

## Instructor

Anne-Michelle Marsden  
[marsden@work.rutgers.edu](mailto:marsden@work.rutgers.edu)

## Teaching Aid

Carol Jardot  
[cp544@scarletmail.rutgers.edu](mailto:cp544@scarletmail.rutgers.edu)

## Course Objective

This course offers students the opportunity to:

- Recognize individual, societal and organizational dynamics related to 21<sup>st</sup> 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 21<sup>st</sup> 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 – 6	Unit I: Diversity & Inclusion Issues
Weeks 7 – 11	Unit II: Dimensions of Diversity
Weeks 12 – 14	Unit III: Diversity Leadership

## Get Help

*Need technical assistance?*

### Recommended:

#### Local Rutgers Helpdesk

**Call:** 848-932-4702

7 Days a week.

9 am – 6 pm

#### Send an Email:

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

#### Pearson Learning Studio (eCollege) platform helpdesk:

**Call toll free** 24 hours a day,

7 days a week:

877- 7RUTGER (877-778-  
8437)

+++++++

#### For Assistance with Proctortrack

Assistance during authentication and verification process

**Call:** 888-326-5219

Extension 3

## Course Requirements

The course involves:

### Reading, Audio/Video Assignments

#### Reading

Students read textbook chapters, journal articles and reports.

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

#### 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:** Week 3

#### 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 (Worth 125 points)

Activity

- #1 What Organizations Are Communicating About Diversity and Inclusion
- #2 Subconscious Stereotypes and Prejudices
- #3 Diversity, Exclusion and Inclusion in the News

Part B: Diversity & Inclusion Leadership Skills (Worth 100 Points)

Activity

- #4 Best Practices in Valuing Human Differences
- #5 Your Diversity Story
- #6 Diversity & Inclusion Leadership Plan

**Due dates:** Part A – week 6  
Part B - week 14

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

#### Forums

There are 4 forums assigned in this course. Each forum is 1 week in length.

Introduction Forum

Topic: Identity, Culture, Values, Difference

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

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

**Due Date:** Forums open on Thursdays and close 11:59 pm Tuesday evenings. A first comment in each area of a forum is required by 11:59 pm Sunday the week a forum is open. When the first comment deadline is missed more than 50% of participation points will be deducted from a student’s total forum score. Forum work cannot be made up.

Introduction Forum	Week 4	Worth 40 points
Forum 1	Week 9	Worth 70 points
Forum 2	Week 10	Worth 70 points
Forum 3	Week 11	Worth 70 points

**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, and physical appearance.

**Due Date:** Projects are due during Unit II:  
 religious diversity – week 8  
 age – and - mental and physical abilities – week 9  
 sexual orientation and gender identity - and –physical appearance week 10

## Course Orientation Quiz and Final Exam

### **IMPORTANT: Course Orientation Quiz and Exam Use Proctortrack**

The course orientation quiz and the final exam are given using Proctortrack for student verification and monitoring. Please see information about Proctortrack under the Policies and Procedures section of the syllabus as well as the Quiz and Exam homepage in the course shell. **Students must be able to use Proctortrack to complete the course orientation quiz and the final exam. If a student can't use Proctortrack, the student can't complete the assessments. No alternative is offered.**

#### Course Orientation Quiz

Understanding of the following material will be assessed in the course orientation quiz.

Overall course objectives; the syllabus, Critical Tips for Successful Online Learning document, instructor course overview video and plagiarism material.

The quiz is open book. Students can refer to material while taking the quiz.

**Due Date:** Check course calendar. The course orientation quiz can be completed beginning Friday, September 4 – through - 11:59 pm, September 8.

#### Comprehensive Final

Knowledge of substantial key concepts presented in *required* reading, video, and weekly messages will be assessed through a final exam. The final exam uses a test pool. No two final exams will be the same.

**Due Date:** Check course calendar. Final exam can be completed between Wednesday, December 9 and Friday, 11:59 pm December 11. Students must complete exam by the close date/time of exam. No exceptions.

While the exam will be open during a reading day, students have the opportunity to complete the final exam on December 9 or 10, the two last days of the regular semester.

Correct answers with explanations (for t/f and multiple choice questions) will be available the evening of Monday, December 14.

## Grading

A final grade is based on a 1000 point system. Each assignment is worth a specific number of points.

Total points accumulated determines final course grade.

#### **Outstanding**

1000 - 900 Points = A

#### **Good**

899 – 870 Points = B+

869 – 800 Points = B

#### **Satisfactory**

799 – 770 Points = C+

769 – 700 Points = C

#### **Poor**

699 - 600 Points = D; 599 and below = F

Item % of Grade	Assignment and Associated Points
<b>Writing Assignments</b> 30%	<b>Peer Survey: Personal Diversity Perspectives</b> Worth 75 points  <b>Diversity &amp; Inclusion Leadership Portfolio</b> Two parts worth a total of 225 points
<b>Comments in Forum</b> 25%	<b>4 Forums</b> Worth 250 points (Point worth for forums varies)
<b>Course Project</b> 30%	<b>Dimension of Diversity Course Project</b> PowerPoint Presentation Worth 300 points

<b>Quiz and Exam</b> 15%	<b>Course Orientation Quiz</b> True/False – Multiple Choice – Short Answer Worth 20 points
	<b>Comprehensive Exam</b> True/False – Multiple Choice – Short Answer Worth 130 points
<b>100%</b>	<b>TOTAL</b>

## Policies and Procedures

### Class Sessions

- The course week begins on **WEDNESDAYS**.
  - Students are expected to enter the course for the first time the first day of the semester, (Tuesday) September 1.
  - The last day students will be expected to log into the course prior to final grades being posted is Friday, December 11 (last day final exam is open.)
- A weekly message will be sent to each student as well as uploaded into the course weekly messages file in document sharing by **10 am WEDNESDAY**. Information about content or assignment procedure is available within the weekly message.
- Each course week is 7 days in length with the exception of week 14. Students may enter the course and engage in coursework at any time 24 hours a day, 7 days a week.

### Due Dates

- The due date for each assignment is also clearly noted on the course calendar.

September  
Course Orientation Quiz opens **9/04** - closes **9/08**; Identification of Chosen Dimension of Diversity for Course Project by **9/15**; Peer Introduction Survey **9/22**; 1<sup>st</sup> comment in Introduction Forum **9/27**; Introduction Forum closes **9/29**

October  
Portfolio Part A **10/06**; Religion course projects **10/27**

November  
1<sup>st</sup> comment for Forum 1 by **11/01**; Forum 1 closes **11/03**; Age – and – Mental and Physical Abilities course projects **11/03**; 1<sup>st</sup> comment in Forum 2 by **11/08**; Forum 2 closes **11/10**; Sexual Orientation – and – Appearance course projects **11/10**; 1<sup>st</sup> comment in Forum 3 by **11/15**; Forum 3 closes **11/17**

December  
Portfolio Part II **12/08**; Final Exam closes **12/11**
- The 1<sup>st</sup> comment deadline for forums is **Sunday, 11:59 pm**. All forums lock **11:59 pm Tuesdays**. Forum work cannot be made up.
- Portfolio and Course Project assignments can be submitted up to 24 hours late for a penalty of 10% of the worth of the assignment. (One letter grade deduction.) Students are given until 11:59 Wednesday to submit late – after that day and time, no assignments will be accepted. No exceptions.
- Students have three days to complete the final exam. The exam must be taken between Wednesday, December 9 and Friday, December 11. The final exam will automatically lock at 11:59 pm, Friday, December 11. No makeup exam. No exceptions.

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

**Because “things happen” it's a best practice not to wait until the last minute to submit a comment in a forum, complete/upload an assignment or take the final exam.**

Plan ahead if you'll be unable to complete an assignment on time. Contact the instructor - you

## **Academic Integrity**

### Plagiarism

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

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

Impact of plagiarism in this course ranges from rewriting the assignment - to – earning no points for the assignment. Depending on the extent and form of plagiarism, the situation will be reported to Rutgers University.

### Exam Cheating

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

See below section on use of Proctortrack in this course. In addition, students should be aware that all testing material, both point bearing (Course Orientation quiz and Final exam) as well as extra credit (Test Yourself at Midterm) assessments are developed using a large test bank. No two tests are the same.

The final exam in this course is open book. Students are allowed to access material to assist them when completing the final.

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

## **Use of Proctortrack**

The Course Orientation quiz and the Final exam use Proctortrack for 1) verification of student identity and 2) for monitoring student activities while completing the quiz/exam. Proctortrack videotapes student identification activities prior to and monitors student behavior during the exam period. Instructors review all behaviors which have been flagged as suspicious.

Students must own a video camera associated with their laptop or PC. to use Proctortrack. Specific instructions regarding the use of Proctortrack are offered on the Quiz and Exam homepage in the course.

## Students with Disabilities

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

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

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

## Extra Credit Options

There are two types of extra credit options. These options are available to all students and are explained below. *No other extra credit is available for individual students.*

### Engage in Teamwork When Developing the Course Project

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

### Test Your Knowledge Extra Credit Quizzes

At three intervals throughout the semester students will be encouraged to engage in an extra credit quiz that helps them prepare for the final exam. The quiz questions will pertain to content associated with certain weeks. Extra credit quizzes are worth between 15 – 20 points.

Quiz #1: Addresses week 1 – 4 material.      Open: September 25 – Close 29.

Quiz #2: Addresses week 5 – 8 material.      Open: October 23 – Close 27.

Quiz #3: Addresses week 9 - 11 material.      Open: November 13 – Close 17.

## Checking Email

### Instructor's Email Checking Policy

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

### Students Email Checking Policy

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

## Course Expectations

### Self-Empowerment

#### Use of Technical Tools & Problem Solving

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

#### Student Resources

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

#### Resources available in course:

- The Course Tools page – provides written information and instructions that address all aspects of technical performance within this course.
- Videos – Offer visual demonstrations of how to use each course tool (example: document sharing, dropbox and changing default email address). Links to videos are located on the Course Tools page.

- First Steps Instructions – Basic and specific instructions and links are provided for students to identify how and where course information is organized. Upon entering the course, follow all steps presented to become acclimated to the location of key pieces of information and feel comfortable entering all areas of the course shell.

Resources available outside the course:

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

**Embrace the Opportunities of Online Learning**

Online courses are different than on-the-ground courses. Beyond enjoying the convenience in not having to commute to class, choose to become empowered by the other benefits of online learning. Well designed and facilitated, online courses:

- feature learner-centered/self-directed learning. Self-directed learning requires more involvement from the student. More involvement increases the likelihood of retention.
- are assignment based. This difference requires students to continually do something with the topics being addressed in a course. Students are motivated through assignments to make a personal connection with the material.
- expand resources for study beyond the recourses in the course shell. Students are encouraged to explore a wide variety of Internet based sources of information that addresses course topics.
- foster student-to-student interaction and support opportunities that can serve as high quality learning opportunities.
- offer time for students to consider concepts and skills being addressed beyond the period one would be present in an on-the-ground classroom.
- support one-on-one learning through ongoing interaction with the instructor. Your instructor is readily available to answer questions and/or discuss course content and assignments.

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

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

**Course Content and Assignments**

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

\*\* \*\* \* \*\* \*\*

**Introduction**

1. Students gain competencies in online learning and performing within the course shell.
2. Students are introduced to course topics and concepts.
3. Student’s minds and hearts are centered on the personal aspects of diversity and inclusion through reading a series of short stories.

\*\* \*\* \* \*\* \*\*

**Week 1**



**Topic: Course Process**

**Reading**

Syllabus, Calendar, Critical Steps for Successful Online Learning, Plagiarism: Identifying & Avoiding

**Videos**

Instructor Presentation, Course Overview, Course Tools

**Topic: Student Attitude & Perspective for Course**

**Reading**

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

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

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

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

**Topic: The Importance of Stories**

**Reading**

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

Excerpt:

Calling Out Differences in Relationships: p. 114 - 116.

Story #3 - Inclusion

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

*Recommended*

Story #4 – Perspectives on Diversity, Inclusion, and Life Circumstance

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

My Story – p. xix – xxviii

\*\* \*\* \*

**Unit I**

**Diversity & Inclusion Issues**

In **UNIT I** students will learn:

1. the concepts of workplace diversity and inclusion
2. the challenges to valuing human diversity in the workplace
3. the importance of valuing personal and cultural differences

Students will recognize the complex interface between:

1. 21st century demographics, economic and social events, globalization of workplaces and working conditions for non-dominant groups from an international perspective as these concepts relate to workforce diversity and workplace inclusion.
2. personal/societal values and tendencies as these concepts relate to stereotypes, prejudices, and discrimination.
3. valuing human differences as this concept relates to individual/organizational success.

\*\* \*\* \*

**Week 2 The Basics**

**Topics:** Demographics, the Workforce and Diversity

What is: Diversity, Exclusion, Inclusion?

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

**Video**

Instructor Presentation

## Overview of Diversity and Inclusion Concepts

### Reading

- Bell, M. B. (2007). *Diversity in Organizations*. Thompson Southwestern, Mason. OH.  
Excerpt: Chapter 16: International Diversity and Facing the Future  
Facing the Future: The Broad Reach of Diversity in Organizations, p. 464 – 465.
- Canas, K., Sondak, H. (2010). *Opportunities and Challenges of Workplace Diversity*, 2nd edition, Prentice Hall.  
Excerpt: Chapter 1: Diversity in the Workplace: A Theoretical and Pedagogical Perspective  
Defining Diversity, p. 7-9
- Mor Barak, M. E. (2010). *Managing Diversity: Toward a Globally Inclusive Workplace*  
Excerpts: Chapter 1: Introduction and Conceptual Framework  
Diversity and Exclusion: A Critical Workforce Problem, p. 6 – 8.  
Chapter 6: Defining Diversity in a Global Context Workforce  
Diversity Defined, p. 132 – 133  
Broad-Based Diversity Definitions, p. 135,145.
- Tapia, A. T. (2013) *The Inclusion Paradox*, 2<sup>nd</sup> Ed. Hewitt Associates, Lincolnshire, IL.  
Excerpt: Introduction: p. 1- 3; 14 - 16.

### Internet Resources

- NPR News, *Diversifying the American Workplace Series* (January, 2010)  
Defining Diversity: Beyond Race and Gender  
Inclusion: Three Common Delusions

### Charts

- SHRM*  
Workforce Diversity “Iceberg”

### Video

- University of Milwaukee*  
Changing Demographics: Preparing for the Workforce of the Future  
*Duke University*  
A Place at the Table: Understanding Diversity, Inclusion & Equity

\*\* \*\* \* \*\* \*\*

## Week 3 Diversity, Exclusion & Inclusion: Personal and Societal

- Topics:** Identity, Differences, Power, and Privilege  
Difference and Social Norms

### Reading

- Carr- Ruffino, N. (2012). *Managing Diversity: People Skills for a Multicultural Workplace*, 9th Edition. Pearson Custom Publishing.  
Excerpt: Chapter 4: Stereotyping & Prejudice: How and Why They Occur  
We Form Ingroups and Reference Groups p. 121 – 122.  
We Become Ethnocentric, p. 122 – 123.

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

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

Thomas, Kecia M., Mack, Dan A, and Montagliani, Amelie (2004). In The Psychology and Management of Workplace Diversity, Margaret S. Stockdale and Fay J Crosby (eds.), Blackwell Publishing, Malden, MA.

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

### Chart

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

Excerpt: Chapter 2: Why We're Biased

Impact of Categorization (in group/out group), p. 50

### Internet Resources

Yang Liu, Visual Example Worldview Differences

### Video

Instructor Presentations

Identity, Culture, Values, Difference

Pay Attention to Your Environment

\*\* \*\* \*

### Week 4 Group Processing of Week 1 – 4 Concepts

#### Topics:

Synthesizing and Thinking Critically about Course Topics

Importance of "Calling Out" Our Differences

#### Reading

Learning Community Peer Introduction Surveys (Maximum of 10)

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

Excerpts: Why Isn't It Enough to Just Acknowledge the Ways in Which People Are The Same? p. 73 - 77.

How Do I Figure Out How to Hear the Differences Around Me? p. 113

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

Excerpts:

Introduction

True Diversity and Inclusion Requires Calling Out Our Differences, Not Minimizing Them, p. 12 – 14.

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

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

\*\* \*\* \*

### Week 5 Reactions to Human Difference Part I:

#### Stereotyping, Bias and Prejudice

#### Topics:

Stereotype vs. Archetype; Why and How We Stereotype People

What is Prejudice?; How Do People Expresses Prejudice?; Impact of Prejudice on the Employee

## Implicit Bias; Impact on the Workforce

### Reading

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

Excerpts:

Chapter 4: Stereotypes and Prejudice

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

Stereotyping & Prejudice: Why Do We Stereotype People? p. 106 - 107

Chapter 5:

How Does Prejudice Affect People? p. 134 – 136.

Story #5 – Reaction to Ongoing Stereotyping and Prejudice

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

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

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

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

### Video

BBC

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

You Tube

Scientific American Frontiers

The Hidden Prejudice 7:37 minutes

Dr. Sandra Thiederman (Author of *Making Diversity Work*)

The Definition of Bias; The Damage Bias Causes in the Workplace

Talent Management

How Social Perception Impacts Diversity 5:29 minutes

\*\* \*\* \*

## Week 6 Reactions to Human Difference Part II:

### Discrimination, Harassment and Legal Remedies

#### Topics:

What is Discrimination?; Overt & Subtle forms of Discrimination in the Workplace

What is Harassment?

Legal Remedies in the US

Impact of Discrimination and Harassment on Employees

Employment Discrimination: Global Trends in the Workplace

### Video

Instructor Presentation: Discrimination, Harassment and Legal Remedies: An Overview

### Reading

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

Excerpt: Chapter 2: Diversity in the Workplace: A Legal Perspective, p. 26 – 28.

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

Excerpt: Chapter 5: Workplace Discrimination: Its Effects and Remedies  
How Does Discrimination Affect Employees? p. 137 - 143.

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

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

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

Excerpt:  
Chapter16: International Diversity and Facing the Future Discrimination and Differential Treatment as a Worldwide Phenomena, p. 455 – 457.

#### Internet Resources

Washington Post

What's fair treatment for pregnant workers? The U.S. isn't sure. Other countries are

EEOC

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

Description of Harassment

*NJ Office of the Attorney General*

*Division on Civil Rights*

Law Against Discrimination (LAD)

*Chicago Employment Law*

Religious & Disability Discrimination (About Accommodation)

#### **Charts**

(Support Material Will Not be Tested on Contents)

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

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

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

Chapter 2: Diversity Legislation in a Global Perspective

Appendix 2.2 Global Antidiscrimination and Equal Rights Legislation Checklist of Protections Offered by Select Number of Countries, p. 51 – 56.

\*\* \*\* \* \*\* \*\*

### **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 are required of all students. A resource listing associated with dimensions of diversity associated with 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.

\*\* \*\* \*

### Week 7

**Topics: Unit II: Dimensions of Diversity Overview**

**Course Project Research**

### Weeks 8 - 11

**Special Topics: Race and Ethnicity**

#### Reading

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

Ethnicity and Race, p. 126 – 127.

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

#### Story #6 – Ethnic Identity Lost, Explored, and Claimed

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

#### Internet Resources

*The Washington Post*

The Measuring Sticks of Racial Bias

Sendhil Mullainathan, Harvard University, January 3, 2015

*AP*

Demographic Change Amplifying Racial Inequities

Suzanne Gamboa, July 15, 2013

*International Labor Organization*

(2011). *Equality at Work: The Continuing Challenge*. International Labour Office, Geneva. Switzerland.

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

## Special Topics: Gender

Pregnancy Discrimination  
Sexual Harassment  
Gender Pay Gap

### Reading

Lloyd-Jones, B., Bass, L., & Jean-Marie, G. (2014). Gender and Diversity in the Workforce. In M. Y. Byrd & C. L. Scott (Eds.), *Diversity in the Workforce: Current issues and emerging trends*. New York, NY. Routledge.  
Gender Discrimination in the Workplace, p. 101 – 108

#### Internet Resources

*International Labor Organization*

(2011). Equality at Work: The Continuing Challenge. International Labour Office, Geneva. Switzerland.  
Excerpt: Discrimination based on sex (includes presentation of current US trends), p. 19 -23.

*Work and Family Researches Network*

Men at Work, Fathers at Home: Uncovering the Masculine Face of Caregiver Discrimination  
Keith Cunningham-Parmeter, 2013

*Scholars Strategy Network*

Fighting Sexual Harassment in the Workplace  
Amy Blackstone, University of Maine, 2012

*Recommended*

*EEOC*

Sexual Harassment Charges FY 2010 – FY 2013

Various Sources: United Parcel and Walmart Cases – Pregnancy Discrimination

### Video

*Pew Research Center*

There's More to the Story of the Shrinking Pay Gap

PBS News Hour

Must employers make special considerations for pregnant workers?

## Special Topics: Social Class

### Reading

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

Loomis, C. (2010). Understanding and Experiencing Class Privilege. In S. K. Anderson and V.A. Middleton, *Explorations in Diversity: Examining Privilege and Oppression in a Multicultural Society* 2nd Edition, Brooks Cole, p. 39 - 46.

Byrd, M. Y., Martinez, J. & Scott, C. L. (2014). Social Class and Diversity in the Workforce. In M. y. Byrd & C. L. Scott (Eds.), *Diversity in the Workforce: Current issues and emerging trends*. New York, NY. Routledge.

The Social Class Structure in America, p. 182 – 184.

Noneconomic Perspectives Emerging from Social Class Identities, p. 184 – 190.

New Directions for Discourse of Social Class in the Workplace, p. 191 – 192.

### Internet Resource

*International Labor Organization*

(2011). Equality at Work: The Continuing Challenge. International Labour Office, Geneva. Switzerland.  
Excerpt: Discrimination Based on Social Origin, p. 43 – 44.

*New York Times*

Class Matters – How Class Works

### **Special Topics: Diversity of Religion**

#### **Reading**

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

Excerpt: Chapter 16, Working with Persons from Diverse Religions  
Managing Religious Freedom in the Workplace, p. 663 - 669  
Jewish, Christian, Muslim, Hindu, Buddhist

#### Internet Resource

*Tanenbaum Center for Interreligious Understanding*

What American Workers Really Think About Religion: Survey of American Workers and Religion, 2013  
Excerpt: Introduction and Executive Summary, p. 3 - 10

*International Labor Organization*

(2011). Equality at Work: The Continuing Challenge.  
International Labour Office, Geneva. Switzerland.

Excerpt: Discrimination Based on Religion, p. 40 – 41.

#### Recommended

*EEOC*

Questions and Answers: Religious Discrimination in the Workplace

Religious Discrimination

### **Special Topics: Age & Intergenerational Relations**

#### **Reading**

Lloyd-Jones, B., Worley, J. A. (2014). Intergenerational Tensions in the Workplace. In M. Y. Byrd & C. L. Scott (Eds.), *Diversity in the Workforce: Current issues and emerging trends*. New York, NY. Routledge.

Basic Terminology and Distinctions, p. 220 – 222.

Generational Differences in the Workplace, p. 228 – 230.

Intergenerational Tensions in the Workforce, p. 230 – 235.

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

Excerpt: Chapter 14, Working with Older and Younger Persons

Stereotyped Myths & Realities, p 516 - 520.

Leadership Opportunity: Bridging the Generation Gaps, p. 530 – 535.

#### Internet Resource

*Diversity Inc.*

Five Things You Should Know About Baby Boomers and Older Americans

*International Labor Organization*

(2011). Equality at Work: The Continuing Challenge. International Labour Office, Geneva. Switzerland.

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

#### Recommended

*New Jersey Office of the Attorney General*

Age Discrimination – Your Rights

*EEOC*

Age Discrimination

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

#### **Reading**

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



Excerpt: Chapter 13, Working with Persons with Disabilities Myths & Realities, What's in a Name?  
Why Are Persons with Disabilities Excluded? p.476 - 479.  
Types of Disabilities: The Mental Treatment Gap, p. 483 – 484

EEOC

The ADA: Your Employment Rights as an Individual with a Disability  
<http://www.eeoc.gov/facts/ada18.html>

Story #9 – Recognizing Able Bodied Privilege

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

Internet Resource

*Diversity Inc.*

Five Things You Should Know About People with Disabilities

Recommended

*United States Government*

American's Heros at Work

Supporting the Employment Success of Returning Service Members with TBA & PTSD

*US – Office of Disability Employment Policy*

Diversity and Inclusion

(Links to material that focus on inclusive practices for people with disabilities)

## Video

ILO TV

Marlee Matlin, Actress - Voices on Social Justice

[http://wn.com/marlee\\_matlin,\\_actress\\_\\_voices\\_on\\_social\\_justice](http://wn.com/marlee_matlin,_actress__voices_on_social_justice)

## Special Topics: Sexual Orientation and Gender Identity

### Reading

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

Defining Lesbian, Gay and Bisexual Identities, p. 144 – 146.

Attitudes Towards LGBT Individuals, Workplace Concerns, p. 151 – 156.

Family and Employee Benefits, 156 – 157.

Creating a Nonheterosexist Work Environment, p. 16 – 168.

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

Excerpt: Chapter 12, Working with Gay Persons Stereotypes and Realities, p. 435 – 438

Managing a Gay Identity in the Workplace, p. 451 - 453

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

Pettitt, J. (2010). Fierce Dyke Caught Doing Husband's Laundry. In S. K. Anderson and V.A. Middleton, *Explorations in Diversity: Examining Privilege and Oppression in a Multicultural Society* 2nd Edition, Brooks Cole, p. 95 - 98.

## Audio

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

## Special Topics: Diversity of Appearance

## Reading

(2008). Size Discrimination is as Prevalent as Racial Discrimination, National Association to Advance Fat Acceptance.

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

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

What Rights Do Activists Want? What Rights Do Employers Want to Retain? p. 563 - 565.

Sims, C. (2014). Personal/Physical Appearance Stigmatizing in the Workplace. In M. y. Byrd & C. L. Scott (Eds.), *Diversity in the Workforce: Current issues and emerging trends*. New York, NY. Routledge.

Why Do We Stigmatize?, p. 268.

Personal Appearance Stigmatization, p. 269 – 270.

Physical Appearance Stigmatization, p. 271 - 276.

### Internet Resources

*International Labor Organization*

(2011). Equality at Work: The Continuing Challenge. International Labour Office, Geneva. Switzerland.

Excerpt: Discrimination Based on Lifestyle, p. 53

Rhode, D. L. (May 23, 2010), Why Looks are the Last Bastion of Discrimination. Washington Post.

Retrieved January 1, 2014, from <http://www.washingtonpost.com/wp-dyn/content/article/2010/05/20/AR2010052002298.html>.

Recommended

Minnesota Department of Human Rights

Weight Bias Laws: Tipping the Scales against Prejudice?

\*\* \*\* \* \*\* \*\*

## Unit III

### Diversity Leadership: Diversity & Inclusion Skills

In **UNIT III** students will:

1. gain knowledge and skills in the following areas:
  - recognizing a “diverse” and an “inclusive” organization
  - self development to support just and inclusive workplaces.
  - responding to another’s inappropriate actions and behaviors in the workplace.
2. reflect on material from all course units to complete a diversity and inclusion leadership plan.

\*\* \*\* \* \*\* \*\*

### Weeks 12 - 14

#### Topics:

Recognize the Immediacy of a Challenging Diversity or Inclusion Situation

New Ways of Thinking

New Ways of Behaving/Interacting

#### Video

Instructor Presentation

Unit III Overview: Key Strategies in Personal Leadership

### Internet Resources

*You Tube*

Diversity and Inclusion - Joe Gerstandt, D & I Specialist

### Reading

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

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

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

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

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

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

Excerpts:

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

Chapter 4: Become Mindful of Your Biases, p. 35 - 51

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

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

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

Internet Resource

How to Demonstrate Respect at Work

Five Ways to Respond to a Racist Joke

### Print and Audio

Choose at least 2 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 Coworkers DiversityInc: (print)

Things NEVER to Say to American Indian Coworkers

DiversityInc: July 30, 2009 (print)

Respecting Latino Culture at Work