever. What matters is that you address the appropriate issue. 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. You can learn and grow through this experience—if you take advantage of it. Do NOT simply summarize the readings. Put some of your own thought into your journal.
Examination:

- **Length and format.** The paper must be at least 250 words long. This is equal to one double-spaced page, though I’d prefer that you use single-line spacing.
- **Submission.** Submit the paper electronically to the Assignment section of our class Blackboard website. Details about how to do this are given in Blackboard. 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. I will assign a grade of 1 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. Papers that just summarize the reading will receive a grade of 0, as will missing papers.
- **Number required.** You only need to receive full credit for 8 of the 11 possible journals to receive full credit (16 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 16 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).

Examination: There will be one examination.

- **Timing.** The exam will be administered on the day specified in the schedule at the end of this syllabus. If we miss class (e.g., due to inclement weather), the exam may be moved accordingly.
- **Content.** The exam will include all the material covered before the day on which it is given.
- **Format.** 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).
- **Scantron.** Bring a Scantron for recording your answers to the multiple-choice questions.
- **Tardiness & Absence.** The exam will begin at the beginning of the class and will end at the end of class. 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 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. More details about the submission process, including a procedure that will enable you to check for plagiarism, are given in the posted assignment. Read it carefully and follow the submission directions exactly!

- **Submission deadline.** You must submit your final paper by **one 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. Only one person should post the paper; if multiple versions of the paper are posted, I will grade the last one.

Team Project: Paper & Presentation

- **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. The team must write a paper (major assignment) and give a brief presentation (minor assignment). 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 do not want to work with, inform me of that privately right away.

- **Paper submission procedure.** You must submit the paper electronically to the Assignment section of our Blackboard website. More details about the submission process, including a procedure that will enable you to check for plagiarism, are given in the posted assignment. Read it carefully and follow the submission directions exactly!

- **Paper submission deadline.** You must submit your final paper to the “Final” Assignment by **one hour before** the beginning of the final exam period. 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. Please discuss this among yourselves and decide who will submit it. I have tried to set up Blackboard so only one submission is possible, but if I receive multiple submissions, I will grade the last one.

- **Presentation.** You will give a brief presentation during the final exam period.

- **Grading.** (a) See the separate grading sheets for the grading rubrics. I recommend that you pay attention to them when preparing your paper. (b) The grades 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.

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 tell me 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.) This is not a format for comments on what you liked or disliked about specific assignments other than how they affected your perceptions of behavior.
• 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 250 words long; it can be longer if you have more to say. This is equivalent to one double-spaced page, but please use single-spaced printing to save paper. 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 sign the 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 the 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date (assuming no class cancellations)</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>Journal</td>
<td>One hour before beginning of class on multiple dates: See schedule</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Beginning of class on multiple dates: See schedule</td>
<td>20</td>
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<tr>
<td>Examination</td>
<td>Beginning of Class 10</td>
<td>25</td>
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<tr>
<td>Understanding Others Essay</td>
<td>One hour before beginning of Class 22</td>
<td>20</td>
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<tr>
<td>Team Project Paper</td>
<td>One hour before beginning of final exam period</td>
<td>18</td>
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<tr>
<td>Team Project Presentation</td>
<td>Beginning of final exam period</td>
<td>5</td>
</tr>
<tr>
<td>Course Reflection Paper</td>
<td>Beginning of Class 27</td>
<td>2</td>
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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 below.

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<tr>
<th>Grade</th>
<th>F</th>
<th>D</th>
<th>C</th>
<th>C+</th>
<th>B-</th>
<th>B</th>
<th>B+</th>
<th>A-</th>
<th>A</th>
<th>A+</th>
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<tbody>
<tr>
<td>% of Points</td>
<td>&lt;60</td>
<td>60-70</td>
<td>70-77</td>
<td>77-80</td>
<td>80-83</td>
<td>83-87</td>
<td>87-90</td>
<td>90-93</td>
<td>93-97</td>
<td>97-100</td>
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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. 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+) unless it is below a 73, in which case I will increase your semester average 4% and assign whatever grade is merited by the result.
Discussion Forums and Group Spaces
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 provide 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. 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 the team members and I 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 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 can 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 School of Business 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. Mason’s School of Business 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 School. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

Activities during class: During class, you should be focused on class. Please do not surf the net, text friends, play video games, 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.

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 and charity. 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.
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 can 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 System and Code: The Honor System and Code adopted by George Mason University will be enforced for this class (http://oai.gmu.edu/the-mason-honor-code/). For your information, I have placed a copy of the School of Business “Recommendations for Honor Code Violations” in the Other Information section of our class Blackboard website.

In your work on all written assignments, keep in mind that you may not present as your own the words, the work, or the opinions of someone else without proper acknowledgement. You also may not borrow the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement. Please note: Faculty are obligated to submit any Honor Code violations or suspected violations to the Honor Committee without exception.

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. 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

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

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.

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, surfing 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. 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 you will learn more if you use pen and paper.

**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/](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.

**OTHER**

**Business Library Liaison Information:** Jo Ann J. Henson, MLIS Business and Economics Liaison Librarian, Fenwick Library Fairfax Campus: [http://infoguides.gmu.edu/business](http://infoguides.gmu.edu/business)

**Writing center:** George Mason University has a Writing Center that can help you improve your English writing skills. More information is available at [http://writingcenter.gmu.edu/](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/](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 and campus emergencies:** Information regarding weather-related changes in the University’s schedule (e.g., closing or late opening) will be provided on the GMU website and via MasonAlert. Students may sign up for the Mason Alert system to receive emergency information of various sorts at [https://alert.gmu.edu](https://alert.gmu.edu). I plan to hold class unless the campus is officially closed. If class is cancelled due to inclement weather or other emergency, class 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.


**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/](http://ods.gmu.edu/). All accommodations must be arranged through the ODS. Please take care of this during the first two weeks of the semester.

**Student Support and Advocacy Center:** SSAC staff offer students one-on-one support, interactive programming and on and off campus resources. They are a one-stop show that provides help in many areas, including healthy relationships, stress management, nutrition, sexual assault, dating/domestic violence, stalking, drug and alcohol use, sexual health, and lack of money. They offer immediate assistance for alcohol emergency and/or sexual violence (24-hour crisis line: 703-380-1434). If they cannot help you with your problem, they can refer you to an appropriate resource. They do not include professional counselors – see Counseling and Psychological Services for that. More information is available at [http://ssac.gmu.edu/](http://ssac.gmu.edu/) and 703-993-3686.
Counseling and Psychological Services: George Mason University’s counseling and psychological services center can help 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 http://www.gmu.edu/departments/csdcc/ and 703-993-2380

Sexual Assault Resources: George Mason University is committed to fostering a safe learning, living and working environment that is free from discrimination. Sexual misconduct—including sexual harassment, domestic/dating violence, sexual assault, and stalking—is prohibited under Title IX, George Mason Policy 1202 and The Code of Student Conduct. There are a wide range of potential impacts of sexual assault, including psychological, emotional, relationship and academic concerns. Mason encourages students to seek out the available resources to get the support they need. Complainants have the right and can expect to have incidents of sexual misconduct taken seriously by the University when reported, and to have those incidents investigated and properly resolved through appropriate administrative procedures. Reports to law enforcement can be made to George Mason University Police (police.gmu.edu) at 703-993-2810.

Confidential Sources
- Counseling and Psychological Services (see above)
- Office of the Ombudsman (http://ombudsman.gmu.edu) and 703-993-3306
- Student Health Services (http://shs.gmu.edu) and 703-993-2831
- Student Support and Advocacy Center (see above)

Non-Confidential Sources: Official Notice to University
- University Title IX Coordinator (http://integrity.gmu.edu) and 703-993-8730
- Office of Student Conduct (http://studentconduct.gmu.edu) and 703-993-6209.

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.
- The bookstore is selling the text for $128.80 (new) or $96.60 (used). You may be able to find used copies of this edition on line for less money. Previous editions may also be available and 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. Note that the bookstore sometimes sells a more expensive package containing the text, a student workbook and online access to course resources. I do not plan to assign anything from either the student workbook or online access – you only need the text.

Other readings:
- 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 the other readings can be found.
- I have provided direct links to help you access journal articles. If the link does not work, 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://library.gmu.edu/tutorials/articlecitations.
- Please access and download 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, please inform me immediately.
I may add a few more short readings during the semester. If I do, they will not be included in the relevant quizzes or 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 follow the 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**

I recommend that you read/view/complete the daily assignments in the order given below.

**Class 1 (1/24): Course Introduction**

Quiz 1 [This is in Blackboard. It covers the syllabus and the article by Putnam et al. (2016). 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 assigned reading by Putnam et al. (2016)
    - The PowerPoint slides for today’s class
    - The Student Information Sheet (filled out and printed on a single page).
  - From the Information section – you don’t have to print this if you don’t want to, but you should download all the documents and have them available.
    - Information about all the assignments available on the course Blackboard website.
    - The readings in the “Advice” folder. Although they are not assigned, I recommend that you read them and take the information seriously.

**Class 2 (1/26): Initial Concepts**

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

- CR Chapter 1
- View 2009 TED talk by Chimamanda Adichie: *The danger of a single story.*
Class 3 (1/31): Culture
Journal 2: must focus on the concepts covered in Classes 3 or 4
- MGMT412 student journal on cultural conflict. [Posted on Blackboard]

Class 4 (2/2): Culture continued
Quiz 1 [See explanation for Class 2 above.]
Quiz 2 [This covers the materials assigned for Classes 2, 3 & 4 including the posted slides.]
- CR Chapter 2 [pages 39 – 57]

Class 5 (2/7): Social Identity
Journal 3: must focus on the concepts covered in Class 5
- CR Chapter 4 [pages 57 – 59 & 118 – 122]
- Read Part 8 of Mary-Frances Winters’ series on identity development
  (http://www.theinclusionsolution.me/category/who-am-i-identity/)
  and also read one of the seven previous posts dealing with specific groups.
  http://www.ted.com/talks/andrew_solomon_love_no_matter_what
- Learn about stereotype threat, by reading http://reducingstereotypethreat.org/definition.html
- View “I am not black. You are not white. Labels are just labels…” http://omeleto.com/220810/
- View CNNMoney video about intersectionality.
  https://www.facebook.com/cnnmoney/videos/10153549712823067/

Class 6 (2/9): 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.
- View 2013 TEDxSanDiego talk by Jerry Kang: “Immaculate perception.”
  https://www.youtube.com/watch?v=9VGbWNl6Ssk&feature=youtu.be
- CR Chapter 4
- Pitts, L. (2016, February 8). Sitcoms can be unsung heroes against prejudice. The Columbian.
Class 7 (2/14): Psychological Processes – Stereotypes
Quiz 3 [This covers the materials assigned for Classes 5, 6 & 7, including the posted slides.]
• CR Chapter 4 [Review the coverage of stereotypes]
• Rankin, K. (2015, December 4). The science behind why people think stereotypes are true.  
• View ABC News video “What would you do? Would you stop a bike thief?” [length should be 11:44]  
  https://www.youtube.com/watch?v=S0kV_b3IK9M
• View “Stereotypes, stereotype threat, and self-fulfilling prophecy” in Kahn Academy at  

Class 8 (2/16): 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 regarding at least two types of discrimination.

Class 9 (2/21): Unearned 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
• Crosley-Corcoran, G. (2014). Explaining White privilege to a broke white person.  
  http://www.huffingtonpost.com/gina-crosleycorcoran/explaining-white-privilege-to-a-broke-white-person_b_5269255.html
• View Last Week Tonight with John Oliver: Wealth Gap, from July 13, 2014.  
  https://www.youtube.com/watch?v=Lf5SEwJceno
• Ferdman, R. A. (2015, October 8). The remarkable thing that happens to poor kids when you give their parents a little money. The Washington Post.  
Class 10 (2/23): EXAMINATION

Class 11 (2/28): Review & Transition
- We will review the class to date and the exam, and will prepare for the next phase of the course

Class 28 (3/2): Confronting Discrimination
This class (#28) is being presented out of its normal order. To avoid problems with my file naming system, I am keeping the same number, even though we are covering the material during the twelfth class.


Class 12 (3/7): Working with Racioethnic Minority Groups
- Read any of the following CR chapters: 7, 8, 9, 10 or 11.
- 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 regarding color, national origin, and race (including harassment).
- MGMT412 student journal on driving while black. [Posted on Blackboard]
- MGMT412 student journal on racial discrimination in hiring. [Posted on Blackboard]

Class 13 (3/9): Working with Racioethnic Minority Groups – Guest Presentations
Journal 6: must focus on some issue involving race/ethnicity
Class 14 (3/21): Gender
Quiz 4 [This covers the materials assigned for Class 14, including the posted slides.]

- MGMT412 student journal on gender. [Posted on Blackboard]
- CR Chapter 6
- 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 regarding pregnancy and sex (including harassment).

Class 15 (3/23): Gender – Guest Presentations
Journal 7: must focus on some issue involving gender

Due date for informing professor of the target group you will study for your Understanding Others Essay. You will provide this information on a Target ID Form, which is posted on the class Blackboard site. Turn in a hard copy of this form at the beginning of class.

Due date for getting professor’s permission for partnership (in any) for the Understanding Others Essay.

Class 16 (3/28): Sexual Orientation
Quiz 5 [This covers the materials assigned for Class 16, including the posted slides.]

- CR Chapter 12
- View 2010 talk by Joel Burns: “It get better.” https://www.ted.com/talks/joel_burns_tells_gay_teens_it_gets_better and check out the “It gets better” project http://www.itgetsbetter.org/

Class 17 (3/30): Sexual Orientation – Guest Presentations
Journal 8: must focus on some issue involving sexual orientation
Class 18 (4/4): Religion
Quiz 6 [This covers the materials assigned for Class 18, including the posted slides.]

- 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.]
- Read “Questions and answers: Religious discrimination in the workplace” on the EEOC website: http://www.eeoc.gov/policy/docs/qanda_religion.html
- 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 regarding religion.

Class 19 (4/6): Religion – Guest Presentations
Journal 9: must focus on some issue involving religion

Class 20 (4/11): Disability
Quiz 7 [This covers the materials assigned for Class 20, including the posted slides.]
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.

- CR Chapter 13
- 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 regarding disability.
- View 2012 TED talk by Sue Austin: “Deep sea diving ... in a wheelchair.” [https://www.ted.com/talks/sue_austin_deep_sea_diving_in_a_wheelchair]

Class 21 (4/13): Disability – Guest Presentations
Journal 10: must focus on some issue involving disability

Class 22 (4/18): Understanding Others Essay Discussion
Understanding Others essay due
You will discuss the information you obtained through your interviews and related reading.
Class 23 (4/20): Diversity Management – Motivation
- Watch PBS story “How engaging diversity made Xerox a company to copy.”
  https://www.youtube.com/watch?v=vynPVmN9kQ

Class 24 (4/25): Diversity Management – History and Big Picture
- CR Chapter 5 [pages 143-170]
  https://www.psychologytoday.com/blog/culturally-speaking/201112/colorblind-ideology-is-form-racism

Class 25 (4/27): The Practice of Diversity Management – Corporate Guest Presentation
Deadline for voting disruptive members off team, if needed

Class 26 (5/2): Diversity Management – Specifics & Research
Quiz 8 [This covers the materials assigned since Class 20, including the posted slides.]
- CR Chapter 17
  http://ctx.sagepub.com.mutex.gmu.edu/content/6/4/21.full.pdf+html
  https://www.linkedin.com/pulse/steps-make-diversity-inclusion-reality-anita-singh

Class 27 (5/4): The Practice of Diversity Management – Consultant Guest Presentation
Journal 11: must focus on some issue involving diversity management in organizations
Recommended deadline for completion of research of organization to be evaluated

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:
Section 1: Tuesday, May 16, 1:30 to 4:15 pm
Section 2: Thursday, May 11, 1:30 to 4:15 pm
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.
Team presentations will be given during the final exam period.