**Syllabus**

**The Inclusive Workplace**
38:578:510

**Instructor:**
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## Online Course Assistance

NetID or Rutgers email problems:
Call **732-445-HELP (4357)**

Logging into the course:
Call M – F 9 am – 5 pm: **732-932-4702**

Using eCollege platform course tools such as document sharing, email, or the dropbox tools; questions/problems with course shell:
**Call toll free 24 hours a day, 7 days a week: 877 -7RUTGER (877-778-8437)**
**Email:** help@ecollege.rutgers.edu

## Course Description

Inclusive workplaces build on equal opportunity principles to create a culture of respect, involvement and success for all employees. This online course involves an examination of individual differences and group affiliations that create a diverse workforce. It also considers paradigms that limit and promote inclusion and what each individual student, employers and society as a whole can do to promote inclusive workplaces.

## Objectives

This course offers students the opportunity to:

- Gain a broad vision of the concepts of diversity and inclusion in society and the workplace.
- Recognize the need to develop work environments that appropriately value support and engage all employees.
- Investigate the concept of identity and the differences employees bring to the workplace.
- Identify challenges to and components and benefits of inclusion on a personal and organizational level.

## Competencies

At the conclusion of the course it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should be able to:

- Synthesize course material and communicate knowledge of as well as personal ideas, feelings and experiences regarding:
    1. the concepts of human diversity and inclusion.
    2. contemporary challenges within a diverse society and workplace.
    3. arguments for creating inclusive workplaces.
    4. best practices for inclusion on a personal and organizational level.
- Recognize the need for ongoing research and evaluation associated with human difference and workplace inclusion strategies.
- Develop and commit to a plan to increase personal diversity leadership behaviors in the workplace.

## Course Organization

| | |
|---|---|
| Week 1 - 2 | Introduction to Course Concepts |
| Weeks 3 – 8 | Part I: Theories & Paradigms |
| Weeks 9– 14 | Part II: Making Inclusion Work |

## Course Requirements

### Reading, Audio & Video Assignments

Reading

Students will be engaged in both classic and contemporary readings regarding the subjects of diversity and inclusion. Students will read excerpts from the following texts. All required text excerpts are already uploaded into the course shell.

*Diversity Resistance in Organizations (2008)*

Thomas, K. T. (2008). *Diversity Resistance in Organizations*, Taylor & Francis, New York, NY.

*Making Diversity Work (2008)*

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

*Managing Diversity: People Skills for a Multicultural Workplace* (2009)

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

*The Inclusion Breakthrough* (2002)

Miller, F. A., Katz, J. H. (2002). Diversity in a Box. In *The Inclusion Breakthrough*. Berrett-Koehler Publishers, San Francisco, CA.

*The Inclusion Paradox* (2009)

Tapia, A. T. (2009) *The Inclusion Paradox*. Hewitt Associates, Lincolnshire, IL.

*The Psychology and Management of Workplace Diversity* (2004)

Stockdale, M. S., Crosby, F. J. (2004). *The Psychology and Management of Workplace Diversity*, Blackwell Publishing, Malden, MA.

*The Value of Difference: Eliminating Bias in Organizations* (2009)

Kandola, B. (2009). *The Value of Difference: Eliminating Bias in Organizations,* Pearn Kandola Publishing, Oxford, Great Britain.

*Understanding and Managing Diversity, 4th Edition* (2009)

Harvey, C. P, Allard, J. M. (2009). *Understanding and Managing Diversity: Readings, Cases, and Exercises*, 4th ed. Prentice Hall, Upper Saddle River, NJ.

Students will also be required to read academic and trade journal articles as part of the general reading assignments and in preparation for completing the research review, course project assignments, and the final exam. Required and suggested articles originate from the following journals and are already uploaded into the course shell.

*American Behavioral Scientist*
*American Sociological Review*
*DiversityInc.*
*Group and Organizational Dynamics*
*Group Processes and Intergroup Relations*
*HR Focus*
*Journal of Business and Psychology*
*Journal of Business Ethics*
*Journal of Employee Responsibilities & Rights*
*Journal of Managerial Psychology*
*Journal of Quality & Participation*
*Journal of Social Science Information*
*The Academy of Management Review*
*The Diversity Factor*
*Training*

Finally, students will read excerpts from selected classic and contemporary reports associated with workplace diversity and inclusion. All reports are uploaded into or linked from the course shell.

Audio/Visual Resources

The instructor provides ongoing presentations to students through PowerPoint and video presentations. In addition, this course uses video clips on diversity and inclusion from, among

other sources, You Tube and Cornell University's eClips web archives; and audio presentations from National Public Radio (NPR) and British Broadcasting Corporation (BBC) archives.

**Writing Assignments**
35.5% of final grade

**Peer Introduction Survey -** Worth 50 points
The Peer Introduction Survey is the initial writing assignment. Students are required to engage in self reflection and critical thinking on introductory diversity and inclusion related material prior to completing this assignment. The assignment is then shared with learning community members and discussed in the Introduction Forum. *Due week 2*.

**Getting to Know You (GKY) Leadership Journal** - Worth 200 points
Students engage in additional reading and activities as well as reflect on course material to complete the 4 part journal assignment. Components of readings, activities, and reflections enable professional growth as well as the development of a personal leadership plan for supporting inclusive workplaces. Students are required to follow a template and a set of instructions when completing the assignment.

Part I: My Diversity and Inclusion Story; Hope, Change and/or Paradox

Part II: Personal Bias
*Parts I and II due week 5* (or a student may defer submission until all journal components are completed week 13)

Part III: Reflections on Organizational Communication Regarding Workplace Diversity & Inclusion

Part IV: Plan for Inclusion Leadership
*Parts III and IV due week 13*

**Research Reviews** – worth 105 points (35 points per research review)
The elements that support or hinder workplace inclusion continues to evolve. A research base is required to advance best practices in workplace inclusion and for the theories associated with these strategies to remain viable or be replaced. Through considering and developing a review, students will identify the value of basic research on topics addressed in the course. In addition, students will identify the impact that research results have on the day-to-day practice of inclusion in the workplace.

Students select and review 3 research articles associated with human difference, workplace diversity and/or inclusion practices. Research review template, instructions, and a list of recommended research articles to review is provided. Maximum word length per review 500 words.

This assignment can be completed through collaborative teamwork or individually. *Due week 8*.

**Course Project**
25% of final grade

Students choose from a list of topics to develop a paper or PowerPoint presentation (with notes). It is strongly advised that students work in teams, but projects may also be completed without collaborating with other learning community members. Students choose team members.

Course projects are researched and developed according to a project template and instructions supplied by the instructor. Projects will be shared with and discussed by learning community members in either forums 1, 2, or 3.

All projects are evaluated by both the instructor (175 points – 70% of grade) and learning community members (75 points – 30% of grade.) See grading page in course shell for specific grading rubrics for instructor and learning community members.

Course project topic choices (each student will be engaged in one of the following):

Unit II: Theory & Paradigms

Global Diversity & Inclusion

Motivation for Organizational Support of Inclusive Workplaces

These projects will be discussed in forum 1. *Projects due week 6.*

Unit III: Making Diversity Work

Organizational Initiatives to Support Inclusive Workplaces (team project only)
This project will be discussed in forum 2. *Project due week 10.*

Supporting an Inclusive Workplace through Employee Development
This project will be discussed in forum 3. *Project due week 12.*

Other course related topics may be researched for development of a course project upon consultation with the instructor.

**Asynchronous Threaded Discussions – Forums**
24% of final grade

4 Forums - 60 points each forum

Each forum is 7 days in length. All but the forum 3 opens on Wednesdays and closes 11:59 pm Tuesday evenings. Forum 3 closes Monday evening. Participation score includes at least 1 of the 3 minimum comments by 11:59 on Saturdays.

Each forum is directly related to course material and work completed by learning community members. Questions and suggested concepts for discussion within forums 1 – 3 are offered by the instructor as well as the individuals/teams that developed a course project associated with the forum.

Students are encouraged to research, share and discuss appropriate high quality material with their learning community to advance or support topical discussions. In addition, learning community members are encouraged to ask peers mindful questions to support critical thinking and further investigation forum related topics.

Introduction Forum: Framing the Issues - *week 3*

Forum 1: Special Topics Diversity & Inclusion - *week 7*

Forum 2: Organizational Strategies for Promoting Inclusion- *week 11*

Forum 3: Employee Leadership & Development – *week 14*

**Assessments**
15.5% of final grade

**Course Process and Content Quiz** – worth 30 points

The quiz is based on contents of the syllabus, calendar, the Critical Tips for Successful Online Learning document, specific grading documents, and select instructor videos. Correct answers with explanations to true/false and multiple choice questions are available upon completion of quiz.

The quiz can be completed between January 19 and February 1.

**Final Exam** – worth 125 points

The final exam is based on key concepts presented throughout the semester within required course material. Material on which true/false, multiple choice, and short answer questions are based are identified on the exam page in the course shell.

Final exam can be completed between Thursday, May 5 and Sunday, May 8, 11:59 pm. Correct answers with explanations will be available on May 9th.

## Grading

A final grade is based on a 1000 point system. As highlighted in assignment section above, each assignment is worth a specific number of points. Total points accumulated determines final course grade. See Course Grading document in course shell for grading rubrics.

| Outstanding | Good | Satisfactory |
|---|---|---|
| 1000 - 900 Points = A | 899 – 870 Points = B+ | 799 – 770 Points = C+ |
| | 869 – 800 Points = B | 769 – 700 Points = C |

## Policies and Procedures

### Class Sessions

- The course week begins on **Wednesdays**.

- 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 and assignment procedure is available within the weekly message or students are directed to a presentation within the course shell.

- 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

- All assignments, unless otherwise indicated on the calendar, must be completed by **Tuesdays 11:59 pm Eastern Time.** A course calendar identifying each due date is available in the course shell.

- Late penalties on writing assignments and course project grades: Up to 24 hours late (12 midnight – 11:59 pm Wednesday) = deduction of 10% of points; Up to 36 hours late (12 midnight – 11:59 pm Thursday) = deduction of 20%. Assignments will not be accepted after 36 hours past the due date and time.

- Forums close 11:59 pm on Tuesdays except forum 3 which ends the last day of the semester, Monday, May 2. Comments made after the deadline are not counted for participation or content scores. Missed Forum points can not be made up.

- Assessments (quiz and final exam) must be taken within the parameters stated on the syllabus and calendar. Students have 2 weeks to complete the quiz and 4 days to complete the final exam. No makeup assignment will be developed for students missing the close date and time for the assessments.

### Extra Credit

There are two ways to earn extra credit:

1. Students who begin a discussion and follow up by interacting with at least 1 learning community member who has responded to their initial comment, earn a total of 5 points per forum.

   The extra credit possibility is available for each of the 3 regular forums (not Introductory forum). Extra credit is only available for those who contribute for the first time by Saturday, 11:59 pm. Total extra credit points that can be earned through serving as a forum leader is 15 points.

2. Throughout the semester, students are invited to submit up to 5 specific concepts or questions for the instructor to consider when developing the final exam. A student can earn up to a total of 10 points for providing high quality recommendations.

   Students can enter concept and/or question suggestions in the Exam Concepts dialogue area under the Exam tab in the course shell. Students must submit suggestions within 1 week after a concept has been addressed and specifically identify the location of the concept. Complete instructions/expectations are available within the instruction area of the Exam Concepts dialogue area.

### Checking Email

Instructor's Email Checking Policy

Unless students receive advance notification, the instructor will check her 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 - each student will receive a weekly message. In addition, students receive messages from the instructor 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:

- Tech FAQs document – provides written information and instructions that address all aspects of technical performance within the course.

- Videos – Offer visual demonstrations of how to use each course tool (example: document sharing, dropbox, changing default email address). Links to videos are located on the home page of the course.

- 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:

- Refer to phone numbers prominently located on page 1 of the syllabus to access those who can assist in NetID or Rutgers email problems; problems logging into the course, or provide 24/7 one-on-one assistance regarding use of any of the eCollege platform course tools. eCollege helpline staff can also assist you in diagnosing a software problem that is prohibiting you from completing required tasks.

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 continuously do something with the topics being addressed in a course. Students are engaged to make a personal

connection with the material.

- *expand resources for study beyond material available within the course shell*. Students are often encouraged to explore a wide variety of SMLR/Rutgers library and Internet based information sources 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 being presented beyond the period one would attend an on-the-ground classroom.*

- *support one-on-one learning through ongoing interaction with the instructor*. Your instructor is readily available to answer questions, discuss course content and assignments.

**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.

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, <u>student involvement within their community is a critical component to the community's success</u>.

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

- Engage in regular and sustained interaction with peers in the 4 scheduled forum discussions.

- Communicate clearly, authentically, and maintain a content-oriented focus.

- Intellectually challenge peers to consider a topic by offering comments that invite peers to share their thoughts and understanding of course material.

- Serve as a reliable teammate when developing your course project and/or research reviews.

- Conduct a serious and fair review prior to submitting a team project/research review assignment and when evaluating a learning community member's 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 Assignment 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 participating in a forum.

## Course Reading and Audio/Visual List

by Unit, Week & Topic

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### Unit I: Introduction

**Weeks** 1 - 2

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#### Week 1: Course Overview, Pt. 1 Process

**Video**

Instructor Presentations
Welcome & Course Overview

Week 1 & 2: Getting Oriented to The Inclusive Workplace

If first online course:
Online Learning Basics: SMLR & Online Learning video

If first eCollege platform Course:
Course Tools: changing default address; email, dropbox, document sharing

**Reading**

Syllabus, Calendar, Course Grading; Tech FAQs

Course Success: Critical Steps for Successful Online Learning

**Assignments**

- Check in with Instructor
- Reply to letter sent to students on the first day of the semester (Tuesday, January 18) no later than Tuesday, January 25.
- Prepare to complete Course Process & Content Quiz - Open to complete until end of week 2.
- Begin work on Peer Introduction Survey – *Due week 2*

#### Weeks 1 & 2: Course Overview Pt 2: Framing the Issues

In addition to the required materials listed below, material that highlights current events associated with workplace diversity and inclusion are linked to the weeks 1 & 2 page in the course shell. Current events material is also required reading and viewing.

Instructor Presentations
Diversity on a Personal & Global Level: A Time of Hope, Change and Paradox
Terms, History, Paradigms and Actual Behaviors

### Framing Professional Leadership Attitude

**Video**

Instructor Presentation
*Recommended*
Awareness of Your Environment & the Importance of Critical Thinking

*Playing for Change*
Stand By Me

**Reading**

*What If? Short Stories to Spark Diversity Dialogue*
Chapter: 12: I Know Everything Already, p. 79 – 83
Chapter 11: Strange New Worlds, p. 73 - 76
Chapter 8: Bizeer Gummies, p. 55 – 59
*Recommended* - My Story – p. xix – xxviii

## Framing Course Topics

**Workplace Inclusion & the Inclusion Experience**

**Reading**

O'Neill, Patrick, (1998). The Sangom's Gift: Building Inclusion Through Honor, Respect, and Generosity of Spirit in *Working Together*, Angeles Arren (ed.). New Leaders Press, Pleasnton, CA, p. 133- 146.

*The Value of Difference: Eliminating Bias in Organizations*
Excerpt: Introduction (Rebooting Diversity) p. 1 – 3.

*The Inclusion Paradox*
Excerpt: Introduction: p. 1- 3; 12-13.

Internet Resources
*NPR News*, Diversifying the American Workplace Series, 2010.
Defining Diversity: Beyond Race and Gender

**Framing Identity and Difference**

**Reading**

Closchesy, J. M., Sabur, S. (2008). The Experience of Diversity by Generation. *The Diversity Factor*, 16 (4), p. 1 - 5.

Internet Resources
Graphic Representations:
Yang Liu, Visual Example Worldview Differences
Dimensions of Diversity

**Contemporary Opportunities and Challenges**

**Reading**

*Making Diversity Work*
Chapter 3 Excerpt: Bias Defined and Misdefined, p.15 – 17

*The Psychology and Management of Workplace Diversity*
Excerpt: Other American Myths (Meritocracy, Colorblind Ideal, Melting Pot), p. 48-51.

**Assignments**

- Peer Introduction Survey (worth 50 points; due in week 2)
- Complete Course Process and Content Quiz (worth 30 points; due week 2)

# Unit II:
# Theories & Paradigms
**Weeks** 3 – 8

## Week 3: The Concept of Inclusion

Instructor Presentation
Inclusion: What Are We Talking About?

**Reading**

*The Value of Difference: Eliminating Bias in Organizations*
Excerpt: Chapter 1: Pushing for Diversity, p. 5 – 7, 9 - 20.

Roberson, Q. M. (2006). Disentangling the Meanings of Diversity and Inclusion. *Group and Organizational Dynamics*, 31(2), p.212-236.

Particular Sections are required.
Introduction and Literature Review; p. 212-214;
Theoretical Background; p. 214-217.
Practical Applications & Conclusion; p.233-234.

Internet Resources
*Future Work Institute*
Inclusion: A Journey in Progress

*Recommended*
*Inclusion.com*
Inclusion: Three Common Delusions

*Northeast Human Resource Association*
From Diversity to Inclusion, 2007

Blog: The Paradox of Inclusion, 10/07

### Expert Opinions

**Reading**

Metzler, C. J. (2006) The Need for a Critical, Institutional Approach to Diversity in Organizations, *The Diversity Factor*, 14(1), p. 35.
(Rest of article - 36 – 40 recommended.)

Thomas Jr., R. (1996). Redefining Diversity. *HR Focus*, 73(4), p. 6.
(Rest of article is recommended.)

Thomas Jr. R. (2006). Diversity Management: An Essential Craft for Leaders. *Leader to Leader*. 41, 45-49.

*Recommended*
DeMaria, R. (2009). The 10 Biggest Mistakes in Diversity Management – Why Best Practices in Diversity Aren't Enough! *The Diversity Factor*, 17(2).

**Assignment**

- Introduction Forum: Framing the Issues Associated with Inclusion
  Prerequisites:
  A. Read/watch required material weeks 1 - 3 (includes material required to complete the Peer Introduction Survey).
  B. Review Peer Introduction Surveys developed by your learning community members.

## Week 4: Identity and Difference

Instructor Presentation
Who We Are and Our Perspectives

### Basic Concepts of Identity and Difference

**Reading**

*Understanding and Managing Diversity: Readings, Cases, and Exercises, 4th ed.*
Excerpt: A Framework for Understanding Social Identity Perspectives, p. 45-47

Excerpt: Primary and Secondary Dimensions of Diversity in Loden, M and Rosener, J. B. (1991). *Workforce America! Managing Employee Diversity as a Vital Resource*, p. 18 – 23.

*Recommended*

*The Inclusion Paradox*
Excerpt: Chapter 5: Are You Evil, a Moron, or Just Plain Incompetent? p. 109 – 124.

Internet Resources
Bauer, T., Erdogan, B. (2010). *Organizational Behavior*, Creative Commons.
Excerpt: Chapter 3: Personal Differences

Chapter 8: Member Diversity and Group Dynamics, Wadsworth Media. Excerpt: p. 232 – 240.

**Video**

Cornell University eClips:
Airport Example to Define Diversity: A. Charpentier (clip #5), Aramark Company

Diversity Mixtures and Tension: A. Charpentier (clip #7), Aramark Company

*Recommended*
*TED*
Understanding East and West (Investigating myths to identify various cultural attitudes and behaviors): Devdutt Pattanaik, November 2009 Minutes 18:26

**Audio**

*Recommended*
*NPR*
How Multi-Ethnic People Identify Themselves
Talk of the Nation, December 20, 2010 Minutes 30:17

Race Perceptions in the Workplace (identity in the workplace)
News & Notes, December 18, 2008 Minutes 16:53

Celebrating Diversity Enhances the Workplace
Talk of the Nation, March 31, 2009 Minutes 17:15

**Assignment**

- Leadership Journal, Part I, My Diversity Story – due end of week 8

## Weeks 5 - 7: Contemporary Opportunities & Challenges

Instructor Presentation
Introduction to Contemporary Opportunities & Challenges Section

### Overview

Instructor Presentation
Who Limits Inclusion: Individuals, Society, and Organizations

**Reading**

*Diversity Resistance in Organizations*
Chapter 1: The Many Faces of Diversity Resistance in the Workplace, p. 1 – 18.

### Bias, Stereotyping, Prejudice and Discrimination

**Reading**

*The Value of Difference: Eliminating Bias in Organizations*
Chapter 2: Why We Are Biased, p. 44 – 78.

*Making Diversity Work*
Chapter 3: Bias Defined and Misdefined, p.15 – 29

*Diversity Resistance in Organizations*
Excerpt: Chapter 5: Exclusion, Avoidance, and Social Distancing -
Required Reading: Manifestations of Discrimination in the Workplace, p. 128 – 130; Research on Interpersonal Discrimination, p. 130 – 133; Consequences of Interpersonal Discrimination in the Workplace, p. 133 – 134.

*Recommended*
*Managing Diversity: People Skills for a Multicultural Workplace, 8th Edition*
Excerpt: Chapter 4: Stereotypes, Prejudice, Discrimination
What's the Difference? p. 101-104.
Chapter 5: How Does Prejudice Affect People? p. 130 – 132.

*Making Diversity Work*
Chapter 2: "But Everybody Does It" p. 11 – 14

*The Value of Difference: Eliminating Bias in Organizations*
Chapter 6: The 8 Cs and an R: New Tools for Eliminating Bias, p. 171 – 207.

Babcock, P. (2006). Detecting Hidden Bias. *HR Magazine*, 51(2), p. 50 – 55.

Internet Resources
*Personneltoday*
We're All Prejudiced and We Need to Admit It

*Science Daily*
Weight Bias Is As Prevalent As Racial Discrimination, Study Suggests, March 28, 2008

*Recommended*
*Rudd Center for Food Policy and Obesity*
Weight Bias is Bad for Business

*US EEOC*
Job Bias Charges Approach Record High in Fiscal Year 2009, Press Release, January, 2010.

**Audio**

*NPR*
Job Application Discrimination
The Tavis Smiley Show, January 14, 2003 Minutes 6:15

*Recommended*
*BBC*
Interview with Author of *The Value of Difference*
Eliminating Conscious and Unconscious Bias Minutes 6:50

**Video**

*American Anthropological Association*
Race: Are We So Different – Minutes 5:21

*Recommended*
*Cornell Eclips*
Gender Stereotypes with Regards to Leadership Still Exist Minutes 1:48

## Organizational Barriers to Inclusion

**Reading**

*The Inclusion Breakthrough*
Particular sections are required from Diversity in a Box chapter:
Barriers to Inclusion, p. 7-8.
Disadvantage of Not Including All People, 8 – 11.
Flawed Foundations and Assumptions, 11 – 14.

## Challenges, Controversy and Affirmative Action

**Reading**

Internet Resource
*Recommended if AA and the EEOC are new to you:*
EEOC Website; US Department of Labor Website

**Audio**

Is It Time to End Affirmative Action? (Debate Excerpt – Tim Wise supports keeping AA), November 18, 2007, Minutes 8

*Choose 1 of the following:*
African American Policy Forum
Myth #1 Affirmative Action is Preferential Treatment
Myth #3: Affirmative Action is No Longer Needed in America
Myth #8: Existing Anti-Discrimination Laws are Adequate to Create Equal Opportunity

**Video**

Affirmative Action and Diversity in the Workplace Minutes 8:03

*MSNBC & ABC News*
Barack Obama's Views on Affirmative Action, January 4, 2008 Minutes 1:57

Obama Backtracking on Affirmative Action? August 5, 2008 Minutes 5:23

Affirmative Action Makes A Comeback? (title is deceiving) June 8, 2009 Minutes 6:57

Rachel Maddow Challenges Pat Buchanan on Affirmative Action July 17, 2009

*Recommended*
*MSNBC*
Affirmative Action Under Fire, May 5, 2009 Minutes 7:24

AP Interview: Obama on Affirmative Action, July 2, 2009 Minutes 2:07

*Cornell eClip*
One of the Biggest Problems Isn't Discrimination but Rather Familiarity: A. Millman (clip #17), Springboard Enterprises, Minutes 4:05

## Global Diversity and Inclusion

Instructor Presentation
Global Diversity and Inclusion: Highlighting Concepts of Differences in Perception and Behavior

**Reading**

*The Inclusion Paradox*
Excerpt: Chapter 3: This Thing is Global, p. 67 – 81.

*Recommended*
O'Mara, J. Richter, A. (2006). *Global Diversity and Inclusion Benchmarks*.

Poster, W. R. (2008). Filtering Diversity: A Global Corporation Struggles with Race, Class, and Gender in Employment Policy. *American Behavioral Scientist*, 52(3), p. 307 – 341.

Internet Resource
*Recommended*
*UN*
The Universal Declaration of Human Rights
*Global Issues*
Racism: Europe, Australia, Africa, The Middle East, Asia, North America

## Motivation for Inclusion

Instructor Presentation
Perspectives on Motivation for Inclusion

**Reading**

Pless, N. M., et. al., (2004). Building an Inclusive Diversity Culture: Principles, Processes and Practice. *Journal of Business Ethics*, 54(2), p. 129-147.
Required Reading: Introduction – p. 129 – 130; A Culture of Inclusion and the Principle of Recognition – p. 130 - 135

SHRM (2008). Global Diversity and Inclusion: Perception, Practices, and Attitudes.
Required Reading:
Part I: Opportunities from Diversity: Workforce Diversity and Inclusion in Multinationals: Facts and Treads, p. 9.
The Business Case for Diversity, p. 13 – 17.
*Recommended*
O'Leary, B., Weathington, B. L. (2006). Beyond the Business Case for Diversity in Organizations, *Journal of Employee Responsibilities and Rights*, 18, p. 283 – 292.

**Assignments**

- Teams/Individuals Submitting Unit I Course Project – due by end of week 6 – March 1, 11:59 PM

- Forum 1 – Special Topics on Diversity and Inclusion – week 7
  Prerequisites:
  A. Read/watch required material associated with special topics selected by learning community members for their course project
  B. Review Course Projects developed by your learning community members.

- Personal Leadership Journal, Part I & II – due end of week 7 – March 8, 11:59 pm
  * There are several external assignments and activities associated with part II of the Personal Leadership Journal beyond the required reading for Unit I, check Personal Leadership Journal Part II page under Unit I tab in course shell.

## Week 8: Basic Research in Diversity and Inclusion

Instructor Presentation
The Importance of Research in Understanding Diversity and Inclusion
Course week split by spring break – see calendar

**Reading**

Students are provided with an extensive list of classic and contemporary research papers published in academic journals from which they may select to engage in a research review. See details of assignment associated with readings on page 3 of syllabus and research review page under Unit II tab in course shell.

**Assignment**

- Research Review (team or individual assignment) – due end of week 8 – March 22, 11:59 pm

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# Unit III:
# Making Inclusion Work
**Weeks** 9 – 14

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## Week 9 - 10: Organizational Strategies: Valuing Diversity & Promoting Inclusion

Instructor Presentations
Unit III Overview

Organizational Strategies for Creating a Culture of Inclusion

**Reading**

*Managing Diversity: People Skills for a Multicultural Workplace, 8th edition*
Excerpts: Chapter 17: Inclusive Corporate Cultures –

Introduction, Leadership Challenges: Meet All Employees' Needs, Leadership Opportunities:#1 Create and Inclusive Culture, #2 Adopt an Inclusive Multicultural Approach, #3 Build on Equal Opportunity Principles, Modify Corporate Systems and Practices, #5 Include All Employees in Bottom Line Efforts p. 631-655.

*Understanding and Managing Diversity*, 4th Edition.
Responses to the Changing Workforce: Human Capitol and Strategic Issues, p. 271 – 276.

Giovannini, Maureen. (2004). What Gets Measured Gets Done: Achieving Results Through Diversity and Inclusion. *The Journal of Quality & Participation*, XX(X), 21 –27.

*Recommended*
*Understanding and Managing Diversity*, 4th Edition
The Inclusion Breakthrough: Unleashing the Real Power of Diversity, p. 263 – 270.

Internet Resources
National Urban League (2009). *Diversity Practices that Work: The American Worker Speakers* II.

*Recommended*
U.S. Dept. of Commerce and National Partnership for Reinventing Government (1999). *Best practices in Achieving Workforce Diversity*.

**Video**

*Recommended*
Cornell University eClips:
Diversity & Inclusion at PepsiCo; Diversity Programs at Major Corporations

**Assignments**

- Work on Part III What Organizations Are Communicating, Personal Leadership Journal (due date, end of week 13)
  * There is an external assignment associated with part III of the Personal Leadership Journal beyond the required reading for Unit III. Check Personal Leadership Journal page in course shell.

- Teams/Individuals choosing Unit III Organizational Strategies Project – due week 10

## Week 11: Critical Considerations Regarding Organizational Strategies

Instructor Presentation
Organizational Strategies for Supporting Inclusion – Are We There Yet?

**Reading**

*Diversity Resistance in Organizations*
Excerpt: Chapter 9: Now You See It, Now You Don't Mixed Messages Regarding Workforce Diversity – Introduction p. 221 – 222; What Are Mixed Messages and Why Are They Important? P. 222 – 223; The Manifestation of Mixed Messages, 223 – 233; Suggestions for Eliminating Mixed Messages, p. 239 – 242.

*Recommended*
Metzler, Christopher J. (Spring 2003). Ten Reasons Why Diversity Initiatives Fail. *Diversity Factor*, 11(2), 18-21.

**Audio**

*NPR*
In-House Resource Groups Can Help and Harm  Minutes 5:06

**Assignments**

- Forum 2: Organizational Strategies for Promoting Inclusion
  Prerequisite: Weeks 9 - 11 reading material; Reviewing Team Project material - Organizational Initiatives to Support Inclusive Workplaces

## Weeks 12 & 13: Employee Development

Instructor Presentation
Leadership and Inclusion

**Reading**

*Managing Diversity: People Skills for a Multicultural Workplace, 8th edition*
Excerpt: Chapter 17: Inclusive Corporate Cultures -
Leadership Opportunity #7: Overcome Resistance to Diversity Initiatives, p. 658 – 664.

*Making Diversity Work*
Chapter 13: Cognitive Skills for Diversity Dialogue, p.

Cross, B. (2008). Publisher's Perspective: Then and Now: Making the Invisible Visible. *Diversity Factor*, 16(2), 9-15.

### Inclusive Communication & Strategies

**Reading**

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

*Recommended*
Obear, K. (2007). Navigating Triggering Events: Critical Skills for Facilitating Difficult Dialogues. *The Diversity Factor*, 15(3), p. 23 – 29.

Internet Resource
*Recommended*
How to Respond to a Racist Joke; How to Demonstrate Respect at Work

**Audio**

Students are required to choose from a list of 10 – 14 minute interviews regarding communication with "others" (Those who are different than "I" am). Source: National Public Radio (NPR). The list with links to interviews are available in the course shell.

**Assignments**

- Teams/Individuals choosing Unit III – Supporting an Inclusive Workplace through Employee Development - due end of week 12.

- Submission of Personal Leadership Journal, Part III (What Organizations Are Communicating) and Part IV (Inclusion Leadership) by end of week 13 – April 26, 11:59 pm)
  * There is an external activity associated with part III of the Personal Leadership Journal beyond the required reading for Unit III, check Personal Leadership Journal page in course shell.

## Week 14: Critical Considerations in Developing an Inclusive Workforce

Week 14 ends on MONDAY. (The course week is shortened by 1 day)

Instructor Presentation
Developing and Inclusive Workforce – Are We There Yet?

**Reading**

*Diversity Resistance in Organizations*
Excerpt: Chapter 2: Understanding and Defusing Resistance to Diversity Training - Introduction, Diversity Training in the United States, Sources of Resistance to Diversity Training p. 23 - 35.

*Recommended*
Dolezalek, H. (2008). The Path to Inclusion. *Training*, 45(4), p. 52 – 54.

**Assignments**

- Forum 3: Employee Leadership & Development
  Prerequisite: Weeks 12 - 14 reading material; Reviewing Team Project material - Supporting an Inclusive Workplace through Employee Development

- Submission of Personal Leadership Journal, Part III (What Organizations Are Communicating) and Part IV (Inclusion Leadership) by end of week 13 – April 26, 11:59 pm)

## Final's Week: Final Exam

Complete final exam between Thursday, May 5 and Monday, May 9, 11:59 pm.
Throughout the semester students will be informed of the material on which the assessment will be based.