Course Objective
This course offers students the opportunity to:
- Recognize individual, societal and organizational dynamics related to 21st century workplace diversity and inclusion.
- Increase knowledge about the variety of human difference and the need to promote social justice and inclusion for both the US and global workforce.
- Develop skills that reflect respect for human difference and support inclusion.

Student Competencies
At the conclusion of the course it is expected that students will be able to:
- Apply critical thinking skills to complex individual/societal/organizational/global workforce issues associated with human diversity and inclusion.
- Communicate new perspectives on social justice, valuing human diversity and developing inclusive workplaces.
- Utilize skills and best practices gained to assist in creating an inclusive workplace environment.

Association with SAS Objectives
This course relates to the overall objectives of a liberal arts education in the area of 21st century challenges. A Rutgers University SAS graduate will be able to:
- Analyze the degree to which forms of human difference shape a person’s experiences of and perspectives on the world.
- Analyze issues of social justice across local and global contexts.

Course Organization
Week 1 Course Orientation
Weeks 2 - 7 Unit I: Diversity & Inclusion Issues
Weeks 8 - 11 Unit II: Dimensions of Diversity
Weeks 12 - 14 Unit III: Diversity Leadership
Course Requirements

The course involves:

Reading, Audio/Video Assignments

Reading
Students read textbook chapters, journal articles and reports.

All required reading (book chapters, journal articles and reports) are already uploaded into the course shell or a link is available to course material that exists within the World Wide Web.

Audio/Visual
Students are required to watch instructor generated 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

Peer Survey: Personal Diversity Perspectives
The Peer Introduction Survey is the initial writing assignment. Students are required to engage in self reflection and critical thinking on introductory material on prevalent diversity and inclusion related myths prior to completing this assignment. The assignment is then shared with learning community members and discussed in the Introduction Forum.

Due date: Anytime week 2 -3 of the semester. Must be uploaded no later than 11:59 pm, February 12. Late assignments will not be accepted for grading.

Diversity & Inclusion Portfolio
The portfolio is a semester long assignment that focus on personal and professional growth in relation to required reading and audio/visual assignments. Portfolio components address a variety of topic areas of the course.

Grading criteria: reflection (45%); content (45%); organization & mechanics (10%)
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.
3. engaged in critical thinking by considering course material in relation to current events, past experiences and opportunities for professional growth.

Portfolio Content:
Part A: The Basics
Activity
#1: Your Vision of Workforce Diversity
#2 An Inclusive Workplace, #3 Diversity, Exclusion, Inclusion in the News Activity
#4 What Organizations Are Communicating About Diversity and Inclusion,
Activity #5 Subconscious Stereotypes and Prejudices

Part B: Diversity & Inclusion Leadership Skills
Activity
#6: Best Practices in Valuing Human Differences
#7 Your Diversity Story
#8 Diversity & Inclusion Leadership Plan

Due dates: Part A - week 6 of the semester - no later than 11:59 pm, Tuesday, March 5
Part B - week 14 of the semester - no later than 11:59 pm, Monday, May 6 (last day of the semester)

Students may share portions of their portfolio anytime during the semester for instructor review and comment.
VT (Voice Thread) Forums
There are 5 forums assigned in this course. Each forum is 1 week in length.

Introduction Forum
   Topic: Identity, Culture, Values, Difference

Human Difference and Workplace Issues Series
   Forum 1
      Topic: Social Class & Religious Diversity
   Forum 2
      Topic: Age & Physical/Mental Abilities
   Forum 3
      Topic: Sexual Orientation & Individual Shape and Size

Concluding Forum
   Topic: Personal Development and Leadership

Assessment involves the extent to which a standard of excellence has been reached in three grading categories: content (45%), participation (45%), and context/mechanics (10%).

Due Date: Forums open on Wednesdays and close 9:00 pm Tuesday evenings.
Forum work cannot be made up.

Introduction Forum Week 4 Open 2/13 - Close 2/19
Forum 1 Week 9 Open 3/27 - Close 4/2
Forum 2 Week 10 Open 4/3 - Close 4/9
Forum 3 Week 11 Open 4/10 - Close 4/16
Concluding Forum Week 13 Open 4/24 - Close 4/30

Course Project

Dimension of Diversity Presentation
Students choose, research and create a PowerPoint presentation on one of four dimensions of diversity. Students follow a template to present content in the following areas:

Introduction
   What I Didn’t Know, What You Shouldn’t Miss

Section I - US Historical Perspectives
   Societal Stereotypes, US Laws & Accepted Policies, Advocacy Groups

Section II - Global Perspectives
   International Perspectives on Dimension - General or Specific Region/Country
   Exclusion & Discrimination Overview

Section III - In Today’s Workplace
   What Do Employees Desire and Need?

Section IV - Interesting Issue about this Dimension
   Special Topic Associated with Dimension - Overview
   Thoughts in Relation to the Topic

Bibliography
   Resources Used to Develop the Presentation

Recommended Discussion Points
   Questions for Our Learning Community

Students select from the following dimension options to develop their course project: religious diversity, dimension of age, mental and physical abilities, sexual orientation, physical characteristics.
**Due Date:** Projects are due during Unit II:

- religious diversity - week 8; by 3/26
- age & mental and physical abilities - week 9; by 4/2
- sexual orientation and physical characteristics week 10; by 4/9

**Final Exam**

Comprehensive Final
Knowledge of substantial key concepts presented in required reading, video, and weekly messages will be assessed through a final exam.

**Due Date:** Exam opens Thursday of final’s week (5/9) and closes 11:59 pm, Saturday 5/11. Students must complete exam by the close date/time of exam. No exceptions.

**Grading**
A final grade is based on a 1000 point system. Each assignment is worth a specific number of points. Total points accumulated determines final course grade.

| Outstanding | 1000 - 900 Points = A |
| Good | 899 - 870 Points = B+ |
| | 869 - 800 Points = B |
| Satisfactory | 799 - 770 Points = C+ |
| | 769 - 700 Points = C |
| Poor | 699 - 670 Points = D+; 669 - 600 Points = D; 599 and below = F |

<table>
<thead>
<tr>
<th>Item</th>
<th>% of Grade</th>
<th>Assignment and Associated Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assignments</td>
<td>35%</td>
<td>Peer Survey: Personal Diversity Perspectives  Worth 50 points</td>
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<tr>
<td></td>
<td></td>
<td>Diversity &amp; Inclusion Leadership Portfolio  Two parts worth a total of 300 points</td>
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<tr>
<td>Comments in Forum</td>
<td>20%</td>
<td>5 Forums  Worth 200 points (40 points each)</td>
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<tr>
<td>Course Project</td>
<td>30%</td>
<td>Dimension of Diversity Course Project  PowerPoint Presentation  Worth 300 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
<td>Comprehensive Exam  True/False – Multiple Choice – Short Answer  Worth 150 points</td>
</tr>
<tr>
<td>100%</td>
<td>TOTAL</td>
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</tbody>
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**Policies and Procedures**

**Class Sessions**

1. The course week begins on WEDNESDAYS.
   - Students are expected to enter the course for the first time the first day of the semester, January 22.
   - The last day students will be expected to log into the course prior to final grades being posted is May 11 (last day final exam is open.)
2. A weekly message will be sent to each student as well as uploaded into the course weekly messages file in document sharing by **10 am Wednesday**. Information about content or assignment procedure is available within the weekly message.

3. Each 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. All forums lock at **9:00 pm Tuesdays** (except for the concluding forum which closes at 9:00 pm Monday, the last day of class.) Forum work cannot be made up.

2. Portfolio and Course Project assignments can be submitted up to 24 hours late for a penalty of 10% of the worth of the assignment. Students are given until 11:59 Wednesday to submit late - after that day and time, no assignments will be accepted.

3. Students have three days to complete the exam. The exam must be taken between Thursday, May 9 and Saturday, May 11. The final exam will automatically lock at 11:59 pm, Saturday, May 11. No makeup exam.

**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 or upload an assignment.

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.

**Checking Email**

**Instructor’s Email Checking Policy**

Unless you receive advance notification, I will check my email by 10:00 am Eastern Time every workday. If you send a comment or question, you'll receive a response within 24 hours. *This policy excludes Saturday/Sunday and Spring Break.*

**Students Email Checking Policy**

It is the responsibility of the student to check for incoming course related messages AT LEAST 2 times a week. Once a week - on **Wednesday mornings** - I will send each student a weekly message which should be reviewed as soon as possible. In addition, students will receive messages from me regarding a variety of topics throughout the semester. Forgetting or being unable to check your email is not an excuse! Email messages are ALWAYS sent to the student’s default email address for the course.

**Course Expectations**

**Self-Empowerment**

Use of Technical Tools & Problem Solving

It is each student’s responsibility to learn to maneuver around the course and use course tools. Each student has a wealth of information and support to achieve this goal.

**Student Resources**
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:
- The Course Tools page - provides written information and instructions that address all aspects of technical performance within this course.
- Videos - Offer visual demonstrations of how to use each course tool (example: document sharing, dropbox and changing default email address). Links to videos are located on the Course Tools page.
- First Steps Instructions - Basic and specific instructions and links are provided for students to identify how and where course information is organized. Upon entering the course, follow all steps presented to become acclimated to the location of key pieces of information and feel comfortable entering all areas of the course shell.

Resources available outside the course:
A listing of contacts to assist with technical questions has been provided for you on the 1st page of the syllabus.

Embrace the Opportunities of Online Learning
Online courses are different than on-the-ground courses. Beyond enjoying the convenience in not having to commute to class, choose to become empowered by the other benefits of online learning. Well designed and facilitated, online courses:
- feature learner-centered/self-directed learning. Self-directed learning requires more involvement from the student. More involvement increases the likelihood of retention.
- are assignment based. This difference requires students to continually do something with the topics being addressed in a course. Students are motivated through assignments to make a personal connection with the material.
- expand resources for study beyond the resources in the course shell. Students are encouraged to explore a wide variety of Internet-based sources of information that addresses course topics.
- foster student-to-student interaction and support opportunities that can serve as high quality learning opportunities.
- offer time for students to consider concepts and skills being addressed beyond the period one would be present in an on-the-ground classroom.
- support one-on-one learning through ongoing interaction with the instructor. Your instructor is readily available to answer questions and/or discuss course content and assignments.

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 exactly how each assignment will be graded. It is expected that students will be attentive to directions and the grading criteria for assignments.
Course Content and Assignments

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.

**  **  **  **

Introduction

1. Students gain competencies in online learning and performing within the course shell.
2. Students are introduced to course topics and concepts.

**  **  **  **

Week 1

Topic: Course Process

Reading

Syllabus, Calendar, Critical Steps for Successful Online Learning - Required Week 1 Grading - Required by end of week 2

Videos

Instructor Presentation, Course Overview, Course Tools

Topic: Student Attitude & Perspective for Course

Reading

Story #1 & #2
Chapter: 12 - I Know Everything Already, p. 79 - 83
Chapter 11 - Strange New Worlds, p. 73 - 76

Topic: The Importance of Stories

Reading

Excerpt:
Calling Out Differences in Relationships: p. 104 - 106.

Story #3 - Inclusion

Story #4 - Perspectives on Diversity, Inclusion, and Life Circumstance
My Story - p. xix - xxviii

**  **  **  **

Unit I

Diversity & Inclusion Issues

In UNIT I students will learn:
1. the concepts of workplace diversity and inclusion
2. the challenges to social justice and valuing human diversity in the workplace
3. the importance of valuing personal and cultural differences

Students will recognize the complex interface between:
1. 21st century demographics, economic and social events, globalization of workplaces and working conditions for non-dominant groups from an international perspective as these concepts relate to workforce diversity and workplace inclusion.

2. personal/societal values and tendencies as these concepts relate to stereotypes, prejudices, and discrimination.

3. valuing human differences as this concept relates to individual/organizational success.

**  **  **  **

Week 2 The Basics

Topics: Demographics, the Workforce and Diversity

What is: Diversity, Exclusion, Inclusion, Social Justice?

Diversity and Inclusion in 21st Century US and Global Society/Workplace

Reading

   Excerpt: Chapter 16: International Diversity and Facing the Future

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

   Excerpt: Chapter 1: Diversity in the Workplace: A Theoretical and Pedagogical Perspective Defining Diversity, p. 7-9


   Excerpts:
   Chapter 1: Introduction and Conceptual Framework
   Diversity and Exclusion: A Critical Workforce Problem, p. 6 - 8.
   The Inclusive Workplace Model, p. 8 - 12.


Internet Resources

NPR News, Diversifying the American Workplace Series (January, 2010)
   Defining Diversity: Beyond Race and Gender
   Diversity Efforts Uneven in US Companies

From Diversity to Inclusion (2007)
   Inclusion: Three Common Delusions

Chart

SHRM Workforce Diversity “Iceberg”

Video

Instructor Presentation
   Overview of Diversity and Inclusion Concepts

International Labour Organization (ILO), 2/2011
   What is Social Justice?

**  **  **  **
Week 3 Diversity, Exclusion & Inclusion: Personal and Societal
Topics: Identity, Differences, Power, and Privilege
Perception of Difference and Social Norms
The Value of Diversity and Inclusion in Workplaces

Reading
   Excerpt:
   Chapter 4: Stereotyping & Prejudice: How and Why They Occur
   We Develop an Ethnic Identity and We Become Ethnocentric, p. 116 - 120.
   Excerpt: Macro Level Differences, Socialization and Saliency, p. 46 - 47.
   Excerpt: Chapter 1: Pushing for Diversity The Business Case Fallacy, p. 35 - 37
   Excerpt: American Myths (Meritocracy, Colorblind Ideal, Melting Pot) p. 48-51.

Chart
Organizational and Individual Benefits of Diversity, p. 10
   Excerpt:
   Chapter 2: Why We’re Biased
   Impact of Categorization (in group/out group), p. 50

Internet Resources
Yang Liu, Visual Example Worldview Differences
   Recommended
   Excerpt: Culture and Values p. 4-7

Video
Instructor Presentations
Identity, Culture, Values, Difference
Pay Attention to Your Environment
   Recommended
TED (Technology, Entertainment, Design), November 2009
   Understanding East and West (Investigating myths to identify various cultural attitudes and behaviors): Devdutt Pattanaik.
   **  **  **  **
4 Group Processing of Week 1 - 4 Concepts

Topics:
- Synthesizing and Thinking Critically about Course Topics
- Importance of “Calling Out” Our Differences

Reading
- Learning Community Peer Introduction Surveys (Maximum of 10)
  Excerpts: Why Isn’t It Enough to Just Acknowledge the Ways in Which People Are The Same? p. 73 - 77.
  How Do I Figure Out How to Hear the Differences Around Me? p. 113

  Excerpts:
  - Introduction
  - Chapter 4: I Need Your Differences ... And You Need Mine

**  **  **  **

Week 5 Reactions to Human Difference: Stereotyping, Bias and Prejudice

Topics:
- Stereotype vs. Archetype
- Why and How We Stereotype People
- What is Prejudice?; How Do People Expresses Prejudice?
- We All Have Biases; Workplace Bias: Case Studies
- Impact of Prejudice on the Employee

Reading
  Excerpts:
  - Chapter 4: Stereotypes and Prejudice

  - Chapter 5:

  Story #5 - Reaction to Ongoing Stereotyping and Prejudice
  - Chapter: 7 - A Difference in Weight, p. 45 - 50.

  - Excerpt: Bias Defined and Misdefined, p. 15 - 29
  - Excerpt: But Everybody Does It, p. 11 - 14
**Internet Resource**
Personnel Today
We’re All Prejudiced and We Need to Admit It

**Video**
BBC
Interview with Author of The Value of Difference Eliminating Conscious and Unconscious Bias

**Week 6 Discrimination & Legal Remedies**
Topics:
What is Discrimination?
Overt & Subtle forms of Discrimination in the Workplace
Legal Remedies in the US
Impact of Discrimination on Employees

**Reading**
Excerpt:


Excerpt:
Chapter 5: Workplace Discrimination: Its Effects and Remedies
How Does Discrimination Affect Employees? p. 132 - 137.

Excerpt:
Chapter 1: The Many Faces of Diversity Resistance in the Workplace.
Overt and Subtle Forms of Diversity Resistance, p. 7 -11.

**Internet Resource**
EEOC
Newsroom (to read sample cases of lawsuits); Laws Enforced by the EEOC, Prohibited Employment Policies/Practices

**Chart**
A Typology of Diversity Resistance in Organizations, p. 6.

**Video**
Faculty Interview: James Cooney, Esq.
Reasonable Accommodation/Undue Hardship
Week 7 Global Workforce Issues

Topics:
- Exclusion and Discrimination
- Legal Remedies to Global Employment Discrimination
- The Poverty - Exclusion Connection

Reading

Excerpt:
Poverty, 461 - 464.

Excerpts:
Executive Summary
Summaries on the dimensions of diversity that follow are recommended.

Excerpts:
Chapter 2: Diversity Legislation in a Global Perspective
The International Bill of Human Rights and Employment Rights, p. 17 - 21

Recommended
Excerpt: Chapter 5: This Thing is Global (Examples of workplace prejudice in India, Brazil and Japan), p. 75 - 76.

Internet Resources
International Labour Organization
One of the four fundamental principles and rights at work:
Elimination of Discrimination in Respect of Employment and Occupation.

Chart
Chapter 2: Diversity Legislation in a Global Perspective
Appendix 2.2 Global Antidiscrimination and Equal Rights Legislation Checklist of Protections Offered by Select Number of Countries, p. 51 - 56.

Videos
Instructor Presentation: Globalization, Human Diversity, Inclusion, and You
BBC News- (October 2010) Merkel: German Multiculturalism Has Failed
American Anthropological Association - 2008 Race: Are We So Different?
Unit II
Dimensions of Diversity

In UNIT II students will:

1. gain knowledge of both surface and deep dimensions of diversity.
2. research and develop a presentation on one dimension of diversity and take leadership within their learning community when their chosen dimension is discussed in forums 1-3.
3. recognize challenges of cultural or identity groups as well as best practices in working with people who are members of these groups.

Topics:
When investigating each of the dimensions of diversity, the following will be addressed:

- US and Global Perspectives of Dimension of Diversity
- Workforce Challenges: Exclusion & Discrimination
- Workplace Opportunities for Social Justice and Inclusion: Laws, Accepted Policies, Initiatives

Resources listed below create a base in the investigation of specific dimension of diversity. A resource listing associated with each dimension of diversity on which a student could develop a course project is available in the course shell.

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

Weeks 8 - 11
Special Topics: Race, Ethnicity and Gender

Reading


Cross, B. Jr. (2009). Isn’t it Time to Stop Using the Term “Minority” to Describe All Individuals, Racial and Ethnic Groups Who Are Not White?. *The Diversity Factor*, 17(2).


Excerpt:
Discrimination based on race and ethnicity (includes discussion of US trends during recession), p. 27.

Story #6 - Ethnic Identity Lost, Explored, and Claimed
Audio/Video

Audio
NPR; Job Application Discrimination: Minutes 6:15

Recommended
Helping Women Take Charge
News & Notes, January 1, 2008 Minutes 7:08

Mixed Race Americans Picture A “Blended Nation”

Questioning the Meaning of Race
News and Notes, October 19, 2006 Minutes 12:00

Special Topics: Social Class
Reading

Story #7 - Recognizing Racial Privilege at the Same Time Healing from Social Class Exclusion

Excerpt: Discrimination Based on Social Origin, p. 43 - 44.


Internet Resource

New York Times; Class Matters

Special Topics: Religion
Reading

Required Reading for Students Developing a Course Project on Diversity of Religion


Required Reading for All Students
Excerpt: Chapter 16, Working with Persons from Diverse Religions
Myths & Realities, Religions of the World/In the US, p. 576 - 581.
Religious Freedom in the Workplace, p. 618 - 626.

Special Topics: Age & Intergenerational Relations
Reading

Required Reading for Students Developing a Course Project on Age

Excerpt: Chapter 6: Age, p. 141 - 152.

Excerpt: Discrimination Based on Age, p. 49 - 50.

Required Reading for All Students
Excerpt: Chapter 14, Working with Older and Younger Persons
Stereotyped Myths & Realities, p 516 - 520.

**Special Topics: Sexual Orientation**

Reading
Required Reading for Students Developing a Course Project on Sexual Orientation
Excerpt: Chapter ADD HERE.
Excerpt: Discrimination Based on Sexual Orientation, p. 51.

Required Reading for All Students

Story #8 - Personal and Social Perspectives on Being Lesbian and Being Transgendered

**Special Topics: Diversity of Physical/Mental Abilities**

Reading
Required Reading for Students Developing a Course Project on Physical/Mental Abilities

Required Reading for All Students


Story #9 - Recognizing Able Bodied Privilege

**Special Topics:** Individual Shape and Size

**Reading**

**Required Reading for Students Developing a Course Project on Shape and Size**

Excerpt: Chapter 14: Weight and Appearance, p. 399-425.


Excerpt: Discrimination Based on Lifestyle, p. 53.

**Required Reading for All Students**

Excerpt: Chapter 15, Working with Persons of All Shapes and Sizes

**Unit III**

**Diversity Leadership: Diversity & Inclusion Skills**

In UNIT III students will:

1. gain knowledge and skills in the following areas:
   - recognizing a “diverse” and an “inclusive” organization
   - self development to support just and inclusive workplaces.
   - responding to another's inappropriate actions and behaviors in the workplace.

2. reflect on material from all course units to complete a diversity and inclusion leadership plan.

**Weeks 12 - 14**

**Topics:**
Recognize the Immediacy of A Challenging Diversity or Inclusion Situation
New Ways of Thinking
New Ways of Behaving/Interacting

**Video**
Instructor Presentation
Unit III Overview Key Strategies in Personal Leadership
Reading


Excerpts:
When I See a Problem with Diversity, How Do I Go About Addressing It? p. 163 - 167.

Story #10 - The Importance of Expanding Experiences with Diverse Others


Excerpts:
Introduction to Part III: Gateway Events: Entering into Diversity Dialogue, p. 124 - 126
Chapter 4: Become Mindful of Your Biases, p. 35 - 51
Chapter 14: Verbal Skills for Diversity Dialogue, p. 161 - 174

Internet Resource

How to Demonstrate Respect at Work
Five Ways to Respond to A Racist Joke

Print and Audio
Choose 4 NPR interviews broadcast on the *Tell Me More* Program or articles posted in the “Things Not to Say” section of the NPR and DiversityInc. websites; others are recommended

Seven Things You Should Never Say (Sexual Orientation)
NPR: June 24, 2008 Minutes 11:13

What Not to Say to Workers with Disabilities
NPR: August 12, 2008, Minutes 11:26

“But You Look So Good!” and 7 Other Things NOT to Say to a Person with a Non-Visible Disability, DiversityInc: September 14, 2009 (print)

5 Things Never to Say to Muslim Coworkers DiversityInc: August 25, 2009 (print)
DiversityInc: Things NEVER to Say to Muslim Coworkers Has DiversityInc Readers Divided August 24, 2009 (print)

6 Things NEVER to Say to a Veteran Coworker
DiversityInc: August 25, 2009 (print)

Things NEVER to Say to Older Coworkers
DiversityInc: July 10, 2009 (print)

Things NEVER to Say to a Foreign-Born Colleague
DiversityInc: June 9, 2009 (print)

What Not to Say to a Mixed Race Colleague
NPR, April 21, 2009 Minutes 10:58

What Not To Say to White Colleagues NPR: June 24, 2009 Minutes 10:12

10 Things NEVER to Say to a Black Coworker DiversityInc: July 17, 2009 (print)
Readers Sound Off on 10 Things NEVER to Say to a Black Coworker
DiversityInc: July 16, 2009 (print)

What Not to Say to Asian American Coworker
NPR: May 20, 2008 Minutes 11:04

7 Things NEVER to Say to Asian-American Executives DiversityInc: (print)

Things NEVER to Say to American Indian Coworkers
DiversityInc: July 30, 2009 (print)

Respecting Latino Culture at Work