

Instructor
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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

Get Help

Need Assistance with a technical question?

Pearson Learning Studio platform help desk
Toll free hotline - 24 hours a day, 7 days a week: 877- 7RUTGER (877-778-8437)

Local helpdesk: Rutgers Center for Online and Hybrid Learning and Instructional Technologies (COHLIT)

Email: help@ecollege.rutgers.edu

(9 am – 1 am)

Call: 848-932-4702

(M – F: 9:00 am – 6:00 pm)

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

sexual orientation and gender identity - and –physical appearance week 10

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.

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

Item % of Grade	Assignment and Associated Points
Writing Assignments 27.5%	Peer Survey: Personal Diversity Perspectives Worth 75 points 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.

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

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

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

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.

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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.

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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

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

Video

Instructor Presentation: 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

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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.

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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*, 2nd 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

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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

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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.

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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

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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.

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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.

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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.

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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 Workplace, 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 Heroes 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

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 LGB 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

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?

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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

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