

**YORK UNIVERSITY  
SCHOOL OF HUMAN RESOURCES MANAGEMENT  
EQUITY, DIVERSITY AND INCLUSION IN THE WORKPLACE  
HRM 3450 N 3.0 (WINTER 2020)**

**Class Time: Monday, 14:30-17:30**

**Location: R S203**

Instructor: Dr. Gordon Wang

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Office: Atkinson 121

Office Hours: 17:30-18:30, Mondays or by appointment

**COURSE OBJECTIVES:**

This course examines the employer's role in the equitable management of a diverse workforce from both a local and a global perspective. Policies and practices that facilitate inclusion in a diverse workforce are discussed within the Canadian business context.

**PREREQUISITES: AP/HRM 2600 3.0**

Students are personally responsible to ensure that they have the required prerequisites as stated in the course outline or in the course calendar. Students who do not have the prerequisites are at risk of being dropped from the course at any time during the course. The department will not be responsible for refunds resulting from students being dropped from a course due to a lack of the appropriate prerequisites.

**Note Regarding Assigned Readings**

It is your responsibility to ensure that you read the material from the text and any other readings that are assigned. At times, I will spend some time lecturing on particularly important, difficult, and/or interesting text material and at other times my lectures will cover material that is not in the text. Therefore, you will be in a better position to learn and engage the lecture material if you have first read the assigned readings.

**REQUIRED TEXT:**

All chapter readings are included in the SECOND EDITION of a Custom Reader for the course. The Custom Reader is available for purchase at the University Bookstore:

AP/HRM3450: *Equity Diversity Inclusion @ Work* (2<sup>nd</sup> edition). ISBN: 978-0-17-678316-7

**COURSE CONTENT:**

| <b>Class</b> | <b>Topic</b>  | <b>Chapter(s)</b> |
|--------------|---|-------------------|
| January 6    | Introduction  | Chapter B1        |
| January 13   | Theories and Thinking about Diversity                       | Chapter B2        |
| January 20   | Sex and Gender, & Diversity and Conformity (Forming Groups) | Chapter B9 & A8   |
| January 27   | Work and Family   | Chapter B10       |
| February 3   | Physical and Mental Ability, & Disability as Difference     | Chapter B14 & A7  |
| February 10  | <b>Mid-Term Exam (Based on Classes 1-5)</b>                 |                   |
| February 17  | <b>Reading Week, No Class</b>                               |                   |
| February 24  | Race as a Social Construct                                  | Chapter AB4       |
| March 2      | Race and Ethnicity  | Chapter A4        |
| March 9      | Blacks/African Americans, & Latinos/Hispanics               | Chapter B4 & B5   |
| March 16     | Asians/Asian Americans, & Whites/Caucasians                 | Chapter B6 & B7   |
| March 23     | Aboriginal Peoples  | Chapter AB5 & A5  |
| March 30     | Group Presentations and Wrap-Up                             |                   |
| <b>TBA</b>   | <b>Final Exam (Based on Classes 1-10)</b>                   |                   |

## **COURSE LEARNING OBJECTIVES:**

Upon completion of this course, students will be able to complete the following key tasks:

- Develop basic understanding of diversity, inclusion, and employment equity in the workplace, and the opportunities and challenges that a diverse workplace presents.
- Develop basic understanding of the theoretical perspectives which inform our understanding of workplace diversity issues.
- Increase awareness to the experiences of members of non-dominant identity groups in the workplace, including discrimination, differential access and treatment.
- Learn about ways in which individuals and organizations address issues of equity, diversity and inclusion within organizations.

## **COURSE EVALUATION:**

|                      |     |
|----------------------|-----|
| Class Participation: | 10% |
| Group Assignment:    | 25% |
| Mid-term Exam:       | 30% |
| Final Exam:          | 35% |

All final grades will be reviewed by the School of Human Resources Management. The School reserves the rights to modify them in order to maintain high standards.

### **Class Participation: 10%**

Due to the nature of this course, class participation is essential. Students will be expected to do the assigned readings on time and come prepared for class discussions. In-class discussions will be deeper and more insightful if students have all come to class to discuss the material. In-class exercises will expose students to real work samples and help students develop skills and abilities related to diversity management. Students will be awarded points each class if engaging in quality discussions and in group-based exercises.

### **Group Assignment: 25%**

The class will be formed into groups of 5-6 students in the third class. Each group will study a given topic relevant to the course and prepare a research report.

The group assignment has two components: a written research report (15%) and presentation (10%).

The written report must be submitted to the Professor before the group presentation. The format of the report is 10-11 pages (excluding any appendices or references), double spaced, 1" margins on all sides, and 12-point Times New Roman font. The report must include a list of articles cited, using the APA style, and also include each group member's full names and student numbers. The report will be evaluated on style (grammar, etc.) and content (the extent and quality of research, analysis, and recommendations).

Each group will present its research report at the end of semester. Details will be provided in class.

### **Mid-Term Exam: 30%**

A mid-term exam will be held at 14:30-16:30, Monday, February 10<sup>th</sup>, 2020. It is imperative that students attend the mid-term since *there will be no other alternative dates to write a make-up exam*. The mid-term exam is a closed-book exam covering **classes 1-5**. The format will be short-essay questions. More details will be provided closer to the exam date.

### **Final Exam: 35%**

The final exam will be held during the formal examination period for the semester. It is imperative that students attend the final exam since *there will be no other alternative date to write the final exam*. The final exam is closed-book and cumulative, covering **classes 1-10**. The format will be short-essay questions, and a case study. More details will be provided closer to the exam date.

## **IMPORTANT YORK POLICIES:**

### **Academic Honesty (Senate Policy)**

LA & PS as a Faculty considers breaches of the Senate Policy on Academic Honesty to be serious matters. To quote the Senate Policy on Academic Honesty:

The Policy on Academic Honesty is a reaffirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. It outlines the general responsibility of faculty to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

Faculty members are encouraged to pursue suspected cases of academic honesty with formal charges. Students should, however, review the York Academic Honesty policy for themselves at: <http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: <http://www.yorku.ca/academicintegrity/tutorial.htm>

### **Grade Component Deadline (Senate Policy)**

The course assignment structure and grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) must be announced, and be available in writing, to students within the first two weeks of classes. Please see Important Dates at: <http://www.registrar.yorku.ca/importantdates/fw05.htm>

### **Graded Feedback Rule (Senate Policy)**

Under normal circumstances, some graded feedback worth at least 15% of the final grade for Fall, Winter or Summer term, and 30% for 'full year' courses in the Fall/Winter term should be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

- graduate or upper level undergraduate courses where course work typically, or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations;
- practicum courses;

- ungraded courses;
- courses in Faculties where the drop date occurs within the first three weeks of classes;
- courses which run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of one credit hour per two calendar weeks or faster).

*Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.*

For more information on the Graded Feedback Rule, please visit:  
<http://www.yorku.ca/secretariat/legislation/senate/gradfeed.htm>

### **20% Rule (Senate Rule)**

No examination or test worth more than 20 % of the final grade will be given during the last two weeks of classes in a term, with the exception of classes which regularly meet Friday evenings or on the weekend (Saturday and/or Sunday at any time). For further information on the 20% Rule, please visit:  
<http://calendars.registrar.yorku.ca/examschedules/examinfo/twentypercent.htm>.

For further information on examination scheduling, please see "Notes" in the table:

### **Reappraisals**

For reappraisal procedures and information, please visit the Office of the Registrar site at:  
<http://www.registrar.yorku.ca/services/policies/grade.htm>

### **Deferred Standing**

Students who have experienced a misfortune or who are too ill to attend an examination in a course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit:  
[http://www.registrar.yorku.ca/services/ds\\_faq.htm](http://www.registrar.yorku.ca/services/ds_faq.htm)

### **Students with Special Needs (Senate Policy)**

York University is committed to making reasonable accommodations and adaptations in order to make equitable the educational experience of students with special needs and to promote their full integration into the campus community. **Please alert the Course Director as soon as possible should you require special accommodations.** For more information please go to:  
<http://cds.info.yorku.ca/>