Objectives
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 - 12    Unit II: Dimensions of Diversity
Weeks 13 - 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) is 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 during 3rd week of the semester. Must be uploaded by 11:59 pm 2/9.

**Getting to Know You (GKYs)**

GKYs are writing assignments that focus on personal and professional growth in relation to required reading and audio/visual assignments.

The professor reads all GKY material, focusing on whether or not the student has:

1. completed and grasps the content of required reading and audio/visual assignments.
2. gained new information and/or developed new perspectives on course topics.
3. engaged in critical thinking by considering course material in relation to past experiences and opportunities for professional growth.

**Overview of Major Writing Assignments**

**GKY 1 Unit I: Diversity and Inclusion Issues**

GKY 1 writing assignment assesses students on their understanding of basic concepts associated with workplace diversity and inclusion. Students are asked to review and critically think about required readings/videos/audios and then answer questions posed within the GKY 1 template. There are three parts to GKY 1: A: The Basics; B: What Organizations Are Communicating About Diversity & Inclusion; and C: Stereotyping Bias and Prejudice

**GKY 2 Unit II: Dimensions of Diversity**

GKY 2 focuses on student’s reflection on selected dimensions of human diversity and reaction to the information gained from peer PowerPoint presentations as well as increases their understanding of the personal affiliations they have with human differences presented on the diversity wheel. There are three sections to GKY 2, A: Your Dimensions of Diversity; B: New Insights on Human Difference; C: New Insights: Peer Presentations and Discussion.

**GKY 3 Unit III: Diversity Leadership**
The concluding writing assignment involves students writing about topics covered in Unit III such as communicating inclusively and addressing common workplace actions that reduce inclusion. Students make a personal connection human diversity by telling their own diversity story. Finally, students are charged with developing a plan that addresses the knowledge, skills, and changes in perspective that are now present after investigation of course material and self throughout the semester. There are three sections to GKY 3, A: Best Practices in Valuing Human Differences; B: Your Diversity Story; C: Diversity Leadership Plan.

**Due dates:**
- GKY 1 (Unit I: Diversity and Inclusion Issues) - 3/9
- GKY 2 (Unit II: Dimensions of Diversity) - 4/20
- GKY 3 (Unit III: Diversity Leadership) - 5/2

**Asynchronous Threaded Discussion - Forums**

There are 7 forums assigned in this course. Each forum is 1 week in length.

**Unit I Forums**
- Introduction Forum: Identity, Culture, Values, Difference
- Forum 1: Reactions to Human Difference

**Unit II Forums**
- Forum 3: The Dimension of Social Class
- Forum 4: Dimensions of Diversity: Age & Physical/Mental Abilities
- Forum 5: Dimensions of Diversity: Sexual Orientation & Individual Shape and Size

**Unit III Forum**
- Forum 6: Diversity & Inclusion Skills

There are three areas of review within a student’s forum comment: content, participation, and context/mechanics. See below and page 9 of syllabus for forum engagement expectations.

**Content (worth 25 points)**

Students are required to engage in academic discourse on selected course topics within each forum. This will be accomplished by clearly communicating reflection and critical thinking on required reading and audio/video assignments as well as other peer comments.

Within the introduction forum, required reading assignments include peer introduction surveys. Within Forums 4 & 5, reading assignments include peer Dimension of Diversity presentations.

Students are graded on comment relevancy, critical thinking on topic being discussed, accuracy of content of comment, and acknowledgement of original concept source. The above must be evident, not simply a student’s opinion on a topic. Point deductions are associated when best practices criteria are not met.

**Participation (worth 20 points)**

Students are required to build and maintain an online learning community that supports understanding and application of course topics. This learning community is developed and fostered through building upon the ideas presented by peers and ongoing participation by each student.

During weeks that forums are open there is a “first comment by” deadline of 11:59 pm Sunday. Missing the “first comment by” deadline will result in an automatic 5 point participation deduction. Making all comments on 1 day at anytime during the forum open period results in a 5 point deduction.
There is also a 3 comment minimum for each forum. Making 2 comments results in a 5 point deduction. Making only 1 comment in a forum results in a 10 point deduction.

**Context/Mechanics** (worth 5 points)
Students are required to pay attention to comment detail in terms of grammar, spelling, and sentence structure and as well as the manner in which ideas/thoughts are expressed and presented.
Comments must be thoroughly and clearly presented and appropriate for an academic forum.
Point deductions are associated when best practices criteria are not met.

**Due Date:** Spring '11 forums open on Thursdays and close 11:59 pm Wednesday evenings.

- **Introduction Forum - Week 4:** Open 2/10; Close 2/16; first comment by 2/13
- **Forum 1 - Week 5:** Open 2/17; Close 2/23; first comment by 2/20
- **Forum 2 - Week 6:** Open 2/24; Close 3/2; first comment by 2/27
- **Forum 3 - Week 9:** Open 3/24; Close 3/30; first comment by 3/27
- **Forum 4 - Week 11:** Open 4/7; Close 4/13; first comment by 4/10
- **Forum 5 - Week 12:** Open 4/14; Close 4/20; first comment by 4/17
- **Forum 6 - Week 13:** Open 4/21; Close 4/27; first comment by 4/24

**Course Project**

**Dimension of Diversity Presentation**
Students choose, research and create a PowerPoint presentation on one of four dimensions of diversity. Students select from the following dimension options to investigate: working with older and younger employees, mental and physical abilities, sexual orientation, individual shape and size.

**Due date:** Anytime during the 10th course week. Must be uploaded by 11:59 pm 4/6.

**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.

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Good</th>
<th>Satisfactory</th>
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<tbody>
<tr>
<td>1000 - 900 Points = A</td>
<td>899 - 870 Points = B+</td>
<td>799 - 770 Points = C+</td>
</tr>
<tr>
<td>869 - 800 Points = B</td>
<td>769 - 700 Points = C</td>
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<td>Poor</td>
<td>699 - 670 Points = D+;</td>
<td>669 - 600 Points = D;</td>
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<td></td>
<td>599 and below = F</td>
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<table>
<thead>
<tr>
<th>Item</th>
<th>% of Grade</th>
<th>Assignment and Associated Points</th>
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</table>
| Writing Assignments | 45% | Peer Survey: Personal Diversity Perspectives  
  Worth 50 points  
Getting to Know You (GKYs)  
Worth 400 points |
| Interactive Dialogue | 35% | Asynchronous Threaded Discussions  
Worth 350 points  
Introduction Forum and Forums 1 - 6 (50 pts each) |
| Course Project | 20% | Dimension of Diversity PowerPoint Presentation  
Worth 200 points |

100% TOTAL
Policies and Procedures

Class Sessions

1. The course week begins on **THURSDAYS** for all weeks except week 1 where students are given an extra two days to become oriented to the course and the online venue.
   - Students are expected to enter the course for the first time the first day of the semester, January 18.
   - The last day students will be expected to log into the course prior to final grades being posted is May 2.

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 THURSDAY**. 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 assignments, unless otherwise indicated on the calendar, must be completed by **Wednesdays 11:59 pm Eastern Time**. Deadlines are listed in the syllabus within the course assignments section as well as on the course calendar available in the course shell.

2. The Getting to Know You writing assignments and the Dimension of Diversity PowerPoint presentation will be accepted up to 24 hours late (12 midnight - 11:59 pm Thursday) for a deduction of 10% of the worth of the assignment. The assignments will not accepted after the 24 hour period. **NO EXCEPTIONS.**

3. Forums **lock after 11:59 pm on Wednesdays**, no comments can be posted. Missed Forum points can not be made up.

   **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 that the posted due date.

Extra Credit

There is one way to earn extra credit: learning community discussion leadership
Students who begin a discussion in a forum and also interact with at least 1 peer who has responded to their initial comment, earn a total of 5 points per forum.

The above options are available for each of the regular forums (not Introductory Forum). Total extra credit points that can be earned through serving as a forum leader is 30 points.
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 Thursday 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:
- Tech FAQs document - provides written information and instructions that address all aspects of technical performance within this course. (The document is linked on the left hand side of course, on the course home page, and available on the default page of document sharing.)
- Flash 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 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:
- NetID or Rutgers email problems: Call 732-445-HELP (4357)
- Logging into the course: Call Monday through Friday 9 am - 5 pm: 732-932-4702
- Using eCollege platform course tools such as document sharing, email, dropbox, or the exam feature:
eCollege helpline staff can also assist you in diagnosing a software problem that is prohibiting you from completing required tasks.

Call toll free 24 hours a day, 7 days a week: 877- 7RUTGER (877-778-8437)
Email: help@ecollege.rutgers.edu
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 engaged 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. Instructors are readily available to answer questions and/or 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, 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 to encourage others to interact with you.
• Intellectually challenge peers to consider a topic by offering well developed comments that invite peers to share their reflections on course material.

• 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 when there is a disagreement - has point deducting consequences.

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

**General Information on Directions and Assignment Grading**

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. Paying attention is in the student’s best interest.

An overview of best practices for the two most point bearing course assignments are provided below. Complete grading rubrics for these and all assignments are available under the link titled grading in the course.

**Best Practices in Forum Participation**

Forum involvement is worth 35% of a student’s final grade in this course. While Forums are designed to be active and expressive, they are not chat rooms. A forum is an established area of the course where peers contribute to the greater understanding or appropriate expansion of course topics. Working together, students create an intriguing, supportive, and useful “community of learners” where peers choose to visit and participate.

Earning the highest number of points in a forum requires following these best practices:

**Comment Quality** (50% of Points)

At least 3 comments:

• are relevant to the topics addressed in a forum
• exhibit critical thinking and an overall understanding of topic is evident
• are constructed so that citation of original work is available

**Participation** (40% of points)

• 3 or more comments during each forum open period; 1st comment made prior to Sunday (4 days after forum opens), 11:59 pm
• Fosters learning community development through: 3 or more replies acknowledging and then building upon the ideas/thoughts of others. (no echoing)
• At least 1 comment offers an appropriate question for community to consider AND/OR offers an appropriate web resource for peers to consider.

**Context and Expression** (10% of Points)

• Comments are presented using appropriate grammar, sentence structure, and spelling.
• Comments are well communicated. It is easy for peers to understand points being made.
• Expression of ideas/thoughts is outstanding.
• Comments are appropriate for an academic forum.
Best Practices in Completing GKY Assignments

Completing GKY writing assignments is worth 40% of a student’s final grade. There are three sets of criteria on which students are graded. Earning the highest number of points within the GKY assignments requires following these best practices:

**Content** (40% of points)

Content is well developed:
- Questions are thoroughly answered and content is appropriate for the topic of inquiry.
- When required, citations are provided.
- Knowledge gained and potential for knowledge/skills to influence future thoughts and behavior is well stated.

**Reflection** (40% of points)

Outstanding reflective skills:
- Answers indicate a high level of reflection and insight on topic.
- Critical thinking is evident.
- A strong desire to reflect on topics is evident.

**Organization & Mechanics** (20% of points)

Organization of content and expression of ideas/thoughts is outstanding:
- Writing is fluent and lively.
- All answers are presented in a professional manor: using appropriate grammar, sentence structure, and spelling.
- All ideas/thoughts are well communicated. Answers to all questions are concise/to the point.
- Engages in a high quality Internet search (when applicable).
- All instructions are followed when completing questions.

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**Course Topics & Assignments by Week**

Reading/listening/viewing material listed below represent core material for the semester. Refer to topic pages in course shell for a complete listing. Assignment due dates are listed in the course requirements section of the syllabus (p. 2 - 4) as well as the course calendar available through a link in the course shell.

### Course Orientation

Week 1  1/19 - 1/27  
**Assignments:** 1st Weekly Message; Required Reading/Watching/Viewing on Course Home page  
**Course Process Reminder:** Respond to instructor email (by 11:59 pm 1/23)

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

**Reading - Course Process**

Syllabus, Calendar, Critical Steps for Successful Online Learning - Required Week 1  
Grading, Tech FAQs - Required by end of week 2
Reading - Student Attitude & Perspective for Course

- *My Story* - p. xix - xxviii
- *Chapter: 12 - I Know Everything Already*, p. 79 - 83
- *Chapter 11 - Strange New Worlds*, p. 73 - 76


Videos

- Instructor Presentation
  - Course Overview - Required Week 1
  - Course Tools - Required by end of Week 2

### Unit I: Diversity & Inclusion Issues

**Topic:** The Basics

**Week 2**

**Assignments:** 2<sup>nd</sup> Weekly Message, GKY #1: Sections - A, B

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**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 recognize the interface between:**

1. 21st century demographics, economic and social events, globalization of organizations and the necessity for diversity and inclusion in the workplace
2. personal/societal values, historical paradigms, stereotypes biases and prejudices
3. valuing human differences and individual/organizational success

**Reading**


**Excerpt:**


**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)**

**Graphic of the Diversity Wheel**

**Recommended**

**Inclusion: Three Common Delusions**

**Audio/Video**

**Video**

**Instructor Presentation**
Overview of Diversity and Inclusion Concepts
Globalization, Diversity, Inclusion & You

Cornell University eClips
Airport Example to Define Diversity: A. Charpentier (clip #5), Aramark Company
Aramark’s Desire to Expand Internationally: S. Sainte-Rose, Aramark Company

Unit I: Diversity & Inclusion Issues
Topic: Diversity and Inclusion: Personal and Societal 2/4 - 2/17
Week 3 - 4
Assignments: 3rd and 4th Weekly Message; Peer Introduction: Personal Diversity Perspectives, Introduction Forum
Course Process Reminder: Peer Introduction (by 11:59 pm 2/10)

Reading
Excerpt: We Develop an Ethnic Identity and We Become Ethnocentric, p. 116 - 120.

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


Excerpt: American Myths (Meritocracy, Colorblind Ideal, Melting Pot) p. 48-51.

Internet Resources
Yang Liu, Visual Example Worldview Differences
Recommended
Bennett, M., Hammer, M. - The Developmental Model of Intercultural Sensitivity
Excerpt: Culture and Values p. 4-7

Audio/Video
Video
Instructor Presentations
Identity, Culture, Values, Difference
TED (Technology, Entertainment, Design)
Understanding East and West (Investigating myths to identify various cultural attitudes and behaviors): Devdutt Pattanaik, November 2009 Minutes 18:26

Fox News- October - 2010
German Chancellor Comments on Ethnic Problems and Perceptions in Germany
Merkel: Multiculturalism Has Failed
Unit I: Diversity & Inclusion Issues
Topic: Reactions to Human Difference Part I: Stereotyping, Bias and Prejudice 2/18 - 2/24

Weeks 5
Assignments: 5th Weekly Message; Forum 1, GKY #1: Sections - C

Reading

Excerpts:
Chapter 4: Stereotypes and Prejudice
Stereotypes, Prejudice, Discrimination What’s the Difference? p. 101 - 103
Stereotyping & Prejudice: Why Do We Stereotype People? p. 104 - 105
How and Why Do We Become Prejudiced? p. 114 - 116
How Do People Express Prejudice? p. 121 -123

Chapter: 7 - A Difference in Weight, p. 45 - 50.

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

Excerpt: Bias Defined and Misdefined, p. 15 - 29

Internet Resource:
Recommended
Personnel Today
We’re All Prejudiced and We Need to Admit It

Video
Instructor Presentation
Framing Your Study of Stereotyping Bias and Prejudice

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

Unit I: Diversity & Inclusion Issues
Topic: Reactions to Human Difference Part II: Discrimination 2/25 - 3/10

Weeks 6 - 7
Assignments: 6th and 7th Weekly Message; Forum 2
Course Process Reminder: GKY 1 Due (by 11:59 pm 3/10); Quiz Opens 3/9 Closes 11:59 pm 3/10

Reading
Internet Resources
EEOC Website
*Choose 2 of the 4 to review:*
- About EEOC; Discrimination by Type; Laws Enforced by EEOC; Prohibited Employment Policies/Practices
- Job Bias Charges Approach Record High in Fiscal Year 2009 (January 2010)

Global Issues
*Choose 1 area to review*
- Racism: Europe, Australia, Africa, The Middle East, Asia, North America
- USA Network - Aired December, 2010
- Bridging the Divide
- PSAs - Characters United, Facts & Statistics; United or Divided Poll

Audio/Visual
Audio
- Is It Time to End Affirmative Action? (Debate Excerpt), November 18, 2007, Minutes 8
- NPR
  - Job Application Discrimination
    *The Travis Smiley Show, January 14, 2003* Minutes 6:15

Video
- Instructor Presentation
  - Myths, Facts, Perceptions, and Controversy

- MSNBC
- Rachel Maddow Challenges Pat Buchanan on Affirmative Action 7/17/2009
- President Obama’s Statements on Affirmative Action
- Affirmative and Diversity in the Workplace

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**Unit II: Dimensions of Diversity**

**Topics:** Overview; Race & Gender 3/11 - 3/24

**Week 8 (includes Spring Break)**
**Assignments:** 8th Weekly Message; GKY #2: Section - A
**Course Process Reminder:** Announce choice for Dimension of Diversity Project (by 3/12 11:59 pm)

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 either forum 4 or 5.
3. recognize challenges of cultural or identity groups as well as best practices in working with people who are members of these groups.

**Reading**

**Race**


**Gender**

Audio/Video

**Video**

Instructor Video

Unit II Overview: Dimensions of Diversity

*Recommended*

ABC News

Generation of Dissolving Gender Roles

**Audio**

NPR

*Recommended*

Mixed Race Americans Picture A “Blended Nation”


What Not to Say to a Mixed Race Colleague

Tell Me More, April 21, 2009  Minutes 10:58

Respecting Latino Culture at Work

Tell Me More, October 13, 2008  Minutes 14:12

What Not To Say to White Colleagues

Tell Me More, June 24, 2009  Minutes 10:12

What Not to Say to Asian American Coworker

Tell Me More, May 20, 2008  Minutes 11:04

Questioning the Meaning of Race

News and Notes, October 19, 2006  Minutes 12:00

Helping Women Take Charge

News & Notes, January 1, 2008  Minutes 7:08

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**Unit II: Dimensions of Diversity**

**Topic:** Social Class  
3/25 - 3/31

**Week 9**

**Assignments:** 9th Weekly Message; Forum 3, GKY #2: Section - B

**Reading**


Internet Resource

Class Action.org

Non profit organization that “provides resources to explore class and dismantle classism”

*Recommended*

Journal of Extension

The Ups and Down of the Workplace (June 2006)

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**Unit II: Dimensions of Diversity**

**Topic:** Research and Project Development: Chosen Dimension of Diversity  
4/1 - 4/7

**Week 10**

**Assignments:** 10th Weekly Message; Course Project - Dimension of Diversity

**Course Process Reminder:** Dimension of Diversity Project (by 11:59 pm 4/7)
Reading
Depending on the topic chosen for the course project, students will research 1 of 4 dimensions of diversity; a resource page is provided to students, one resource on resource page is required others are suggested. See Course Project description for more information on the course project.

Unit II: Dimensions of Diversity
Topic: Older and Younger Workers & Mental/Physical Abilities
4/8 - 4/14
Week 11
Assignments: 11th Weekly Message; Forum 4;

Unit II: Dimensions of Diversity
Topic: Sexual Orientation and Individual Shape & Size
4/15 - 4/21
Week 12
Assignments: 11th Weekly Message; Forum 5; GKY 2 - Section C
Course Process Reminder: GKY 2 Due (by 11:59 pm 4/21)

Unit III: Diversity Leadership
Topic: Professional Diversity & Inclusion Skills
4/22 - 5/3
Week 13 - 14
Assignments: 13th and 14th Weekly Messages; Forum 6; GKY 3 - Section A, B
Course Process Reminder: GKY 3 Due (by 11:59 pm 5/3)
In UNIT III students will:

1. gain knowledge and skills in the following areas:
   - self development to support just and inclusive workplaces.
   - communicating inclusively.
   - 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.

Reading

Chapter 4: Step One: Become Mindful of Your Biases, p. 35 - 51
Chapter 14: Verbal Skills for Diversity Dialogue, p. 161 - 174


Internet Resource

*About.com* - Human Resources Section
How to Respond to a Racist Joke
How to Demonstrate Respect at Work

Audio/Video

Video
Instructor Presentation
   Unit III Overview

Audio
*Recommended (other NPR “What Not to Say” audios are placed in Unit II)*

NPR
   Seven Things You Should Never Say (Sexual Orientation)
   Tell Me More, June 24, 2008  Minutes 11:13
   What Not to Say to Workers with Disabilities
   Tell Me More, August 12, 2008, Minutes 11:26
   What Not to Say to a Mixed Race Colleague
   Tell Me More, April 21, 2009  Minutes 10:58
   Respecting Latino Culture at Work
   Tell Me More, October 13, 2008  Minutes 14:12
   What Not To Say to White Colleagues
   Tell Me More, June 24, 2009  Minutes 10:12
   What Not to Say to Asian American Coworker
   Tell Me More, May 20, 2008  Minutes 11:04