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 – 6  Unit I: Diversity & Inclusion Issues
Weeks  7 – 11  Unit II: Dimensions of Diversity
Weeks  12 – 14  Unit III: Diversity Leadership
**Course Requirements**

**The course involves:**

**Reading, Audio/Video Assignments**

**Reading**

Students read textbook chapters, journal articles and reports.

All required reading (book chapters, journal articles and reports) are already uploaded into the course shell or a link is available to course material that exists 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 100 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 Wednesdays and close 9:00 pm Tuesday evenings. A first comment in each area of a forum is required by 11:49 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 four dimensions of diversity. Students follow a template to present content in the following areas:

Introduction

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

Section I – US Historical Perspectives

- Societal Stereotypes, US Laws & Accepted Policies, Advocacy Groups

Section II – Global Perspectives

- International Perspectives on Dimension – General or Specific Region/Country
- Exclusion & Discrimination Overview

Section III - In Today’s Workplace

- What Do Employees Desire and Need?

Section IV – Interesting Issue about this Dimension

- Special Topic Associated with Dimension – Overview
- Thoughts in Relation to the Topic

Bibliography

- Resources Used to Develop the Presentation

Recommended Discussion Points

- Questions for Our Learning Community

Students select from the following dimension options to develop their course project: religious diversity, dimension of age, mental and physical abilities, sexual orientation, and physical appearance.

Due Date: Projects are due during Unit II:

- religious diversity – week 8
- age – and - mental and physical abilities – week 9
Final Exam

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

**Due Date:** Check course calendar. Final exam can be completed between Monday, May 4 and Thursday, May 7, 11:59 pm. While the exam will be open during reading days, students have the opportunity to complete the final exam on the last day of class as well as the first day of the final exam period. Students must complete exam by the close date/time of exam. **No exceptions.** Correct answers with explanations (for t/f and multiple choice questions) will be available the evening of May 8.

**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>
</tr>
</thead>
<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></td>
<td>769 – 700 Points = C</td>
</tr>
</tbody>
</table>

**Poor**
699 - 670 Points = D+; 669 - 600 Points = D; 599 and below = F

<table>
<thead>
<tr>
<th>Item</th>
<th>% of Grade</th>
<th>Assignment and Associated Points</th>
</tr>
</thead>
</table>
| **Writing Assignments** | 27.5% | Peer Survey: Personal Diversity Perspectives  
Diversity & Inclusion Leadership Portfolio  
Two parts worth a total of 200 points |
| **Comments in Forum** | 25% | 4 Forums  
Worth 250 points (Point worth for forums varies) |
| **Course Project** | 30% | Dimension of Diversity Course Project  
PowerPoint Presentation  
Worth 300 points |
| **Final Exam** | 17.5% | Comprehensive Exam  
True/False – Multiple Choice – Short Answer  
Worth 175 points |

**100% TOTAL**

**Policies and Procedures**

**Class Sessions**
1. The course week begins on **WEDNESDAYS**.
   - Students are expected to enter the course for the first time the first day of the semester, (Tuesday) January 21.
   - The last day students will be expected to log into the course prior to final grades being posted is May 7 (last day final exam is open.)
2. A weekly message will be sent to each student as well as uploaded into the course weekly messages file in document sharing by **10 am WEDNESDAY**. Information about content or assignment procedure is available within the weekly message.

3. Each 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**

1. The 1st comment deadline for forums is **Sunday, 11:59 pm**. All forums lock at **11:59 pm Tuesdays**. Forum work cannot be made up.

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

3. Students have four days to complete the final exam. The exam must be taken between Monday, May 4 and Thursday, May 7. The final exam will automatically lock at 11:59 pm, May 7. No makeup exam.

**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 10 extra credit points at the time of course project grading.

**Test Your Knowledge Extra Credit Quizzes**

At four 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. Each extra credit option is worth up to 15 points per quiz.

- **Quiz #1:** Addresses week 1 – 4 material. Open: February 13 – Close 17.
- **Quiz #2:** Addresses week 5 – 8 material. Open: March 12 – Close 24.
- **Quiz #3:** Addresses week 9 - 11 material. Open: April 9 – Close 14.
- **Quiz #3:** Addresses week 12 – 13 material. Open: April 23 – Close 28.

**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 1st page of the syllabus.

**Embrace the Opportunities of Online Learning**

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

- feature learner-centered/self-directed learning. Self-directed learning requires more involvement from the student. More involvement increases the likelihood of retention.

- are assignment based. This difference requires students to continually do something with the topics being addressed in a course. Students are motivated through assignments to make a personal connection with the material.

- expand resources for study beyond the 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

** Videos **

Instructor Presentation, Course Overview, Course Tools

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

** Reading **

Story #1 & #2: Recommended Perspective to Use Throughout the Semester
Chapter: 12 – I Know Everything Already, p. 79 – 83
Chapter 11 – Strange New Worlds, p. 73 - 76

** Topic: The Importance of Stories **

** Video **

Instructor Presentation: The Importance of Stories

** Reading **

Excerpt:

Story #3 - Inclusion

Recommended
Story #4 – Perspectives on Diversity, Inclusion, and Life Circumstance
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
Excerpt: Chapter16: International Diversity and Facing the Future

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

Excerpts: Chapter 1: Introduction and Conceptual Framework
Diversity and Exclusion: A Critical Workforce Problem, p. 6 – 8.
Chapter 6: Defining Diversity in a Global Context Workforce
Diversity Defined, p. 132 – 133
Broad-Based Diversity Definitions, p. 135,145.


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

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.

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

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

Chart

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)

Excerpts: Why Isn’t It Enough to Just Acknowledge the Ways in Which People Are The Same? p. 73 - 77.
How Do I Figure Out How to Hear the Differences Around Me? p. 113

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

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

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

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

Overt and Subtle Forms of Diversity Resistance, p. 7 -11.

Excerpt:

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
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

   Ethnicity and Race, p. 126 – 127.

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

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
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
   Gender Discrimination in the Workplace, p. 101 – 108

Internet Resources
International Labor Organization

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

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

New York Times
Class Matters – How Class Works

Special Topics: Diversity of Religion
Reading
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
Excerpt: Introduction and Executive Summary, p. 3 - 10

International Labor Organization
International Labour Office, Geneva. Switzerland.

Recommended
EEOC
Questions and Answers: Religious Discrimination in the Workplace
Religious Discrimination

Special Topics: Age & Intergenerational Relations
Reading


**Internet Resource**
**Diversity Inc.**
Five Things You Should Know About Baby Boomers and Older Americans

**International Labor Organization**

**Recommended**
**New Jersey Office of the Attorney General**
Age Discrimination – Your Rights

**EEOC**
Age Discrimination

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

**Reading**


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

**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)
**Special Topics: Sexual Orientation and Gender Identity**

**Reading**


- Defining Lesbian, Gay and Bisexual Identities, p. 144 – 146.
- Attitudes Towards LGB Individuals, Workplace Concerns, p. 151 – 156.
- Family and Employee Benefits, 156 – 157.
- Creating a Nonheterosexist Work Environment, p. 16 – 168.


- 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*


**Audio**

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

**Special Topics: Diversity of Appearance**

**Reading**


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


- Why Do We Stigmatize?, p. 268.
- Personal Appearance Stigmatization, p. 269 – 270.
- Physical Appearance Stigmatization, p. 271 - 276.

**Internet Resources**

*International Labor Organization*


- Excerpt: Discrimination Based on Lifestyle, p. 53


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.

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**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**

  - 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 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