# Psychology 493

# Fairness In The Workplace: A Psychological Perspective

# Fall 2021

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**Class meets synchronously Mon and Wed 12:40-2:00 Eastern Time Zone via Zoom. Zoom link will be shared directly with those enrolled in the class.**

Course website available on D2L

Virtual Office hours: 2-2:30PM. Eastern Time Zone, M and W and by appointment

Office phone number: 517 353-8855; however, email is always best means of communication

## Course description:

This course will provide an examination of psychological research that can inform how to design fair and effective workplaces from the perspective of organizational psychology.

The course has been designed to have synchronous and asynchronous elements. Synchronous time is primarily for group activities and guest speakers, as well as for Q&A type of sessions. Asynchronous elements include readings, discussion posts, and videos of mini-lectures. Many learning activities are designed so that you may choose to work in groups but can also complete individually. In general, the course has been designed to provide variety in what you do and how information is presented, and to provide some flexibility in assessing your learning.

## Overall Course Objectives:

1. To define what makes a fair workplace
2. To evaluate that definition in various workplace employment decision contexts (e.g., selection, pay, layoffs, policies)
3. To evaluate individual and contextual factors that influence perceptions of fairness at work
4. To determine how to alter workplace environments to positively influence fairness perceptions
5. To specify the effects of unfairness on individuals and organizations
6. To evaluate systematic and individual means of addressing unfairness
7. To critically review empirical research on fairness and justice in the workplace

Course Materials:

All readings and assignment instructions are available on D2L. You must have an internet connection and access to D2L for this course (<https://d2l.msu.edu>) . There is no textbook purchase required. It is expected that you will complete readings and come to any synchronous sessions prepared to discuss them. Some readings will be the basis of reading summary assignments; others may be connected to learning activities that are also graded. Thus, preparation is important.

If a link does not work on D2L, you should access the reading through free library database resources by looking up the reference using the full reference list that is provided at the end of this syllabus. You should also send me an email and letting me know about the broken link. That is, there is no excuse for not doing a reading.

## Assessments of Learning

 Points

Literature review 100

 Annotated bibliography 9

 Outline 6

Learning activities (12 points each; 21 opportunities; must do 18) 216

Discussion posts (5 points each; 14 opportunities; must do 11) 55

Reading summaries (7 points each; 17 opportunities; must do 12) 84

Speaker reflections (5 points each; 4 opportunities; must do 3) 15

Justice application paper 40

Infographic (in class group work) 15

Quizzes (3 @ 20 points each; individual or group) 60

 **Total 600**

There are no extra credit opportunities. There are multiple means of assessment in the course that provide you with the chance to demonstrate your capabilities. There is also flexibility to accommodate schedules and emergencies (e.g., there are opportunities to drop the lowest grades so **if you miss a synchronous activity that counts as one of your drops**).

The aim of all assignments (learning activities, posts, reflections) is for you to think more deeply about a specific justice issue. The aims of the literature review and application papers are to allow you to do a more in-depth examination of topics of interest to you while developing your critical thinking, research and writing skills.

Note that in addition to graded items, there are short exercises, surveys, quizzes, videos and other materials that are meant to facilitate your learning (some of these are labelled as “Making Connections”)

Grades are posted on D2L; please be sure to alert me of any concerns within one week of posting. Information on grading (i.e., rubrics or points assignments) are available are D2L under the syllabus and instructions tab. As an online course with a variety of graded activities, there may be times in the semester when grading takes longer than a week; please be patient.

All assignments will be turned in through drop boxes on D2L. Assignments are typically due at 11:59PM on the day of class, but some that might be needed for in-class discussion will be due before the start of class. **All due dates are clearly indicated in D2L – please keep track of them so you do not fall behind.** If an assignment is more than a half hour late, points are deducted (i.e., one letter grade per day). My suggestion is you **use the checklists** provided on D2L with each topic to keep you on track with what you need to do by when. It will be clear what you need to do before we have a class meeting and what can be done either during class time or afterward.

### Grade cutoffs:

540 points and above 4.0

510-539 points 3.5

480-509 3.0

450-479 2.5

420-449 2.0

390-419 1.5

360-389 1.0

Below 360 0.0

Class Schedule (subject to change)

An in-depth schedule for class is provided on D2L as a separate file, as well as at the end of this syllabus. I would strongly suggest you **print the schedule or integrate its contents into your planner/calendar now**. It tells you the critical things you need to do inside and outside of class sessions. Each topic also has a checklist to help you track activity completion online as well. Full references for readings are at the end of the syllabus and on D2L

Academic Integrity:

Please refer to the [General Student Regulations](http://splife.studentlife.msu.edu/regulations/general-student-regulations) 1.0, Protection of Scholarship and Grades; the [all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations](https://ombud.msu.edu/academic-integrity/). See [Spartan Life Online](http://splife.studentlife.msu.edu/) (splife.studentlife.msu.edu) and/or the [MSU Web site](http://www.msu.edu/) (msu.edu) and <https://ombud.msu.edu/academic-integrity/index.html#integrity> for details on academic integrity and your rights and responsibilities. Specific to this course, a penalty grade of 0 points is given on any assignment where an individual claims or submits work of another as one’s own (including plagiarism of whole or part of another’s work), completes or attempts to complete in-class work for someone not in attendance, or in any way misrepresents one’s completion of assignments or in-class work. Please review the Spartan Code of Honor <https://acadgov.msu.edu/sites/default/files/content/SpartanCodeofHonor.pdf>

Note that there are assignments where you work in a group and it is acceptable for those in the group to turn in the same material as you worked on it together. These opportunities will be clearly labelled; if any activity is meant to be an individual activity, that should be your own individual work.

Attendance and Participation

[University Attendance Policy](https://ombud.msu.edu/classroom-policies/) (in part): Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

This is an upper- level class so the expectation is not just that you will attend when we do meet but that you will ***participate***. When we have a synchronous session, it is usually because we are working in groups on a learning activity and/or we have a guest speaker. If you are not in attendance, you will have to do the learning activity on your own (note **this is not possible for activities on a few dates which require a group, so if you miss those sessions you will have to count those as your dropped grades unless it is a university excused absence**). Speakers are taking time to meet and interact with you, so having attendance on dates where we have speakers reflects on your professionalism.

Grief absence information is available at <http://splife.studentlife.msu.edu/regulations/selected/grief-absence-policy>.

If you will miss a class session or an assignment because of a religious observance, please let me know in advance.

Instructor Availability and communication:

While I do have set office hours online, I am available to meet with students at other times by appointment. For office hours we will use a waiting room format on D2L where you will have to wait until the student ahead of you has finished. I check my email regularly and try to respond in a timely manner; however, I will not answer after 9PM so send any questions about assignments that are due before that time. Check your D2L account and university email regularly for information and updates.

Technology

We often access online materials during class for activities. However, when you are interacting with others in a breakout or listening to me or a speaker, it is a good idea to get away from your phone if you are going to be constantly interrupted by texts or other notifications. **Consider it a personal challenge to see if you can actually not look at your phone during class time!** No matter what you think, research has consistently shown how disruptive electronic interruptions are to our concentration and to our social relationships (I’d be happy to share many references with you, or perhaps you can bring some of that research into your class paper!) So get in the habit of turning on site-blocking browser add-ins and/or shutting off your phone completely during class. Or force yourself with a blocker (e.g., you can block Facebook/Instagram/Snapchat during class). See <https://freedom.to/blog/8-website-blockers-for-studying-productivity-focus/> or <https://zapier.com/blog/stay-focused-avoid-distractions/> for suggestions. Do yourself a favor and make this a more focused semester! Finally, I reserve the right to call you out during a session if your inattention is disruptive to me or others.

If you need technical assistance at any time during the course or to report a problem you can:

* Visit the [Distance Learning Services Support Site](https://www.lib.msu.edu/dls/) (lib.msu.edu/dls)
* Visit the [Desire2Learn Help Site](http://help.d2l.msu.edu/) (help.d2l.msu.edu)
* Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345

Recording/photographing others.

As members of a learning community, you are expected to respect the intellectual property of others as well as the ability of others to discuss topics freely within the confines of the classroom. **I will be recording synchronous lectures and guest speakers for your later review or viewing by those with an excused absence**. We will not be recording any activity that occurs in breakouts, and you are not allowed to record that activity yourself without the advance written permission of the instructor *and* any students whose voice or image is included in the recording. Posting a photo/video or other recording of anyone in the class to social media without their written consent is a violation of this policy, and may result in a penalty up to a 0.0 as a course grade, as well as other academic disciplinary sanctions as described by university policy.

*Commercialization of materials*. Commercialization of any notes and materials from this course is not permitted.

*Civility*. We may engage in discussions (both online and in class) of topics where individuals have different opinions. It is important for you to recognize distinctions between opinions and facts, but also to in all cases show courtesy and respect for others. Please refrain from using language that others might find offensive, and express disagreements and counterarguments in diplomatic and civil ways. Uncivil behavior may result in a 0.0 points for an activity, as well as further sanctions and restrictions based on MSU Code of Conduct.

Article 2.III.B.4 of [Student Rights and Responsibilities](http://splife.studentlife.msu.edu/student-rights-and-responsibilities-at-michigan-state-university/article-2-academic-rights-and-responsibilities) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](http://splife.studentlife.msu.edu/regulations/general-student-regulations) states: "No student shall . . . obstruct, disrupt, or interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes, social, cultural, and athletic events, computing services, registration, housing and food services, governance meetings, and hearings).” Students whose conduct adversely affects the learning environment may be subject to disciplinary action through the Student Judicial Affairs office.

*Accommodations*. If you have a disability that will require accommodations, please contact me within the first week of class to privately discuss your needs. All lecture videos and power points have been reviewed for accessibility and modified as much as possible as well as close captioned. If there are accessibility issues with material that is linked through the MSU library, please contact the library. If there are other accessibility concerns you have please let me know.

*Emergency Procedures*. If an emergency occurs that would require cancellation of a synchronous session, I will send a notification via D2L.

*Limits to confidentiality*. Students should be aware that I am unable to maintain confidentiality when it conflicts with my responsibilities as a mandatory reporter within the university. That is I must report to other University offices any information you share with me regarding (1) suspected child abuse/neglect, even if this happened when you were a child, (2) allegations of sexual assault or harassment involving MSU students, faculty or staff, and (3) credible threats of harm to oneself or others. These reports may trigger contact from a campus official; in almost all cases, it will be your decision if you wish to speak to that individual. If you would like to talk about any of the above in a setting that is confidential and not bound by mandatory reporting, please make an appointment with the MSU Counseling Center.

*Technical support*. For questions about D2L contact <https://help.d2l.msu.edu/> or Local: (517) 432-6200 Toll-free: (844) 678-6200 (North America and Hawaii).I have noticed that on occasion students with Macs find challenges in uploading assignments; if you have difficulty with a drop box you may email in the assignment; however, that is not preferred as it is more easy to lose track of it.

 For other technical difficulties (e.g., WiFi or power outages), email me and let me know if this happens during a synchronous session and has disrupted your learning. Also, if you are in Michigan, here is a link to a map of free wifi hotspots <http://cngis.maps.arcgis.com/apps/webappviewer/index.html?id=0d69accbb5ff422a82eccc2c9101b69d>

Mental Health: Mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Counseling & Psychiatric Services (CAPS) website at [www.caps.msu.edu](http://www.caps.msu.edu/).

Staying Home or Self-Isolating when Appropriate**: I**f you have been sick with COVID-19[symptoms](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), tested positive for COVID-19, or have been potentially[exposed](https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html) to someone with COVID-19, follow CDC guidance regarding isolating, quarantining, etc… **I will make accommodations for those who must miss class due to COVID illness.**

Cloth Face Coverings On Campus**:**  As we are not in person, this policy may not apply to you at all. However, you may be attending class from somewhere on campus. As of the time of this syllabus, face coverings must be worn by everyone (including all faculty, staff, students, vendors, and visitors) indoors while on property owned or governed by MSU and while participating in MSU-related or MSU-sponsored activities. See <https://msu.edu/together-we-will/faqs/> for lots of information about where to wear a mask and what the consequences are for failing to comply.

 **LIST OF READINGS 2021**

9/8: Fair outcomes

* Cropanzano, R., Bowen, DE, Gilliland, WS (2007) The management of organizational justice. *Academy of Management Perspectives,* 301-48

9/13: Research on justice

* Greenberg, J. (1988). Equity and workplace status: A field experiment.*Journal of Applied Psychology, 73*(4), 606-613.
* Greenberg, J. (1990). Employee theft as a reaction to underpayment inequity: The hidden cost of pay cuts.*Journal of Applied Psychology, 75*(5), 561.

9/15: Fair procedures

* Greenberg, J. (1994). Using socially fair treatment to promote acceptance of a work site smoking ban.*Journal of Applied Psychology, 79*(2), 288.
* Noguchi, Y. (2021). Employers are struggling as workplaces divided over vaccine and mask policies. https://www.npr.org/2021/08/03/1024338512/employers-are-struggling-as-workplaces-divided-over-vaccine-and-mask-policies

9/20: Fair treatment

* Porath, C.L., Pearson, C.M.. "[The Price of Incivility](http://explore.georgetown.edu/publications/index.cfm?Action=View&DocumentID=68238)." *Harvard Business Review* Jan/F (2013).

9/22: Fair Treatment

* Davis, L. (2018, March 12). The Tipping equation. *The New York Times*
* Rothgerber, H., Kaufling, K., Incorvati, C., Andrew, C.B. & Farmer, A. (2020). Is a reasonable woman different from a reasonable person? Gender differences in perceived sexual harassment, Sex Roles.
* Feng, E. (2021). Rape accusations at Alibaba bring China’s #MeToo movement back into the spotlight. NPR <https://www.npr.org/sections/goatsandsoda/2021/08/13/1026412752/rape-accusations-at-alibaba-bring-chinas-metoo-movement-back-into-the-spotlight>

9/27: Motives

* Brockner, J. (2006). Why is it so hard to be fair? *Harvard Business Review,*
* Gajendran, R. Sherf, EN & Venkataramani, V. (2020). Why managers treat employees unfairly when they are overworked. HBR Ascend

9/29: Effects

* Ambrose, M., Seabright, M., & Schminke, M. (2002). [Sabotage in the workplace: The role of organizational injustice.](http://www.sciencedirect.com/science/article/pii/S0749597802000377)*Organizational Behavior and Human Decision Processes, 89*, 947-965.

10/4: People vary

* Rice, D. B., Taylor, R., & Forrester, J. K. (2020). The unwelcoming experience of abusive supervision and the impact of leader characteristics: Turning employees into poor organizational citizens and future quitters.*European Journal of Work and Organizational Psychology.*
* Butucescu, A., & Iliescu, D. (2020). It was unfair! should I appeal? the moderating role of agreeableness and neuroticism between fairness perceptions in assessment and intention to appeal.*Ethics & Behavior, 30*(5), 342-363.

10/6 and 10/11: Legal

* Dunleavy, EM, Engelsted, L. & Morris, A. (2018). A primer on equal employment opportunity law and contemporary employment. *Oxford Handbook of Workplace Discrimination,* p253-263
* Hackney, KJ, Danmiels, SP, Paustain-Underdahl, SC Perrewe, PL & Mandeville, A. (2020). Examining the effects of perceived pregnancy discrimination on mother and baby health. *Journal of Applied Psychology*.
* Liptak, A. (2020, June 15). Civil rights law protects gay and transgender workers, Supreme Court Rules. *New York Times*.
* Schwab, K. (2020, July 2). Discrimination charges at Pintrest reveal a hidden Silcon Valley hiring problem. *Fast Company*.

10/13 and 10/18: Hiring practices

* Walker, H. J., Helmuth, C. A., Feild, H. S., & Bauer, T. N. (2015). Watch what you say: Job applicants’ justice perceptions from initial organizational correspondence. *Human Resource Management, 54*(6), 999-1011.
* Farmer, B. (2020, Jan 9). U-Hauls’ nicotine-free hiring rule reflects a trend that troubles workers’ advocates. NPR, (3:00 mins)
* Noble, S. M., Foster, L. L., & Craig, S. B. (2021). The procedural and interpersonal justice of automated application and resume screening.*International Journal of Selection and Assessment,*

10/20: Reward and recognition

* Scheiber, N. (2018). If a law bars asking your past salary, does it help or hurt? *The New York Times*
* Hernandez, M., Avery, DR, Volpone, SD & Kaiser, CR (2019). Bargaining while Black: the role of race in salary negotiations. *Journal of Applied Psychology, 104*, 581-592.
* Dominus, S. (2020, February 23). The last taboo. *New York Times Magazine*.

10/27: Performance reviews

* Cappelli, P., & Tavis, A. (2016, 10). The performance management revolution. *Harvard Business Review,* 1.
* Golen, L., Gale, J. & Grant, A. Let’s not kill performance evaluations yet *Harvard Business Review.*

11/1: Firing and layoffs

* Richter, M, Konig, CJ, Geiger, M, Schieren, S, Lothschutz, J & Zobel, Y (2018). “just a little respect”: Effects of a layoff agent’s actions on employees’ reactions to a dismissal notification meeting. *Journal of Business Ethics, 153*, 741-761.
* Noguchi, Y (2018, March 24). Fired via tweet, text and voicemail: Loss of job and respect. *NPR* (3:00 minutes)

11/3 Customers

* Herschcovis, M.S. & Bhatnagar, N. (2017). When fellow customers behave badly: witness reactions to employee mistreatment by customers. *Journal of Applied Psychology, 102,* 1528-1544

11/8: When, where and how much

* Kodjak, A. (2016) Hassle of being a patient can turn into a crisis without sick leave. Podcast, Morning Edition, July 11.
* Scheiber, N. (2018). A find at Gap: Steady hours can help workers and profits. *The New York Times*

11/10: Behavior at work

* Ravid, D.M., Tomczak, D.L., White, J.C. & Behrend, T.S. (2019). EPM 20/20: A review, framework and research agenda for electronic performance monitoring. *Journal of Management.*
* Gelles, D. (2018). Memo from the boss: You’re a vegetarian now. *The New York Times*
* Ueno, H. & Victor, D. (2019). Japanese women want a law against mandatory heels at work, *New York Times*, June 4.
* Akala, A. (2020). Let them grow beards: UPS relaxes rules on drivers’ facial hair. <https://www.npr.org/2020/11/11/933950474/let-them-grow-beards-ups-relaxes-rules-on-drivers-facial-hair>

11/15: Non-work behavior

* Appleby, J. (June 24, 2015). When does workplace wellness become coercive? Shots, NPR.
* Hyman, D. (July 27, 2019). Where legal, pot still closes door to hiring. *New York Times.*

11/17: Accommodations

* Runyon, L. (Jan 14, 2016) Dispute over prayer breaks divides Muslim meatpacking workers. All Things Considered podcast
* Noguchi, Y. (Sept 22 2015). What’s that smell?! When workplaces try fragrance bans. Morning Edition podcast
* Kurtz, A (2016). When the pilot is a new mom: accommodating new motherhood at 30,000 feet *New York Times*.

11/22: Preferences

* (May 6, 2013). How favoritism is driving minority employment. Talk of the Nation, podcast.
* Zarya, V. (2015). Why is the “Rooney Rule” suddenly tech’s answer to hiring more women? *Fortune,* August 10.

11/24: Restorative and retributive

* Zipay, K., Mitchell, MS, Baer, M, Sessions, H & Bies, R. (in press). Lenient reactions to misconduct: examining the self-conscious process of being lenient to others at work. *Academy of Management Journal* – summary on AOM Insights.
* Cao, W., van der Wal, Reine C., & Taris, T. W. (2021). When work relationships matter: Interpersonal forgiveness and work outcomes.*International Journal of Stress Management,*

11/29: Address: systems

* Rubino, C., Avery, DR, McKay, PF, et al. (2017). And justice for all: how organizational justice climate deters sexual harassment. Personnel Psychology, 1-26.
* Dobbin, F., & Kalev, A. (2020). Confronting sexual harassment. *Harvard Buesiness Review.*

12/1: Address: training

* Richter, M., Konig, C.J., Koppermann, C. & Schilling, M. (2016). Displaying fairness while delivering bad news: testing the effectiveness of organizational bad news training in the layoff context. *Journal of Applied Psychology, 101,* 779-792.
* Greenberg, J. (2006). [Losing sleep over organizational injustice: Attenuating insomniac reactions to underpayment inequity with supervisory training in interactional justice.](http://psycnet.apa.org/journals/apl/91/1/58/) *Journal of Applied Psychology, 91*, 58-69.

12/6: Address: third parties

* Mitchell, M.S., Vogel, R.M & Folger, R (2015). Third parties’ reactions to the abusive supervision of coworkers*. Journal of Applied Psychology, 100*, 1040-1055.
* Ashburn-Nardo, L., Lindsey, A., Morris, K.A & Goodwin, SA (2019). Who is responsible for confronting prejudice? The role of perceived and conferred authority. *Journal of Business Psychology*.

12/8: Emerging issues

* Fieseler, C., Bucher, C., & Hoffmann, C.P. (2019). Unfairness by design? The perceived fairness of digital labor on crowdworking platforms. *Journal of Business Ethics, 156*, 987-1005.
* Yankov, G.P., Wexler, b., Haidac, S., Kumar, S., Zheng, J. & Li, A. (2020). *Algorithmic Justice*, SIOP White Paper.
* Dworskin, E. (2020, October 20) Americans might never come back to the office, and Twitter is leading the charge. *The Washington Post*

**ROADMAP**

**Abbreviations: DP – Discussion post; RS – reading summary; LA—learning activity; GR—guest reflection**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Date** | **Topic** | **Assignments (Exact Due times are on D2L)** | **Readings** | **Videos to Watch/Audio to listen** | **Class Meeting** |
| 1. Overview
 | Sept 1 | Overview: What is Fairness? | DP: intro | ---- | Welcome | Overview discussion; breakout groups |
|  | Sept 6 | NO CLASS LABOR DAY |  |  |  |  |
|  | Sept 8 | What is organizational justice? | LA: Interview (due at start of class so we can discuss in class) | Cropanzano et al. 2007 | ---- | Discussion on how to read research articles; discussion of your interview learning activity |
| 1. Fundamental concepts
 | Sept 13 | What are fair outcomes? | DP: ComparatorsLA: Salary comparison RS: Greenberg 88RS: Greenberg 90 | Greenberg 1988Greenberg 1990 | Distributive justiceSocial comparisonChimpDemotivators | No meeting |
|  | Sept 15 | What are fair procedures? What is informational justice? | DP: Fair processRS: Greenberg 94LA: Masks (in class) | Greenberg 1994  | PJ& IJFair processNoguchi (3 mins) | Guest speaker: Erin Laudenslager, MSUGR (in class time)LA as group activity |
| **Module** | **Date** | **Topic** | **Assignments** | **Readings** | **Videos to Watch** | **Class Meeting** |
|  | Sept 20 | What is fair and respectful treatment of others? | Topic lit reviewDP: incivility/free speechLA: incivility training | Porath & Pearson, 2013 | Incivility & bullyingEffects of incivilityAbusive Supervision | No meeting |
|  | Sept 22 | Fair treatment continued | RS: Rothgerber | Rothgerber et al. 2020Davis 2018Feng 2021 | HarassmentLegal issues in harassment | Discussion on how to write lit review; in class work on search strategies |
| 1. Advanced concepts
 | Sept 27 | Why do people act fairly or unfairly? | DP: motivesLA: 3 models  | Brockner 2006Gajendron, Sherf, Venkataramni 2020 | The why of fairnessCounterfactuals | Quiz on module 1 and 2 (Individual or group) |
|  | Sept 29 | What are the effects of fairness or unfairness on employees? | LA: psych contract RS: AmbroseTopic preference for legal infographic | Ambrose et al. 2002 | Effects | No meeting |
|  | Oct 4 | Why do people differ in what they see as fair?  | DP: moderatorRS: Rice et al. OR Butucescu & Illiescu | Rice et al 2020Butucescu & Iliescu 2019 | ModeratorsCulture & JusticeJustice Judgements | Writing circle activities by paper topic |
| **Module** | **Date** | **Topic** | **Assignments Due** | **Readings** | **Videos to Watch** | **Class Meeting** |
|  | Oct 6 | How do legal definitions of fairness connect to psychological ones? |  | Dunleavy et al. 2018Schwab 2020 | Illegal discrimination | Group work on infographic |
|  | Oct 11 | How do legal definitions of fairness connect to psychological ones? | Infographic RS: Hackney | Hackney et al. 2020Liptak 2020 | Genetic discrimination | Group work on infographic |
| 1. Fairness and organizational systems
 | Oct 13 | What determines views of the fairness of hiring practices? | LA: CR survey RS: Walker | Walker et al 2015 | Criminal Records | Quiz on module 3 (Individual or group) |
|  | Oct 18 | What is affected by the fairness of hiring practices? | LA: FSO DP:tech & hiring | Farmer 2020 (3:00)Noble et al 2021 | Tech in hiringPersonality assessment | Guest speaker: Dr. Juliya Golubovich, IndeedGR (in class)LA on FSO (in class or individual) |
|  | Oct 20 | What is affected by the fairness of reward and recognition systems? | DP: transparencyRS: Hernandez | Scheiber 2018Dominus 2020Hernandez et al 2019  | Pay transparency (Burkus)Pay equty | LA: Negotiation activity (must be done in class) |
| **Module** | **Date** | **Topic** | **Assignments Due** | **Readings** | **Videos to Watch** | **Class Meeting** |
|  | Oct 25 | FALL BREAK |  |  |  | No meeting |
|  | Oct 27 | What about the fairness of performance reviews? | Annotated bibliographyDP: performance reviewsLA: types of PA  | Capelli & Travis 2016Goler, Gale & Grant | Two clips on performance review value | No meeting |
|  | Nov 1 | What about the fairness of layoffs and firing? | LA: termination RS: Richter | Richter et al. 2018Noguchi 2018 (2:56)Layoff memos | TerminationsLayoffsWho should be laid offLayoffs during pandemic | LA: Layoff activity (must be done in class) |
|  | Nov 3 | What about customer interactions and fairness? | DP: mistreatmentRS: HerschcovisOutline | Herchcovis & Bhatnagar 2017Airbnb Project Lighthouse | Customers & Fairness | No meeting |
| 1. Fairness and workplace policies
 | Nov 8 | What makes policies on when, where and how much we work seem fair or unfair? | LA: worktime  | Kodjak 2016(6:12)Scheiber 2018 | When and how we workPlace of workUnlimited vacationKaroshi | Writing circle activity in class  |
| **Module** | **Date** | **Topic** | **Assignments Due** | **Readings** | **Videos to Watch** | **Class Meeting** |
|  | Nov 10 | What makes policies on behavior at work seem fair or unfair? | DP: dress codeLA: monitoring  | Ravid et al.2019Gelles 2018Ueno & Victor 2019Akala 2020 | Behavior at workMonitoring and creativity | No meeting |
|  | Nov 15 | What are views on the fairness of policies regarding non-work behavior? | LA: wellness DP: nonwork policies | Hyman 2019Appleby 2015 | Outside of work behaviorWellnessShort news videos on being fired for outside work conduct | Guest speaker, Jamie Hutchinson, MSU Work life office GR (in class session)LA on wellness (in class or on your own) |
|  | Nov 17 | When are accommodations or exceptions to policies seen as fair or unfair? | LA: Accommodations  | Runyon 2016 (3:54 mins)Noguchi 2015 (3:49)Kurtz 2016 | Workplace accommodationsBestBuy and accommodations | LA on Accommodation (individual or group in class);Last minute questions on lit review |
|  | Nov 22 | When are preferences seen as fair or unfair? | **Lit review due**LA: preferences | Favoritism podcast 2013 (16 mins)Zarya 2015 | Preferences | No meeting |
| **Module** | **Date** | **Topic** | **Assignments Due** | **Readings** | **Videos to Watch** | **Class Meeting** |
| 1. Addressing unfairness
 | Nov 24 | What is restorative and retributive justice? | LA: apologies DP: forgiveness | Zipay et al. research summaryCao et al 2021 | Retribution & CompensationWhy people find it hard to forgiveRestorative JusticeEntitlement | Q&A on application final assignment |
|  | Nov 29 | How can we use organizational systems to address unfairness? | Application topicDP: Third partyLA: Dispute resolution RS: Rubino | Rubino et al 2017Dobbin & Kalev 2020 | Alternative Dispute Resolution ProcessesArbitration at UberJustice Climate | No meeting |
|  | Dec 1 | How can we use training to addressing unfairness?  | LA: Training RS: RichterRS: Greenberg 2006 | Richter et al 2016Greenberg 2006 | Training | No meeting |
|  | Dec 6 | How can third parties address unfairness?  | LA: corporate statements RS: MitchellRS: Ashburn-Nardo | Mitchell et al 2015Ashburn-Nardo et al.2019 | Third party observersWhy interventions don’t work | Guest speaker: Courtney Bryant, Ford Motor CompanyGR (during session)LA corporate statements (in class or on one’s own) |
| **Module** | **Date** | **Topic** | **Assignments Due** | **Readings** | **Videos to Watch** | **Class Meeting** |
| 1. Fairness: current and emerging issues
 | Dec 8 | What are emerging fairness issues in workplaces? | DP: Pandemic | Fiesler et al 2019Yankov et al. 2020 | Fairness & PandemicRemote Work | Group quiz on Module 6 |
|  | Dec 13 |  | Application paper due |  |  |  |