

**Instructor**

Pamela Temple

Send a message via Canvas messaging tool

**Diversity in the Workplace is a fully online course taught through the Canvas LMS.**

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This course offers students the opportunity for deep learning regarding:

- the impact of membership in dominate and non-dominate cultures on an employee’s work experiences.
- how and why stereotyping, prejudice, bias and discrimination continue to be pervasive in the workplace.
- institutional and individual actions that can be applied to promote social justice and inclusion in the workplace.

**Learning Objectives**

**At the conclusion of the course it is expected that students will be able to:**

Instructor generated objectives

- Apply critical thinking skills to complex workforce issues associated with human diversity and exclusion/inclusion.
- Communicate new perspectives on social justice, valuing human diversity and developing inclusive workplaces.
- Utilize skills and best practices gained to assist in creating a more inclusive workplace environment.

LSER Department objectives

- Analyze the degree to which forms of human difference shape a person’s experience of work. (Goal 6)
- Analyze issues of social justice related to work across local and global contexts (Goal 8)

SMLR objectives

- Evaluate the context of workplace issues, public policies, and management decisions (Goal V).

Core curriculum objectives (Contemporary Challenges)

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on contemporary issues. (Goal a)
- Analyze contemporary issues of social justice. (Goal d).

*Throughout the semester students will be offered opportunities to showcase their ability to meet all of the above learning objectives. Students are assessed on their ability to meet objectives and goals.*

**Get Help**

*Need technical assistance?*

*Contact those who can help you solve technical questions and concerns. Your instructor can't assist you with technical issues.*

**Email:**

[help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)

**Call 24/7: 877-361-1134**

OR: Click the "help" question mark icon located at the bottom of the red navigation menu (bottom far left of the course page)

## Course Organization

Week 1 - 5 Unit I: Diversity & Inclusion Issues  
Week 6 - 11 Unit II: Dimensions of Diversity  
Weeks 12 - 14 Unit III: Diversity Leadership

## Course Requirements

The course involves:

### Reading, Audio/Video Assignments

#### Reading

There is no course textbook.

All required reading material is uploaded into the course shell or Internet based material is linked to appropriate areas of the course.

#### Audio/Visual

Students are required to watch course content video presentations as well as watch videos and listen to audio presentations by national diversity and inclusion experts. All audio and video material is provided through links within the course shell.

### Writing Assignments

#### Introduction Writing Assignment – worth 80 points

The Introduction Writing Assignment (WA) is the initial writing assignment.

- Students are required to exhibit knowledge, engage in self-reflection and critical thought on introductory concepts as well prevalent social justice related diversity and inclusion issues.
- The assignment is shared with learning community members and discussed in forum discussion #1.
- Students follow instructions and complete the assignment using a template.
- Grading rubrics are available for review.

#### Writing Assignment Components

Part I – General Information

Part II – Self-Identities

Part III – Perspectives on Diversity & Inclusion

Part IV – Meritocracy, Melting Pot, Colorblind Ideal

Part V – Diversity & Social Justice Issues in the Workplace

**Due:** Week 3

#### Diversity & Inclusion Leadership Portfolio – worth a total of 261 points

The portfolio is a semester long assignment that focuses on knowledge and skills gained throughout the semester and how knowledge and skills contributes to their ability to function in a diverse workplace/advocate for social justice in the workplace. Portfolio components are associated with course topics.

Portfolio contents are not shared with learning community members. Only the instructor will review portfolio content.

Students follow instructions and complete the assignment using a template.

Grading rubrics are available for review.

Assessment involves whether or not the student has:

1. grasped the content of required reading and audio/visual assignments.
2. made personal meaning and/or developed new perspectives on course topics.

- engaged in critical thinking by considering workforce diversity, workplace inclusion, workplace social justice considerations, past experiences and opportunities for professional growth.

Portfolio Content:

Part A: (Worth 161 points)

Activity #

- 1 – Leadership Development Opportunities: Foundation Stories  
Can complete week 1 -2
- 2 – What Organizations Are Communicating about Workforce Diversity & Inclusion  
Can complete week 1 - 2
- 3 – Identity Covering  
Can complete week 3
- 4 – Leadership Development Opportunities: Cross Cultural Competency  
Can complete week 3
- 5 – Implicit Bias  
Can complete week 4

**Due:** Part A – week 5

Part B: (Worth 100 Points)

Activity #

- 6 - Reflections on Leadership Journey Material  
Completes portions weeks – 6- 11
- 7 - Your Diversity Story  
Can complete week 6 - 11
- 8 - Diversity & Inclusion Leadership Plan  
Can complete week 12 - 13

**Due:** Part B - week 13

**NOTE:** Students may share portions of their portfolio with the instructor anytime during the semester for review and comment.

Discussions: Learning Community Forums – worth a total of 200 points (50 points each)  
There are 4 forums assigned in this course.

Assessment of performance in discussions:

Extent to which a standard of excellence has been reached in three grading categories  
content (50%), participation (45%), and context/mechanics (5%).

A grading rubric is provided for review.

**Forum 1:** Perspectives on Diversity and Inclusion

Forum 1 involves review of learning community member Introduction Writing Assignments. It is a forum requirement to involve consideration of learning community member's writing assignment contents

Topics

- 1 – Personal and Social Identities, Salience and Intersectionality
- 2 – Social Justice & the Business Case
- 3 – The inequities in Meritocracy, Melting Pot and Colorblind Ideal Perspectives

4 – Millennials: Misguided? Ignorant to real equity issues in the workplace?  
Or – perspective just right?

**Forum 2 & 3:** Workforce Diversity, Human Difference, Social Justice and Inclusion Issues: Course Project Discussion

Forums 2 & 3 involves review of learning community member Course Projects. It is a forum requirement to involve consideration of learning community member's Course Project contents

Topics

Sexual Orientation and Gender Identity; Diversity of Religion (Forum 2)  
Physical and Mental Abilities; Age; Appearance (Forum 3)

**Forum 4:** Creating a Just and Inclusive Workplace: Theory and Reality

Forum 4 requires students to reflect on Unit III material that focuses on skill building to create an equitable and inclusive workplace. Students discuss the actions they can take as well as what best practices they may find uncomfortable or difficult to apply.

**Due:** Discussions open Thursdays and close Tuesday nights (11:59 pm) Forum 4 ends on Monday night, as Monday is the last day of the regular semester.

1<sup>st</sup> Comment by Saturday night (11:59 pm)

Forum 1: **Week 4**

Forum 2: **Week 9**

Forum 3: **Week 11**

Forum 4: **Week 14**

- When the first comment deadline is missed more than 50% of participation points will be deducted from a student's total forum score.
- All assessed areas (content, participation and context/mechanics) are greatly impacted if a student neglects to meet the minimum of 3 comments.
- Forum work cannot be made up.

### Course Project

Dimension of Diversity Presentation – worth 300 points

Student teams choose, research and create a PowerPoint presentation on one of five dimensions of diversity: religious diversity, dimension of age, mental and physical abilities, sexual orientation, and physical appearance.

The course project is designed as a team assignment; students can choose to opt out of working in a team. Project requirements are the same whether students work in a team or on their own.

Course projects are shared with learning community and discussed in a forum.

A grading rubric for the assignment is available for review.

Students clearly communicate:

- **social justice issues, specifically focused on employment and the workforce-** ongoing societal stereotypes; exclusion, discrimination and inequities

- **legal protections and allies** – national and state laws that offer legal remedies for discrimination; groups that advocate for justice for and inclusion of workforce members who identify with particular non-dominate culture identities.
- **critical challenges and opportunities in the workplace** – identification of the desires and needs of employees who identify (or are identified by others) with a particular dimension of diversity; institutional and interpersonal actions and behaviors that create a more equitable and/or inclusive environment for the target non dominate culture employee.
- **an overview of 1 topic associated with the chosen dimension of diversity** that is not addressed in other sections of the project
- **questions about the dimension of diversity for their learning community** to discuss in a scheduled forum

#### Organization of Course Project

Students follow instructions and use a template to present content in the following areas:

Introduction:

What We (or I) Didn't Know; What Shouldn't Be Missed

Section I: Social Justice Issues

Societal Stereotypes; Exclusion, Discrimination and Inequities Overview

Section II: Legal Protections & Allies

Laws & Accepted Policies; Advocacy Groups

Section III: In Today's Workplace

What Do Employees Desire and Need?; Institutional and/or Interpersonal Opportunities for Equity and Inclusion

Section IV: Interesting Issues about this Dimension

Overview; Thoughts in Relation to the Topic

Bibliography

Resources Used to Develop the Presentation

Recommended Discussion Points

Questions for Our Learning Community

**Due: Week 7** (Diversity of Sexual Orientation & Gender Identity; Diversity of Religion)

**Week 8** (Diversity of Mental and Physical Ability)

**Week 9** (Diversity of Age; Diversity of Appearance)

#### **Quizzes and Take Home Essay**

Course Orientation Quiz – worth 15 points

Student understanding of the following material will be assessed in the course orientation quiz. Overall course objectives; the syllabus, the calendar, course overview PowerPoint Presentations and *Plagiarism: Identifying and Avoiding* document.

- True false and multiple choice questions - 30 minutes
- The quiz is open resource. Students can refer to material while taking the quiz.

**Due: Weeks 1&2** Check calendar for open and close dates

Students can access questions with correct answers immediately after taking the quiz.

Unit I Quiz – worth 40 points

Students are assessed on their knowledge of *required* reading, video and PowerPoint Mix presentation contents, weeks 1 – 5.

Quiz covers the following topics areas.

Wk 1 & 2 - Introduction to Diversity, Inclusion, Social Justice

Wk 3 - Identity and Difference in the Workplace

Wk 4 - Reactions to Human Differences I: Stereotyping, Bias and Prejudice

Wk 5 - Reactions to Human Difference Part II: Discrimination  
& Employment Protection

- True false, multiple choice, multiple answer, short answer questions - 40 minutes
- The quiz is open resource. Students can refer to notes or course material while taking the quiz. Students must complete exam by the close date/time of exam. No exceptions.

**Due:** Week 5 Check calendar for open and close dates.

Check calendar for availability of accessing graded exam.

Unit II and III Quiz – worth 64 points

Students are assessed on their knowledge of *required* reading, video and PowerPoint Mix presentation contents, weeks 6 - 13.

Quiz covers the following topics areas.

Wk 6 - Diversity of Gender

Wk 7 - Diversity of Sexual Orientation & Gender Identity

Wk 8 - Diversity of Race & Ethnicity

Wk 9 - Diversity of Religion

Wk 10 – Diversity of Mental and Physical Ability

Wk 11 - Diversity of Age and Appearance

Wk 12 - Skills for a Just and Inclusive Workplace 1; Become Mindful of Biases  
Develop/Apply Cultural Competence  
Expand Experiences with Diverse Others

Wk 13 - Skills for a Just and Inclusive Workplace 2; Communicate about Diversity and  
Exclusion, Take Action

- True false, multiple choice, multiple answer, short answer questions - 60 minutes
- The quiz is open resource. Students can refer to notes or course material while taking the quiz. Students must complete exam by the close date/time of exam. No exceptions.

**Due:** Week 14 Check calendar for open and close dates.

Check calendar for availability of accessing graded exam.

Take Home Essay on Social Justice – worth 40 points

Students use their knowledge of social justice issues to identify and discuss social justice issues for employees who are members of the non-dominant group that they researched for their course project and one other dimension of diversity.

- Take home essay becomes available week 12.
- Students can use all course resources, including their own and other teams' course projects as resources when composing the essay.

**Due Date:** Week 12. Check course calendar.

Check calendar for availability of accessing graded essay.

## Grading

Each assignment is worth a certain number of points; see chart below. Highest number of points a student can earn is 1,000. Points accumulate to determine final percentage grade (percent of 1,000 points.)

**Outstanding**                      **Very Good**                      **Good**                      **Satisfactory**                      **Poor**  
 100 – 90% = A                      89 – 87% = B+                      86 – 80% = B                      79 – 77% Points = C+                      66 – 60% = D; 59% = F

Comprehensive information about grading, including rubrics for each assignment, is available in the course shell.

| Item<br>% of Grade                              | Assignment and Associated Points   |
|---|--|
| <b>Writing Assignments</b><br>34%               | <b>Introduction Writing Assignment</b><br>Worth 80 points<br><b>Diversity &amp; Inclusion Leadership Portfolio</b><br>Two parts worth a total of 261 points  |
| <b>Course Project</b><br>30%                    | <b>Dimension of Diversity Course Project</b><br>PowerPoint Presentation<br>Worth 300 points  |
| <b>Comments in Forum</b><br>20%                 | <b>4 Forums</b><br>Worth 200 points (50 points per forum)  |
| <b>Knowledge &amp; Skill Assessments</b><br>16% | <b>Course Orientation Quiz</b><br>Worth 15 points<br><b>Unit I Quiz</b><br>40 points<br><b>Unit II and III Quiz</b><br>Worth 64 points<br><b>Take Home Social Justice Essay</b><br>Worth 40 points |
| <b>100%</b>                                     | <b>TOTAL 1,000 points</b>  |

## Policies and Procedures

### Class Sessions

- The course week begins on **WEDNESDAYS**. Our course week runs from 12:01am Wednesday mornings until 11:59pm Tuesday nights.
  - Students are expected to enter the course for the first time the first day of the semester, (Tuesday) **January 16**.
  - The last day students will be expected to log into the course prior to final grades being posted is **Monday, April 30**.
- A weekly message will be uploaded into the announcements area by **10 am Wednesdays**. Information about content or assignment procedure is featured within the weekly message.
- Each course week is 7 days in length. Students may enter the course and engage in coursework at any time 24 hours a day, 7 days a week.

## Due Dates

1. The due date for each assignment is also clearly noted on the course calendar.
2. The 1<sup>st</sup> comment deadline for forums is Saturday, 11:59 pm. All forums lock **11:59 pm Tuesdays**. Forum work cannot be made up.
3. Portfolio and Course Project assignments can be submitted up to 24 hours late for a penalty of 10% of the worth of the assignment. (One letter grade deduction.) These assignments are due Tuesday nights. Students are given until 11:59 Wednesday to submit late. After that day and time, no assignments will be accepted. No exceptions.
4. Students have three days to complete quizzes. Quizzes will automatically lock at 11:59 on the close date. No makeup exam. No exceptions.

**Things happen. When you don't have to attend a class session in person, it's easy to let a situation in your personal or professional life get in the way of online course work. In addition, remember the first rule in computer use – the computer or Internet connection will act up at the most critical time.**

**Because "things happen" it's a best practice not to wait until the last minute to submit a comment in a forum, complete/upload an assignment or take a test. A computer issue is not a valid excuse for late material submission or not engaging in forum discussions.**

Plan ahead if you'll be unable to complete an assignment on time. Contact the instructor - you may need to submit the assignment earlier than the posted due date.

## Extra Credit Options

Extra credit options are described below.

These options are available to all students. *No other extra credit is available at any other time – or - for individual students.*

### Course Project Related Extra Credit

#### *Engage in Teamwork When Developing the Course Project*

Students who choose to work in a team to develop a course project will receive 15 extra credit points at the time of course project grading.

### Extra Credit Writing Assignment

Students who desire to earn extra can take advantage of an additional writing assignment associated with Unit II dimensions of race and gender. Writing assignment is available beginning week 12. Extra credit writing assignment is due end of week 12. Worth 50 points.

## Academic Integrity

### Plagiarism

One form of an academic integrity violation is plagiarism. Students must understand the forms of plagiarism. Students are provided material titled *Plagiarism: Identifying & Avoiding* on the course home page and are responsible for the contents of the document. Some facts are assessed as part of the Course Orientation quiz.

Plagiarism will not be tolerated in this course. All material taken from another source must offer proper attribution. No component of a student's writing assignment should originate from a past submitted assignment or material downloaded or purchased.



Impact of plagiarism in this course ranges from rewriting the assignment or portion of the assignment; earning limited or no points for the assignment or portion of the assignment. Depending on the extent and form of plagiarism, the instructor will contact a Rutgers University Academic Integrity Facilitator. The decision on which action to take is at the discretion of the instructor.

Academic Integrity at Rutgers: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

#### Exam Cheating

Engaging in cheating when completing a course exam is a serious academic integrity violation. The student who is registered for the course must be the student who completes his/her assessments. Completing exams with other classmates and/or calling/emailing peers while taking course assessments will not be tolerated.

When a student is caught cheating, no points will be earned for the assessment. Depending on the severity of the cheating violation, the situation will be reported to Rutgers University.

#### **Students with Disabilities**

To receive consideration for reasonable accommodations, students with a disability must send their letter of accommodation to me and discuss the needed accommodation(s) as early in the semester as possible. For more information regarding the process of applying for a letter of accommodation:

<https://ods.rutgers.edu/students/documentation-guidelines>

<https://ods.rutgers.edu/students/registration-form>

#### **Messages between Professor and Student**

All correspondence associated with the course is housed within the course.

Students are to send correspondence to the professor using the messaging tool in the course. The professor will also send correspondence to the student using the messaging tool.

A notification will be sent to the individual being sent the message to indicate that a message is waiting to be read in the course.

#### Messages Sent to Instructor's Canvas Inbox

Unless students receive advance notification, the instructor will check her Canvas Inbox by 10:00am ET on regular workdays. (This excludes Sundays and Spring break.) If a student sends a comment or question, the instructor will address the contents of the message within 24 hours.

#### Messages Sent to Student Canvas Inbox

It is the responsibility of the student to regularly check for incoming messages. Messages are always sent through the Canvas messaging system. Students will receive a notification when a new message has been sent to his/her Canvas inbox. Forgetting or being unable to check for messages in one's Canvas inbox is not an excuse.

## **Course Expectations**

### **Self-Empowerment**

## **Use of Technical Tools & Problem Solving**

- learn to maneuver around the course and use all course tools.
- contact the technical support helpdesk when there is a question or a technical problem. Technical issues are not an acceptable reason for not engaging in the course. Refer to the phone number and the email address prominently located on page 1 of the syllabus to access helpdesk staff. Staff are available to assist you 24 hours a day – 7 days a week.

### Personal Resource

- Use a “can do” attitude when getting acclimated to the online learning venue. Attitude about achieving success or solving problems is a key resource.

### Resources available in course:

- Course Tools page under Course Essentials to learn how to use course tools, including the notifications tool. More detailed tasks can be addressed by using Canvas Student Guides. The link to the guides is available on the Course Tools page.

### Resources available outside the course:

Staff to address technical associated questions can be accessed through contacting the Rutgers Canvas helpdesk staff. Contact information is available on page 1 of this syllabus as well as linked to the home page of the course.

*Do not contact your instructor expecting her to solve computer or technical problems. She cannot solve your technical problems!*

## **Embrace the Opportunities of Online Learning**

### Assist in Creating and Fostering an Online Community of Learners

Online learning communities are an important part and a benefit of an online course. Interacting with peers increases a sense of connection and belonging. Interaction during the semester reminds students that they are part of a larger group of individuals who are engaged in the same learning experience.

Beyond basic interaction, the development of a community of learners offers students the opportunity to collaborate. Students work together and assist one another while focusing on a common goal – successfully gaining knowledge and skills associated with course topics and learning objectives.

The responsibility of creating an online learning community is shared between the instructor and the student. The instructor develops a course format, activities, and policies that offer the possibility of a community. However, student involvement within their community is a critical component to the community’s success.

When participating in this course it is an expectation that students will:

- Engage in regular and sustained interaction with peers in forum discussions.
- Communicate clearly, authentically, and maintain a content-oriented focus within the discussions.
- Intellectually challenge peers by offering comments that invite others to share their thoughts and understanding of course material/course topics when engaged in forum work and developing the course project.
- Serve as a reliable teammate when developing the course project.

- Maintain a positive and respectful attitude when interacting with peers. “Flaming” – where students focus on demeaning a peer instead of constructively offering a differing opinion - has point deducting consequences.

### Recognize Best Practices and Use Them to Achieve Success

Students are offered specific directions on how to complete each assignment within the course shell as well as within the weekly messages. In addition, specific grading rubrics are published so that students understand how each assignment will be graded. It is expected that students will be attentive to directions and the grading criteria for assignments. **Paying attention is in the student’s best interest.**

It is the student’s responsibility to review best practices/grading rubrics and ask questions prior to submitting an assignment or engaging in forum work.

## Course Content

Reading/audio/video material listed below represents core material for the semester. Recommended and/or additional required material may be integrated into a week’s material. Refer to pages associated with each week in the course shell for a complete listing of materials.

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### Unit I

## Diversity and Inclusion Issues

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### Week 1 & 2 Introduction to Diversity, Inclusion

#### Topics:

Understanding Diversity and Inclusion

Perspectives on Diversity & Inclusion

Student D & I Leadership Journey

#### Understanding Diversity and Inclusion

Presentation: Concept Overview

*Duke University*

A Place at the Table: Understanding Diversity, Inclusion & Equity (Video), 2011, 6:57 Minutes

<https://www.youtube.com/watch?v=LKO-MIKidY0>

Mor Barak, M. E. (2010). Managing Diversity: Toward a Globally Inclusive Workplace

Excerpt: Chapter 6: Defining Diversity in a Global Context Workforce

Diversity Defined, p. 132 – 133

Tapia, A. T. (2013) The Inclusion Paradox, 2<sup>nd</sup> Ed. Hewitt Associates, Lincolnshire, IL.

Excerpt: Introduction: What is the Inclusion Paradox?, p.14 - 16.

Diversity Charts

*Adaptation of SHRM Workforce Diversity “Iceberg”*

*Loden Associates*

Primary and Secondary Dimensions of Diversity

<http://www.loden.com/Site/Dimensions.html>

### **Perspectives on Diversity & Inclusion**

#### Why Diversity and Inclusion in Workplaces?

Mor Barak, M. E. (2010). *Managing Diversity: Toward a Globally Inclusive Workplace*

Excerpts: Chapter 1: Introduction and Conceptual Framework

Diversity and Exclusion: A Critical Workforce Problem, p. 6 – 8.

Bell, M. B. (2007). *Diversity in Organizations*. Thompson Southwestern, Mason, OH.

Excerpt: Chapter 16: International Diversity and Facing the Future

Facing the Future: The Broad Reach of Diversity in Organizations, p. 464 – 465.

#### Generational Perspectives

White, G. B. (May 13, 2015.) The Weakening Definition of “Diversity.” *The Atlantic*.

<http://www.theatlantic.com/business/archive/2015/05/the-weakening-definition-of-diversity/393080/>

*Recommended*

Smith, C. (2015.) The Radical Transformation of Diversity and Inclusion: The Millennial Influence. *Deloitte University Leadership Center for Inclusion*.

<http://www.bjcli.org/wp-content/uploads/2015/05/report.pdf>

#### The Business Perspective: The Case and the Cautions

Canas, K., Sondak, H. (2010). *Opportunities and Challenges of Workplace Diversity*, 2nd edition, Prentice Hall.

Excerpt: Chapter 1: Diversity in the Workplace: A Theoretical and Pedagogical Perspective

Understanding and Assessing the Business Case for Diversity, p. 18 – 21

Kanadola, B. (2009). *The Value of Difference*, Pearn Kandola Publishing, Oxford, England.

Excerpt: Chapter 1: Pushing for Diversity; The Business Case Fallacy, p. 35 – 37

### **Student D & I Leadership Journey**

#### Being Open to New Ways of Thinking and Behaving

Story #1 & #2: Recommended Perspective to Use Throughout the Semester

Robbins, S. L. (2009). *What If? Short Stories to Spark Diversity Dialogue*, Nicholas Brealey Publishing, Boston, Ma.

Chapter: 12 – I Know Everything Already, p. 79 – 83

Chapter 11 – Strange New Worlds, p. 73 - 76

#### Even Nice People Can Be Exclusive

Story #3 - Inclusion

O’Neill, Patrick, (1998). *The Sangoma’s Gift: Building Inclusion Through Honor, Respect, and Generosity of Spirit in Working Together*, Angeles Arren (ed.). New Leaders Press, Pleasanton, CA, p. 133- 138.

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## **Week 3 Identity & Difference**

### **Topics:**

Personal & Social Identities

Social Justice: Recognizing Privilege and Oppression

Meritocracy, Melting Pot (Assimilation), Colorblind Ideal

Student D & I Leadership Journey

### **Personal & Social Identities**

### Saliency and Intersectionality

Harvey, C. P., Allard, J. M. (2009). A Framework for Understanding Social Identity Perspectives in Understanding and Managing Diversity, 4th Edition. Carol P. Harvey and M. June Allard (Ed.). Pearson Prentice Hall, Upper Saddle River, NJ.

Excerpt: Macro Level Differences, Socialization and Saliency, p. 46 – 47.

Crisp, C. (2014) White and Lesbian: Intersections of Privilege and Oppression, *Journal of Lesbian Studies*, 18:2, 106-117, DOI: 10.1080/10894160.2014.849161

Excerpt: Intersectionality - p. 109 - 110.

NOTE: The article in its entirety is required this week, see Social Justice: Recognizing Privilege and Oppression topic area below.

### Covering and Passing

Yoshino, K. Smith, C. (December 6, 2013.) Uncovering Talent: A New Model of Inclusion. Deloitte University Leadership Center for Inclusion, Deloitte LLP.

<http://www2.deloitte.com/content/dam/Deloitte/us/Documents/about-deloitte/us-inclusion-uncovering-talent-paper.pdf>

Excerpts: The Concept of Covering, p. 4; Covering at Work, p. 10; The Impact of Covering, p. 11- 13.

*TEDx Talks*

It's Time to Get Under the Covers, 16:05 Minutes

[https://www.youtube.com/watch?v=leWB\\_wKdugc](https://www.youtube.com/watch?v=leWB_wKdugc)

### *Recommended*

Wingfield, A. H. (October 14, 2015.) Being Black—but Not Too Black—in the Workplace. *The Atlantic*.

[http://www.theatlantic.com/business/archive/2015/10/being-black-work/409990/?utm\\_source=SFTwitter](http://www.theatlantic.com/business/archive/2015/10/being-black-work/409990/?utm_source=SFTwitter)

### **Social Justice: Recognizing Privilege and Oppression**

Crisp, C. (2014) White and Lesbian: Intersections of Privilege and Oppression, *Journal of Lesbian Studies*, 18:2, 106-117, DOI: 10.1080/10894160.2014.849161

**NOTE:** The section titled Economic Privilege/Lesbian Oppression is no longer valid as same-sex marriage is now legal throughout the United States.

### *Recommended*

Goodman, D.J. (2015.) Oppression and Privilege: Two Sides of the Same Coin. *Journal of Intercultural Communication*. 18, 1 -14.

Recommended Excerpts: Social Identity Groups and Systems of Oppression, 2 – 4; Oppression for Disadvantaged Groups, 4- 6; Privilege for Advantaged Groups. p. 6 – 8 end at Advantages and Disadvantages as Cumulative and Relational)

Zeldman, L. J. (December 28, 2014). Unexamined Privilege is the Real Source of Cruelty in Facebook's "Your Year in Review", Zeldman.com

<http://www.zeldman.com/2014/12/28/unexamined-privilege-is-the-real-source-of-cruelty-in-facebooks-your-year-in-review/>

Thompson, C. (Spring2008). A White Man's Experience of Oppression in a Life of Privilege. *Diversity Factor*. pp. 26-31.

Lam, Bourree (April 7, 2016.) A Workplace-Diversity Dilemma. *The Atlantic*.

<http://www.theatlantic.com/business/archive/2016/04/status-diversity/477228/>

### **Meritocracy, Melting Pot (Assimilation), Colorblind Ideal**

Thomas, Kecia M., Mack, Dan A, and Montagliani, Amelie (2004). In *The Psychology and Management of Workplace Diversity*, Margaret S. Stockdale and Fay J Crosby (eds.), Blackwell Publishing, Malden, MA. Excerpt: American Myths (Meritocracy, Colorblind Ideal, Melting Pot) p. 48-51.

#### *New Moon Productions*

America: Mosaic or Melting Pot (Video) 2012, 6:12 Minutes

(Addresses: assimilation vs flaunting; covering and passing; mainstreaming vs human flourishing)

Kenji Yoshino, New York University

<https://vimeo.com/28234036>

#### *Recommended*

Cooper, M. (December 1, 2015.) The False Promise of Meritocracy. *The Atlantic*.

<http://www.theatlantic.com/business/archive/2015/12/meritocracy/418074/>

Nobel, C. (February 13, 2012.) The Case Against Racial Colorblindness. Harvard Business School.

<http://hbswk.hbs.edu/item/the-case-against-racial-colorblindness>

### **Student D & I Leadership Journey**

#### Recognizing Differences

Taturn, B.D. (2013.) The Complexity of Identity: “Who Am I?” In *Readings for Diversity and Social Justice*, 3<sup>rd</sup> Edition, Taylor & Francis.

Excerpt: Introduction, Who Am I? Multiple Identities, p. 6 – 7.

Johnson, M.T. (2010). In *The Diversity Code*. Amacom.

Excerpts: Why Isn't It Enough to Just Acknowledge the Ways in Which People Are The Same?

The Opposite of Bad Is Not Oblivious p. 73 – 75;

Our Society and Differences 75 -76;

Siblings, Parents, and Friends p. 76 – 77

#### Cross Cultural Competency: Inclusion Not Tolerance

Goodman, D.J. (2013.) Cultural Competence for Social Justice: A Framework for Student, Staff, Faculty and Organizational Development.

<http://www.dianegoodman.com/documents/TheCulturalCompetenceforSocialJusticeModel-2pages.pdf>

Tapia, A. T. (2013) *The Inclusion Paradox*. Hewitt Associates, Lincolnshire, IL.

Excerpt: Chapter 4: I Need Your Differences ... And You Need Mine

The Faulty Paradigm of Tolerance and Sensitivity, p. 95 - 97.

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### **Week 4 Reactions to Human Difference Part I:**

#### **Stereotyping, Prejudice and Bias**

#### **Topics:**

Stereotyping & Prejudice

In-Group; Out-Group Behavior

Explicit & Implicit Bias

Student D & I Leadership Journey

#### **Stereotyping & Prejudice**

#### Why and How Stereotyping and Prejudice Occurs

Carr- Ruffino, N. (2012). *Managing Diversity: People Skills for a Multicultural Workplace, 9th Edition*. Pearson Custom Publishing.

Excerpts: Chapter 4: Stereotypes and Prejudice

Stereotypes, Prejudice, Discrimination-What's the Difference? p. 104 - 106

Chart

Stereotype vs. Archetype

### **In-Group; Out-Group Behavior**

Carr- Ruffino, N. (2012). *Managing Diversity: People Skills for a Multicultural Workplace, 9th Edition*. Pearson Custom Publishing.

Excerpt: Chapter 4: Stereotyping & Prejudice

We Form Ingroups and Reference Groups p. 121 – 122.

We Become Ethnocentric, p. 122 – 123

Chart

Kanadola, B. (2009). *The Value of Difference*, Pearn Kandola Publishing, Oxford, England.

Excerpt: Chapter 2: Why We're Biased

Impact of Categorization (in group/out group), p. 5

### **Explicit and Implicit Bias**

Kirwan Institute, Ohio State University

Understanding Implicit Bias

Excerpts: Defining Implicit Bias; A Few Key Characteristics of Implicit Biases

<http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

Thiederman, S. (2008). *Making Diversity Work*, Kaplan Publishing, New York, NY.

Excerpt: But Everybody Does It, p. 11 – 14

Dr. Sandra Thiederman (Author of Making Diversity Work)

The Damage Bias Causes in the Workplace (Video) 2013, 3:55 Minutes

(Addresses: Microinequities; Stereotype Threat)

<https://www.youtube.com/watch?v=GELchzXisPQ>

*Scientific American Frontiers*

The Hidden Prejudice (Video) 7:37 Minutes

(About Unconscious bias highlighted by the Implicit Association Test - IAT)

<https://www.youtube.com/watch?v=2RSVz6VEybk>

*Recommended*

Dr. Sandra Thiederman (Author of Making Diversity Work)

The Definition of Bias (Video) 2:36 Minutes

<https://www.youtube.com/watch?v=ixDHOAOzjd8>

*Talent Management*

Blind Hiring Practices Attempt to Remove Unconscious Bias (Video) 2016, 5:35 Minutes

<http://www.talentmgt.com/media/videos/play/226>

*NPR*

How Shows Like "Will & Grace" and "Black-ish" Can Change Your Brain, 2015

<http://www.npr.org/sections/codeswitch/2015/08/31/432294253/how-shows-like-will-grace-and-black-ish-can-change-your-brain>

### **Student D & I Leadership Journey**

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### Overt (Explicit) Prejudice Case Study

Racial Harassment: AA Foundries

*EEOC*

AA Foundries Agrees to Drop Appeal of EEOC Racial Harassment Lawsuit

<https://www.eeoc.gov/eeoc/newsroom/release/3-19-14.cfm>

Jury Says AA Foundries Must Pay \$200,000 for Creating Racially Hostile Work Environment

<https://www.eeoc.gov/eeoc/newsroom/release/9-27-12g.cfm>

### Subtle Discrimination

Morris, M., Fiske, S (November 12, 2009.) The New Face of Workplace Discrimination, *Forbes*.

<http://www.forbes.com/2009/11/12/discrimination-workplace-prejudice-leadership-managing-bias.html>

### *Recommended*

*TEDx*

Modern Discrimination: Subtle but Significant (Video), 2013 18:37 Minutes

Michelle Hebl, Rice University

Interpersonal Discrimination

<https://www.youtube.com/watch?v=CkbzQpmNrlk>

### **Impact of Discrimination**

Carr- Ruffino, N. (2012). *Managing Diversity: People Skills for a Multicultural Workplace*, 9th Edition. Pearson Custom Publishing.

How Does Discrimination Affect Employees? p. 137 - 143.

### **Legal Remedies in the US**

Canas, K., Sondak, H. (2010). *Opportunities and Challenges of Workplace Diversity*, 2nd edition, Prentice Hall. Excerpt: Chapter 2: Diversity in the Workplace: A Legal Perspective, p. 26 – 28.

*NJ Office of the Attorney General*

*Division on Civil Rights*

Law Against Discrimination (LAD)

<http://www.nj.gov/oag/dcr/law.html>

*EEOC*

NEW JERSEY: Charge Statistics Over Time (1997 -2015)

[https://www1.eeoc.gov/eeoc/statistics/enforcement/charges\\_by\\_state.cfm#centercol](https://www1.eeoc.gov/eeoc/statistics/enforcement/charges_by_state.cfm#centercol)

*Workplace Fairness*

Your Rights: Filing a Discrimination Claim

[https://www.workplacefairness.org/file\\_NJ](https://www.workplacefairness.org/file_NJ)

*EEOC*

Description of Harassment

<https://www.eeoc.gov/laws/types/harassment.cfm>

*Chicago Employment Law*

Reasonable Accommodations: Religion and Disability

<http://www.madufflaw.com/religious-and-disability.html>

*Recommended for Course Project*

EEOC

Newsroom (to read sample cases of lawsuits); Laws Enforced by the EEOC

<https://www.eeoc.gov/eeoc/newsroom/>

Prohibited Employment Policies/Practices

<https://www.eeoc.gov/eeoc/publications/index.cfm>

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## Unit II

### Dimensions of Diversity

In addition to material listed below, learning community member course projects are required reading in Unit II.

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#### Week 6 Gender

##### Topics:

Conditions for US Women

Student D & I Leadership Journey

##### Conditions for US Women

Interactive Chart

*The Economist*

The Glass-Ceiling Index; March 2014

The best—and worst—places to be a working woman

<http://www.economist.com/news/business/21598669-bestand-worstplaces-be-working-woman-glass-ceiling-index>

NOTE: Move the “red dot” along the red horizontal line and look at US rankings for the following indicators.

Compare international rankings to other countries or the average:

Labor Force Participation; Wage Gap; Child Care Costs; Paid Maternity Leave

##### Gender Pay Gap

AAUW

Report

The Simple Truth about the Gender Pay Gap. American Association of University Women, 2015 Edition

<http://www.aauw.org/files/2015/02/The-Simple-Truth-Spring-2015.pdf>

All sections except for the forward and AAUW Resources is required.

What Is the Pay Gap?

Is the Pay Gap Really about Women’s Life Choices?

How Does the Pay Gap Affect Women of Different Demographics?

Is There a Pay Gap in All Jobs?

How Can I Make a Difference?

What Should I Do If I Experience Sex Discrimination at Work?

*Recommended*

PowerPoint slides associated with AAUW report above.

<http://www.aauw.org/research/the-simple-truth-about-the-gender-pay-gap/>

*Pew Research Center*

There's More to the Story of the Shrinking Pay Gap (video); January 2014; Minutes 4:33

<https://www.youtube.com/watch?v=sfD7C49v5Vg>

#### Glass Ceiling and Escalator

Lloyd-Jones, B., Bass, L., & Jean-Marie, G. (2014). Gender and Diversity in the Workforce. In M. Y. Byrd & C. L. Scott (Eds.), *Diversity in the Workforce: Current issues and emerging trends*. New York, NY. Routledge.

Excerpt: The Myth of Equality: Glass Ceiling vs. Glass Escalator, p. 105 – 108

#### Pregnancy

Bakst, D. (March 26, 2015.) Peggy Young's Victory Is Not Enough. *US News & World Report*.

<http://www.usnews.com/opinion/economic-intelligence/2015/03/26/peggy-young-supreme-court-victory-is-not-enough-for-pregnant-workers>

Morris, D. (January 29, 2014.) N.J.: State Adds Pregnancy to List of Classes Protected by Law Against Discrimination. *Society for Human Resource Management*.

<https://www.shrm.org/legalissues/stateandlocalresources/pages/nj-pregnancy-classes-protected-discrimination.aspx#sthash.RZJodhiR.dpuf>

#### *EEOC*

Facts About Pregnancy Discrimination

<https://www.eeoc.gov/laws/types/pregnancy.cfm>

#### Recommended

*PBS News Hour*

Must Employers Make Special Considerations for Pregnant Workers? (Video)

(Social justice vs business issues associated with pregnancy)

Fact Sheet on Recent EEOC Pregnancy-Discrimination Litigation

[https://www.eeoc.gov/laws/guidance/pregnancy\\_fact\\_sheet\\_litigation.cfm](https://www.eeoc.gov/laws/guidance/pregnancy_fact_sheet_litigation.cfm)

#### *A Better Balance*

State and Local Laws Protecting Pregnant Workers

<http://www.abetterbalance.org/web/ourissues/fairness-for-pregnant-workers/310>

#### **Student D & I Leadership Journey**

Impact of Stereotypes and Norms: Women and Men

*Lean In*

Creating a Level Playing Field (Video) 19:39 Minutes

Shelley Correll, Stanford University

<http://leanin.org/education/creating-a-level-playing-field/>

NOTE: Can stop video at 11:41 Minutes (The beginning of Organizational Solutions.)

<http://leanin.org/education/creating-a-level-playing-field/>

Kirk, G., Okazawa-Rey, M. (2013.) Readings for Diversity and Social Justice, 3rd Ed, Taylor & Francis.

Excerpt: He Works, She Works, But What Different Impressions They Make p. 355 -356

Garcia, K. K. (2012). Gender Bind: Men as Inauthentic Caregivers. *Duke Journal of Gender Law & Policy*, 20(1), 1 – 43

<http://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=1234&context=djglp>

Required Excerpts: I Introduction, p. 1 – top of page 5.

#### *Recommended*

*University of Pennsylvania*

Cunningham-Parmeter K. (2013) Men at Work, Fathers at Home: Uncovering the Masculine Face of Caregiver Discrimination, Work and Family Researches Network.

<http://workfamily.sas.upenn.edu/wfrn-repo/object/ph2ly2zf6re5oq8w>

AARP Public Policy Institute

Feinberg, L. (n.d.) Protecting Family Caregivers from Employment Discrimination , AARP Public Policy Institute.

[http://www.aarp.org/content/dam/aarp/research/public\\_policy\\_institute/health/protecting-caregivers-employment-discrimination-insight-AARP-ppi-ltc.pdf](http://www.aarp.org/content/dam/aarp/research/public_policy_institute/health/protecting-caregivers-employment-discrimination-insight-AARP-ppi-ltc.pdf)

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## **Week 7 Diversity of Sexual Orientation & Gender Identity**

### **Topics:**

Overview LGBT (Lesbian, Gay, Bisexual and Transgender) Employees

Legal Remedies in the US

Policies and Practices for Creating a Fair and Inclusive Workplace Environment

Sexual Orientation

Gender Identity

### **Overview LGBT (Lesbian, Gay, Bisexual and Transgender) Employees**

Topic Overview PowerPoint

*Recommended*

*Human Rights Campaign,*

Report: The Cost of the Closet and the Rewards of Inclusion: Why the Workplace Employment for LGBT People Matters, 2014

<http://www.hrc.org/resources/the-cost-of-the-closet-and-the-rewards-of-inclusion>

### **Legal Remedies in the US**

NJ Department of Law and Public Safety

Sexual Orientation & Discrimination

[http://www.judiciary.state.nj.us/factsheets/fact\\_sexordis.pdf](http://www.judiciary.state.nj.us/factsheets/fact_sexordis.pdf)

*Human Rights Campaign*

Statewide Employment Laws & Policies

[http://www.hrc.org/state\\_maps](http://www.hrc.org/state_maps)

*EEOC*

What You Should Know About EEOC and the Enforcement Protections for LGBT Workers, 2016

[https://www.eeoc.gov/eeoc/newsroom/wysk/enforcement\\_protections\\_lgbt\\_workers.cfm](https://www.eeoc.gov/eeoc/newsroom/wysk/enforcement_protections_lgbt_workers.cfm)

*Recommended*

*Human Rights Campaign*

A History of Federal Non-Discrimination Legislation

<http://www.hrc.org/resources/a-history-of-federal-non-discrimination-legislation>

### **Policies and Practices for Creating a Fair and Inclusive Workplace Environment**

Human Rights Campaign

Best practices in : Employment Policies; Employee Benefits; Organizational Initiatives and Culture

*Recommended*

*US Government; The White House*

President Obama Signs an Executive Order on LGBT Workplace Discrimination, (Video) 2014, 8:04 Minutes

## Sexual Orientation

Carr- Ruffino, N. (2012). *Managing Diversity: People Skills for a Multicultural Workplace*, 9th Edition. Pearson Custom Publishing.

Excerpt: Chapter 12, Working with Gay Persons

Stereotypes and Realities, p. 465 - 468

Managing a Gay Identity in the Workplace, p. 482 - 484

Chaney, M. P, & Hawley, L. (2014). Sexual Orientation and Transgender Diversity in the Workforce. In M. y. Byrd & C. L. Scott (Eds.), *Diversity in the Workforce: Current issues and emerging trends*. New York, NY. Routledge.

Excerpt: Attitudes in the Workplace, p. 152 - 153.

### *Human Rights Campaign*

Bisexual Visibility in the Workplace, 2016

<http://www.hrc.org/resources/bisexual-visibility-in-the-workplace>

Gender Identity

### *Talent Management*

Unemployment in the Transgender Community (Video) 2015, 6:17 Minutes

<http://www.talentmgt.com/media/videos/play/131>

### Case Studies

Schroer v. Library of Congress

Diane Schroer

[https://www.youtube.com/watch?v=UEPsK\\_axRqo](https://www.youtube.com/watch?v=UEPsK_axRqo)

Diane Schroer on Transgender Employment Discrimination

Macy v. Holder

Workplace Discrimination Series: Mia Macy

<https://www.youtube.com/watch?v=hMp0D4bAnok>

Mia Macy on Transgender Employment Discrimination

### *Recommended*

NPR Study: Discrimination Takes A Toll On Transgender Americans - (Minutes 13:28)

*National Center for Transgender Equity*

Report: Injustice at Every Turn, 2011 (Employment Section, p. 50 - 64)

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## Week 8 Racial Diversity

### Topics:

Diversity of Race, Ethnicity and National Origin

Racial Bias and Harassment

Legal Remedies in the US

### **Diversity of Race, Ethnicity and National Origin**

Lloyd-Jones, B., Bass, L., & Jean-Marie, G. (2014). Ethnicity and Diversity in the Workforce. In M. Y. Byrd & C. L. Scott (Eds.), *Diversity in the Workforce: Current issues and emerging trends*. New York, NY. Routledge.

Excerpts: Ethnicity and Race, p. 126 – 127.

Common Issues Surrounding Ethnicity in the Workforce, p. 135 – 138.

Story #5 – Ethnic Identity Lost, Explored, and Claimed

Delgado-Romero, E. A. (2010). *No Parece: The Privilege and Prejudice Inherent in Being a Light-Skinned Latino Without an Accent*. In S. K. Anderson and V.A. Middleton, *Explorations in Diversity: Examining Privilege and Oppression in a Multicultural Society* 2nd Edition, Brooks Cole, p. 157 - 164.

### **Racial Bias and Harassment**

*Washington Post*

Racial Bias, Even When We Have Good Intentions, January 3, 2015

Sendhil Mullainathan, Harvard University

[http://www.nytimes.com/2015/01/04/upshot/the-measuring-sticks-of-racial-bias-.html?partner=rss&emc=rss&\\_r=1&abt=0002&abg=1](http://www.nytimes.com/2015/01/04/upshot/the-measuring-sticks-of-racial-bias-.html?partner=rss&emc=rss&_r=1&abt=0002&abg=1)

*Duke University*

Exploring Workplace Racial Slurs (Research Results), (Video) March 7, 2013, 3:01 Minutes

<https://www.youtube.com/watch?v=-GScEqiVERg>

### **Legal Remedies in the US**

EEOC

Facts About Race/Color Discrimination

<https://www.eeoc.gov/eeoc/publications/fs-race.cfm>

Facts About National Origin Discrimination

<https://www.eeoc.gov/eeoc/publications/fs-nator.cfm>

### **Case Studies**

Name Discrimination

*NYT*

Job Discrimination, Based on Name (2015)

Five experts offer opinion

<http://www.nytimes.com/roomfordebate/2015/10/19/job-discrimination-based-on-a-name>

Language Discrimination

Filipino Nurses Fight Discrimination at Work

<http://www.advancingjustice-la.org/what-we-do/client-stories/filipino-nurses-fight-discrimination-work>

Delano Regional Medical Center to Pay Nearly \$1 Million in EEOC National Origin Discrimination Suit

<https://www.eeoc.gov/eeoc/newsroom/release/9-17-12a.cfm>

Filipino nurses win language discrimination settlement

<http://articles.latimes.com/2012/sep/18/local/la-me-english-only-20120918>

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## **Week 9 Religious Diversity**

### **Topics:**

Religious Diversity in the Workplace

Legal Remedies in the US

Working with Religiously Diverse Coworkers

The Racialization of Muslims and Those Perceived to be Muslims

### **Religious Diversity in the Workplace**

Flake, D. F. (2014). Image Is Everything: Corporate Branding and Religious Accommodation in the Workplace. *University of Pennsylvania Law Review*, (3), 699 – 754

Excerpt: Religion and Work in Modern America, 2015, p. 703 – 710

*Tanenbaum Center for Interreligious Understanding*

What American Workers Really Think About Religion: Survey of American Workers and Religion, 2013

Excerpt: Introduction and Executive Summary, p. 3 – 10

10 Bias Danger Signs

<https://tanenbaum.org/wp-content/uploads/2015/11/10-Bias-Danger-Signs-Definitions.pdf>

*Recommended*

Encountering Religion in the Workplace

Excerpt: Workplace Discrimination and Certain Religious Groups , 2011, p. 99 - 114

### **Legal Remedies in the US**

Carr- Ruffino, N. (2012). *Managing Diversity: People Skills for a Multicultural Workplace, 9th Edition*. Pearson Custom Publishing.

Excerpt: Chapter 16, Working with Persons from Diverse Religions

Religious Observances and Practices – Federal Government Guidelines, p. 620 – 621

*Interview with James Cooney, Esq.*

*LSEF Faculty, Rutgers University*

Part I: Legal Reflections: Comments and Examples on Religious Discrimination in the Workplace

3:03 Minutes

Part II: Legal Reflections: Comments and Examples on Employee Accommodation

7:01 Minutes

Part III: Legal Reflections: The Rights of the Non-Religious Employee 2:41 Minutes

Religion Based Charges (1997 – 2015)

<https://www.eeoc.gov/eeoc/statistics/enforcement/religion.cfm>

*New Jersey Department of Law & Public Safety*

Fact Sheet on NJ Law on Employment Rights - Religious Diversity

[http://www.judiciary.state.nj.us/factsheets/fact\\_reldis.pdf](http://www.judiciary.state.nj.us/factsheets/fact_reldis.pdf)

*Recommended*

*EEOC*

Religious Discrimination

<https://www.eeoc.gov/laws/types/religion.cfm>

Questions and Answers: Religious Discrimination in the Workplace

[https://www.eeoc.gov/policy/docs/qanda\\_religion.html](https://www.eeoc.gov/policy/docs/qanda_religion.html)

Religious Garb and Grooming

[https://www.eeoc.gov/eeoc/publications/qa\\_religious\\_garb\\_grooming.cfm](https://www.eeoc.gov/eeoc/publications/qa_religious_garb_grooming.cfm)

### **Working with Religiously Diverse Coworkers**

*Tanenbaum Center for Interreligious Understanding*

Respectful Communication, 2015

<https://tanenbaum.org/wp-content/uploads/2015/06/Respectful-Communication.pdf>

### **The Racialization of Muslims and Those Perceived to be Muslims**

*New Moon Productions*

We Are All Muslim, 2012

<https://vimeo.com/28238250>

*Recommended*

*EEOC*

Questions and Answers for Employees: Workplace Rights of Employees Who Are, or Are Perceived to Be, Muslim or Middle Eastern

[https://www.eeoc.gov/eeoc/publications/muslim\\_middle\\_eastern\\_employees.cfm](https://www.eeoc.gov/eeoc/publications/muslim_middle_eastern_employees.cfm)

Employment Discrimination Based on Religion, Ethnicity, or Country of Origin

[https://www.eeoc.gov/laws/types/fs-relig\\_ethnic.cfm](https://www.eeoc.gov/laws/types/fs-relig_ethnic.cfm)

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## **Week 10 Diversity of Physical/Mental Abilities**

### **Topics:**

Diversity of Physical and Mental Abilities

Legal Remedies in the US

Getting Hired

Limitations of the ADA

Carr- Ruffino, N. (2009). *Managing Diversity: People Skills for a Multicultural Workplace, 8th Edition*. Pearson Custom Publishing.

Excerpt: Chapter 13, Working with Persons with Disabilities

Myths & Realities, What's in a Name? Why Are Persons with Disabilities Excluded? p.476 - 479.

Types of Disabilities: The Mental Treatment Gap, p. 483 – 484

EEOC

The ADA: Your Employment Rights as an Individual with a Disability

<http://www.eeoc.gov/facts/ada18.html>

Story #6 – Recognizing Able Bodied Privilege

Lo, K. (2010). Seeing Through Another Lens. In S. K. Anderson and V.A. Middleton, *Explorations in Diversity: Examining Privilege and Oppression in a Multicultural Society* 2nd Edition, Brooks Cole, p.49 - 52.

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## **Week 11 Diversity of Age**

### **Topics:**

Age Based Classifications and Stereotypes

Challenges and Needs of Millennial and Older Workers

Age Based Discrimination and Legal Recourse

### **Age Based Classifications and Stereotypes**

Thomas, R., Hardy, C., Cutcher, L., & Ainsworth, S. (2014). What's Age Got to Do With It? On the Critical Analysis of Age and Organizations. *Organization Studies*, 35(11), 1569-1584.

Excerpt: My Generation, p. 1575 – 1577

Harrington, B. (March 20, 2015). Is It Time to Retire 'Millennials'?, Huffington Post

(Brad Harrington is the Executive Director of the Boston College Center for Work & Family)

[http://www.huffingtonpost.com/brad-harrington/is-it-time-to-retire-mill\\_b\\_6908832.html](http://www.huffingtonpost.com/brad-harrington/is-it-time-to-retire-mill_b_6908832.html)

Carr- Ruffino, N. (2012). *Managing Diversity: People Skills for a Multicultural Workplace, 9th Edition*. Pearson Custom Publishing.

Excerpt: Chapter 14, Working with Older and Younger Persons

Stereotyped Myths & Realities, p 551 – 557

### **Challenges and Needs of Millennial and Older Workers**

Eisenberg, R. (April 2, 2014.) What Older Workers Want, But Aren't Getting, *Forbes*.



<http://www.forbes.com/sites/nextavenue/2014/04/02/what-older-workers-want-but-arent-getting/#14f19e2c2499>

*Boston College Center on Aging & Work*

Workplace Flexibility, 2014

<http://www.bc.edu/research/agingandwork/about/workFlexibility.html>

*Deloitte University Press*

A New Understanding of Millennials: Generational Differences Reexamined

Excerpt: Millennials in the Workforce, p. 10 – 15

Other Area Recommended: Different, or Just Young? A little of Both

*Recommended*

*Career Builder/Harris Poll*

Report: Key Findings of Annual Work/Retirement Survey, 2015

<http://www.careerbuilder.com/share/aboutus/pressreleasesdetail.aspx?sd=2/19/2015&id=pr869&ed=12/31/2015>

### **Age Based Discrimination and Legal Recourse**

Carr- Ruffino, N. (2012). *Managing Diversity: People Skills for a Multicultural Workplace, 9th Edition*. Pearson Custom Publishing.

Excerpt: Chapter 14, Working with Older and Younger Persons

The ADEA: What You Should Know, p. 563 – 564

*EEOC*

Age Charge Statistics Over Time (1997 -2015)

<https://www.eeoc.gov/eeoc/statistics/enforcement/adea.cfm>

*New Jersey Office of the Attorney General*

Age Discrimination – Your Rights

<http://www.state.nj.us/lps/dcr/downloads/fact-Age-Discrimination.pdf>

*Recommended*

*EEOC*

Age Discrimination

<https://www.eeoc.gov/eeoc/publications/age.cfm>

Case Study: The Difficulty Claiming Discrimination

Olson, E. (March 18, 2016.) Claims of Age Bias Rise, but Standards of Proof Are High New York Times.

[http://www.nytimes.com/2016/03/19/your-money/trying-to-make-a-case-for-age-discrimination.html?action=click&contentCollection=Economy&module=RelatedCoverage&region=Marginalia&pgtype=article&\\_r=2](http://www.nytimes.com/2016/03/19/your-money/trying-to-make-a-case-for-age-discrimination.html?action=click&contentCollection=Economy&module=RelatedCoverage&region=Marginalia&pgtype=article&_r=2)

Lemov, P. (May 4, 2013,) What It Takes to Win an Age Discrimination Suit. Huffington Post.

[http://www.huffingtonpost.com/2013/05/04/age-discrimination-suit\\_n\\_3210811.html](http://www.huffingtonpost.com/2013/05/04/age-discrimination-suit_n_3210811.html)

*Recommended*

Recent Age Discrimination Case Settled

Milpitas to Pay \$140,000 to Settle EEOC Age Discrimination Suit, 2016

<https://www.eeoc.gov/eeoc/newsroom/release/4-15-16.cfm>

### **Diversity of Appearance**

#### **Topics**

Attractiveness: Privilege and Penalty

Organizations, Image Policies and Laws

Obese Employees

Student D & I Leadership Journey

#### **Attractiveness: Privilege and Penalty**

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Toledano, E. (2012). Looking-Glass Ceiling: Appearance-Based Discrimination in the Workplace. *Cardozo Journal of Law & Gender*, (3), 683.

Excerpts:

II: The Beauty Bias; A. Employment Decisions, p. 692 - 97

*Science Daily*

Beautiful Women Face Discrimination in Certain Jobs, Study Finds, 2010

<https://www.sciencedaily.com/releases/2010/08/100806132218.htm>

Based on the following study:

Johnson, S. K., Podratz, K. E., Dipboye, R. L., & Gibbons, E. (2010). Physical Attractiveness Biases in Ratings of Employment Suitability: Tracking Down the “Beauty is Beastly” Effect. *Journal Of Social Psychology*, 150(3), 301-318.

### **Organizations, Image Policies and Laws**

Flake, D. F. (2014). Image Is Everything. *University of Pennsylvania Law Review*, (3), 699 – 754.

Excerpt: III. The Power of Corporate Image, 720 – 724

Does an Employer Have the Right to Control the Appearance of Workers? (Video) 2:40 Minutes

<https://www.youtube.com/watch?v=wFpPHKJp2y0>

Workplace Dress and Appearance Codes (video) 5:41 Minutes

<https://www.youtube.com/watch?v=mMx6anhj2Ak>

### **Case Study**

*Abercrombie & Fitch*

*Wall Street Journal and AOL*

Abercrombie Ditches Attractiveness Policy for Employees (videos), 2015

<http://www.aol.com/article/2015/04/24/abercrombie-ditches-attractiveness-policy-for-employees/21176135/>

Reuters

U.S. Top Court Backs Muslim Woman Denied Job Over Head Scarf (video), 2015

<http://www.reuters.com/article/us-usa-court-scarf-idUSKBN00H2NW20150601>

### **Obese Employees**

Carr- Ruffino, N. (2012). *Managing Diversity: People Skills for a Multicultural Workplace, 8th Edition*. Pearson Custom Publishing.

Excerpt:

Myths & Realities 593 - 595

*Minnesota Department of Human Rights*

Weight Bias: The Next Civil Rights Issue?

Where It's Illegal: Weight Bias Laws

[http://mn.gov/mdhr/education/articles/rs10\\_2weightlaws.html](http://mn.gov/mdhr/education/articles/rs10_2weightlaws.html)

### **Case Study**

*NJ.com*

Court Upholds Weight Rules for 'Borgata Babes' , 2015

[http://www.nj.com/atlantic/index.ssf/2015/09/court\\_upholds\\_weight\\_rules\\_for\\_borgata\\_babes\\_repor.html](http://www.nj.com/atlantic/index.ssf/2015/09/court_upholds_weight_rules_for_borgata_babes_repor.html)

AP

Ruling: New Jersey casino can regulate waitresses' weight (video)

<https://www.yahoo.com/news/panel-upholds-casinos-borgata-babes-weight-restrictions-171449601.html?ref=gs>

### **Student D & I Leadership Journey**

Jones, L.E. (2012.) The Framing of Fat: Narratives of Health and Disability in Fat Discrimination Litigation, New York University.

[http://www.nyulawreview.org/sites/default/files/pdf/NYULawReview-87-6-Jones\\_0.pdf](http://www.nyulawreview.org/sites/default/files/pdf/NYULawReview-87-6-Jones_0.pdf)

Excerpts:

Mainstream Attitudes Towards Fatness; Mainstream Attitudes About Fatness Are Harmful, p. 2001 – 2006

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### Unit III

## Diversity Leadership: Diversity & Inclusion Skills

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### Week 12 Skills for a Just and Inclusive Workplace Part I

#### Topics:

Become Mindful of Biases

Develop/Apply Cultural Competence

Expand Experiences with Diverse Others

Overview: Concept Overview; PowerPoint Mix

Key Strategies in Personal Leadership

#### Become Mindful of Biases

Thiederman, S. (2008). Making Diversity Work, Kaplan Publishing, New York, NY.

Excerpt:

Chapter 4: Explore Your Attitudes Toward Human Difference, p. 44 - 51

(whole excerpt is worthwhile - only Section III is required.)

#### Develop/Apply Cultural Competence

Goodman, D. J. (2014.) Cultural Competence for Equity and Inclusion

<http://www.dianegoodman.com/documents/TheCulturalCompetenceforEquityandInclusionI-2pages.pdf>

#### Component review

1. Self-awareness; 2. Understanding and valuing others; 3. Knowledge of societal inequities;
4. Skills to interact effectively with a diversity of people in different contexts;
5. Skills to foster equity and inclusion

Theiderman, Adapted from Making Diversity Work

The 'Magic If': Achieving Empathy in Your Diverse Workplace

Video: Personal Connections: Empathy & Diversity 9:03 Minutes

Ways to increase empathy in the workplace

<https://www.youtube.com/watch?v=BxRE-oTUqRg>

#### Expand Experiences with Diverse Others

Story #7

Robbins, S. L. (2009). *What If? Short Stories to Spark Diversity Dialogue*, Nicholas Brealey Publishing, Boston, Ma.

Chapter: 8 – “Bizeer Gummies”, p. 55 – 59.

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### Week 13 Skills for a Just and Inclusive Workplace Part II

#### Topics:

Communicate about Diversity and Exclusion

Taking Action/ Addressing Biased and Stereotypical Comments

### **Communicate about Diversity and Exclusion**

Thiederman, S. (2008). *Making Diversity Work*, Kaplan Publishing, New York, NY.

Excerpts:

Introduction to Part III: Gateway Events: Entering into Diversity Dialogue, p. 124 – 126

Chapter 14: Verbal Skills for Diversity Dialogue, p. 161 – 174

*Recommended*

Goodman, D. J. (2011.) Interrupting Biased and Stereotypic Comments. Adapted by the author from *Promoting Diversity and Social Justice: Educating People from Privileged Groups*, 2<sup>nd</sup> ed.

<http://www.dianegoodman.com/documents/respondingtobiasedcomments-summarylist.pdf>

### **Taking Action/ Addressing Biased and Stereotypical Comments**

Johnson, M.T. (2010). *The Diversity Code*. Amacom.

Excerpts: Chapter 15: When I See a Problem with Diversity, How Do I Go About Addressing It?

The Man (or Woman) in the Mirror, p. 163 – 164

Isolated Issues: Ignore, Store, Implore p. 164 – 165

Ongoing Issues Require Immediate Action p. 165 – 167

Cullen, M. (2008). 35 Dumb Things Well-Intentioned People Say. Morgan-James Publishing, Garden City: NY.

Chapter 10, Concept 9: Raising the B.A.R., p. 49 -56.

Kittle, N. K. (April 17, 2016.) Five Ways to Respond to a Racist Joke

<http://racerelations.about.com/od/takeaction/a/Five-Ways-To-Respond-To-A-Racist-Joke.htm>

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## **Week 14**

**Topic:** Applying Skills for a Just and Inclusive Workplace: Theory and Reality

No new material; discussion of challenges in developing and applying skills learned in Unit III.