Instructor
Anne-Michelle Marsden
marsden@work.rutgers.edu

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 excerpts, journal articles and reports) is uploaded into the course shell or a link course material is available to external resources.

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 prior to completing this assignment. The assignment is then shared with learning community members and discussed in the Introduction Forum.

DUE DATE: 3rd week of the semester.

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, Activity #2 An Inclusive Workplace, Activity #3 What Organizations Are Communicating About Diversity and Inclusion, Activity #4 Subconscious Stereotypes and Prejudices

Part B: Reflection on Contemporary Issues
Activity #5 Affirmative Action; #6: Global Workforce Diversity #7 Diversity, Exclusion, Inclusion in the News

Part C: Diversity & Inclusion Leadership Skills
Activity #8 Your Diversity Story, Activity #9 Diversity & Inclusion Leadership Plan
**DUE DATES:** Part A & B - 7th week of semester; Part C - 14th week of the semester

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

**Asynchronous Threaded Discussions - 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**
    - Topics: Social Class & Religious Diversity
  - **Forum 2**
    - Topics: Age & Physical/Mental Abilities
  - **Forum 3**
    - Topics: Sexual Orientation & Individual Shape & Size

- **Concluding Forum**
  - Best Practices in Diversity 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 Thursdays and close 11:59 pm Wednesday evenings. A first comment is required by Sunday 11:59 pm each week a forum is open.

- Introduction Forum - Week 4; Forum 1 - Week 9; Forum 2 - Week 10; Forum 3 - Week 11; Concluding Forum - week 13

**Course Project**

**Dimension of Diversity Presentation**

Students choose, research and create a PowerPoint presentation on one of five 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.
Diversity in the Workplace
Spring 2012
37:575:364

Due Date: Projects are due during Unit II: religious diversity - week 9; age & mental and physical abilities - week 10; sexual orientation and physical characteristics week 11

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.

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Worth 50 points  
Diversity & Inclusion Leadership Portfolio  
Worth 350 points |
| Interactive Dialogue | 25% | Asynchronous Threaded Discussions  
5 Worth 250 points  
Introduction Forum, Concluding Forum and Forums 1 - 3 (50 pts each) |
| Course Project | 35% | Dimension of Diversity PowerPoint Presentation  
Worth 350 points |
| TOTAL | 100% | |

Policies and Procedures

Class Sessions
1. The course week begins on THURSDAYS.
   - Students are expected to enter the course for the first time the first day of the semester, January 17.
   - The last day students will be expected to log into the course prior to final grades being posted is the last day of class, April 30.
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 and assignments for the week is available within the weekly message. The weekly message is required reading.
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 as well as on the course calendar available in the course shell.
2. The portfolio 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% (one letter grade) of the worth of the assignment. Assignments will not accepted after the 24 hour period. **NO EXCEPTIONS.**

3. Forums lock after 11:59 pm on Wednesday nights, no comments can be posted. Missed Forum points cannot 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 work 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 established due date.

**Extra Credit**

To earn extra credit:

1. Learning community discussion leadership
   Students can earn extra credit by beginning a discussion in a forum and then following up to interact with at least 1 peer who has responded to their initial comment. Creating this back-and-forth dialogue will result in earning 5 extra credit points per forum.

   The above options are available for forum 1 - 3 (not Introductory or Concluding Forum). The discussion must be started prior to the first comment deadline. Total extra credit points that can be earned through serving as a forum leader is 15 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.)

- 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:

A listing of contacts to assist with technical questions has been provided for you on the 1st page of this syllabus.

Recognize Best Practices and Use Them to Achieve Success

Students are offered specific directions on how to complete each assignment. 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 topic pages in the course shell for a complete listing. Specific assignment due dates are identified on the course calendar.

Attention:
Some readings/videos may change prior to the beginning of the spring 2012 semester. Please refer to the final version of this syllabus that will be published online in the (eCollege) course shell once you are able to log into the course.

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
Topic: Student Attitude & Perspective for Course

Reading

- 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
- Course Tools

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:
- US and Global Demographics and Workforce Diversity
- What is: Diversity, Inclusion, Social Justice?
- Diversity in Context: Is “Diversity and Inclusion” Just a US Societal/Workplace Issue?
- The Value of “Diversity and Inclusion” in Workplaces

Reading

- Excerpt:
- Chapter16: 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.

Excerpt:
Chapter 4: Global Demographic Trends: Impact on Workforce Diversity
International Population Trends, National Trends, p. 83 - 95

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)
Inclusion: Three Common Delusions

Charts
The Workforce Diversity Wheel/Workforce Diversity “Iceberg”

Audio/Video
Video
Instructor Presentation
Overview of Diversity and Inclusion Concepts

International Labour Organization (ILO)
What is Social Justice?

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Week 3 Diversity, Exclusion & Inclusion: Personal and Societal
Topics:
Identity, Differences, Power, and Privilege
Perception of Difference and Social Norms
American Myths

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*

Excerpt: Culture and Values p. 4-7


**Audio/Video**

Video

Instructor Presentations

Identity, Culture, Values, Difference

Pay Attention to Your Environment

TED (Technology, Entertainment, Design), November 2009

Understanding East and West (Investigating myths to identify various cultural attitudes and behaviors): Devdutt Pattanaik.

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**Week 4**  **Group Processing of Week 1 - 3 Concepts**

**Topics:**

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

**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. 71 - 78.
- How Do I Figure Out How to Hear the Differences Around Me? p. 111 - 120


Excerpt: Chapter 1: Critical Thinking and Critical Theory

Two Dimensions of Thinking Critically About Knowledge , p. 2 -3

Knowledge Construction; Example of Knowledge as Socially Constructed; Thinking Critically About Opinions, p. 2 -10.

**Video**

Instructor Presentation

Course Content, Peer Surveys Information, and Your Introduction Forum Comments

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**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
- 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: 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**
Instructor Presentation
Framing Your Study of Stereotyping Bias and Prejudice

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

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**Week 6** Discrimination & Legal Remedies in the US

**Topics:**
- What is Discrimination?
- Overt & Subtle forms of Discrimination in the Workplace
- Impact of Discrimination on Employees

**Reading**
Excerpt:
Chapter 2: Legislation
Historical Background, Major Federal Acts Related to Diversity in Organizations, p. 33 - 35.
Chart: Major Federal Acts Affecting Diversity in Organizations, p. 36
The Equal Employment Opportunity Commission 40,42.
Executive Orders for Affirmative Action in Employment, 45

Excerpt:
Chapter 5: How Does Discrimination Affect Employees? P. 132 - 137.

Excerpt:
Chapter 1:
The Many Faces of Diversity Resistance in the Workplace. p. 6 -12

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

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**Week 7** Global Workforce Diversity Issues
Topics:
Exclusion and Discrimination
The Poverty - Exclusion Connection

Reading
Excerpt:
Chapter 16: International Diversity and Facing the Future
Poverty, 461 - 464.

International Labour Office, Geneva. Switzerland.
Excerpts:
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.

Recommended
Racism: Europe, Australia, Africa, The Middle East, Asia, North America

Videos
Instructor Presentations
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**

**All students must read:**

Excerpt:  

**Special Topics: Race 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.  

**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

**Social Class**

**Reading**

Excerpt:  

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

Internet Resource
New York Times
Class Matters

Religion Reading

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


Required Reading for All Students
Religious Freedom in the Workplace, p. 618 - 626.

Excerpt:
Essay: Taking Religion to Work
Religion & Spirituality: What Could be Happening Here?

Age & Intergenerational Relations Reading

Required Reading for Students Developing a Course Project on Age


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.

Sexual Orientation

Required Reading for Students Developing a Course Project on Sexual Orientation


Excerpt: Discrimination Based on Sexual Orientation, p. 51.

Required Reading for All Students
Excerpt: Chapter 12, Working with Gay Persons
Stereotypes and Realities, p. 435 - 438


Diversity of Physical/Mental Abilities

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


Required Reading for All Students
Excerpt: Chapter 13, Working with Persons with Disabilities


Individual Shape and Size

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


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**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.

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**Weeks 12 - 14**

**Reading**


Excerpt:
- How Can I Tell Whether My Company is Really Diverse or if It’s Just Saying It Is? p. 143 - 150.
- When I See a Problem with Diversity, How Do I Go About Addressing It? P. 161 - 170.


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

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**Video**
Diversity in the Workplace
Spring 2012 37:575:364

Video
Instructor Presentation
Unit III Overview Key Strategies in Personal Leadership

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
NPR, October 13, 2008 Minutes 14:12
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*First comment in the introduction forum by this date*
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First comment in forum 1 by this date

*Note: DUE indicates a deadline for assignments.*

*Note: Projects Points/Comments in gradebook.*
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- First comment in forum 2 by this date
- First comment in forum 3 by this date
- First comment in the concluding forum by this date
- Portfolio: Part C
- Last Day of Class
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