Syllabus
The Inclusive Workplace
38:578:510

Professor
Anne-Michelle Marsden
Send email through the course email tool – or - Phone: 609-575-7835

Course Description
Inclusive workplaces build on equity principles to create a culture of respect, involvement and success for all employees. The course involves an examination of individual differences and group affiliations that create a diverse workforce. It involves what limits and promotes inclusion and what each student, employees, employers and society can do to promote inclusive workplaces.

The Inclusive Workplace is a fully online course taught through the Canvas LMS.

This course offers students the opportunity to:
• Gain a broad vision of the concepts of diversity and inclusion.
• Recognize the need to develop work environments that operate on equity principles as well as value, support and engage all employees.
• Investigate the concept of identity and the differences employees bring to the workplace.
• Identify social justice/exclusion issues related to nondonnate culture cohorts associated with race, ethnicity, age, gender, religion, sexual orientation, disability, and other aspects of diversity in work organizations.
• Identify challenges and means to foster workplace inclusion:1) organizational culture, policy, programs; 2) interpersonal inclusion.

Learning Objectives
At the conclusion of the course it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should be able to:

School of Management and Labor Relations objectives
• Evaluate the context of workplace issues, public policies, and management decisions (V. Understand Context.)
• Demonstrate an understanding of how to apply knowledge necessary for effective work performance (VI. Application.)

Instructor objectives

Access the Course
This course is taught 100% online using the Canvas LMS.
Canvas login: https://onlinelearning.rutgers.edu/canvas-login
Once the login page opens, click “NetID Login” and enter your NetID and password. You will gain access to the course.

Get Help
Need Assistance with a technical question?
It is the student's responsibility to be able to perform technically in the course. Contact helpdesk staff if you need assistance using the Canvas LMS. Your instructor cannot assist you with technical issues – but the helpdesk staff can!

Rutgers University's Teaching and Learning with Technology (TLT) Helpdesk
Email: help@Canvas.rutgers.edu
Call: 877-361-1134
• Synthesize course material and communicate knowledge, ideas and experiences associated with:
  1. the concepts of human diversity and inclusion.
  2. contemporary challenges within a diverse society and workplace.
  3. arguments for creating inclusive workplaces.
  4. best practices for inclusion on a personal and organizational level.

• Collaboratively create an in-depth presentation on one nondominate culture workforce cohort (example: lesbian and gay employees) that focuses on workplace equity/exclusion issues and potential opportunities to address cohort needs through inclusion strategies.

• Develop and commit to a plan to increase personal diversity leadership behaviors in the workplace.

**Course Organization**

**Weeks 1 - 4   Unit I: Foundation Concepts**

**Topics:**
- Course Orientation
- The Labor & Employment Relations Perspective on Diversity & Inclusion (social justice, equity, meritocracy, privilege/oppression)
- Framing Professional Leadership: Diversity & Inclusion
- Workforce Diversity & Employment Protections
- Workplace Inclusion
- Perspectives on Inclusion/Exclusion and Diversity (US Historical, Global, Generational)

**Weeks 5 - 8   Unit II: Identity and Exclusion Issues**

**Topics:**
- Developing, Recognizing and Living One’s Identity
- Covering, Passing, Assimilating, Intersectionality
- Stereotyping and Prejudice
- In-Groups; Out-Groups
- Implicit Bias
- Discrimination (data driven, overt, subtle)
- Impact of Bias, Prejudice, Discrimination
- Challenges of Specific Workforce Cohorts (diversity of age, gender, physical and mental abilities, religion, sexual orientation)

**Weeks 9–14  Unit III: Organizational and Interpersonal Inclusion**

**Topics:**
- Organizational Leadership Involvement, Creating an Inclusive Climate and Programs
- An Expansive Perspective & Inclusion Strategy (Intersection: CSR and D & I)
- Challenges to Organizational Diversity and Inclusion Strategies (mixed messages, dominate culture perspectives, walking the talk or empty rhetoric)
- Beyond the Equity Perspective
- Engaging Inclusively (basic strategies, processes, competencies and tools)
- Serving in Leadership Roles
- Ethnocentric to Ethnorelitive: Cultural Competence

**Course Requirements**

**Reading, Audio & Video Assignments**

**Reading**
- Required Text
**Diversity at Work: The Practice of Inclusion, 2013**
Editors: Bernardo M. Ferdman and Barbara R. Deane
Publisher: Jossey - Bass
This book of readings can be accessed through the Rutgers Library Online. Students can read content online, download chapters up to 135 pages (total), or download the book in its entirety for up to 21 days.


Students can also purchase the book as an ebook or hardback.
ISBN-10: 0470401338

All other materials (journal articles, book excerpts, Internet published information and reports) are already linked within the course.

**Audio/Visual Resources**
The instructor provides ongoing content overviews to students through Kaltura video presentations. In addition, this course uses video and audio clips on diversity and inclusion from a variety of sources (Example: TED Talks, You Tube and National Public Radio - NPR)

**Writing Assignments**

**Portfolio** (5 parts)
25% of final grade - Worth 250 points

Students engage in higher order thinking on course related topics to complete all portions of the portfolio assignment. Additional readings and activities are often required before completing portions of the assignment. Self-reflection is also a critical component in assignments 1, 2, 3 and 5. Readings, activities, and reflections enable professional growth as well as the development of a personal leadership plan for supporting inclusive workplaces.

Students are required to follow a template and a set of instructions when completing each portion of the assignment. Assignment 1 is shared with learning community members to introduce themselves to the community.

**Assignment:**
- **#1:** Identity Markers and Initial Reflections (due week 2, worth 40 points)
- **#2:** Diversity Story (worth 60 points)
- **#3:** Implicit Association Test Reflection (worth 50 points)
  (due week 7)
- **#4:** Organizational Audit (due week 10, worth 50 points)
- **#5:** Diversity & Inclusion Leadership Plan (due week 14, worth 50 points)

**Course Project**
30% of final grade – 300 points

Students choose one nondominate identity group from 5 options around which the course project is developed (age, gender, physical and mental abilities, religion, sexual orientation.)
The course project is designed as a team assignment. Contact professor if there is a reason why you cannot engage in a collaborative team assignment. Course projects are researched and developed according to a project template and instructions. Projects will be shared with and discussed by learning community members in either forum 5 or 6.

All projects are evaluated by both the instructor (210 points – 70% of grade) and learning community members (75 points – 25% of grade.) Five percent (5% -15 points) of a student’s grade is associated with team member evaluation. See grading page in course for grading rubrics.

**Video Overview**
- Interesting and Important Topics/Issues/Facts
- Framing Our Community’s Discussion

**Briefings**
- Overview of Equity & Inclusion Issues
- Existence & Limitations of Legal Remedies
- Government & Advocate Support
- Existence & Limitations of Contemporary Organizational Initiatives

**Special Interest Topic #1**
- In-depth examination of 1 equity and/or inclusion issue named in the overview briefing- OR – Subtopic of interest associated with equity and/or inclusion of chosen cohort

**Recommendations on Application of Best Practices in Social Justice & Inclusion**
- Addressing Systemic Inequities
- Organizational Leadership, Policies and Programs
- Interpersonal Bias

**Asynchronous Threaded Discussions – Forums**
30% of final grade – 300 points (Each forum worth 50 points)

Students are encouraged to research, share and discuss appropriate high-quality material with their learning community to advance or support topical discussions. In addition, learning community members are encouraged to ask peers mindful questions to support critical thinking and further investigation of forum related topics.

Forums are open for 7 days that coordinate with the beginning and end of the course week (Wednesday – to – Tuesday.)

**Why Are Forums Important?**
1) Forums require engagement in course material. A more engaged student will retain information and also make meaning out of the material being investigated.
2) Students can communicate their insights and thoughts pertaining to a particular topic, as well as learn from one another in the process.
3) The content of what a student chooses to share within a forum is a means for the instructor to identify whether or not a student comprehends required reading and video assignments.
Forum Leaders
At the beginning of the semester students choose the discussion where they will serve as a forum leader. Forum Leader Responsibilities:

- Early 1st comment deadline. Forum leader 1st comment must be made on or before Friday 11:59 pm. (All other learning community members must make a 1st comment on or before Sunday, 11:59.)
- Offer a substantive comment. Forum leader comments should help to frame the discussion for the week. Forum leaders must be well versed in the topics being address in the forum.
- Engage with Learning Community members. Forum leaders follow through by engaging in a dialogue with those who respond to the leader’s original comment. Forum leaders may find that they make more than the minimum 3 comments during the week they are serving in the leadership role.

Quizzes
15% of final grade
Quizzes use question pools; the quiz tool automatically pulls questions from the pool. No two quizzes are the same.

- **Course Orientation Quiz**
  - Assesses overall knowledge of topics addressed in course, assignments, scheduling and course policies. Assessed Material: syllabus, calendar, professor course overview PowerPoint Mix presentations. Open book. (Worth 15 points)

- **Unit I Quiz**
  - Assess knowledge and critical thought on week 1 – 3 course topics/concepts. (worth 60 points – open resource; can take quiz up to 2 times)
Unit II Quiz
Assess knowledge and critical thought on week 5 – 7 course topics/concepts. (worth 70 points – open resource; can take up to two times)

Grading
Each assignment is worth a certain number of points. Highest number of points a student can earn is 1,000. Points accumulate to determine final percentage grade (percent of 1,000 points.)

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<th>Good</th>
<th>Satisfactory</th>
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<td>89 – 87% = B+</td>
<td>86 – 80% = B</td>
<td>79 – 77% = C+</td>
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<td>76 – 70% - C</td>
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Policies and Procedures

Class Sessions
- The course week begins on **Wednesdays**, ends on **Tuesdays**, 11:59 pm
- A weekly message is published and uploaded into the announcement area of the course each Wednesday morning. A notification is automatically sent to indicate availability of message. Information about content and assignment procedure is available within the weekly message or students are directed to a presentation within the course.
- Each week is 7 days in length. Students may enter the course and engage in coursework at any time 24 hours a day, 7 days a week.

Due Dates
- **Portfolio Assignments and Course Project**
  Must be submitted by **Tuesdays 11:59 pm Eastern Time.** Check calendar for due dates.
  Late penalties on portfolio assignments and course project grades: Up to 48 hours late (12 midnight Tuesday – 11:59 pm Thursday) = deduction of 10% of points (One full letter grade). Assignments will not be accepted after 48 hours past the due date and time except for documented emergencies.
- **Course Project Evaluations**
  There is no grace period for submitting a peer evaluation on a course project – or – submitting a team evaluation.
  When a student doesn’t submit one of the evaluations by the deadline the following points will be deducted from the student’s Course Project points, which may impact the student’s final grade for the assignment:
  - 15 point deduction – no peer course project evaluation
  - 10 point deduction – no team evaluation

- **Forums**
  There are two 1st comment deadlines.
  When a student serves as a forum leader, the 1st comment deadline occurs Fridays, 11:59 pm.
  When a student is not serving as a forum leader, 1st comment deadline occurs Sunday, 11:59 pm.
  Forums close on Tuesdays, 11:59 pm.
  Check calendar for exact open, close and 1st comment dates.
  Students cannot make up points associated with a missed 1st comment or an entire forum.

- **Quizzes**
  Check calendar for exact open and close dates.
  Course Orientation – Opens Week 1, Closes 11:59 pm, Tuesday, week 2, 11:49 pm
  Unit I Exam: Opens Sunday /Closes Tuesday, week 4, 11:59
  Unit II Exam: Opens Sunday/Closes Tuesday, week 8, 11:59
No makeup exams will be held. Students have three days to complete exams.

**Extra Credit**
Each student is given the responsibility of serving as a forum leader during the semester. When a student volunteers to serve as a forum leader in more than 1 forum, the student will, if he/she performs the duties of a forum leader appropriately, earn up to 20 extra credit points. See the About Forums page for more information on forum leader duties.

If a student submits Portfolio Part 4 by November 13th, he/she will earn 15 extra credit points. (The assignment must be submitted by November 27.)

*There are no other options for earning extra credit points for a team - or - for an individual student.*

**Messages Between Student and Professor**
All correspondence associated with the course is housed within the course. Students are to send correspondence to the professor through using the Canvas message tool in the course. (Click on the Inbox icon) The professor will also send correspondence to the student using the message tool. A notification will be sent to the individual to indicate that a message is waiting to be read in the course.

**Message Checking Policy**
Unless students receive advance notification, the professor will check her message inbox in the course by 10:00 am Eastern Time Monday - Saturday. Students will receive a response within 24 hours. This policy excludes Sunday and Thanksgiving Break. Responses will not occur on those days.

It is the responsibility of the student to check for incoming course related messages when they receive a notification that a new email message is waiting in their course inbox.

**Course Expectations**
It is each student’s responsibility to:

**Use Technical Tools & Engage in Problem Solving**
- learn to maneuver around the course and use all course tools. Particularly, students are responsible for setting up and managing the type and timing of the notifications they will receive.
  
  **GO TO:** Course Tools page under Course Home to learn how to use course tools, including the notifications tool.

- contact the technical support helpdesk when there is a question or a technical problem. Technical issues are not an acceptable reason for not engaging in the course. Refer to the phone number and the email address prominently located on page 1 of the syllabus to access helpdesk staff.

**Work with Course Set-Up**
- Instructions and links are provided for students to identify how and where course content and assignment 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.
Assist in Creating and Fostering an Online Community of Learners

Online learning communities are an important part and a benefit of an online course. Interacting with peers increases a sense of connection and belonging. Interaction during the semester reminds students that they are part of a larger group of individuals who are engaged in the same learning experience.

Beyond basic interaction, the development of a community of learners offers students the opportunity to collaborate. Students work together and assist one another while focusing on a common goal – successfully gaining knowledge and skills associated with course topics and learning objectives.

The responsibility of creating an online learning community is shared between the professor and the student. The professor develops a course format, activities, and policies that offer the possibility of a community. However, student involvement within their community is a critical component to the community’s success.

When participating in this course it is an expectation that students will:

- Engage in regular and sustained interaction with peers in forum discussions.
- Communicate clearly, authentically, and maintain a content-oriented focus within the discussions.
- Intellectually challenge peers by offering comments that invite others to share their thoughts and understanding of course material/course topics when engaged in forum work and developing the course project.
- Serve as a reliable teammate when developing the course project.
- Conduct a serious and fair review of content prior to evaluating a team’s course project.
- Maintain a positive and respectful attitude when interacting with peers. “Flaming” – where students focus on demeaning a peer instead of constructively offering a differing opinion - has point deducting consequences.

Recognize Assignment 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 how each assignment will be graded. It is expected that students will be attentive to directions and the grading criteria for assignments. **Paying attention is in the student’s best interest.** It is the student’s responsibility to review best practices/grading rubrics and ask questions prior to submitting an assignment or engaging in forum work.

Course Reading and Audio/Visual List
by Unit, Week & Topic

Notes:
- In addition to the materials listed below, material that highlights current events associated with workplace diversity and inclusion (particularly workforce discrimination) is linked to a page titled Contemporary News & Views. News & Views material is used when engaging in Forum #4 and is available for use when developing sections of the course project.
Course Content: **Material may be substituted or added** to listing below. Check course week pages on which course content is provided. Any new resources or resource substitutions will be announced and the citation for the resource provided in the appropriate weekly message or on the page where the new resource is linked.

Students may use any course resource when developing writing assignments or course project, but a correct citation must be provided. **If a formal citation is not offered in the syllabus or course shell**, contact professor for assistance.

**Unit I: Foundation Concepts**
**Weeks 1 - 4**

**Week 1: Introduction**

**Topic:** Course Orientation  
**Kaltura Video**  
*Instructor Presentation*  
Course Overview (Content, Assignments)  
**Reading**  
Syllabus, Calendar, Instructor Course Overview Presentations

**Topic:** Labor & Employment Relations Perspective on Diversity & Inclusion  
**Overview**  
**Kaltura Video**  
*Instructor Presentation*  
A Labor & Employment Relations Perspective of Diversity & Inclusion  
**Reading**  
Access: https://www.researchgate.net/publication/272114949_Rethinking_Diversity_in_Organizations_and_Society  
Excerpt: Introduction  
Excerpt: Understanding and Assessing the Business Case for Diversity , p. 19 – 21  
**Recommended**  
**Subcategory Overview**

**Kaltura Video**

*Instructor Presentation*

Social Justice Issues in the Workplace

**Reading**

*Privilege, Oppression and their Systemic Imprints.*


*Readings for Diversity and Social Justice, 3rd Edition*

Excerpt:

Social Categories, Classifications, and Structural Inequity, Chapter 2, p. 12

Case Study: Invisible Disabilities


Excerpt:

Privilege and Oppression; Capitalizing on Abilities, p. 253 – 254

**The Problem with Meritocracy**

*The Atlantic*


**Recommended**

More on one of the studies that is discussed in The Atlantic Article (above.)


**Topic:** Framing Professional Leadership: Diversity & Inclusion

**Reading**

*Diversity at Work: The Practice of Inclusion*

Excerpts:


Develop (for self) and Build (for Others) Cultural Competence, Chapter 20, p. 553 – 555.


**Assignments**

- Instructor Presentations; Reading
• Portfolio Assignment #1: Identity Markers and Initial Reflections—Submit and Share with Class (Due by end of week 2)
• Course Orientation Quiz
• Updating of Account Information in Canvas (Worth 5 points) Students upload photo, offer profile, review email address for notifications and check notification settings

**Week 2 Diversity and Inclusion Part I**

**Topic:** Overview

**Kaltura Video**

*Instructor Presentation*

Diversity & Inclusion Overview

**Video**

*Duke University, 2011*

A Place at the Table: Understanding Diversity, Inclusion & Equity, 6:57 Minutes

[https://www.youtube.com/watch?v=LKO-MIKidY0](https://www.youtube.com/watch?v=LKO-MIKidY0)

**Reading**

*Diversity at Work: The Practice of Inclusion*

Excerpt:

From Diversity to Inclusion: An Inclusion Equation, Chapter 7
Beginning of chapter through Inclusion is Harder to Achieve Than Diversity, p. 205 – 208.

The Practice of Inclusion in Diverse Organizations, Chapter 1
Beginning of the chapter – stop at – What is Inclusion?, p. 3 – 12.

**Topic:** Workforce Diversity & Employment Protections

**Workforce Diversity**

**Reading**

*Opportunities and Challenges of Workplace Diversity*

Excerpt: A Theoretical and Pedagogical Perspective, Chapter 1, Defining Diversity, p. 7 - 11

**Workforce Employment Discrimination Protection**

**Kaltura Video**

*Instructor Presentation*

Workforce Diversity and Employment Discrimination Protection

**Topic:** Workplace Inclusion

**Reading**

*Diversity at Work: The Practice of Inclusion*

Excerpt: Chapter 1, p. 12 - 47
What Is Inclusion?
Elements of Inclusion at Work
Facing the Challenges and Paradoxes of the Practice of Inclusion

**Assignments**

• Instructor Presentations; Reading
Complete and Submit Topics of Interest Form
(Course Project Dimension of Diversity & Forum Leadership Topic)
Portfolio Assignment #1: Identity Markers and Initial Reflections—Submit and Share with Class

Week 3: Diversity & Inclusion Part II

**Topic:** Overview

*Kaltura Video*

*Instructor Presentation*

Diversity & Inclusion Perspectives

**Topic:** US Historical Perspectives on Inclusion/Exclusion and Diversity

**Reading**

*Diversity at Work: The Practice of Inclusion*

Excerpts:
From Diversity to Inclusion (HR perspective), Chapter 8, p. 231 - 233
Historical Evolution of Approaches to Managing Diversity in the Workplace;
The Inclusion Paradigm, Chapter 22, p. 581 – 589.


Excerpts:
Discrimination and Diversity in the Discourse of Difference; Conclusion and Implications, p. 56 – 67


Excerpt:
Mechanisms of Ethnic (White) Privilege in Post Title VII Contemporary Organizations
Whites are Raceless As Well As Organizations
Whiteness As A Resource
Whiteness Infuses the Prototype of the Ideal Employee
p. 10 – 14
Managerial Development/Training
Bottom of p. 16 – 17

**Topic:** Global Perspectives

**Reading**


**Topic:** Generational Perspectives


Full report: Research on which article is based


**Assignments**

- Instructor Presentations; Reading
- Interact with Course Project Team Members

**Week 4: Unit I Discussions and Quiz**

**Assignments**

- Forum #1
- Unit I Quiz
- Virtual Team Meeting With Professor about Course Project - Can occur anytime week 4 - 6

**Unit II: Identity and Exclusion Issues**

**Weeks 5 - 7**

**Week 5: Identity and Difference**

**Topic:** Overview

- Kaltura Video
- Instructor Presentations
  - Identity & Difference Concepts

**Topic:** Developing, Recognizing and Living One’s Identity

**Reading**

- *Readings for Diversity and Social Justice, 3rd Edition*
  - Excerpt: The Cycle of Socialization, Chapter 6, p. 45 – 49.


*Diversity at Work: The Practice of Inclusion*
Excerpts: Chapter 3, p. 95 - 105
Embracing Our Multiple Identities; Views of “Self”; Bringing One’s Whole Self to Work: What Do We Mean and Why Does That Matter? (through We Each Make Choices About How Much to Know and Be)

Case Studies


*The Atlantic* (also on YouTube)
What American Women Who Wear Hijab Want You to Know
August 26, 2016

**Topic:** Covering, Passing, Assimilating

**Reading**
Yoshino, K., Smith, C. (December 6, 2013.) Uncovering Talent: A New Model of Inclusion. Deloitte University Leadership Center for Inclusion, Deloitte LLP
Excerpt: p. 4 through 13

**Case Study** Assimilation
Excerpt: Introduction, p. 2 – 8

**Video**
Case Study: Covering
*TED Talks*
The Danger of Hiding Who You Are, November 2014, 10:22
Morgana Bailey, Human Resources Activist
https://www.ted.com/talks/morgana_bailey_the_danger_of_hiding_who_you_are?language=en#t-603024

*Recommended*

**Video**
*TEDx Talks*
It’s Time to Get Under the Covers, 16:05 Minutes
Accessed at: https://www.youtube.com/watch?v=leWB_wKdugc

*New Moon Productions*
America: Mosaic or Melting Pot, 2012, 6:12 Minutes
Kenji Yoshino, New York University
Addresses: assimilation vs flaunting; covering and passing; mainstreaming vs human flourishing
Accessed at: https://vimeo.com/28234036
Assignments

- Instructor Presentations; Reading
- Work on Portfolio Assignment #2: Diversity Story. Submit week 7.
- Forum #2
- Virtual Team Meeting with Professor – Course Project (Can occur week 4 – 6)

**Week 6: Reaction to Difference Part I**

**Topic:** Overview

**Kaltura Video**

*Instructor Presentation*

Reactions to Difference

**Topic:** Stereotyping and Prejudice

**Reading**


Excerpt: Chapter 4: Stereotypes and Prejudice; Stereotypes, Prejudice, Discrimination-What’s the Difference? p. 104 - 107

- Stereotypes
- Why Do We Stereotype People? p. 106 - 107
- Prejudice; Why Do We Feel Prejudice?

**Chart**

Stereotype vs. Archetype

**Topic:** In-Groups; Out-Groups

**Reading**

*Managing Diversity: People Skills for a Multicultural Workplace, 9th Edition*


Excerpt: Chapter 4: Stereotyping & Prejudice

- We Form Ingroups and Reference Groups p. 121 – 122
- We Become Ethnocentric, p. 122 – 123

**Chart**

Impact of Categorization (in group/out group)

**Topic:** Implicit Bias

**Reading**

Kirwan Institute, Ohio State University

Understanding Implicit Bias

Defining Implicit Bias; A Few Key Characteristics of Implicit Biases


Excerpt:

- But Everybody Does It, p. 11 – 14
- Bias Case Studies (for use in Forum 4), p. 15 - 17

**Recommended**
NPR

Video
Scientific American Frontiers
The Hidden Prejudice, 7:37 Minutes
Accessed at: https://www.youtube.com/watch?v=2RSVz6VEybk
(About Unconscious bias highlighted by the Implicit Association Test - IAT)
NOTE: Students take IATs this week!

Assignments
• Instructor Presentations; Reading, Video
• Work on Portfolio Assignment #3: Implicit Association & Bias (worth 50 points) Due Week 7
• Forum #3 – This is a post first assignment! Students must post their choice of implicit bias from 9 case studies and their rationale by the first comment deadline!

Week 7: Reaction to Difference Part II

Topic: Discrimination
Chart
Examples of individual (interpersonal) and organizational (formal) resistance by overt and subtle discrimination

Reading
Data Driven Discrimination
Excerpt:
   Introduction, p. 2 – 6.
   C. Types of Harm, p. 20-24

Case Study: Overt Discrimination

Video
How employees get to the point of overt employment discrimination/harassment and a strategy for addressing this form of discrimination.
TEDxUGA
Practical Diversity: Taking Inclusion from Theory to Practice
Dawn D. Bennett-Alexander, University of Georgia
https://www.youtube.com/watch?v=ExcDNly1DbI

Reading
**Subtle Discrimination**
(Highlights research of Susan Fiske, Princeton University)

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

**Topic:** Impact of Bias, Prejudice, Discrimination

**Reading**
*What If? Short Stories to Spark Diversity Dialogue*
Excerpt: Chapter: 7 - A Difference in Weight, p. 45 – 50
Reaction to Ongoing Stereotyping and Prejudice

*Managing Diversity: People Skills for a Multicultural Workplace, 8th Edition*
Excerpts: Chapter 5:

**Video**
The Damage Bias Causes in the Workplace, 2013, 3:55 Minutes
(Addresses: Microinequities; Stereotype Threat)
Accessed at: [https://www.youtube.com/watch?v=GELchzXisPQ](https://www.youtube.com/watch?v=GELchzXisPQ)

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

**Assignments**
- Instructor Presentations; Reading, Video
- Forum #4
- Submit Portfolio Assignments # 2 and #3.

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**Week 8: Course Project Research Week & Unit II Quiz**

**Assignments**
- Unit II Quiz
- Work on Course Project; Team leaders, Check-in with professor (recommended)
Unit III: Organizational and Interpersonal Inclusion

Weeks 9 - 14

Week 9: Organizational Strategies: Valuing Diversity & Promoting Inclusion

Topic: Overview
   Kaltura Video
   Instructor Presentation
   Organizational Strategies & Critical Considerations

Topics: Organizational Leadership Involvement, Creating an Inclusive Climate and Programs

Reading

- Diversity at Work: The Practice of Inclusion
  Excerpt: Chapter 7
  Inclusion Equation Macro Element #1: Values Driven Culture p. 211 – 214
  Inclusion Equation Macro Element #2: Inclusive Systems and Programs (recruiting, work-life strategies, mentoring, sponsorship, diversity councils, employee network groups, employee engagement surveys), p. 214 - 221

  Excerpt: Chapter 8
  Best Practices (developing pipeline, confronting subtle discrimination) p. 239 – 242
  Training, Training, Training; Using Peer to Peer Influence, p. 245 - 247

  Excerpt: Chapter 9
  D & I and Organizational or Employee Surveys, p. 265 – 268, 270
  The Importance of Senior Level Support, The Importance of Training in D & I Efforts, p. 284 - 287

  Excerpt: Chapter 11, p. 330 - 340
  Creating Inclusive Climates in Diverse Organizations
  Excerpt: Chapter 15
  Leadership Effectiveness; Governance and Accountability; Talent Management; Work Climate and Culture; Outreach; Integration, p. 437 – 444

  Excerpt: Chapter 16
  Institutional Commitment, p. 456 – 458
  Affirming Climate, p. 469 - 472

Topic: An Expansive Perspective & Inclusion Strategy

Reading

- Diversity at Work: The Practice of Inclusion
  Excerpts: Chapter 13; p. 392 - 399
  The Inclusive Workplace: Community and Society as Stakeholders
  Expanding Inclusion Beyond the Traditional Corporate Walls
  A Proposed Three-Stage Continuum of Practices: from Philanthropy Through CSR to Corporate Inclusion Strategy
**Recommended**  
*Inclusive Workplace Model in Practice: Examples, p. 399 - 405*

**Assignments**
- Instructor Presentations; Reading  
- Work on: Portfolio Assignment #4 Organizational Audit – Due week 10

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**Week 10: Critical Considerations**

**Topic:** Overview  
**Kaltura Video**  
*Instructor Presentation*  
Opportunities and Challenges

**Reading**  
[www.insightintodiversity.com](http://www.insightintodiversity.com)

*Diversity Resistance in Organizations*  
Excerpt:  

**Recommended**  

IV. Organizational Diversity, p. 244 - 263  
(a) diversity does not address different forms of organizational injustice  
(b) diversity becomes an instrument for preserving organizational interests  
(c) diversity is constrained by organizational norms of behavior  
(d) diversity (and attempts to be diverse) legitimize organizational norms and structures  
(e) diversity initiatives produce partial inclusion that rationalizes partial exclusion

**Audio**  
*NPR*  
In-House Resource Groups Can Help and Harm, Minutes 5:06  

**Topic:** Challenges to Organizational Diversity and Inclusion Strategies  
**Reading**  
*Dominate Culture Perceptions*  
Excerpts:
Introduction; Diversity Approaches as Contextual Cues, p. 817 – 820
General Discussion, p. 826 - 827


Excerpts:

**Introduction**
Diversity Structures Create Illusions of Fairness
Diversity Structures and the Perception of Procedural Justice
p. 504 – 506
Practical Implications of the Illusion of Fairness and Underestimation of Discrimination
Implications for Organizations
Implications for Law
Implications for Targets of Discrimination
p. 516 - 517


Excerpts:

Diversity Approaches and Inclusion: Differences Between Majorities and Minorities, p. 82 – 83.
Discussion; Possible Limitations and Future Research, p. 88 – 90

**Walking the Talk – or – Empty Rhetoric**

**Reading**

*Diversity at Work: The Practice of Inclusion*

**Recommended**
Use when preparing to complete Portfolio Assignment #5

**Topic:** Beyond the Equity Perspective

**Reading**


Excerpts:

Shifting the Conversation, p. 2 - 4
Intersectionality: An Expanded View of Inclusion, p. 5 – 6
The Intersection of Analytics and Culture, 11 - 12
Beyond a One-Dimensional Understanding of Difference, p. 13

**Assignments**

- Instructor Presentation, Reading, Audio
- Submit Portfolio Assignment #4 Organizational Audit
Week 11: Course Project Work Week

Assignment
- Submit Course Project (only 1 member of team – project leader submits)

Week 12: Interpersonal Inclusion Part I

Short Week: Thanksgiving Break

Topic: Overview
  Kaltura Video
  Instructor Presentation
  Skill Building Opportunities for D & I Leadership

Topic: Engaging Inclusively
  Reading
  Basic Strategies
  *Be Less Certain and More Curious*
  Chapter: 12 – I Know Everything Already, p. 79 – 83
  *Engage Different Perspectives*
  Chapter 11 – Strange New Worlds, p. 73 – 76
  *Expand Experiences with Diverse Others*
  Chapter: 8 – “Bizeer Gummies”, p. 55 – 59
  *Processes, Competencies and Tools to Engage Inclusively*
  *Diversity at Work: The Practice of Inclusion*
  Chapter 4: Strengthen Interpersonal Awareness and Fostering Relational Eloquence p. 128 – 151

Assignments
- Instructor Presentation; Reading
- Create video introduction to course project – 1 team member responsible for taping
- Team Members: Submit course project team member evaluation

Week 13: Interpersonal Inclusion Part II

Topic: Serving in Leadership Roles
  Reading
  *Diversity at Work: The Practice of Inclusion*
  Excerpts: Chapter 6: The Work of Inclusive Leadership
  The Role of Leaders in Fostering Inclusive Cultures, p. 180 – 181
  Individual Level; Relational Level, p. 182 – 186
  (Organizational level is optional)

Excerpt:
How can leaders engage in building inclusive cultures that leverage employee potential at work? p. 7 – 11.

**Assignments**

- Reading: Leadership material
- Reading: Course Projects associated with week 13
- Forum #5
- Peer Evaluators: Submit Evaluation of Course Project

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**Week 14: Interpersonal Inclusion Part III**

**Topic:** Ethnocentric to Ethnorelitive: Cultural Competence

**Graphic**

Ethnocentric vs. Ethnorelitive

**Reading**

*Diversity at Work: The Practice of Inclusion*


**Assignments**

- Reading: Cultural Competence material
- Reading: Course Projects associated with week 14
- Forum #6
- Portfolio Assignment #5: Diversity & Inclusion Leadership Plan