Diversity in the Workplace

Fall 2016 - 37:575:364

Professor
Anne-Michelle Marsden
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.
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 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 1 hour.
• 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+ |
| | 799 – 770 Points = C+ |
| Satisfactory | 769 – 700 Points = C |
| Poor | 699 - 600 Points = D; 599 and below = F |

<table>
<thead>
<tr>
<th>Item % of Grade</th>
<th>Assignment and Associated Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Assignments 34%</td>
<td>Introduction Writing Assignment Worth 80 points</td>
</tr>
<tr>
<td></td>
<td>Diversity &amp; Inclusion Leadership Portfolio Two parts worth a total of 261 points</td>
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<tr>
<td>Course Project 30%</td>
<td>Dimension of Diversity Course Project PowerPoint Presentation Worth 300 points</td>
</tr>
<tr>
<td>Comments in Forum 20%</td>
<td>4 Forums Worth 200 points (50 points per forum)</td>
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**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.

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**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 that the posted due date.
**Extra Credit Options**

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

**Course Project Related Extra Credit**

*Engage in Teamwork When Developing the Course Project*

Students who choose to work in a team to develop a course project will receive 15 extra credit points at the time of course project grading.

*Course Project is Chosen for Peer Review*

If a team’s course project is chosen as required reading 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.

Test Your Knowledge Extra Credit 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/](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/documentation-guidelines)
- [https://ods.rutgers.edu/students/registration-form](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

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


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

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

Perspectives on Diversity & Inclusion

Why Diversity and Inclusion in Workplaces?
Excerpts: Chapter 1: Introduction and Conceptual Framework
Diversity in the Workplace
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Diversity and Exclusion: A Critical Workforce Problem, p. 6 – 8.
Excerpt: Chapter 16: International Diversity and Facing the Future

Generational Perspectives
Recommended
University Leadership Center for Inclusion.

The Business Perspective: The Case and the Cautions
Excerpt: Chapter 1: Diversity in the Workplace: A Theoretical and Pedagogical Perspective
Understanding and Assessing the Business Case for Diversity, p. 18 – 21
Excerpt: Chapter 1: Pushing for Diversity; The Business Case Fallacy, p. 35 – 37

Student D & I Leadership Journey
Being Open to New Ways of Thinking and Behaving
Story #1 & #2: Recommended Perspective to Use Throughout the Semester
Chapter: 12 – I Know Everything Already, p. 79 – 83
Chapter 11 – Strange New Worlds, p. 73 - 76

Even Nice People Can Be Exclusive
Story #3 - Inclusion

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

117, DOI: 10.1080/10894160.2014.849161
NOTE: The article in its entirety is required this week, see Social Justice: Recognizing Privilege and Oppression topic area below.

Covering and Passing
Yoshino, K. Smith, C. (December 6, 2013.) Uncovering Talent: A New Model of Inclusion. Deloitte University Leadership Center for Inclusion, Deloitte LLP.
Excerpts: The Concept of Covering, p. 4; Covering at Work, p. 10; The Impact of Covering, p. 11-13.
TEDx Talks
It's Time to Get Under the Covers, 16:05 Minutes
https://www.youtube.com/watch?v=leW8_wKdugc

Recommended

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

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


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

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

New Moon Productions
America: Mosaic or Melting Pot (Video) 2012, 6:12 Minutes
(addresses: assimilation vs flaunting; covering and passing; mainstreaming vs human flourishing)
Kenji Yoshino, New York University
https://vimeo.com/28234036
Recommended
Cooper, M. (December 1, 2015.) The False Promise of Meritocracy. The Atlantic. 

http://hbswk.hbs.edu/item/the-case-against-racial-colorblindness

Student D & I Leadership Journey
Recognizing Differences

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

Cross Cultural Competency: Inclusion Not Tolerance

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

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

In-Group; Out-Group Behavior
Excerpt: Chapter 4: Stereotyping & Prejudice
We Form Ingroups and Reference Groups p. 121 – 122.
We Become Ethnocentric, p. 122 – 123
Chart

Excerpt: Chapter 2: Why We’re Biased
Impact of Categorization (in group/out group), p. 5

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

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

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

Scientific American Frontiers
The Hidden Prejudice (Video) 7:37 Minutes
About Unconscious bias highlighted by the Implicit Association Test - IAT
https://www.youtube.com/watch?v=2RSVz6VEyb

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

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

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Excerpt: Chapter 5:

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

Chart
Gould, E., Cooke, T. (May 11, 2016.) Unemployment for young black grads is still worse than it was for young white grads in the aftermath of the recession, Economic Policy Institute

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

Overt (Explicit) Prejudice Case Study
Racial Harassment: AA Foundries

EEOC
AA Foundries Agrees to Drop Appeal of EEOC Racial Harassment Lawsuit

Jury Says AA Foundries Must Pay $200,000 for Creating Racially Hostile Work Environment
https://www.eeoc.gov/eeoc/newsroom/release/9-27-12g.cfm

Subtle Discrimination

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

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

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

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

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

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

Chicago Employment Law
Reasonable Accommodations: Religion and Disability

Recommended for Course Project
EEOC
Newsroom (to read sample cases of lawsuits); Laws Enforced by the EEOC
https://www.eeoc.gov/eeoc/newsroom/
Prohibited Employment Policies/Practices
https://www.eeoc.gov/eeoc/publications/index.cfm

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

In addition to material listed below, learning community member course projects are required reading in Unit II.
** Week 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
  - NOTE: Move the “red dot” along the red horizontal line and look at US rankings for the following indicators.
  - Compare international rankings to other countries or the average:
    - Labor Force Participation; Wage Gap; Child Care Costs; Paid Maternity Leave

** Gender Pay Gap **
- AAUW
  - Report
  - All sections except for the forward and AAUW Resources is required.
  - What Is the Pay Gap?
  - Is the Pay Gap Really about Women’s Life Choices?
  - How Does the Pay Gap Affect Women of Different Demographics?
  - Is There a Pay Gap in All Jobs?
  - How Can I Make a Difference?
  - What Should I Do If I Experience Sex Discrimination at Work?

** Recommended **
- 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](https://www.youtube.com/watch?v=sfD7C49v5Vg)

** Glass Ceiling and Escalator **

** Pregnancy **

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

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

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

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

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

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

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

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

AARP Public Policy Institute

Week 7 Diversity of Sexual Orientation & Gender Identity
Topics:
Overview LBGT (Lesbian, Gay, Bisexual and Transgender) Employees
Legal Remedies in the US
Policies and Practices for Creating a Fair and Inclusive Workplace Environment
Sexual Orientation
Gender Identity

Overview LBGT (Lesbian, Gay, Bisexual and Transgender) Employees

Topic Overview PowerPoint
Recommended
Human Rights Campaign,

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

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

EEOC
What You Should Know About EEOC and the Enforcement Protections for LGBT Workers, 2016
https://www.eeoc.gov/eeoc/newsroom/wysk/enforcement_protections_lgbt_workers.cfm
Recommended
Human Rights Campaign
A History of Federal Non-Discrimination Legislation
http://www.hrc.org/resources/a-history-of-federal-non-discrimination-legislation

Policies and Practices for Creating a Fair and Inclusive Workplace Environment
Human Rights Campaign
Best practices in : Employment Policies; Employee Benefits; Organizational Initiatives and Culture
Recommended
US Government; The White House
President Obama Signs an Executive Order on LGBT Workplace Discrimination, (Video) 2014, 8:04 Minutes

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


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

Unemployment in the Transgender Community (Video) 2015, 6:17 Minutes

Case Studies
Schroer v. Library of Congress
Diane Schroer
[https://www.youtube.com/watch?v=UEPsK_axRqo](https://www.youtube.com/watch?v=UEPsK_axRqo)
Diane Schroer on Transgender Employment Discrimination

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

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

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

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

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

10 Bias Danger Signs

Recommended
Encountering Religion in the Workplace

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

*Interview with James Cooney, Esq.*
**LSER Faculty, Rutgers University**
Part I: Legal Reflections: Comments and Examples on Religious Discrimination in the Workplace
Diversity in the Workplace

3:03 Minutes
Part II: Legal Reflections: Comments and Examples on Employee Accommodation
7:01 Minutes
Part III: Legal Reflections: The Rights of the Non-Religious Employee 2:41 Minutes

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

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

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

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

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

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

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

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

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

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

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

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/l-a-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

Excerpt: Chapter 13, Working with Persons with Disabilities
Types of Disabilities: The Mental Treatment Gap, p. 483 – 484

EEOC
The ADA: Your Employment Rights as an Individual with a Disability
http://www.eeoc.gov/facts/ada18.html

Story #6 – Recognizing Able Bodied Privilege

Week 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
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

Challenges and Needs of Millennial and Older Workers

Boston College Center on Aging & Work
Workplace Flexibility, 2014
http://www.bc.edu/research/agingandwork/about/workFlexibility.html

Deloitte University Press
A New Understanding of Millennials: Generational Differences Reexamined Excerpt: Millennials in the Workforce, p. 10 – 15
Other Area Recommended: Different, or Just Young? A little of Both

Recommended
Career Builder/Harris Poll

Age Based Discrimination and Legal Recourse
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
http://www.nytimes.com/2016/03/19/your-money/trying-to-make-a-case-for-age-discrimination.html?action=click&contentCollection=Economy&module=RelatedCoverage&region=Marginalia&pgtype=article&_r=2

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

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

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

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

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

Does an Employer Have the Right to Control the Appearance of Workers? (Video) 2:40 Minutes
https://www.youtube.com/watch?v=wFpPHKjp2y0

Workplace Dress and Appearance Codes (video) 5:41 Minutes
https://www.youtube.com/watch?v=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-idUSKBN0OHZNW20150601

Obese Employees
Excerpt:
Myths & Realities 593 - 595

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

Case Study
NJ.com
Court Upholds Weight Rules for 'Borgata Babes', 2015

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

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

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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

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

Expand Experiences with Diverse Others
Story #7

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

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

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

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://racerelations.about.com/od/takeaction/a/Five-Ways-To-Respond-To-A-Racist-Joke.htm

Recommended