



PSYC 739 Diversity & Discrimination in the Workplace

Fall 2023

<b>Instructor:</b>	Dr. Ho Kwan Cheung	<b>Lecture Location:</b>	SS 08
<b>Email:</b>	hokwan.cheung@ucalgary.ca	<b>Lecture Days/Time:</b>	Tuesday 2:00- 4:45 pm
<b>Office:</b>	Administration 366		
<b>Office Hours:</b>	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.

### 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 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

Admission to the Graduate Program in Clinical Psychology/ Psychology or by permission of the Instructor.

## Assessment Methods

Class Participation (15%)  
Discussion Leader (10%)  
Personal Identity Reflection (15%)  
Experiential Activity Reflection (15%)  
Weekly Sparks (10%)  
Outline for Research Proposal (10%)  
Research Proposal (25%)

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

## 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>.

## Faculty of Graduate Studies Grading System

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+: All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.

## Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

In this course there will be no rounding up of final grades.

## Class Participation & Discussion Facilitation Responsibilities (15% Participation + 10% Discussion Leading + 10% Weekly Sparks)

**This is a seminar-style class. As a result, the quality of the class is significantly related to your participation in class discussion ( $p < 0.001$ ) and it is essential for you to be present in class as well as actively involved.** To improve class discussion and to provide individual learning opportunities, you are required to do four things.

First, **you are required to attend class**. However, I also understand that certain issues may arise during the semester to prevent you from attending class. **Therefore, you are allowed one unexcused absence (no questions asked)**. However, for every absence after that, you will need to write a two-page single-spaced (or four-page double-spaced) reflections summarizing and reflecting among that week's content materials. Do **NOT** merely summarize the readings. The purpose of this makeup assignment is for me to know you have done readings and could contribute to class discussion. If it is a planned absence (e.g. job interview, religious holiday), that reflection is due to me by beginning of class. If it is an unplanned absence (sickness, emergency), then it is due by the following class period. Any absence not communicated to me in a timely manner will result in one letter grade reduction.

**Second, 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. **Each week, you will be sent a list of 4-5 questions related to the readings of the week, and you will need to answer and send them back to the discussion leader on the Monday before class by 3 pm. The response for each question will be around 100-150 words.** Class discussion will be related to these answers, as well as other insights/ connections between ideas related to the readings. 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?

Some of the above questions also apply to review and theoretical papers.

**Third, you will be responsible for leading one class discussion this semester. That requires you to 1) draw up a list of questions for the class to answer (you will work with me on that), 2) gather the answers from your classmates and organize them by themes/ patterns, 3) draw up a “discussion cheat sheet” based on your classmates’ answers and finally 4) lead the class discussion that day. I will explain this in greater details on the first day of class.**

**In summary, your participation grade will depend on 1) your individual participation in class discussion every week, 2) your submission of the answers to questions that were sent out during that week, and 3) your discussion leading for the week that you sign up for.**

Fourth, for each week, one student will be responsible for bringing in a new research article, current event, video, or new idea that should spark class discussion. You will sign up for a topic in the first week of class. Be creative and help make our discussions timely, inspiring, and stimulating. If you have a video, please be ready to show it to the class. 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.

### **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.

### **Interview Another Social Identity Paper (15%)**

For this assignment, you will need to pick someone who has different social identities from yours and conduct an interview to understand how their social identities have shaped their beliefs, attitudes, behaviors, and life experiences. They should differ from you in at least two different social identities. 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. The interview should last for 20-30 minutes, and you have to submit via email a plan on who you will interview and the list of questions you will ask. Based on the interview, 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.

### **Research Proposal (10% for Outline + 25% for Final Write-Up)**

Another way to use the content from this course is through research itself. For this project, you will need to identify an unanswered research question based on a review of extant literature and design an experiment or survey study that tests that question. I want you fully develop a research project, from generating the idea to constructing the methods. You may work alone or in groups of 2.

By Oct 17th, you will turn in a preliminary outline of your research idea. In your proposal, you should be sure to address the following questions: What is the question I am interested in answering? What is (are) the relevant theoretical perspective(s)? What do we already know from past research (i.e., has your study idea already been done)? What would I manipulate (or measure) as independent variables? What would I measure as a dependent variable(s)? What are my hypotheses? The outline should be at least 2 pages, includes relevant hypotheses and theoretical model, and can be written in bullet points. If you would like to seek feedback for your preliminary idea before writing the outline, please schedule a time to meet with me.

The full written proposal will be a completed write-up of the research idea that you have developed after getting feedback from me on your preliminary outline. For both your sanity and mine, this paper should be about 12-15 pages double-spaced and should follow APA format. The page limit excludes title page and references. If for whatever reason, you feel like the 15 pages are inadequate for your paper, please come discuss with me beforehand. It should include both an introduction to the proposed study (in which you review past theory and research relevant to your questions) and a method section (in which you describe in some detail the participants, design, measures, procedures, and hypotheses that pertain to your proposed study). The deadline for the paper is by class time during the week of Dec 5<sup>th</sup>.

For the introduction of the proposal, you should first review the literature on a particular topic and then propose your own hypotheses. Be sure to answer the “so what?” or “who cares?” question; in other words, be sure to indicate not only that your paper fills the gap in the existing research, but also why that particular gap is worth filling! The paper overall should be grounded within a theoretical framework and each hypothesis should be preceded by a sound theoretical rationale. For more resources on how to write sound introductions, please see:

Edwards, J. R., & Berry, J. W. (2010). The presence of something or the absence of nothing: Increasing theoretical precision in management research. *Organizational Research Methods*, 13, 668-689.

Kendall, P.C., Silk, J. S., & Chu, B. C. (2000). Introducing your research report: Writing the introduction. In R. J. Sternberg (Ed.), *Writing articles for publication in psychology journals: A handbook* (pp. 41-57). New York: Cambridge University Press.

Sparrowe, R. T., & Mayer, K. J. (2011). Publishing in AMJ—part 4: Grounding hypotheses. *Academy of Management Journal*, 54, 1098-1102.

For the methods, you should include sample characteristics (if there is any selection/ eligibility criteria), how many participants needed (based on either formal analysis or estimation by rules of thumb that have been articulated in the analysis that you plan to conduct).

For the anticipated analysis section, you should describe the data-analytic technique you plan to use, along with a brief justification for the use of those techniques.

If you have a current project that is related to diversity and discrimination and you would like to write it up to fulfill the research proposal requirement, you are welcome to do so. My goal for this assignment is to facilitate your research productivity. Please schedule a time to discuss with me if you wish to do that so I can approve of your choice of written deliverable.

Grading criteria for the proposal are adequacy of literature review, rationale for hypotheses, meaningfulness of research question, feasibility of the study (it should be something that can actually be done), soundness of proposed methodology and analysis, and clarity of presentation (including APA style). Informal 15-minute presentations of the research will be made in class on November 18th and should outline the research question, briefly review the literature, and present the proposed study (e.g., methods). The purpose of the presentation is for you to run ideas by the class and solicit feedback that you can incorporate into your final written deliverable.

I will provide extensive feedback on both the outline and research proposal. The purpose of providing feedback on the proposal, even though at that point the semester will be over, is to 1) justify the grade and 2) help students with their writing and framing skills. In addition, the feedback is also suggesting areas of improvement and “next steps” in the event you wish to pursue the project further (which you should!).

Finally, please proofread all written deliverables carefully. While I am not a grammar police, excessive typos and grammatical mistakes will result in points being deducted.

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

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
<b>9/5 Week 1</b>	Syllabus Class overview		<b>Sign up for weekly sparks and weekly discussions</b>
<b>9/12 Week 2</b>	Diversity in Organizations	Joshi & Roh (2009) King et al. (2011) Dwertmann et al. (2016) Roberson et al. (2017) Saks et al. (2023)	
<b>9/19 Week 3</b>	Modern Forms of Discrimination	Hebl et al. (2002) Crandall et al. (2002) Major & O'Brien (2005) Cortina et al. (2013) Jones et al. (2016)	<b>Personal identity paper due</b>
<b>9/26 Week 4</b>	Gender Diversity and Sexism	Berdahl (2006) Heilman & Okimoto (2007) Frear et al. (2019) Grandey et al. (2020) Ma et al. (2022)	
<b>10/3 Week 5</b>	The Experiences of Parenthood at Work	Judiesch & Lyness (1999) Hebl et al. (2007) Ladge et al. (2013) Humberd et al. (2015) Vandello et al. (2013)	<b>Plan for interview due</b>
<b>10/10 Week 6</b>	Race/Ethnic Diversity and Racism	Berdahl & Moore (2006) Avery et al. (2009) Derous et al. (2015) Ray (2019) Hwang (2021)	
<b>10/17 Week 7</b>	Sexual Orientation/ Gender Identity Diversity and Heterosexism	Ragins & Cornwell (2001) Griffith & Hebl (2002) King & Cortina (2010) Martinez et al. (2016) Sawyer et al. (2017)	<b>Research Proposal Outline due</b>
<b>10/24 Week 8</b>	Workplace Experiences of Other Stigmatized Individuals	Judge & Cable (2004) Madera & Hebl (2012) Ruggs et al. (2015) Johnson & Joshi (2016) Fang & Saks (2020)	

<b>10/31 Week 9</b>	Stigma Identity Management	Jones & King (2014) Singletary & Hebl (2009) Ragins (2008) Little et al. (2015) Lynch & Rodell (2018)	
<b>11/7 Week 10</b>	Diversity Training and Management	Kalev et al. (2006) Bezrukova et al. (2016) Leslie et al. (2019) Roehling (2020) Kazmi et al. (2021) Korkmaz et al. (2022)	
<b>11/14 Week 11</b>	<b>Term Break No Classes</b>		
<b>11/21 Week 12</b>	Making Changes	Czopp & Montieth (2003) O'Leary Kelly & Bowes-Sperry (2001) Ashburn-Nardo et al. (2008) Collier-Spruel & Ryan (2022) Jun et al. (2022)	
<b>11/28 Week 13</b>	<b>Presentations</b>		<b>Presentations</b>
<b>12/5 Week 14</b>	<b>Presentations</b>		<b>Presentations Final Paper Due</b>

### Absence From Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor

<https://www.ucalgary.ca/pubs/calendar/current/g-1-1.html> At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. **Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** <https://www.ucalgary.ca/registrar/exams/deferred-exams>

### Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be



considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. **If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** [Deferred Final Exams | University of Calgary \(ucalgary.ca\)](#) **Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology** [psyugrd@ucalgary.ca](mailto:psyugrd@ucalgary.ca)

**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/](http://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/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>.

### **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://library.ucalgary.ca/services/copyright?\\_gl=1\\*bcjlpn\\*\\_ga\\*OTY1ODc0Njg0LjE2NjkxNTA1NTM.\\*\\_ga\\_X4GN9Y4W7D\\*MTY3Nzc5MjM3Ni4xNy4xLjE2Nzc3OTI4MDYuMC4wLjA](https://library.ucalgary.ca/services/copyright?_gl=1*bcjlpn*_ga*OTY1ODc0Njg0LjE2NjkxNTA1NTM.*_ga_X4GN9Y4W7D*MTY3Nzc5MjM3Ni4xNy4xLjE2Nzc3OTI4MDYuMC4wLjA)) 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 14<sup>th</sup>, 2023**. Last day add/swap a course is **Friday, September 15<sup>th</sup>, 2023**. The last day to withdraw from this course is **Wednesday, December 6<sup>th</sup>, 2023**.