

Management
Course Number: 29:620:370
Course Title: Managing Diversity in Organizations

COURSE DESCRIPTION

Being able to work effectively with people who do not share your background, experiences, or self-identification is an important management skill. There are many dimensions on which people meaningfully differ: by race, ethnicity, gender, age, occupation, function, department, education, sexual orientation, physical abilities, class, etc. Only some differences make a difference in the workplace. Knowing how to successfully engage with those who differ from you on differences that make a difference will undoubtedly have effects on both your employer and on your own career prospects.

The existence of diversity among groups of people means that there are likely to be differences in language, style, custom, conventions, attitudes, and normative behavior--in other words, in culture. In addition, people bring with them into organizations the patterns of behavior and thinking, the networks, the social pressures, the habits, and strategies of action that they learned before joining the organization. Further, people are shaped by the perceptions, attitudes, and behaviors of others in regard to them. One's social identity is interactive with other people's social categorization and is embedded within social structures. Although many organizations in the past have tried to homogenize behavior and attitudes by developing their own organizational cultures, the reality in most organizations is the existence of distinct subcultures and micro-cultures, as each group tries to find its own place, often in competition with others.

Diversity creates positive outcomes for organizations when differences among people lead to a larger pool of qualified workers, to more creative problem solving, more productive use of human resources, and better understanding of markets and competitors. Negative outcomes, however, can result if diversity leads to misunderstanding, distorted communication, destructive competition, political maneuvering, favoritism, discrimination, and intolerance. Which set of outcomes is most likely depends on the extent to which people in organizations welcome diversity, value it, and know how to manage it effectively.

COURSE MATERIALS

Books (order at any online site):

Lewis, Earl and Nancy Cantor. 2016. *Our Compelling Interests: The Value of Diversity for Democracy and a Prosperous Society*. Princeton, NJ: Princeton University Press.

Posted to Canvas Site:

Anand, Rohini and Winters, Mary-Frances, 2008. A Retrospective View of Corporate Diversity Training from 1964 to Present. <i>Academy of Management Learning & Education</i> . 7(3): 356-372.
Bar-Tal, Daniel. 2000. From Intractable Conflict through Conflict Resolution to Reconciliation: Psychological Analysis. <i>Political Psychology</i> 21(2): 351-365.
Desmond, Matthew, 2019, In Order to Understand the Brutality of American Capitalism, You Have to Start on the Plantation, August 14, 1619 Project, <i>New York Times Magazine</i> , https://www.nytimes.com/interactive/2019/08/14/magazine/slavery-capitalism.html
Devine, Patricia G. 1996. Breaking the Prejudice Habit. <i>Psychological Science Agenda Science Briefs</i> , January/February: 10-11.
DiTomaso, Nancy, 2015. Racism and Discrimination versus Advantage and Favoritism: Bias for versus Bias Against. <i>Research in Organizational Behavior</i> . 35: 57-77.
DiTomaso, Nancy, Corinne Post, and Rochelle Parks-Yancy, 2007. Workforce Diversity and Inequality: Power, Status, and Numbers. <i>Annual Review of Sociology</i> 33(1): 473-501.
Dovidio, John F., Samuel L. Gaertner, and Tamar Saguy. 2009. Commonality and the Complexity of “We”: Social Attitudes and Social Change. <i>Personality and Social Psychology Review</i> 13(1): 3-20.
Dweck, Carol, 2008. Can Personality Be Changed? The Role of Beliefs in Personality and Change. <i>Current Directions in Psychological Science</i> , 17(6): 391-394.
Fiske, Susan T. 2002. What We Know Now about Bias and Intergroup Conflict, the Problem of the Century. <i>Current Directions in Psychological Science</i> 11(4): 123-128.
Gudykunst, William and Young Yun Kim. 1995. Communicating with Strangers: An Approach to Intercultural Communication. Pp. 429-442 in John Stewart, Ed., <i>Bridges Not Walls</i> , NY: McGraw-Hill. 6 th edition. Summary from Conflict Research Consortium at University of Colorado, Boulder
McCullough, Michael E. 2001. Forgiveness: Who Does It and How Do They Do It? <i>Current Directions in Psychological Science</i> , 10(6): 194-197.
McIntosh, Peggy. 1989. White Privilege: Unpacking the Invisible Knapsack. <i>Peace and Freedom Magazine</i> , 49(3, July-August): 10-12.
Miranda, Desiree Annis, 2018. This is How You Kidnap a Child: An American History. June 27. https://medium.com/s/story/this-is-how-you-kidnap-a-child-an-american-history-8b02aafefb96
Phillips, Katherine W. 2014. How Diversity Makes Us Smarter. <i>Scientific American</i> . 311(4, October): 42-47.
Triandis, Harry C. 1994. Culture and Social Behavior. Pp. 169-173 in Walter J. Lonner and Roy S. Malpass, <i>Psychology and Culture</i> , Boston: Allyn and Bacon.

COURSE STRUCTURE, LEARNING GOALS, AND OBJECTIVES

Course Structure:	
Class meetings will consist of lectures, discussions, videos, and other experiential activities. It is important that students attend regularly, prepare for each class by reading assigned materials, and make an effort to participate in class discussions and exercises. In a course such as this one, the best way to learn is from each other.	
Course Learning Goals:	
1.	To <u>understand yourself</u> in relationship to the people around you, i.e. your own place within cultures, subcultures, demographic subgroups, and social structure.

2.	To <u>understand the people around you</u> (bosses, peers, subordinates, customers, competitors, other members of your organization and other organizations, etc.), i.e., their participation in cultures, subcultures, demographic subgroups, and social structure.
3.	To <u>understand</u> the processes that lead to both positive and negative reactions to difference, to appreciate the <u>contributions of diversity</u> in those with whom you live and work and to mitigate potential negative reactions
4.	To <u>understand how diversity management relates to strategic organizational goals</u> .
5.	To <u>practice management skills</u> that improve outcomes as the work force, organizations, and the business environment become more diverse and global.

Course Objectives:

After completing this course, students should have gained the following understanding and competency:

Topics:	
1.	Analysis of the social, political, and economic context of diversity and the categorical differences that make a difference, including understanding inequality and systems of oppression
2.	The knowledge basis of understanding intergroup relations: the impact of culture on behavior for self and others, content of cultural differences, cognitive and learning style differences, different bases of morality, and the business case for diversity
3.	Skills for working productively with people from all backgrounds: isomorphic attribution, perspective-taking and role-taking, emotional intelligence, conflict resolution, group facilitation, communication effectiveness across cultures, mindfulness, cognitive complexity and flexibility, and overcoming ethnocentrism
4.	Development of affective orientations that are productive in cross-cultural and intergroup interactions: cosmopolitanism, authenticity, values-based motivation, and commitment to inclusiveness

Department Specific Learning Goals

This course is designed to help students develop skills and knowledge consistent with the learning goals outlined for undergraduate students. Those who successfully complete the course will be able to demonstrate:

1. Knowledge:
a. knowledge of current basic concepts in the functional areas of business.
b. knowledge of current advanced concepts within their major field and an ability to integrate and apply these concepts to practical business problems, as defined for Management majors.
2. Ethical judgment:
a. ability to critically evaluate unstructured business decision-making scenarios and develop innovative and ethical solutions.
b. recognition of ethical dilemmas in unstructured business decision-making scenarios.
3. Global perspective:
b. understanding of the impact of cultural and demographic diversity on business interactions.
4. Effective Communication:
a. ability to construct clear, concise, and convincing written business communication.
b. ability to construct and deliver clear, concise, and convincing oral communication.
Students develop these skills and knowledge through the following <u>course activities and assignments</u> :
• Knowledge: lectures, videos, guest speakers, assignments
• Ethical judgment: discussion, exercises, cases, group work

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| <ul style="list-style-type: none">• Global perspective: lectures, videos, guest speakers, cases |
| <ul style="list-style-type: none">• Effective Communication: discussion, exercises, group work, assignments |

PREREQUISITES

School 29 courses at the 300 level and higher are for Rutgers Business School Undergraduate-Newark majors/minors only. All RBS students must complete the following courses prior to taking any upper level business courses: 21:355:101(English Composition I); 21:355:102(English Composition II);21:220:101(Intro to Econ-Micro);21:220:102(Intro to Econ-Marco);21:220:231(Statistical Methods(or)21:640:211(Statistics);29:010:203(Financial Accounting)29:010:204(Managerial Accounting);21:640:119(Basic Calculus). NO SPECIAL PERMISSION WILL BE GRANTED FOR CLOSED RUTGERS BUSINESS SCHOOL-NEWARK COURSES. Students may register for open sections only. Students should allow a minimum of 20 minutes between classes meeting at 1 Washington Park and elsewhere on campus. DO NOT REGISTER FOR BACK-TO-BACK COURSES
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ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

<h3><u>A Word About Plagiarism</u></h3>
It is important that when you use material from a specific source that you reference it and that if you use words that were written by someone else that you cite the source and use quotation marks when exact words are taken from elsewhere. This includes material from the internet, from assigned reading, or from other sources It is not acceptable to write by taking sentences (even slightly modified sentences) from the works of other authors without referencing the source, including the page number). All material that is used or cited should be in the list of references at the end of the paper and also cited using the standard format within the body of the paper (name of author, date of publication: page number). If you use material from the internet, you should include the complete path that would get me to the same material that you saw and used. That is, it is not acceptable only to use the home page address, if the material that you used came from somewhere else within the website.
See the list of course assignments for examples of proper citation for putting together a reference list.

ATTENDANCE AND PREPARATION POLICY

ATTENDANCE AND PREPARATION POLICY
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In the same way that you have expectations of me as an instructor, I also have expectations of you as students in this class:	
•	Expect me to attend all class sessions. I expect the same of you. If I am to be absent, my department chair or I will send you notice via email and Canvas as far in advance as possible. If you are to be absent, please report your absence in advance at https://sims.rutgers.edu/ssra/ . If your absence is due to religious observance, a Rutgers-approved activity, illness, or family emergency or death <u>and</u> you seek makeup work, also send me an email with full details and supporting documentation within 3 days of your absence. Attendance will be taken at each class session. Students who miss more than 2 class sessions during the semester can expect their absences to count against their final course grade.
•	For weather emergencies, consult the campus home page. If the campus is open, class will be held. Information on campus status can be found at: https://www.newark.rutgers.edu/weather-and-campus-operating-status .
•	Expect me to arrive on time for each class session. I expect the same of you. I would especially appreciate that you arrive on time when we have class guests.
•	Expect me to remain for the entirety of each class session. I expect the same of you. If you need to leave early for a legitimate reason, please let me know before the class or at the break. Attendance will be taken after the break in order to give credit to those who stay for the whole class.
•	Expect me to prepare properly for each class session. I expect the same of you. Complete all background readings and assignments. Your learning will be affected negatively if you come to class unprepared. The minimum expectation is that for each 3-hour class session, you have prepared by spending at least twice as many hours on studying and on class assignments.
•	Expect me to participate fully in each class session. I expect the same of you. Stay focused and involved. It will be difficult for you to learn and to contribute fully to the learning of others, if you are not paying attention.

COURSE ASSIGNMENTS

Course Requirements and Evaluation (See details in sections below)	
This course depends on your regular attendance and active participation. Students should come to class prepared to participate in every session. Attendance and participation will count for part of your course grade. In addition, there are three written assignments and an exam. Assignments should be submitted by the due date electronically on Canvas. Please also turn in a paper copy in class.	
The following weightings will be used for evaluation in the course (total 100 points):	%
Attendance and participation, including preparation for guest speakers	15
Your Multicultural Story: Social Identity and Intersectionality	20
Analysis of Desmond article, Capitalism and Slavery	20
Group Project: Historical analysis of an industrial sector and intergroup relations	25

Final exam (Cumulative, major themes)	20
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The details of the assignments are as follows:	
1. Attendance, participation, and preparation for class work and guest speakers	
15 points	Class attendance will be taken at every session. Because of the importance of participation and attendance in this class, everyone is expected to be in class on time on a regular basis and to stay for the whole class period. Learning will take place in this class through lectures, class discussions, experiential exercises, and group work. Students are expected to read the assignments in advance of the class and are expected to participate actively in the class discussions and exercises. Students should prepare for guest speakers so they can ask knowledgeable and well informed questions. The instructor is the final arbiter of the points given for class participation. The evaluation will be based on attendance, classroom behavior, the quality of class participation, and the contributions in the class to student learning overall.

<u>2. Your Multicultural Story: Social Identity and Intersectionality (3 double-spaced pages, plus appendices; bring hard copy to class and submit electronically to Canvas)</u>	
20 Points	Each student will prepare a report on his or her social identity group or on a group about which he or she would like to learn more. Although all of us belong to more than one social identity group and each social identity group is interrelated in various ways and to varying degrees with other social identity groups, for the purposes of this assignment pick one primary social identity group about which you want to explore. In writing about this group, you will discuss how this identity group relates to others.
	In your analysis, (a) provide a brief history of the group on which you want to write, drawing attention to some of the key events about which anyone claiming knowledge of this group should know, (b) provide empirical data about the size of the group and about its composition in the U.S., (c) discuss and provide data on how this group interfaces with other social identity groups (i.e., what some would call aspects of the intersectionality of the group), and (d) identify a few of the heroes or heroines that members of the group most admire.

	<p>The analysis should draw from lectures and reading materials in the class where appropriate, but most of your information will need to be drawn from external sources.</p> <p>All sources need to be properly cited and a reference list should be included as part of your paper. See the information on the syllabus about how to properly reference sources in the text and in a reference list.</p>
	<p>Students will be asked to provide a 3 minute summary of their reports, if necessary, over several class periods.</p>

<p><i>3. Analysis of Desmond article, Capitalism and Slavery (5 double-spaced, pages)</i></p>	
<p><u>20 points</u></p>	<p>Read the article by Desmond from the 1619 Project from the <i>New York Times</i> about the role of slavery in the development of the low road capitalism that is evident in the U.S. Desmond argues that the lack of a more generous social safety net in the U.S. and the control-oriented management style that is used by many employers have their origins in slavery. Other scholars (e.g., Gilens, 1999) have also argued that race relations in the U.S. have contributed to the inability to develop the kind of social welfare policies that other major capitalist countries take for granted.</p>
	<p>Although Desmond’s analysis is primarily about the relationship between white enslavers and black slaves in the U.S., his commentary alludes to the roles of other groups as well, including poor whites, Northern industrialists, and foreign investors among others. He might also have discussed, but did not include Native Americans, Hispanics, European and Asian immigrants, enslavers in the Caribbean and South America, slave traders, and so on. In your paper, address the following: (a) identify what you believe to be the three most insightful points from Desmond’s analysis and explain why you found these points of special interest, (b) add the story of your own ancestors to the commentary that Desmond is providing, and (c) explain what lessons current employers should learn from knowing this history.</p>
	<p>Please document any sources that you use and be sure to reference others if you use their ideas. See the information on the syllabus about how to properly reference sources in the text and in a reference list.</p>

4. Group Project: Historical analysis of an industrial sector and intergroup relations (about 20 double-spaced pages, including tables, appendices, and references)

<p>25 Points</p>	<p>Desmond’s commentary about capitalism and slavery briefly discusses how slavery contributed to the growth and prosperity that was created by the cotton industry in the U.S. As he alludes, the cotton industry was integrally related to the role of slavery and imperialism across the globe. Relations among different race and ethnic groups were integrally tied up with the development of other industries as well and their role in the economic development of the Western world, including the U.S., Europe, Australia, and Canada. Pick another industry and write a commentary about its role in shaping intergroup relations including the economic, political, and social dynamics of the industry and its effects on intergroup relations. Each group should select a different industrial sector, but you might consider one of the following (or suggest another): cotton (e.g., between England and India), textiles (related to but not fully addressed with regard to the cotton industry), sugar, tobacco, tea, chocolate, fruit, coal, gold, diamonds, shipping, railroads, fishing, oil, or armaments.</p>
	<p>In your report, you should (a) provide a history of the development of this industry and its effects on specific group relations (e.g., who were the people, companies, groups, what was at stake, how did the industry affect other parts of the development of countries, etc.), (b) discuss how this history has changed over time and what has contributed to such changes, and (c) discuss what legacies this history might have for the present with regard to our understanding of diversity and inclusion.</p>
	<p>In addition to the written paper, each group will prepare a Powerpoint presentation to share their findings with the rest of the class. I will order pizza for the last class to make it a final celebration of class learning.</p>

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<u>5. Final exam</u>	
<u>20 points</u>	A final exam on both reading and lecture material will be given to determine whether you have learned the appropriate course material. Expect the exam to include short answer essays and one longer essay. To be successful on the exam, students will be expected to understand the main concepts addressed in the course, their appropriate application and implications, and to be able to give examples. The main purpose of the exam is to ensure that you have both done the reading and understood the concepts. Performance on the exam will be assessed based on understanding more than memorization. The exam will test for knowledge of broad themes rather than details. It will be cumulative and may include questions that draw broadly from course materials. No notes or materials may be used during the exam. The exam will be given at the assigned day and time.

During exams, the following rules will apply:	
•	No cell phones or other electronics are allowed during exams
•	No notes, lectures, and reading materials can be used during the exam
•	You must show a valid Rutgers photo ID if requested to enter the room and to turn in the exam
•	Please spread out as much as possible in the room during the exam so that you are not unnecessarily close to another student.
•	Use the bathroom prior to the exam start so that you do not have to leave the room during the exam.

CLASSROOM CONDUCT

Guidelines For Class Participation	
•	Focus on what you feel; do not try to speak for others
•	Suspend judgment; allow other people to air their views
•	Remember there will be differences of opinion
•	Share your thoughts, observations, and opinions: most people cannot "read" what is meant by silence
•	Maintain confidentiality: what people say during the class is to be respected as confidential
•	Help others to learn, and accept others' help in your own learning
•	One person speaks at a time
•	It's okay to have fun

Other Classroom Guidelines	
•	Because learning in this class depends on active participation, I reserve the right to call on students to encourage participation. An effort will be made to include as many students in the discussions as possible, with the invitation to students who have not had a chance to speak before others are allowed to speak more than once.
•	Cell phones, laptops, and other electronic devices are permitted during class only if used to enhance learning in this class. It is not appropriate for students to use such devices for extraneous activities or for doing assignments for other classes.

•	While food and drink are permissible in the classroom, I ask that you be respectful of other students, clean up after yourself, and refrain from eating and drinking in the class when we have class guests.
•	Students should refrain from side conversations that would disrupt the overall learning in the class.
•	We will use name cards in the class so that I can get to know your names and you can get to know each other. I will distribute the cards in class and collect them after every class, so that they do not get lost and so that I can use them for assisting in keeping track of attendance.

GRADING POLICY

Grades will be calculated as follows:	
•	Each assignment will be graded on a 100 point scale but will be weighted in the final course grade based on the points to be given for the assignment
•	The grades will be based on a curve using the best performance in the class as the standard. I do not have a predetermined grade distribution, but in most classes, student performance is differentiated with regard to demonstrated knowledge of the course material.
•	Letter grades for individual assignments are tentative until the calculation of the course grade at the end of the course
•	The points given for each assignment will be posted with feedback on Canvas
•	I will not pre-grade assignments, because I need to evaluate all of the papers together. For the same reason, I will not re-grade assignments. If you have questions, of course, I will be happy to answer them. I will adjust grades only if I have made an error in calculation.
•	If you miss the final exam for any reason, any make-up exam will be composed of separate content and format than the exam that was given to the rest of the class.
•	Extra credit assignments will not be an option in this class, because in my past experience, students perform similarly on extra assignments as they do on the original assignments.

Writing will be considered in the evaluation of assignments:	
•	Quality of writing: sentence structure, grammar, punctuation, paragraphing, readability, flow of document, style (should be professional and interesting), and should be consistent throughout.
•	Analysis: What are the key points or issues that are being made?
•	Synthesis: Quality of the conclusions drawn. They should fit together into a cohesive analysis and reflect the key issues that are identified in class and the readings.
•	Persuasiveness of argumentation throughout the document. Does the evidence lead to the conclusions?
•	Depth of insight and thoughtfulness of the analysis in the preparation of each assignment.

COURSE SCHEDULE

PLEASE NOTE: THE SCHEDULE MAY CHANGE AS GUEST SPEAKERS ARE ADDED, SO LOOK FOR UPDATES. STUDENTS WILL BE RESPONSIBLE FOR ALL LISTED READINGS AND ASSIGNMENTS.

Date	Session Content	Assignment
Week 1		
	Introduction: Diversity, Culture, and Inequality	Lewis and Cantor book, Introductory Chapter by Lewis and Cantor;
	VIDEO: Saving Private Ryan	
Week 2		
	The Business Case for Diversity	Lewis and Cantor book, Ch. 3 by Carnevale and Smith; Phillips, 2014
	VIDEO: Knowledge@Wharton, interview by ()	
Week 3		
	Impact of Culture on Behavior	Lewis and Cantor book, introductory article by Frey; Triandis, 1994; Miranda article
	VIDEO: Fernando Lanzar, The Psychology of Culture	
	DISCUSSION: How to Kidnap a Child	
Week 4		
	Isomorphic Attributions, Role-taking and Perspective-taking	Lewis and Cantor book, article by Sugrue; DiTomaso, 2007, ASQ
	EXERCISE: Imagined Workplaces	
	VIDEO: A Class Divided	
Week 5		
	Unconscious and Implicit Bias and the Ultimate Attribution Error	Fiske, 2002; DiTomaso, 2015, ROB
	VIDEO VIGNETTES: CEO Action/Blindspots	
	AUDIO LECTURETTE: BBC Mind Changers – Henri Tajfel	
	ASSIGNMENT DUE: Paper on Social Identity and Intersectionality	
Week 6		
	Morality, Grounded Values, Cognition, Learning, and Authenticity	Lewis and Canter, article by Allen
	EXERCISE: Alligator River Story	
	VIDEO: Inherit the Wind	
	DISCUSSION: With God on Our Side lyrics	
Week 7		
	Emotional Intelligence and Identity Abrasions	Lewis and Cantor, commentary by Gurin; McCullough.
	EXERCISE: Circles of Trust	
	VIDEO: Big Bang Theory	

Date	Session Content	Assignment
Week 8		
	Mindfulness, Group Facilitation	Lewis and Cantor; commentary by Appiah; Devine, 1996; McIntosh, 1989.
	VIDEO: Anderson Cooper, 60 Minutes	
Week 9		
	Communication with Strangers	Lewis and Cantor, commentary by Katznelson; Gudykunst and Kim summary
	VIDEO: Pelligrino Riccardi: Cross Cultural Communication	
Week 10		
	Conflict resolution and Negotiation	Lewis and Cantor, commentary by Tienda; Bar-Tal, 2000
	VIDEO: Crash	
	ASSIGNMENT DUE: Analysis of Desmond article, Capitalism and Slavery	
Week 11		
	Cognitive Complexity, Flexibility, and Cosmopolitanism	Dweck, 2008
	VIDEO: Stand and Deliver	
Week 12		
	Commitment to Inclusiveness, Overcoming Ethnocentrism	Dovidio et al., 2009
	VIDEO: Sneetches	
Week 13		
	- NO CLASS -	
Week 14		
	Diversity and Inclusion in Organizations	Anand and Winters, 2008
	DISCUSSION: CEO Statements on Charlottesville; Corporate Statements on Diversity	

Date	Session Content	Assignment
<i>Week 15</i>		
	ASSIGNMENT DUE: Group Project Paper and Presentations	
	READING PERIOD	
	FINAL EXAM:	

SUMMARY OF MAIN IDEAS FROM MANAGING DIVERSITY IN ORGANIZATIONS

SUMMARY OF MAIN IDEAS FROM MANAGING DIVERSITY IN ORGANIZATIONS	
Understanding Yourself	
•	We are socialized into cultures, subcultures, and norms or conventions within groups that contribute to our social and personal identities.
•	The content of culture, subculture, and norms or conventions becomes taken for granted, and hence, we often are not aware of how it affects us.
•	We learn culture, subculture, and norms or conventions as moral premises, and hence, we often feel deeply about the need to maintain them.
•	We are almost always very judgmental toward those who act or think differently from us, unless we take active and mindful steps not to be.
•	Our judgmentalism and the negative reactions which follow from it lead to misunderstanding, distortions, and misattributions, all of which contribute to intolerance.
•	Under most circumstances, we act on our judgmentalism by favoring people of our own kind and excluding those who are different.
•	Those in positions to determine access to opportunities and rewards, to render evaluations, and to shape the premises of decision making for others often act with favoritism toward people like themselves.
•	To overcome the natural tendencies for favoritism, we have to actively take steps to suspend judgment, seek understanding and acceptance of difference, and to facilitate and encourage inclusiveness.
•	Because people respond favorably to favorable treatment, being more inclusive is also likely to lead to developmental growth in those around us, and hence, to better performance and innovative ideas.
•	To encourage the growth in others, managers have to take active steps to facilitate the development of the skills and abilities of those around them.
•	While Americans are not particularly concerned about the up side of inequality, most of us seem to want to live in communities where everyone is doing well.
Understanding Intergroup Relations	

•	Gender and race/ethnic differences (as well as most kinds of difference) are “ranked” into a structure of inequality (stratification) in which men and whites are advantaged compared to women and nonwhites on many dimensions of opportunity and rewards.
•	While there is internal differentiation by class and status, on average, men and whites tend to have better jobs, higher incomes, greater wealth, more authority, and higher “returns” (i.e., payoff for achieved characteristics) than women and nonwhites.
•	Changes have occurred in the structure of inequality due to economic growth, changes in the composition of the population, political and social movements, and world events, but the relative “positions” of various groups have remained fairly stable over time. The major exception is that, in the context of rapid economic growth, as “whiteness” became consolidated, the internal ranking of various segments of the white population has become more similar (with some “reversals”).
•	We cognitively associate resources with competence, so those who have greater economic resources are also assumed to have greater competence, worthiness, merit, likability, and leadership qualities.
•	We often attribute unequal outcomes on various dimensions to personal characteristics or capabilities rather than to the “structural” effects or determinants of different life chances. By doing so, we “blame” the individual rather than the circumstances they are in.
•	While some may have “advantage,” outcomes are not guaranteed for anyone, so everyone, in a sense, has to “earn” their rewards. Some do so, however, with a lot of help and a lot of extra or “second” chances.
•	Long term status differences that exist within the society affect how we think about people, even when we do not intend it and are not aware of it. Hence, we implicitly associate those with higher status with positive qualities and those with lower status with negative qualities. This is evident in the Implicit Association Test (IAT).
•	Personal prejudice, whether in the old fashioned or modern, symbolic form, may have less consequence than “institutional racism,” a pattern of unequal treatment based on group membership that is built into the daily operations of society (i.e., into institutions), whether or not it is consciously intended. (Examples of institutionalized inequality include seniority systems, pension and health benefits linked to employment, and education linked to residence.)
•	The specific issues of concern regarding diversity or inequality varies with the group and the historical circumstances under which group contact developed and the roles that each group plays or has played in the economy and polity.
•	The mode of “incorporation” or the circumstances of contact between groups are especially important for understanding the on-going structures of inequality among groups.
•	Each of us has multiple identities, and different identities may become salient at a given point in time. So, for example, white women may on some issues be more like white men and on other issues be more like other women; similarly, nonwhite men may on some issues be more like other men and on other issues more like nonwhite women.
•	The key issues for women include: sex segregation of jobs, sex discrimination in earnings and authority, the gendering of the workplace, work and family concerns, and sexual harassment.
•	The key issues for nonwhites differ with the group. Groups that have been subject to oppression through some kind of forced subordination (what Blauner and Healey call “colonized groups”) have had much more difficulty being upwardly mobile than groups that have entered voluntarily (what Healey calls “immigrant” groups).

•	Some nonwhites may attempt to emphasize their class or status identities more than their race or ethnic identities and as a consequence “overshoot” (i.e., become more negative than whites) in their negative views of other nonwhite groups.
•	The perceptions and everyday experiences that confirm our perceptions vary and depend on where we are within the structure of inequality. Our lives are structured in a way that it is difficult for us to see the overall patterns. Instead, we “see” or “know” what often confirms for us that we deserve what we get out of life. This is true for both the more advantaged and the more disadvantaged under many circumstances.
•	Seeing larger social patterns often requires confronting paradoxical or contradictory evidence. To do so necessitates being “mindful” of what is going on in everyday social interactions and paying attention to socio-political dynamics. It also frequently requires study and learning.
•	Controversial political issues are often those that benefit some groups more than others. Political conservatives often support the status quo (or the status quo ante), because they have tended to be favored in “normal” times, because of their control over the mechanisms for decision making in the allocation of opportunity, rewards, and for the reinforcement of ideas that interpret the current conditions as warranted and desirable. Political liberals often support social changes that require redistribution of resources and the reallocation of opportunity and rewards from advantaged to disadvantaged groups or at least the end to the preferences for advantaged groups in the distribution of opportunity and rewards.
•	Because how we are treated has an effect on how we respond, those who are more advantaged often get to define “normative” behavior and “culture.”
•	Our political responses to issues that confront us may depend, in part, on whether we accept a more individualistic (i.e., that each person determines his or her own fate) or a more structuralist (i.e., that the situation or the circumstances, especially in relationship to access to social resources compared to other groups determines what happens to most people) interpretation of the source of intergroup inequality.
•	Those with more individualist interpretations of existing inequality (i.e., that people get what they deserve based on their own efforts) tend to hold a social belief system that stresses social mobility (i.e., anyone can get ahead who tries hard enough). Those with more structuralist interpretations of existing inequality (i.e., that people are subject to advantages and disadvantages depending on their position within the structure of inequality) tend to hold a social belief system that stresses social change (i.e., that redistribution of opportunity or rewards are warranted because of unfair advantage or disadvantage). Under circumstances where group boundaries seem to be impermeable and stable, lower status groups may choose responses of social creativity, where they change their frame of reference when thinking about their own lives, such that they compare themselves with those against which they can hold a favorable view of themselves.
•	We can choose a range of potential responses to diversity or inequality, depending on our social belief systems and our vision or goals regarding the outcomes: ignore it, affirm it, change it, resist it, etc. In general there are different purposes intended when people talk about equal opportunity, multiculturalism, anti-racism, or empowerment. Patchen makes a distinction among the following visions of unity: assimilation, pluralism, multiculturalism, and cosmopolitanism.
The Business Case for Diversity	
•	All firms will be affected by demographic and cultural diversity that will have an effect on the success of their doing business.

•	Successful businesses will be challenged by competitors, so in order to maintain sustained competitive advantage, they must reinvent their firms by innovating. Innovation is more likely when the workforce is diverse.
•	The failure to innovate and to invent the future causes more firms to fail than to succeed. Businesses (including the very largest and most resource rich) rarely last more than a generation.
•	Firms that are not managing diversity and cultural differences well are unlikely to succeed over the long term.
•	The trends that are transforming businesses are accelerating: without effective management of diversity and culture, it will catch up with those businesses.
•	Getting better is not enough: everyone is getting better (the “red queen” effect, from Alice in Wonderland, i.e., running to stay in the same place).
•	Successful management of diversity and culture affects: innovation and technology; globalization of markets, suppliers, and workforces; alliances, joint ventures, supplier, and customer relationships; building leadership throughout the organization; and fostering collaborative and entrepreneurial behavior
•	Companies must be ambidextrous, meaning that they must foster both efficiency and effectiveness at the same time that they are innovative. Doing each of these things well requires contradictory skills.
•	The world is becoming flat (Friedman): companies can neither avoid competition, nor ignore it.
•	Brilliant strategy and brilliant people are not enough: with whirlwind global competition, companies must be effective in managing diversity and culture.
•	Competency to manage diversity and culture requires: ability to make isomorphic attributions; cultural competence in a global environment; managing global business partnerships and alliances; fostering and managing innovation and change; communication competency; leadership and a teachable point of view; emotional intelligence; mindfulness; perspective-taking and role-taking skills; cognitive complexity and flexibility; principled negotiation; conflict resolution and reconciliation; political skills; team building and group facilitation skills; commitment to develop the whole workforce; and concern and responsibility for externalities as well as internal firm circumstances. Firms, like individuals, must be “citizens of the world.”

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]