

PSYC 503 Diversity & Discrimination in the Workplace
Fall 2023

Instructor:	Dr. Ho Kwan Cheung	Lecture Location:	SH 274
Email:	hokwan.cheung@ucalgary.ca	Lecture Days/Time:	MWF 1-1:50 pm
Office:	Administration 266		
Office Hours:	Wednesday 2-3 pm and by appointment (Please always email instructor to schedule meeting)		

Course Description

This course is a seminar designed to provide an overview of contemporary theories and empirical research related to diversity within the context of the workplace. Course content will draw heavily from social psychological and management literatures to address the workplace experiences of women, gay and lesbian individuals, and ethnic, cultural, and religious minorities. A variety of critical issues will be covered over the course of the semester including modern manifestations of discrimination as it emerges in organizational contexts, the expression and suppression of marginalized social identities at work, and equitable solutions for leveraging the benefits of a diverse workforce.

Course Learning Outcomes

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Familiarity with constructs central to understanding diversity and discrimination, especially from a psychological perspective	Class Participation Discussion Qs Research Proposal	1, 2, 4	A
An understanding of the perspectives and experiences of acts and targets of prejudice	Reflection Papers Class Participation Discussion Questions	1, 2, 6, 8	C
An ability to utilize empirical research findings to answer diversity and discrimination-related questions in the real world	Class Participation Discussion Qs Applied Project	1, 2, 4, 5, 7, 8	A
Insights into your own background and how it affects your social and work life	Reflection Papers	1, 2, 4, 8	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7

= apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course Format

This is an in-person class held on campus.

Prerequisites

[Psychology 300](#), [301](#) and admission to the Psychology major or Honours program.

Required readings will be uploaded to D2L.

Grading*

Class Participation (20%)

Weekly Reading Questions (20%)

Weekly Sparks (5%)

Personal Identity Paper (10%)

Experiential Activity Reflection (10%)

Outline for Applied Project (5%)

Applied Project (20%)

Final Paper Presentation (10%)

*If at any time you experience discomfort completing any assignment, please let me know and we can work out an alternative experience.

Course Requirement

This is a seminar-style course. As a result, the quality of the class for everyone is significantly related to your participation in class discussion and it is essential for you to be present in class as well as actively involve. **You are expected to read all assigned materials and actively engage in class discussions.** Laptops/ tablets are allowed, but please respect me and your fellow students by only using them for class-relevant purposes. Students are expected to contribute insightful, integrative comments and thoughtful questions, while respecting rights of other class members as participants. The questions you should be prepared to answer regarding any article assigned are:

1. What are the basic research questions studied and methods chosen to study it?
2. What are some critiques to the study design?

3. How does this study advance knowledge?
4. What actionable insights for research and practice can be taken from this article?
5. If you were the author and attempting to engage in a programmatic plan of research, what would be your next research question? How would you test it?

When reading empirical articles, it is also helpful to keep these questions in mind:

- Primarily descriptive questions
 - What are the main points of the article?
 - Which theoretical frameworks are used? If you were asked to summarize each framework in a few sentences, what would you say?
 - What are the major hypotheses?
 - How are the relevant constructs defined and operationalized?
 - What is the research design?
 - How do the authors analyze the data? Even in the case where data analytic techniques are complex, try to emerge with at least a surface-level understanding of what's being done, and why.
 - What are the major findings?
 - What are the implications for future research and practice?
 - Are there any implications to you personally?
 - In what ways does this article relate to other articles we have read this week or in previous weeks/
- Primarily evaluative questions
 - What are the strengths of this article? For example, if the article has been cited heavily, why might that be the case? A frequent tendency among junior graduate students is to focus on weaknesses of articles while overlooking the strengths. Recall the articles are published (and chosen as readings for this course) *due* to their strengths *despite* their weaknesses.
 - What are the weaknesses of this article?
 - Was there anything you found surprising or particularly interesting?

To further facilitate quality of class discussion and individual learning opportunities, you are required to do the following:

Class Participation (20%)

Throughout the semester, there will be class activities that are counted for participation credits. To account for life circumstances that may prevent you to attend class, you will receive full credit as long as you complete a minimum of 8 activities throughout the semester.

Weekly Questions (20%)

For each topic that we cover, I will post 2-3 discussion questions for you to consider and answer when completing the assigned reading for the week. Students are required to submit answers to those questions the Sunday prior to the week when we will cover that topic. The response for each question should be around **100-150 words, and should not simply summarize the articles**. You are expected to contribute insightful, integrative, and thoughtful answers that are connected to at least one reading. The questions and your responses will be used for class discussion, so please be prepared to elaborate on your answers.

Weekly Sparks (10%)

Throughout the semester, we will cover a range of 10 EDI-related topics. Each student needs to sign up for one topic and during the week we are discussing it, the student needs to bring in a new research article, current event, video, or new idea related to that topic and discusses 10-12 minutes about it. If you have an idea, current event, or new article, be able to summarize quickly to class. If the weekly sparks is a video or web article, you are required to send it to the class prior to class so we can all have access to it. You do not have to summarize the entire article/video for your quick presentation, just pick out the important parts that particularly inspire you, describe and explain it, and then end your presentation with a discussion question.

Personal Identity Paper (15%)

For this assignment, you will need to write up to 3 pages (informal) paper that discusses the 2-3 social identities that are most salient to you and how those have shaped your beliefs, attitudes, and behaviors, and life experiences. The social identities can be (but not limited to) race, gender, sexual orientation, religion, political ideology, geographic origin, socio-economic status, etc. The purpose of this assignment is not to just describe your life story, but to reflect critically about how your identities have influenced the way you feel, think, and perceive the world. This assignment will be due on **Sept 22nd at 11:59 pm** on D2L.

Experiential Identity Paper (15%)

For this assignment, you will have three options to understand someone with different social identities from yours to understand how their social identities have shaped their beliefs, attitudes, behaviors, and life experiences. For instance, if you are a cis-gender white woman who is raised Christian, you should find someone who not only differs from you in race but also religion and/or gender identity. You can either 1) role play, 2) shadow, or 3) interview someone. For the role play and shadow options, you need to do that for at least 3 hours of a day, and for the interview option, you need to come up with at least 10 questions for the interview to last 20-30 minutes. Regardless of the option, you will need to submit a plan to me prior to doing the activity. After completing the experiential activity, you will have write up to 3 pages of (informal) reflection summarizing not only the results of your interviews, but also how your life may be different if you live with those identities as well. This assignment will be due on **Oct 13th at 11:59 pm** on D2L.

Applied Project (5% for the Outline, 25% for the Final Paper, and 10% for Presentation)

To enhance your learning and to give you an opportunity to apply research findings to the real world, you will work in a group of 4 to 5 to work toward reducing prejudice/discrimination in an area of importance to you.

The organization, group, or topic you target is up to you. The only limitation is that you must draw from the course material to develop your ideas and approach. As an example, you might examine children's books in a local school, bookstore, or public library to see whether the books contain stereotypes and/or exclude certain groups. You might instead decide to choose a particular organization and evaluate their diversity, diversity policies, and diversity initiatives in some way. You might gather information from websites, interview folks in human resources about their diversity issues, and/or speak with employees and management. If challenges are identified, you could develop a proposal for improvement and present the proposal to someone in a position of authority. Just pick something that is important to you.

You may use any approach (that's legal and ethical, of course!) that you have sound theoretical reasons for believing may be effective. Try to think creatively about ways to address the problem. I'm willing to help you with this, but you should brainstorm some ideas before coming to see me.

Before you implement your program, you'll need to do two things. First, you **MUST** give me – and I must approve – a proposal with a summary of what you'll do and where you'll do it. **This proposal is due Oct 16th**. Second, you must discuss the logistics with “the powers that be.” Thus, you should talk to the volunteer coordinator if you are implementing your intervention among group of volunteers in a non-profit organization, the HR director if you are implementing your intervention among employees of a company etc. This **MUST** be done before you begin the implementation of your intervention. Other than these two requirements, you will have a great deal of latitude in this project, so be creative!

The deliverable associated with this project will be a group paper somewhere around 10-12 pages in length that addresses the connections between the project in which you participated and the course topics, content, and objectives. You should describe the theoretical or empirical work on which your ideas were based, the intervention itself, and what new ideas might be taken from your experience. **This final paper will be due on the last day of class on Dec 6th**.

During the last week and half of classes, you will also deliver a 20-25 minute presentation during class when you will describe your applied project and outcome. You will sign up for your presentation date later this semester as we approach closer to December.

Once approved by the course instructor, and at their discretion, alternative arrangements for missed assessments may be considered <https://www.ucalgary.ca/pubs/calendar/current/g-1-2.html>. Students may be asked for documentation <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>.

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>.

Grading Scale

A+	96-100%	B+	80-84.99%	C+	67-71.99%	D+	54-58.99%
A	90-95.99%	B	76-79.99%	C	63-66.99%	D	50-53.99%
A-	85-89.99%	B-	72-75.99%	C-	59-62.99%	F	0-49.99%

There will not be any research participation extra credit opportunities offered. Additional extra credit opportunities may be offered without advanced notice during class time.

Tentative Weekly Schedule (Topics and Due Dates are subject to change by instructor)

Date	Topic	Readings	Assignments
9/4 Week 1	Syllabus Class overview		No Class on 9/4 for Labour Day Sign up for weekly sparks
9/11 Week 2	Diversity in Organizations	Joshi & Roh (2009) Major et al. (2016)	
9/18 Week 3	Modern Forms of Discrimination	Hebl et al. (2002) Cortina et al. (2013)	Personal identity paper due
9/25 Week 4	Gender Diversity and Sexism	Rudman & Glick (2001) Frear et al. (2019)	
10/2 Week 5	The Experiences of Parenthood at Work	Judiesch & Lyness (1999) Arena et al. (2023)	Plan for interview due
10/9 Week 6	Race/Ethnic Diversity and Racism	Berdahl & Moore (2006) Avery et al. (2009)	No Class on 10/9 for Thanksgiving Day
10/16 Week 7	Sexual Orientation/ Gender Identity Diversity and Heterosexism	Ragins & Cornwell (2001) Martinez et al. (2016)	Applied Project Proposal due

10/23 Week 8	Workplace Experiences of Other Stigmatized Individuals	Ruggs et al. (2015) Durante et al. (2017)	Experiential Activity Reflection due
10/30 Week 9	Stigma Identity Management	Jones & King (2014) Ragins (2008)	
11/6 Week 10	Diversity Training and Management	Bezrukova et al. (2016) Leslie et al. (2019)	
11/13 Week 11	Term Break No Classes		
11/20 Week 12	Making Changes	O'Leary Kelly & Bowes-Sperry (2001) Collier-Spruel & Ryan (2022)	
11/27 Week 13	Presentations		Presentations
12/4 Week 14	Presentations		Applied Project Due Presentations

Supporting Documentation

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see ucalgary.ca/registrar.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **Thursday, September 15, 2022**. Last day add/swap a course is **Friday, September 16, 2022**. The last day to withdraw from this course is **Wednesday, December 7, 2022**
<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>