Syllabus
Diversity in the Workplace
Summer 2016 - 37:575:364

Instructor
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Course Objective
This course offers students the opportunity for deep learning regarding:
- the impact of membership in dominate and non-dominant cultures on an employee’s work experiences.
- how and why stereotyping, prejudice, bias and discrimination continue to be pervasive in the workplace.
- institutional and individual actions that can be applied to promote social justice and inclusion in the workplace.

Student Competencies
At the conclusion of the course it is expected that students will be able to:
- Apply critical thinking skills to complex workforce issues associated with human diversity and exclusion/inclusion.
- Communicate new perspectives on social justice, valuing human diversity and developing inclusive workplaces.
- Utilize skills and best practices gained to assist in creating a more inclusive workplace environment.

This is a 21st Century Challenges course.
SAS student learning goals associated with this course should be 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.

Throughout the semester students will be offered opportunities to showcase their ability to meet objectives and learning goals. Students will be assessed on their ability to meet the objectives and goals.

Course Organization
Week 1 - 4  Unit I: Diversity & Inclusion Issues
Week 5 – 10  Unit II: Dimensions of Diversity
Week 11  Unit III: Diversity Leadership
Week 12  Final Exam
Course Requirements

The course involves:

Reading, Audio/Video Assignments

Reading
There is no course textbook.
All required reading material is uploaded into the course shell or Internet based material is
linked to appropriate areas of the course.

Audio/Visual
Students are required to watch course content 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

Introduction Writing Assignment – worth 125 points
The Introduction Writing Assignment (WA) is the initial writing assignment.

- Students are required to exhibit knowledge, engage in self-reflection and critical
  thought on introductory concepts as well as prevalent social justice related diversity and
  inclusion issues.
- The assignment is shared with learning community members and discussed in forum
discussion #1.
- Students follow instructions and complete the assignment using a template.
  Grading rubrics are available for review.

Writing Assignment Components

Part I – General Information
Part II – Self-Identities
Part III – Perspectives on Diversity & Inclusion
Part IV – Meritocracy, Melting Pot, Colorblind Ideal
Part V – Diversity & Social Justice Issues in the Workplace

Due: Week 2

Diversity & Inclusion Leadership Portfolio – worth a total of 261 points
The portfolio is a semester long assignment that focuses on knowledge and skills gained
throughout the semester and how knowledge and skills contributes to their ability to function in
a diverse workplace/advocate for social justice in the workplace. Portfolio components are
associated with course topics.

Portfolio contents are not shared with learning community members. Only the instructor will
review portfolio content.

Students follow instructions and complete the assignment using a template.
Grading rubrics are available for review.

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 workforce diversity, workplace inclusion, workplace social justice considerations, past experiences and opportunities for professional growth.

Portfolio Content:
Part A: (Worth 161 points)
Activity #
1 – Leadership Development Opportunities: Foundation Stories
   Can complete week 1
2 – What Organizations Are Communicating about Workforce Diversity & Inclusion
   Can complete week 1
3 – Identity Covering
   Can complete week 2
4 – Leadership Development Opportunities: Cross Cultural Competency
   Can complete week 2
5 – Implicit Bias
   Can complete week 3

Due: Part A – week 5

Part B: (Worth 100 Points)
Activity #
6 - Reflections on Leadership Journey Material
   Completes portions weeks – 5- 10
7 - Your Diversity Story
   Can complete week 5 - 10
8 - Diversity & Inclusion Leadership Plan
   Can complete week 11

Due: Part B - week 11

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

Discussions: Learning Community Forums – worth a total of 120 points (60 points each)
There are 2 forums assigned in this course.

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

A grading rubric is provided for review.

Forum 1: Perspectives on Diversity and Inclusion
Forum 1 involves review of learning community member Introduction Writing Assignments. It is a forum requirement to involve consideration of learning community member’s writing assignment contents

Topics
  1 – Personal and Social Identities, Salience and Intersectionality
  2 – Social Justice & the Business Case
3 – The inequities in Meritocracy, Melting Pot and Colorblind Ideal Perspectives
4 – Millennials: Misguided? Ignorant to real equity issues in the workplace?
   Or – perspective just right?

Forum 2: Workforce Diversity, Human Difference, Social Justice and Inclusion Issues: Course Project Discussion

Forum 2 involves review of learning community member Course Projects. It is a forum requirement to involve consideration of learning community member’s Course Project contents.

Topic
Diversity of: Religion; Physical and Mental Abilities; Age; Appearance; Sexual Orientation and Gender Identity

**Due:** Discussions open on Wednesdays and close Monday nights (11:59 pm)
1st Comment by Saturday night (11:59 pm)

- When the first comment deadline is missed more than 50% of participation points will be deducted from a student’s total forum score.
- All assessed areas (content, participation and context/mechanics) are greatly impacted if a student neglects to meet the minimum of 3 comments.
- Forum work cannot be made up.

Forum 1: Week 3
Forum 2: Week 10

**Course Project**

**Dimension of Diversity Presentation** – worth 300 points
Student teams choose, research and create a PowerPoint presentation on one of five dimensions of diversity: religious diversity, dimension of age, mental and physical abilities, sexual orientation, and physical appearance.

The course project is designed as a team assignment; students can choose to opt out of working in a team. Project requirements are the same whether students work in a team or on their own.

Course projects are shared with learning community and discussed in a forum.
A grading rubric for the assignment is available for review.

Students clearly communicate:

- social justice issues, specifically focused on employment and the workforce – ongoing societal stereotypes; exclusion, discrimination and inequities

- legal protections and allies – national and state laws that offer legal remedies for discrimination; groups that advocate for justice for and inclusion of workforce members who identify with particular non dominate culture identities.

- critical challenges and opportunities in the workplace – identification of the desires and needs of employees who identify (or are identified by others) with a particular dimension of diversity; institutional and interpersonal actions and behaviors that create a more equitable and/or inclusive environment for the target non dominate culture employee.
• an overview of 1 topic associated with the chosen dimension of diversity that is not addressed in other sections of the project

• questions about the dimension of diversity for their learning community to discuss in a scheduled forum

Organization of Course Project
Students follow instructions and use a template to present content in the following areas.

Introduction
What We (or I) Didn’t Know; What Shouldn’t Be Missed

Section I: Social Justice Issues
Societal Stereotypes; Exclusion, Discrimination and Inequities Overview

Section II: Legal Protections & Allies
Laws & Accepted Policies; Advocacy Groups

Section III: In Today’s Workplace
What Do Employees Desire and Need?; Institutional and/or Interpersonal Opportunities for Equity and Inclusion

Section IV: Interesting Issues about this Dimension
Overview; Thoughts in Relation to the Topic

Bibliography
Resources Used to Develop the Presentation

Recommended Discussion Points
Questions for Our Learning Community

Due: Week 8

Quizzes and Final Exam

Course Orientation Quiz – worth 20 points
Student understanding of the following material will be assessed in the course orientation quiz. Overall course objectives; the syllabus, the calendar, course overview videos and Plagiarism: Identifying and Avoiding document.

• True false and multiple choice questions - 30 minutes
• The quiz is open book. Students can refer to material while taking the quiz.

Due: Week 1 Check calendar for open and close dates
Students can access questions with correct answers immediately after taking the quiz.

Unit I Quiz – worth 40 points
Students are assessed on their knowledge of required reading, video and weekly messages, weeks 1 – 4.
Quiz covers the following topics areas.

Wk 1 - Introduction to Diversity, Inclusion, Social Justice
Wk 2 - Identity and Difference in the Workplace
Wk 3 - Reactions to Human Differences I: Stereotyping, Bias and Prejudice
Wk 4 - Reactions to Human Difference Part II: Discrimination and Employment Protection
• True false, multiple choice, 3 short answer questions - 40 minutes
• The quiz is open book. Students can refer to notes or course material while taking the quiz.
• Students must complete exam by the close date/time of exam. No exceptions.

Due: Week 4 Check calendar for open and close dates. Check calendar for availability of accessing graded exam.

Comprehensive Final – worth 134 points
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.
• 4 – 5 short answer questions; true false, multiple choice questions - 1 hour, 15 minutes
• The final exam is open book. Students are allowed to access material to assist them when completing the final.
• Students must complete exam by the close date/time of exam. No exceptions.

Due Date: Week 12 Check course calendar. Check calendar for availability of accessing graded exam.

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>Item</th>
<th>% of Grade</th>
<th>Assignment and Associated Points</th>
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</table>
| Writing Assignments                 | 39%        | Introduction Writing Assignment   
|                                     |            | Worth 125 points                                                                                     |
|                                     |            | Diversity & Inclusion Leadership Portfolio   
|                                     |            | Two parts worth a total of 261 points                                                                 |
| Course Project                     | 30%        | Dimension of Diversity Course Project   
|                                     |            | PowerPoint Presentation   
|                                     |            | Worth 300 points                                                                                     |
| Comments in Forum                  | 12%        | 2 Forums   
|                                     |            | Worth 120 points (60 points per forum)                                                             |
| Knowledge & Skill Assessments      | 19%        | Course Orientation Quiz   
|                                     |            | Worth 20 points                                                                                     |
|                                     |            | Unit I Quiz   
|                                     |            | 40 points                                                                                           |
|                                     |            | Comprehensive Exam   
|                                     |            | Worth 134 points                                                                                     |
| 100% TOTAL                         |            |                                                                                                  |
Policies and Procedures

Class Sessions
1. The course week begins on TUESDAYS.
   - Students are expected to enter the course for the first time the first day of the semester, (Tuesday) May 31.
   - The last day students will be expected to log into the course prior to final grades being posted is Tuesday, August 16 (first day final exam opens.)
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 Tuesdays. 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 12 (only 2 days for final exam.) Students may enter the course and engage in coursework at any time 24 hours a day, 7 days a week.

Due Dates
1. The due date for each assignment is also clearly noted on the course calendar.
2. The 1st comment deadline for forums is Saturday, 11:59 pm. All forums lock 11:59 pm Mondays. Forum work cannot be made up.
3. 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.) These assignments are due Monday nights. Students are given until 11:59 Tuesday to submit late. After that day and time, no assignments will be accepted. No exceptions.
4. Students have two days to complete the final exam. The final exam will automatically lock at 11:59 on the close date. 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. A computer issue is not a valid excuse for late material submission or not engaging in forum discussions.

Plan ahead if you’ll be unable to complete an assignment on time. Contact the instructor - you may need to submit the assignment earlier that the posted due date.

Extra Credit Options
Extra credit options are described below.
These options are available to all students. No other extra credit is available at any other time – or - for individual students.
Course Project Related Extra Credit

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.

Course Project is Chosen for Peer Review
If a team’s course project is chosen as required reading week 10 (week of forum 2) each member of the team will receive 5 extra credit points. Points will be entered into gradebook week 10.

Test Your Knowledge Extra Credit Quiz
Students are encouraged to engage in the extra credit quiz as the quiz will assist student in preparing for the final exam in regard to content covered weeks 5 – 9 (Unit II: Dimensions of Diversity.) Students can earn up to 15 points.
Same rules apply for this extra credit quiz as what is communicated for the Unit I quiz.
True/False; multiple choice – 20 minutes

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 or portion of the assignment; earning limited or no points for the assignment or portion of the assignment. Depending on the extent and form of plagiarism, the instructor will contact a Rutgers University Academic Integrity Facilitator. The decision on which action to take is at the discretion of the instructor.

Academic Integrity at Rutgers: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

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.

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.
**Students with Disabilities**

To receive consideration for reasonable accommodations, students with a disability must send their letter of accommodation to their instructor 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

**Checking Email**

**Instructor's Email Checking Policy**

Unless you receive advance notification, your instructor will check 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 Saturdays and 4th of July.*

**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 **Tuesday mornings** – your instructor will send each student a weekly message which should be reviewed as soon as possible. Students will receive notifications (automatically sent when grades are uploaded or announcements are made) and/or messages from your instructor 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 for the course, 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.

**Resources available outside the course:**

Staff to address technical associated questions can be accessed through two locations, our local Rutgers helpdesk that is staffed through COHLIT (Center for Online and Hybrid Learning and Instructional Technology); and through Pearson Learning Studio.

All assistance contact information is available on page 1 of this syllabus as well as linked to the home page of the course.
Do not contact your instructor expecting her to solve computer or technical problems. She cannot solve your technical problems!

**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 resources in the course shell. Students are encouraged to explore a wide variety of Internet based sources of information that addresses course topics.

  **NOTE:** To earn a high number of participation points, students should bring appropriate outside resources into forum discussions.

- 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

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.

**  **  **  **

Unit I
Diversity and Inclusion Issues

** Week 1 Introduction to Diversity, Inclusion **

**Topics:**
Understanding Diversity and Inclusion
Perspectives on Diversity & Inclusion
Student D & I Leadership Journey

**Understanding Diversity and Inclusion**

Presentation: Concept Overview

*Duke University*
A Place at the Table: Understanding Diversity, Inclusion & Equity (Video), 2011, 6:57 Minutes
https://www.youtube.com/watch?v=LKO-MiKidY0

Excerpt: Chapter 6: Defining Diversity in a Global Context Workforce
Diversity Defined, p. 132 – 133


Diversity Charts
*Adaptation of SHRM Workforce Diversity “Iceberg”*

*Loden Associates*
Primary and Secondary Dimensions of Diversity
http://www.loden.com/Site/Dimensions.html

**Perspectives on Diversity & Inclusion**

*Why Diversity and Inclusion in Workplaces?*

Excerpts: Chapter 1: Introduction and Conceptual Framework
Diversity and Exclusion: A Critical Workforce Problem, p. 6 – 8.

Excerpt: Chapter 16: International Diversity and Facing the Future

*Generational Perspectives*

http://www.theatlantic.com/business/archive/2015/05/the-weakening-definition-of-diversity/393080/*
Recommended

The Business Perspective: The Case and the Cautions
Excerpt: Chapter 1: Diversity in the Workplace: A Theoretical and Pedagogical Perspective
Understanding and Assessing the Business Case for Diversity, p. 18 – 21

Excerpt: Chapter 1: Pushing for Diversity; The Business Case Fallacy, p. 35 – 37

Student D & I Leadership Journey
Being Open to New Ways of Thinking and Behaving
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

Even Nice People Can Be Exclusive
Story #3 - Inclusion

Week 2 Identity & Difference
Topics:
Personal & Social Identities
Social Justice: Recognizing Privilege and Oppression
Meritocracy, Melting Pot (Assimilation), Colorblind Ideal
Student D & I Leadership Journey

Personal & Social Identities
Salience and Intersectionality
Excerpt: Macro Level Differences, Socialization and Saliency, p. 46 – 47.

NOTE: The article in its entirety is required this week, see Social Justice: Recognizing Privilege and Oppression topic area below.

Covering and Passing
Yoshino,K. Smith, C. (December 6, 2013.) Uncovering Talent: A New Model of Inclusion. Deloitte University Leadership Center for Inclusion, Deloitte LLP.
Excerpts: The Concept of Covering, p. 4; Covering at Work, p. 10; The Impact of Covering, p. 11- 13.
TEDx Talks
It’s Time to Get Under the Covers, 16:05 Minutes
https://www.youtube.com/watch?v=leWB_wKdugc

Recommended

Social Justice: Recognizing Privilege and Oppression
NOTE: The section titled Economic Privilege/Lesbian Oppression is no longer valid as same-sex marriage is now legal throughout the United States.

Recommended
Recommended Excerpts: Social Identity Groups and Systems of Oppression, 2 – 4; Oppression for Disadvantaged Groups, 4–6; Privilege for Advantaged Groups. p. 6 – 8 end at Advantages and Disadvantages as Cumulative and Relational
Zeldman, L. J. (December 28, 2014). Unexamined Privilege is the Real Source of Cruelty in Facebook’s “Your Year in Review”, Zeldman.com
Lam, Bourree (April 7, 2016.) A Workplace–Diversity Dilemma. The Atlantic.

Meritocracy, Melting Pot (Assimilation), Colorblind Ideal
Excerpt: American Myths (Meritocracy, Colorblind Ideal, Melting Pot) p. 48-51.
New Moon Productions
America: Mosaic or Melting Pot (Video) 2012, 6:12 Minutes
Addresses: assimilation vs flaunting; covering and passing; mainstreaming vs human flourishing
Kenji Yoshino, New York University
https://vimeo.com/28234036

Recommended
Cooper, M. (December 1, 2015.) The False Promise of Meritocracy. The Atlantic.
http://hbswk.hbs.edu/item/the-case-against-racial-colorblindness

Student D & I Leadership Journey
Recognizing Differences

Excerpts: Why Isn’t It Enough to Just Acknowledge the Ways in Which People Are The Same?
The Opposite of Bad Is Not Oblivious p. 73 – 75;
Our Society and Differences 75 -76;
Siblings, Parents, and Friends p. 76 – 77

Cross Cultural Competency: Inclusion Not Tolerance

Excerpt: Chapter 4: I Need Your Differences ... And You Need Mine
The Faulty Paradigm of Tolerance and Sensitivity, p. 95 - 97.

Week 3 Reactions to Human Difference Part I:
Stereotyping, Prejudice and Bias

Topics:
Stereotyping & Prejudice
In-Group; Out-Group Behavior
Explicit & Implicit Bias
Student D & I Leadership Journey

Stereotyping & Prejudice
Why and How Stereotyping and Prejudice Occurs
Excerpts: Chapter 4: Stereotypes and Prejudice
Stereotypes, Prejudice, Discrimination-What’s the Difference? p. 104 - 106
Chart
Stereotype vs. Archetype

In-Group; Out-Group Behavior
Excerpt: Chapter 4: Stereotyping & Prejudice
We Form Ingroups and Reference Groups p. 121 – 122.
We Become Ethnocentric, p. 122 – 123
Chart
Excerpt: Chapter 2: ‘Why We’re Biased
Impact of Categorization (in group/out group), p. 5

Explicit and Implicit Bias
Kirwan Institute, Ohio State University
Understanding Implicit Bias
Excerpts: Defining Implicit Bias; A Few Key Characteristics of Implicit Biases
http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/

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

Dr. Sandra Thiederman (Author of Making Diversity Work)
The Damage Bias Causes in the Workplace (Video) 2013, 3:55 Minutes
(Addresses: Microinequacies; Stereotype Threat)
https://www.youtube.com/watch?v=GELchzXisPQ

Scientific American Frontiers
The Hidden Prejudice (Video) 7:37 Minutes
(About Unconscious bias highlighted by the Implicit Association Test - IAT)
https://www.youtube.com/watch?v=2RSVz6VEybK

Recommended
Dr. Sandra Thiederman (Author of Making Diversity Work)
The Definition of Bias (Video) 2:36 Minutes
https://www.youtube.com/watch?v=ixDHOAOzd8

Talent Management
Blind Hiring Practices Attempt to Remove Unconscious Bias (Video) 2016, 5:35 Minutes
http://www.talentmgt.com/media/videos/play/226

NPR
How Shows Like "Will & Grace" and "Black-ish" Can Change Your Brain, 2015
http://www.npr.org/sections/codeswitch/2015/08/31/432294253/how-shows-like-will-grace-and-black-ish-can-change-your-brain

Student D & I Leadership Journey
What Bias and Prejudice Feels Like
Story #5 – Reaction to Ongoing Stereotyping and Prejudice

New Moon Productions
The Psychology of Hate (Video) 2012, 8:48 Minutes
Joseph Brown, Stanford University
https://vimeo.com/28235441

Excerpt: Chapter 5:

Recommended
http://everydayfeminism.com/2015/02/ways-racial-microaggressions-sneak-in/
Week 4  Reactions to Human Difference Part II: Discrimination and Legal Remedies

Topics:
Overt & Subtle Discrimination
Impact of Discrimination
Legal Remedies in the US

Overt & Subtle Discrimination
Overt and Subtle Forms of Diversity Resistance, p. 7 -11.
Chart
Gould, E., Cooke, T. (May 11, 2016.) Unemployment for young black grads is still worse than it was for young white grads in the aftermath of the recession, Economic Policy Institute

Recommended
Excerpt: Chapter 4: Theories of Discrimination
Intentional, Explicit Discrimination
Subtle, Unconscious, Automatic Discrimination

Overt (Explicit) Prejudice Case Study
Racial Harassment: AA Foundries
EEOC
AA Foundries Agrees to Drop Appeal of EEOC Racial Harassment Lawsuit
Jury Says AA Foundries Must Pay $200,000 for Creating Racially Hostile Work Environment
https://www.eeoc.gov/eeoc/newsroom/release/9-27-12g.cfm

Subtle Discrimination

Recommended
TEDx
Modern Discrimination: Subtle but Significant (Video), 2013 18:37 Minutes
Michelle Hebl, Rice University
Interpersonal Discrimination
https://www.youtube.com/watch?v=CkbzQpmNrlk

Impact of Discrimination
How Does Discrimination Affect Employees? p. 137 - 143.

Legal Remedies in the US

NJ Office of the Attorney General
Division on Civil Rights
Law Against Discrimination (LAD)
http://www.nj.gov/oag/dcr/law.html

EEOC
https://www1.eeoc.gov/eeoc/statistics/enforcement/charges_by_state.cfm#centercol

Workplace Fairness
Your Rights: Filing a Discrimination Claim
https://www.workplacefairness.org/file_NJ

EEOC
Description of Harassment
https://www.eeoc.gov/laws/types/harassment.cfm

Chicago Employment Law
Reasonable Accommodations: Religion and Disability

Recommended for Course Project
EEOC
Newsroom (to read sample cases of lawsuits); Laws Enforced by the EEOC
https://www.eeoc.gov/eeoc/newsroom/

Prohibited Employment Policies/Practices
https://www.eeoc.gov/eeoc/publications/index.cfm

**  **  **  **  
Unit II
Dimensions of Diversity

In addition to material listed below, learning community member course projects are required reading in Unit II.

Week 5 Gender
Topics:
Conditions for US Women
Student D & I Leadership Journey

Conditions for US Women
Interactive Chart
The Economist
The Glass-Ceiling Index; March 2014
The best—and worst—places to be a working woman
NOTE: Move the “red dot” along the red horizontal line and look at US rankings for the following indicators.
Compare international rankings to other countries or the average:
Labor Force Participation; Wage Gap; Child Care Costs; Paid Maternity Leave

Gender Pay Gap
AAUW
Report
All sections except for the forward and AAUW Resources is required.

What Is the Pay Gap?
Is the Pay Gap Really about Women’s Life Choices?
How Does the Pay Gap Affect Women of Different Demographics?
Is There a Pay Gap in All Jobs?
How Can I Make a Difference?
What Should I Do If I Experience Sex Discrimination at Work?

Recommended
PowerPoint slides associated with AAUW report above.
Pew Research Center
There’s More to the Story of the Shrinking Pay Gap (video); January 2014; Minutes 4:33
https://www.youtube.com/watch?v=sfD7C49v5Vg

Glass Ceiling and Escalator

Pregnancy


EEOC
Facts About Pregnancy Discrimination
https://www.eeoc.gov/laws/types/pregnancy.cfm

Recommended
PBS News Hour
Must Employers Make Special Considerations for Pregnant Workers? (Video)
(Social justice vs business issues associated with pregnancy)

Fact Sheet on Recent EEOC Pregnancy-Discrimination Litigation
https://www.eeoc.gov/laws/guidance/pregnancy_fact_sheet_litigation.cfm

A Better Balance
State and Local Laws Protecting Pregnant Workers
http://www.abetterbalance.org/web/ourissues/fairness-for-pregnant-workers/310

Student D & I Leadership Journey
Impact of Stereotypes and Norms: Women and Men
Lean In
Creating a Level Playing Field (Video) 19:39 Minutes
Shelley Correll, Stanford University
http://leanin.org/education/creating-a-level-playing-field/
NOTE: Can stop video at 11:41 Minutes (The beginning of Organizational Solutions.)
http://leanin.org/education/creating-a-level-playing-field/

Excerpt: He Works, She Works, But What Different Impressions They Make p. 355 -356

http://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=1234&context=djglp

Recommended
University of Pennsylvania
http://workfamily.sas.upenn.edu/wfrn-repo/object/ph2ly2zf6re5oq8w

AARP Public Policy Institute

Week 6 Diversity of Sexual Orientation & Gender Identity
Topics:
Overview LBGT (Lesbian, Gay, Bisexual and Transgender) Employees
Legal Remedies in the US
Policies and Practices for Creating a Fair and Inclusive Workplace Environment
Sexual Orientation
Gender Identity

Overview LBGT (Lesbian, Gay, Bisexual and Transgender) Employees
Topic Overview PowerPoint
Recommended
Human Rights Campaign,

Legal Remedies in the US
NJ Department of Law and Public Safety
Sexual Orientation & Discrimination
http://www.judiciary.state.nj.us/factsheets/fact_sexordis.pdf

Human Rights Campaign
Statewide Employment Laws & Policies
http://www.hrc.org/state_maps

EEOC
What You Should Know About EEOC and the Enforcement Protections for LGBT Workers, 2016
https://www.eeoc.gov/eeoc/newsroom/wysk/enforcement_protections_lgbt_workers.cfm

Recommended
Human Rights Campaign
A History of Federal Non-Discrimination Legislation
http://www.hrc.org/resources/a-history-of-federal-non-discrimination-legislation

Policies and Practices for Creating a Fair and Inclusive Workplace Environment
Human Rights Campaign
Best practices in : Employment Policies; Employee Benefits; Organizational Initiatives and Culture

Recommended
US Government; The White House
President Obama Signs an Executive Order on LGBT Workplace Discrimination, (Video) 2014, 8:04 Minutes

Sexual Orientation
Excerpt: Chapter 12, Working with Gay Persons
Stereotypes and Realities, p. 465 - 468
Managing a Gay Identity in the Workplace, p. 482 - 484


Human Rights Campaign
Bisexual Visibility in the Workplace, 2016
http://www.hrc.org/resources/bisexual-visibility-in-the-workplace

Gender Identity
Talent Management
Unemployment in the Transgender Community (Video) 2015, 6:17 Minutes
http://www.talentmgt.com/media/videos/play/131

Case Studies
Schroer v. Library of Congress
Diane Schroer
https://www.youtube.com/watch?v=UEPsK_aXRqo
Diane Schroer on Transgender Employment Discrimination

Macy v. Holder
Workplace Discrimination Series: Mia Macy
https://www.youtube.com/watch?v=hMp0D4bAnok
Mia Macy on Transgender Employment Discrimination

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

National Center for Transgender Equity
Report: Injustice at Every Turn, 2011 (Employment Section, p. 50 - 64)

Week 7 Religious Diversity

Topics:
Religious Diversity in the Workplace
Legal Remedies in the US
Working With Religiously Diverse Coworkers
The Racialization of Muslims and Those Perceived to be Muslims

Religious Diversity in the Workplace
Excerpt: Religion and Work in Modern America, 2015, p. 703 – 710

Tanenbaum Center for Interreligious Understanding
Excerpt: Introduction and Executive Summary, p. 3 – 10

10 Bias Danger Signs

Recommended
Encountering Religion in the Workplace

Legal Remedies in the US
Excerpt: Chapter 16, Working with Persons from Diverse Religions

Interview with James Cooney, Esq.
LSER Faculty, Rutgers University
Part I: Legal Reflections: Comments and Examples on Religious Discrimination in the Workplace 3:03 Minutes
Part II: Legal Reflections: Comments and Examples on Employee Accommodation 7:01 Minutes
Part III: Legal Reflections: The Rights of the Non-Religious Employee 2:41 Minutes

Religion Based Charges (1997 – 2015)
https://www.eeoc.gov/eeoc/statistics/enforcement/religion.cfm

New Jersey Department of Law & Public Safety
Fact Sheet on NJ Law on Employment Rights - Religious Diversity
http://www.judiciary.state.nj.us/factsheets/fact_reldis.pdf

Recommended
EEOC
Religious Discrimination
https://www.eeoc.gov/laws/types/religion.cfm
Questions and Answers: Religious Discrimination in the Workplace
https://www.eeoc.gov//policy/docs/qanda_religion.html

Religious Garb and Grooming
https://www.eeoc.gov/eeoc/publications/qa_religious_garb_grooming.cfm

Working With Religiously Diverse Coworkers
Tanenbaum Center for Interreligious Understanding
Respectful Communication, 2015

The Racialization of Muslims and Those Perceived to be Muslims
New Moon Productions
We Are All Muslim, 2012
https://vimeo.com/28238250

Recommended
EEOC
Questions and Answers for Employees: Workplace Rights of Employees Who Are, or Are Perceived to Be, Muslim or Middle Eastern
https://www.eeoc.gov/eeoc/publications/muslim_middle_eastern_employees.cfm

Employment Discrimination Based on Religion, Ethnicity, or Country of Origin
https://www.eeoc.gov/laws/types/fs-relig_ethnic.cfm

Week 8 Racial Diversity
Topics:
Diversity of Race, Ethnicity and National Origin
Racial Bias and Harassment
Legal Remedies in the US
Case Studies

Diversity of Race, Ethnicity and National Origin
Excerpts: Ethnicity and Race, p. 126 – 127.

Story #5 – Ethnic Identity Lost, Explored, and Claimed

Racial Bias and Harassment
Washington Post
Racial Bias, Even When We Have Good Intensions, January 3, 2015
Sendhil Mullainathan, Harvard University

Duke University
Exploring Workplace Racial Slurs (Research Results), (Video) March 7, 2013, 3:01 Minutes
https://www.youtube.com/watch?v=GScEqiVERg

Legal Remedies in the US
EEOC
Facts About Race/Color Discrimination
https://www.eeoc.gov/eeoc/publications/fs-race.cfm
Facts About National Origin Discrimination
https://www.eeoc.gov/eeoc/publications/fs-nator.cfm

Case Studies
Name Discrimination
NYT
Job Discrimination, Based on Name (2015)
Five experts offer opinion
http://www.nytimes.com/roomfordebate/2015/10/19/job-discrimination-based-on-a-name

Language Discrimination
Filipino Nurses Fight Discrimination at Work

Delano Regional Medical Center to Pay Nearly $1 Million in EEOC National Origin Discrimination Suit
https://www.eeoc.gov/eeoc/newsroom/release/9-17-12a.cfm

Filipino nurses win language discrimination settlement
http://articles.latimes.com/2012/sep/18/local/la-me-english-only-20120918

Week 9 Diversity of Physical/Mental Abilities

Topics:
Diversity of Physical and Mental Abilities
Legal Remedies in the US
Getting Hired
Limitations of the ADA

Excerpt: Chapter 13, Working with Persons with Disabilities
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 #6 – Recognizing Able Bodied Privilege
Week 10 Diversity of Age

Topics:
Age Based Classifications and Stereotypes
Challenges and Needs of Millennial and Older Workers
Age Based Discrimination and Legal Recourse

Age Based Classifications and Stereotypes
Excerpt: My Generation, p. 1575 – 1577
Harrington, B. (March 20, 2015). Is It Time to Retire 'Millennials'?, Huffington Post (Brad Harrington is the Executive Director of the Boston College Center for Work & Family)
http://www.huffingtonpost.com/brad-harrington/is-it-time-to-retire-mill_b_6908832.html
Excerpt: Chapter 14, Working with Older and Younger Persons
Stereotyped Myths & Realities, p 551 – 557

Challenges and Needs of Millennial and Older Workers
Boston College Center on Aging & Work
Workplace Flexibility, 2014
http://www.bc.edu/research/agingandwork/about/workFlexibility.html
Deloitte University Press
A New Understanding of Millennials: Generational Differences Reexamined
Excerpt: Millennials in the Workforce, p. 10 – 15
Other Area Recommended: Different, or Just Young? A little of Both

Recommended
Career Builder/Harris Poll

Age Based Discrimination and Legal Recourse
Excerpt: Chapter 14, Working with Older and Younger Persons
The ADEA: What You Should Know, p. 563 – 564
EEOC
Age Charge Statistics Over Time (1997 -2015)
https://www.eeoc.gov/eeoc/statistics/enforcement/adea.cfm

New Jersey Office of the Attorney General
Age Discrimination – Your Rights
http://www.state.nj.us/lps/dcr/downloads/fact-Age-Discrimination.pdf

Recommended
EEOC
Age Discrimination
https://www.eeoc.gov/eeoc/publications/age.cfm

Case Study: The Difficulty Claiming Discrimination


Recommended
Recent Age Discrimination Case Settled
Milpitas to Pay $140,000 to Settle EEOC Age Discrimination Suit, 2016

Diversity of Appearance
Topics
Attractiveness: Privilege and Penalty
Organizations, Image Policies and Laws
Obese Employees
Student D & I Leadership Journey

Attractiveness: Privilege and Penalty
Excerpts:
II: The Beauty Bias; A. Employment Decisions, p. 692 - 97

Science Daily
Beautiful Women Face Discrimination in Certain Jobs, Study Finds, 2010
Based on the following study:

Organizations, Image Policies and Laws
Excerpt: III. The Power of Corporate Image, 720 – 724

Does an Employer Have the Right to Control the Appearance of Workers? (Video) 2:40 Minutes
https://www.youtube.com/watch?v=wFpPHKJp2y0

Workplace Dress and Appearance Codes (video) 5:41 Minutes
https://www.youtube.com/watch?v=mMx6anhhj2Ak

Case Study
Abercrombie & Fitch
Wall Street Journal and AOL
Abercrombie Ditches Attractiveness Policy for Employees (videos), 2015
http://www.aol.com/article/2015/04/24/abercrombie-ditches-attractiveness-policy-for-employees/21176135/

Reuters
U.S. Top Court Backs Muslim Woman Denied Job Over Head Scarf (video), 2015
Obese Employees
Excerpt:
Myths & Realities 593 - 595

Minnesota Department of Human Rights
Weight Bias: The Next Civil Rights Issue?
Where It’s Illegal: Weight Bias Laws
http://mn.gov/mdhr/education/articles/rs10_2weightlaws.html

Case Study
NJ.com
Court Upholds Weight Rules for 'Borgata Babes', 2015
AP
Ruling: New Jersey casino can regulate waitresses' weight (video)

Student D & I Leadership Journey
http://www.nyulawreview.org/sites/default/files/pdf/NYULawReview-87-6-Jones_0.pdf
Excerpts:
Mainstream Attitudes Towards Fatness; Mainstream Attitudes About Fatness Are Harmful, p. 2001 – 2006

**  **  **  **
Unit III
Diversity Leadership: Diversity & Inclusion Skills
**  **  **  **

Week 11 Skills for a Just and Inclusive Workplace

Topics:
Behave Inclusively
Communicate About Diversity and Exclusion

Behave Inclusively

Develop/apply cultural competence.
Goodman, D. J. (2014.) Cultural Competence for Equity and Inclusion

Component review
4. Skills to interact effectively with a diversity of people in different contexts;
5.Skills to foster equity and inclusion

Expand Experiences with Diverse Others
Story #7

Consider and Address Your Biases

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

*Take Appropriate Action*


Excerpts: Chapter 15: When I See a Problem with Diversity, How Do I Go About Addressing It?
The Man (or Woman) in the Mirror, p. 163 – 164
Isolated Issues: Ignore, Store, Implore p. 164 – 165
Ongoing Issues Require Immediate Action p. 165 – 167

*Communicate about Diversity and Exclusion*


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

*Respond to disrespectful joke*

Kittle, N. K. (April 17, 2016.) Five Ways to Respond to a Racist Joke

*Recommended*