

COURSE SYLLABUS

GENERAL INFORMATION	
Course name: Inclusion in the diverse workplace: A global perspective	
Academic session: Summer Academy	Dates: June 17th to 28th, 2024
Academic credits: 3	
Name of professor: Huseyin Uysal, PhD	
COURSE DESCRIPTION	
<p>This undergraduate-level course, with an interdisciplinary foundation, is designed to help students from diverse majors to fully understand the concepts of multiculturalism, cultural tolerance, inclusivity, and social empowerment in the workplace. Through case studies, you are prompted to question ethical concerns surrounding cultural diversity, equity, and equality, and be prepared to put your theoretical or idea-level knowledge into practice. Through inquiry-oriented tasks, you examine the opportunities and challenges around the intersection of cultures in your professional settings and develop multiple perspectives and strategies for leveraging inclusive work environments.</p>	
CONTENT	
<p>The course relies on the assumption that identity is a site of struggle, fluid and multi-dimensional and regards your learning as a process rather than an end-product. Thus, you pose questions attempting to disrupt hegemonic ideologies about cultural diversity, transnational mobility, and globalism. Successful completion of this course will result in:</p> <p>I: a critical awareness about cultural humility, II: checking biases, the myth of color-blindness, cultural responsiveness, III: debunking one-size-fits-all models, growing people’s appreciation in multiculturalism, IV: cultivating flexible minds of global citizens.</p> <p>Additionally, they will have an enhanced knowledge base for preventing micro-aggression and discriminatory practices in your workplaces.</p>	
METHODOLOGY	

This course is divided into 2 modules and broken down into multiple themes. Each module is comprised of face-to-face instruction in Bogota, Colombia. The outcome is an essay that you will write about an assigned topic. The assessment items are as follows.

In-class Participation

During in-person sessions, you are expected to actively participate in-class activities by expressing your thoughts and posing questions.

Group Activity

You are expected to coordinate with other students during the group activity, which will be held during our class meetings. The overall purpose is to complete the assigned task in harmony as a group.

Discussion Posts (3 x 5 points: 15 total)

In each discussion activity, you are expected to post one discussion entry and comment on at least one discussion entry.

Quizzes (5 x 4 points: 20 total)

You will take quizzes which will check your understanding of the assigned readings and audio-visual materials.

Final Assignment (40 total)

For your final assignment, you have two options. I highly encourage you to choose the format that you like and start to plan your final assignment submission early enough.

Option 1: Reflection Paper

For this assignment, I will give you a list of cases along with some guiding questions to help you better understand it. The cases will include a dilemma which the protagonist is having. I want you to write your reflection on a case by answering the provided questions. The purpose is to force you to leave out of your comfort zone as much as possible. So, it is important for you to be transparent about your insights. You should follow the APA Manual (7th edition) and have at least 3 references to readings from our class. Your reflection paper should be up to 800 words and include the following sections: 1) your description of your population and the situation, 2) your analysis of the situation with reference to the course materials, 3) your discussion of your past thoughts, some possible stereotypes or biases that you had before the class, and your experience that might have influenced your approach and reaction to the case that you are assigned. For a list of the cases, see the attached Word document.

Option 2: Photojournalistic Project

For this assignment, I want you to use photography to record an event or object related to your topic, which I will assign you individually. You can find advertisements, signs, or any non-human artifacts for your photography journal. Please plan to have at least 12 pictures. To reflect on your photography experience, write a 500-word (max.) reflection and answer: What did you learn? What challenges did you have? In what ways did your experience help you check your biases? I want you to follow the APA Manual (7th edition) and have at least 3 references to readings from our class. Your final project should include the following sections: 1) Introduction, 2) Overview of your pictures, 3) Your reflection, 4) Conclusion. For a list of the available topics, see the attached Word document.

OBJECTIVES

Upon the completion of this intensive course, you will be able to:

- (1) demonstrate a greater competency for working in a culturally diverse workplace and an understanding of foundational issues around multiculturalism and social empowerment
 - (2) identify, compare, and contrast issues around multiculturalism in professional settings
 - (3) gain greater self-awareness about race, ethnicity, nationality, language, religion and social class by reflecting on your lived experiences and inquiring into your own values and social identities and identifying your biases and privileges
 - (4) discuss/justify your opinions about the controversial situations about cultural diversity
 - (5) evaluate cases about working in culturally and linguistically diverse workplaces
- propose organizational strategies for managing equity, justice, and inclusion in contemporary professional settings in Colombia and global contexts.

COURSE READINGS / ACADEMIC MATERIAL

- Canham, H. (2016). From exclusion to inclusion: Inclusion and empowerment in a South African organization. L. M. Roberts, L. P. Wooten & M. N. Davidson (Ed.), *Positive organizing in a global society: Understanding and engaging differences for capacity building and inclusion* (pp. 155–162). Routledge.
- Cardon, P. W., & Scott, J. C. (2007). Loss of face among Chinese businesspeople in intracultural and intercultural business interactions. *Delta Pi Epsilon Journal*, 49(3), 19–39.
- Castilla, E. J. (2016, June 13). Achieving meritocracy in the workplace. *MIT Sloan Management Review*.
<https://sloanreview.mit.edu/article/achieving-meritocracy-in-the-workplace/>
- Edmondson Bell, E. L. J., & Nkomo, S. M. (2003). Our separate ways: Black and White women and the struggle for professional identity. *Diversity Factor*, 11(1), 11–15.
- Embrick, D. G., Walther, C. S., & Wickens, C. M. (2007). Working class masculinity: Keeping gay men and lesbians out of the workplace. *Sex Roles*, 56(11–12), 757–766. <https://doi.org/10.1007/s11199-007-9234-0>
- Ferguson, S. (2014, September 29). Privilege 101: A quick and dirty guide. *Everyday Feminism*.
<https://everydayfeminism.com/2014/09/what-is-privilege/>
- Iglesias, G. (2020, January 23). *Latinos are not all the same* [Video]. YouTube.
<https://www.youtube.com/watch?v=kTkxZ18yldc>
- Kenny, B. (Host). (2019, May 7). Managers: Are you prepared to handle religion in the workplace? [Audio podcast episode]. In *Cold Call*. HBR. <https://hbswk.hbs.edu/item/managers-are-you-prepared-to-handle-religion-in-the-workplace>
- Mor Barak, M. E. (2017). *Managing diversity: Toward a globally inclusive workplace* (4th ed.). Sage.
- Nguyen, A.-M. D. Nguyen, & Benet-Martínez, V. (2010). Multicultural identity: What it is and why it matters. In R. J. Crisp (Ed.), *The psychology of social and cultural diversity* (pp. 87–114). Wiley-Blackwell.
<https://doi.org/10.1002/9781444325447.ch5>
- Opie, T. R., & Freeman, R. E. (2017, July 5). Our biases undermine our colleagues' attempts to be authentic. *Harvard Business Review*. <https://hbr.org/2017/07/our-biases-undermine-our-colleagues-attempts-to-be-authentic>
- Peracchio, L. A., Bublitz, M. G., & Luna, D. (2014). The social psychology of multiculturalism: Identity and intergroup relations. In V. Benet-Martínez & Y.-Y. Hong (Eds.), *The Oxford handbook of multicultural identity* (pp. 438–461). Oxford University Press.
- Plaut, V. C., Thomas, K. M., & Hebl, M. R. (2014). Race and ethnicity in the workplace: Spotlighting the perspectives of historically stigmatized groups. *Cultural Diversity and Ethnic Minority Psychology*, 20(4), 479–482.
<https://doi.org/10.1037/a0037544>
- Sanchez-Burks, J., Lee, F., Choi, I., Nisbett, R., Zhao, S., & Koo J. (2003). Conversing across cultures: East-West communication styles in work and nonwork contexts. *Journal of Personality and Social Psychology*, 85(2), 263–372.
<https://psycnet.apa.org/doi/10.1037/0022-3514.85.2.363>
- Wasserman, I. C., Gallegos, P. V., & Ferdman, B. M. (2008). Dancing with resistance: Leadership challenges in fostering a culture of inclusion. In K. M. Thomas (Ed.), *Diversity resistance in organizations* (pp. 175–200). Lawrence Erlbaum Associates.
- Zomorodi, M. (Host). (2017, September 20). Forty years of coding in a man's world [Audio podcast episode]. In *Note to Self*. WNYC Studios. <https://www.wnycstudios.org/podcasts/notetoself/episodes/ellen-ullman-life-in-code>