

Professor

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Send email through the course email tool

– or - Phone: 609-575-7835

Diversity in the Workplace is a fully online course taught through the Canvas LMS.

This course offers students the opportunity for deep learning regarding:

- the impact of membership in dominate and non-dominate 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.

Learning Objectives

At the conclusion of the course it is expected that students will be able to:

Instructor generated objectives

- 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.

LSER Department objectives

- Analyze the degree to which forms of human difference shape a person's experience of work. (Goal 6)
- Analyze issues of social justice related to work across local and global contexts (Goal 8)

SMLR objectives

- Evaluate the context of workplace issues, public policies, and management decisions (Goal V).

Core curriculum objectives (21st Century Challenges)

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world (Goal a)
- Analyze issues of social justice across local and global contexts (Goal d).

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

Get Help

Need technical assistance?

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

Email:

help@canvas.rutgers.edu

Call 24/7: 848-260-2941

OR: Click the "help" question mark icon located at the bottom of the red navigation menu (bottom far left of the course page)

Do not contact your instructor with

Course Organization

Week 1 - 5	Unit I: Diversity & Inclusion Issues
Week 6 – 11	Unit II: Dimensions of Diversity
Weeks 12 - 14	Unit III: Diversity Leadership
Week 14	Final Exam (online and take home essay)

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 80 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 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 3

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.
- 4.

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 3
- 4 – Leadership Development Opportunities: Cross Cultural Competency
Can complete week 3
- 5 – Implicit Bias
Can complete week 4

Due: Part A – week 5

Part B: (Worth 100 Points)

Activity #

- 6 - Reflections on Leadership Journey Material
Completes portions weeks – 6- 11
- 7 - Your Diversity Story
Can complete week 6 - 11
- 8 - Diversity & Inclusion Leadership Plan
Can complete week 12 - 13

Due: Part B - week 13

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 200 points (50 points each)

There are 4 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 & 3: Workforce Diversity, Human Difference, Social Justice and Inclusion Issues: Course Project Discussion

Forums 2 & 3 involves review of learning community member Course Projects. It is a forum requirement to involve consideration of learning community member's Course Project contents

Topics

- Sexual Orientation and Gender Identity; Diversity of Religion (Forum 2)
- Physical and Mental Abilities; Age; Appearance (Forum 3)

Forum 4: Creating a Just and Inclusive Workplace: Theory and Reality

Forum 4 requires students to reflect on Unit III material that focuses on skill building to create a equitable and inclusive workplace. Students discuss the what actions they can take as well as what best practices they may find uncomfortable or difficult to apply.

Due: Discussions open Thursdays and closes Tuesday 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 4

Forum 2: Week 8

Forum 3: Week 11

Forum 4: Week 14

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 6 (Diversity of Sexual Orientation & Gender Identity; Diversity of Religion)

Week 7 (Diversity of Mental and Physical Ability)

Week 9 (Diversity of Age; Diversity of Appearance)

Quizzes and Final Exam

Course Orientation Quiz – worth 15 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 -2 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 – 5.

Quiz covers the following topics areas.

Wk 1 & 2 - Introduction to Diversity, Inclusion, Social Justice

Wk 3 - Identity and Difference in the Workplace

Wk 4 - Reactions to Human Differences I: Stereotyping, Bias and Prejudice

Wk 5 - Reactions to Human Difference Part II: Discrimination & Employment Protection

- True false, multiple choice, 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 5 Check calendar for open and close dates.

Check calendar for availability of accessing graded exam.

Comprehensive Final – worth 104 points

Knowledge of key concepts presented in *required* reading, video, and weekly messages will be assessed through a final exam. There are two components to the final exam: a take home essay on social justice (worth 40 points); online timed exam involving short answer; true false, multiple choice, multiple answer questions (worth 64 points). The final exam uses a test pool. No two final exams will be the same.

- Students must complete the online final in 1hour.
- 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 14 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.

Outstanding

1000 - 900 Points = A

Good

899 – 870 Points = B+

869 – 800 Points = B

Satisfactory

799 – 770 Points = C+

769 – 700 Points = C

Poor

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

Item % of Grade	Assignment and Associated Points
Writing Assignments 34%	Introduction Writing Assignment Worth 80 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 20%	4 Forums Worth 200 points (50 points per forum)

Knowledge & Skill Assessments 16%	Course Orientation Quiz Worth 15 points
	Unit I Quiz 40 points
	Comprehensive Exam Worth 104 points
100%	TOTAL 1,000 points

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) September 6.
 - The last day students will be expected to log into the course prior to final grades being posted is Tuesday, December 13 (last day final exam is open.)
2. A weekly message will be uploaded into the course by **10 am Wednesdays**. 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 Tuesdays**. 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 Tuesday nights. Students are given until 11:59 Wednesday to submit late. After that day and time, no assignments will be accepted. No exceptions.
4. Students have three days to complete the online 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 a test. 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 than 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 each member of the team will receive 5 extra credit points. Points will be entered into gradebook week when points/grade for the assignment is returned.

Test Your Knowledge Extra Credit Quiz

Students are encouraged to engage in the extra credit quiz as the quiz will assist students in preparing for the final exam in regard to content covered weeks 6- 11 (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, multiple answer, short answer – 30 minutes; available week 11

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 me and discuss the needed accommodation(s) as early in the semester as possible. For more information regarding the process of applying for a letter of accommodation:

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

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

Email

All correspondence associated with the course is housed within the course. Students are to send correspondence to the professor through using the email tool in the course. The professor will also send correspondence to the student using the email tool. A notification will be sent to the individual being sent the email to indicate that a message is waiting to be read in the course.

Email Checking Policy

Unless students receive advance notification, the instructor will check her email in the course by 10:00 am Eastern Time every workday. 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. Once a week – on Wednesday mornings - each student will receive a weekly message. In addition, students receive messages from the instructor regarding a variety of topics throughout the semester. It is a best practice to check one's inbox in the Canvas course twice a week in case a notification has been missed.

Course Expectations

Self-Empowerment

Use of Technical Tools & 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.

Personal Resource

- 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:

- Use 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

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 instructor and the student. The instructor 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 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 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.

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Unit I

Diversity and Inclusion Issues

Week 1 & 2 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>

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

Excerpt: Chapter 6: Defining Diversity in a Global Context Workforce

Diversity Defined, p. 132 – 133

Tapia, A. T. (2013) The Inclusion Paradox, 2nd Ed. Hewitt Associates, Lincolnshire, IL.

Excerpt: Introduction: What is the Inclusion Paradox?, p.14 - 16.

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?](#)

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.

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.

Generational Perspectives

White, G. B. (May 13, 2015.) The Weakening Definition of “Diversity.” *The Atlantic*.

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

Recommended

Smith, C. (2015.) The Radical Transformation of Diversity and Inclusion: The Millennial Influence. *Deloitte University Leadership Center for Inclusion*.

<http://www.bjcli.org/wp-content/uploads/2015/05/report.pdf>

The Business Perspective: The Case and the Cautions

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

Understanding and Assessing the Business Case for Diversity, p. 18 – 21

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

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

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

Even Nice People Can Be Exclusive

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.

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Week 3 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

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.

Crisp, C. (2014) White and Lesbian: Intersections of Privilege and Oppression, *Journal of Lesbian Studies*, 18:2, 106-117, DOI: 10.1080/10894160.2014.849161

Excerpt: Intersectionality - p. 109 - 110.

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.

<http://www2.deloitte.com/content/dam/Deloitte/us/Documents/about-deloitte/us-inclusion-uncovering-talent-paper.pdf>

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

Wingfield, A. H. (October 14, 2015.) Being Black—but Not Too Black—in the Workplace. *The Atlantic*.

http://www.theatlantic.com/business/archive/2015/10/being-black-work/409990/?utm_source=SFTwitter

Social Justice: Recognizing Privilege and Oppression

Crisp, C. (2014) White and Lesbian: Intersections of Privilege and Oppression, *Journal of Lesbian Studies*, 18:2, 106-117, DOI: 10.1080/10894160.2014.849161

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

Recommended

Goodman, D.J. (2015.) Oppression and Privilege: Two Sides of the Same Coin. *Journal of Intercultural Communication*. 18, 1 -14.

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

<http://www.zeldman.com/2014/12/28/unexamined-privilege-is-the-real-source-of-cruelty-in-facebooks-your-year-in-review/>

Thompson, C. (Spring2008). A White Man's Experience of Oppression in a Life of Privilege.

Diversity Factor. pp. 26-31.

Lam, Bourree (April 7, 2016.) A Workplace-Diversity Dilemma. *The Atlantic*.

<http://www.theatlantic.com/business/archive/2016/04/status-diversity/477228/>

Meritocracy, Melting Pot (Assimilation), Colorblind Ideal

Thomas, Kecia M., Mack, Dan A, and Montagiani, 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.

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://www.theatlantic.com/business/archive/2015/12/meritocracy/418074/>

Nobel, C. (February 13, 2012.) The Case Against Racial Colorblindness. Harvard Business School.
<http://hbswk.hbs.edu/item/the-case-against-racial-colorblindness>

Student D & I Leadership Journey

Recognizing Differences

Taturn, B.D. (2013.) The Complexity of Identity: “Who Am I?” In Readings for Diversity and Social Justice, 3rd Edition, Taylor & Francis.

Excerpt: Introduction, Who Am I? Multiple Identities, p. 6 – 7.

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?

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

Goodman, D.J. (2013.) Cultural Competence for Social Justice: A Framework for Student, Staff, Faculty and Organizational Development.

<http://www.dianegoodman.com/documents/TheCulturalCompetenceforSocialJusticeModel-2pages.pdf>

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

Excerpt: 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 4 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

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

Chart

Stereotype vs. Archetype

In-Group; Out-Group Behavior

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

Excerpt: Chapter 4: Stereotyping & Prejudice

We Form Ingroups and Reference Groups p. 121 – 122.

We Become Ethnocentric, p. 122 – 123

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. 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/>

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

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: Microinequities; 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=ixDHOAOzjd8>

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

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

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

New Moon Productions

The Psychology of Hate (Video) 2012, 8:48 Minutes

Joseph Brown, Stanford University

<https://vimeo.com/28235441>

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

Excerpt: Chapter 5:

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

Recommended

Liu, A. (February 25, 2015.) No, You're Not Imagining It: 3 Ways Racial Microaggressions Sneak into Our Lives. *Everyday Feminism*.

<http://everydayfeminism.com/2015/02/ways-racial-microaggressions-sneak-in/>

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Week 5 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

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.

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

http://www.epi.org/publication/unemployment-for-young-black-grads-is-still-worse-than-it-was-for-young-white-grads-in-the-aftermath-of-the-recession/?utm_source=Economic+Policy+Institute&utm_campaign=c4f6de470f-

[EPI News 05 13 165 12 2016&utm_medium=email&utm_term=0_e7c5826c50-c4f6de470f-57976645](http://www.epi.org/publication/unemployment-for-young-black-grads-is-still-worse-than-it-was-for-young-white-grads-in-the-aftermath-of-the-recession/?utm_source=Economic+Policy+Institute&utm_campaign=c4f6de470f-EPI+News+05+13+165+12+2016&utm_medium=email&utm_term=0_e7c5826c50-c4f6de470f-57976645)

Recommended

National Research Council. (2004). *Measuring Racial Discrimination*. Panel on Methods for Assessing Discrimination. Rebecca M. Blank, Marilyn Dabady, and Constance F. Citro, Editors. Committee on National Statistics, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. <http://www.nap.edu/catalog/10887/measuring-racial-discrimination>

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

<https://www.eeoc.gov/eeoc/newsroom/release/3-19-14.cfm>

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

Morris, M., Fiske, S (November 12, 2009.) The New Face of Workplace Discrimination, *Forbes*.

<http://www.forbes.com/2009/11/12/discrimination-workplace-prejudice-leadership-managing-bias.html>

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

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

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

Legal Remedies in the US

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.

NJ Office of the Attorney General

Division on Civil Rights

Law Against Discrimination (LAD)

<http://www.nj.gov/oag/dcr/law.html>

EEOC

NEW JERSEY: Charge Statistics Over Time (1997 -2015)

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

<http://www.madufflaw.com/religious-and-disability.html>

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>

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Unit II

Dimensions of Diversity

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

Week 6 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

<http://www.economist.com/news/business/21598669-bestand-worstplaces-be-working-woman-glass-ceiling-index>

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

The Simple Truth about the Gender Pay Gap. American Association of University Women, 2015 Edition

http://www.aauw.org/files/2015/02/The-Simple-Truth_Spring-2015.pdf

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.

<http://www.aauw.org/research/the-simple-truth-about-the-gender-pay-gap/>

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

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.

Excerpt: The Myth of Equality: Glass Ceiling vs. Glass Escalator, p. 105 – 108

Pregnancy

Bakst, D. (March 26, 2015.) Peggy Young’s Victory Is Not Enough. *US News & World Report*.

<http://www.usnews.com/opinion/economic-intelligence/2015/03/26/peggy-young-supreme-court-victory-is-not-enough-for-pregnant-workers>

Morris, D. (January 29, 2014.) N.J.: State Adds Pregnancy to List of Classes Protected by Law Against Discrimination. *Society for Human Resource Management*.

<https://www.shrm.org/legalissues/stateandlocalresources/pages/nj-pregnancy-classes-protected-discrimination.aspx#sthash.RZJodhiR.dpuf>

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/>

Kirk, G., Okazawa-Rey, M. (2013.) Readings for Diversity and Social Justice, 3rd Ed, Taylor & Francis.

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

Garcia, K. K. (2012). Gender Bind: Men as Inauthentic Caregivers. *Duke Journal of Gender Law & Policy*, 20(1), 1 – 43

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

Required Excerpts: I Introduction, p. 1 – top of page 5.

Recommended

University of Pennsylvania

Cunningham-Parmeter K. (2013) Men at Work, Fathers at Home: Uncovering the Masculine Face of Caregiver Discrimination, Work and Family Researches Network.

<http://workfamily.sas.upenn.edu/wfrn-repo/object/ph2ly2zf6re5oq8w>

AARP Public Policy Institute

Feinberg, L. (n.d.) Protecting Family Caregivers from Employment Discrimination , AARP Public Policy Institute.

http://www.aarp.org/content/dam/aarp/research/public_policy_institute/health/protecting-caregivers-employment-discrimination-insight-AARP-ppi-ltc.pdf

Week 7 Diversity of Sexual Orientation & Gender Identity

Topics:

Overview LGBT (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,

Report: The Cost of the Closet and the Rewards of Inclusion: Why the Workplace Employment for LGBT People Matters, 2014

<http://www.hrc.org/resources/the-cost-of-the-closet-and-the-rewards-of-inclusion>

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

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

Excerpt: Chapter 12, Working with Gay Persons

Stereotypes and Realities, p. 465 - 468

Managing a Gay Identity in the Workplace, p. 482 - 484

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.

Excerpt: Attitudes in the Workplace, p. 152 - 153.

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=hMpOD4bAnok>

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 8 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

Flake, D. F. (2014). Image Is Everything: Corporate Branding and Religious Accommodation in the Workplace.

University of Pennsylvania Law Review, (3), 699 – 754

Excerpt: Religion and Work in Modern America, 2015, p. 703 – 710

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

10 Bias Danger Signs

<https://tanenbaum.org/wp-content/uploads/2015/11/10-Bias-Danger-Signs-Definitions.pdf>

Recommended

Encountering Religion in the Workplace

Excerpt: Workplace Discrimination and Certain Religious Groups , 2011, p. 99 - 114

Legal Remedies in the US

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

Excerpt: Chapter 16, Working with Persons from Diverse Religions

Religious Observances and Practices – Federal Government Guidelines, p. 620 – 621

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

<https://tanenbaum.org/wp-content/uploads/2015/06/Respectful-Communication.pdf>

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 9 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

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.

Excerpts: Ethnicity and Race, p. 126 – 127.

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

Story #5 – 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.

Racial Bias and Harassment

Washington Post

Racial Bias, Even When We Have Good Intentions, January 3, 2015

Sendhil Mullainathan, Harvard University

http://www.nytimes.com/2015/01/04/upshot/the-measuring-sticks-of-racial-bias-.html?partner=rss&emc=rss&_r=1&abt=0002&abg=1

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

<http://www.advancingjustice-la.org/what-we-do/client-stories/filipino-nurses-fight-discrimination-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 10 Diversity of Physical/Mental Abilities

Topics:

Diversity of Physical and Mental Abilities

Legal Remedies in the US

Getting Hired

Limitations of the ADA

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 #6 – [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.

Week 11 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

Thomas, R., Hardy, C., Cutcher, L., & Ainsworth, S. (2014). What's Age Got to Do With It? On the Critical Analysis of Age and Organizations. *Organization Studies*, 35(11), 1569-1584.

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

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

Excerpt: Chapter 14, Working with Older and Younger Persons

Stereotyped Myths & Realities, p 551 – 557

Challenges and Needs of Millennial and Older Workers

Eisenberg, R. (April 2, 2014.) What Older Workers Want, But Aren't Getting, *Forbes*.

<http://www.forbes.com/sites/nextavenue/2014/04/02/what-older-workers-want-but-arent-getting/#14f19e2c2499>

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

Report: Key Findings of Annual Work/Retirement Survey, 2015

<http://www.careerbuilder.com/share/aboutus/pressreleasesdetail.aspx?sd=2/19/2015&id=pr869&ed=12/31/2015>

Age Based Discrimination and Legal Recourse

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

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

Olson, E. (March 18, 2016.) Claims of Age Bias Rise, but Standards of Proof Are High New York Times.

<http://www.nytimes.com/2016/03/19/your-money/trying-to-make-a-case-for-age-discrimination.html?action=click&contentCollection=Economy&module=RelatedCoverage®ion=Marginalia&pgtype=article&r=2>

Lemov, P. (May 4, 2013,) What It Takes to Win an Age Discrimination Suit. Huffington Post.

http://www.huffingtonpost.com/2013/05/04/age-discrimination-suit_n_3210811.html

Recommended

Recent Age Discrimination Case Settled

Milpitas to Pay \$140,000 to Settle EEOC Age Discrimination Suit, 2016

<https://www.eeoc.gov/eeoc/newsroom/release/4-15-16.cfm>

Diversity of Appearance

Topics

Attractiveness: Privilege and Penalty

Organizations, Image Policies and Laws

Obese Employees

Student D & I Leadership Journey

Attractiveness: Privilege and Penalty

Toledano, E. (2012). Looking-Glass Ceiling: Appearance-Based Discrimination in the Workplace. *Cardozo Journal of Law & Gender*, (3), 683.

Excerpts:

II: The Beauty Bias; A. Employment Decisions, p. 692 - 97

Science Daily

Beautiful Women Face Discrimination in Certain Jobs, Study Finds, 2010

<https://www.sciencedaily.com/releases/2010/08/100806132218.htm>

Based on the following study:

Johnson, S. K., Podratz, K. E., Dipboye, R. L., & Gibbons, E. (2010). Physical Attractiveness Biases in Ratings of Employment Suitability: Tracking Down the “Beauty is Bestly” Effect. *Journal Of Social Psychology*, 150(3), 301-318.

Organizations, Image Policies and Laws

Flake, D. F. (2014). Image Is Everything. *University of Pennsylvania Law Review*, (3), 699 – 754.

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=mMx6anhj2Ak>

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

<http://www.reuters.com/article/us-usa-court-scarf-idUSKBN0OH2NW20150601>

Obese Employees

Carr- Ruffino, N. (2012). *Managing Diversity: People Skills for a Multicultural Workplace, 8th Edition*. Pearson Custom Publishing.

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

http://www.nj.com/atlantic/index.ssf/2015/09/court_upholds_weight_rules_for_borgata_babes_repor.html

AP

Ruling: New Jersey casino can regulate waitresses' weight (video)

<https://www.yahoo.com/news/panel-upholds-casinos-borgata-babes-weight-restrictions-171449601.html?ref=gs>

Student D & I Leadership Journey

Jones, L.E. (2012.) *The Framing of Fat: Narratives of Health and Disability in Fat Discrimination Litigation*, New York University.

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

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Unit III

Diversity Leadership: Diversity & Inclusion Skills

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Week 12 & 13 Skills for a Just and Inclusive Workplace

Overview: Concept Overview; PowerPoint Mix

Key Strategies in Personal Leadership

Topics:

Become Mindful of Biases

Behave Inclusively

Communicate About Diversity and Exclusion

Behave Inclusively

Develop/apply cultural competence.

Goodman, D. J. (2014.) Cultural Competence for Equity and Inclusion

<http://www.dianegoodman.com/documents/TheCulturalCompetenceforEquityandInclusionI-2pages.pdf>

Component review

1. Self-awareness; 2. Understanding and valuing others; 3. Knowledge of societal inequities;
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

Robbins, S. L. (2009). *What If? Short Stories to Spark Diversity Dialogue*, Nicholas Brealey Publishing, Boston, Ma. Chapter: 8 – “Bizeer Gummies”, p. 55 – 59.

Consider and Address Your Biases

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

Excerpts:

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

Take Appropriate Action

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

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

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 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.

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

<http://racereactions.about.com/od/takeaction/a/Five-Ways-To-Respond-To-A-Racist-Joke.htm>

Recommended

Goodman, D. J. (2011.) Interrupting Biased and Stereotypic Comments. Adapted by the author from *Promoting Diversity and Social Justice: Educating People from Privileged Groups*, 2nd ed.

<http://www.dianegoodman.com/documents/respondingtobiasedcomments-summarylist.pdf>