Syllabus

The Inclusive Workplace
38:578:510

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

Course Description

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

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

This course offers students the opportunity to:

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

Learning Objectives

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

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

Instructor objectives

> **Access the Course**
>
> This course is taught 100% online using the **Canvas** LMS.
>
> **Canvas login:**
> https://onlinelearning.rutgers.edu/canvas-login
> Once the login page opens, click "NetID Login" and enter your NetID and password. You will gain access to the course.
>
> **Get Help**
>
> *Need Assistance with*
> *a technical question?*
>
> It is the student's responsibility to be able to perform technically in the course. Contact helpdesk staff if you need assistance using the **Canvas** LMS. Your instructor cannot assist you with technical issues – but the helpdesk staff can!
>
> **Rutgers University's Teaching and Learning with Technology (TLT) Helpdesk**
> **Email:** help@Canvas.rutgers.edu
> **Call:** 877-361-1134

- Synthesize course material and communicate knowledge, ideas and experiences associated with:
    1. the concepts of human diversity and inclusion.
    2. contemporary challenges within a diverse society and workplace.
    3. arguments for creating inclusive workplaces.
    4. best practices for inclusion on a personal and organizational level.

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

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

Course Organization

Weeks 1 - 4   Unit I: Foundation Concepts
Topics:

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

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

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

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

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

Course Requirements

Reading, Audio & Video Assignments

Reading
Required Text

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

https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=1568418#

Students can also purchase the book as an ebook or hardback.
ISBN-13: 978-0470401330
ISBN-10: 0470401338

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

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

Writing Assignments

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

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

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

Assignment:
- o **#1:** Identity Markers and Initial Reflections (due week 2, worth 40 points)

- o **#2:** Diversity Story (worth 60 points)
- o **#3:** Implicit Association Test Reflection (worth 50 points) (due week 7)

- o **#4:** Organizational Audit (due week 10, worth 50 points)

- o **#5:** Diversity & Inclusion Leadership Plan (due week 14, worth 50 points)

Course Project
30% of final grade – 300 points

Students choose one nondominate identity group from 5 options around which the course project is developed (age, gender, physical and mental abilities, religion, sexual orientation.)

The course project is designed as a team assignment. Contact professor if there is a reason why you cannot engage in a collaborative team assignment. Course projects are researched and developed according to a project template and instructions. Projects will be shared with and discussed by learning community members in either forum 5 or 6.

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

Video Overview
>> Interesting and Important Topics/Issues/Facts
>> Framing Our Community's Discussion

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

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

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

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

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

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

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

Forum	Topics	Student Forum Leader Lead	Week
1	**Realities, Perspectives and Theories: Diversity and Inclusion** Discussion of week 1 – 3 course topics.	Yes	4
2	**Identity and Difference Issues** Discussion of week 5 course topics.	Yes	5
3	**Conscious and Unconscious Bias Case Studies** Discussion of case studies. A "post first" forum. All students must make a 1st post by Friday before seeing other learning community member's case study comments and answer key /description of the 3 of 9 case studies that present a workplace bias situation.	No	6
4	**Discrimination** Discussion of employment discrimination and exclusion.	Yes	7
5	**Equity & Inclusion in the Workplace** Discussion of course project content: age, physical and mental abilities; religion	Yes	13
6	**Equity & Inclusion in the Workplace** Discussion of course project content: gender and sexual orientation	Yes	14

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

Quizzes
15% of final grade
Quizzes use question pools; the quiz tool automatically pulls questions from the pool.
No two quizzes are the same.
o **Course Orientation Quiz**
   Assesses overall knowledge of topics addressed in course, assignments, scheduling and course policies. Assessed Material: syllabus, calendar, professor course overview PowerPoint Mix presentations. Open book. (Worth 15 points)

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

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

Grading

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

Outstanding	Very Good	Good	Satisfactory
100 – 90% = A	89 – 87% = B+	86 – 80% = B	79 – 77% = C+
			76 – 70% - C

Policies and Procedures

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

Due Dates
- **Portfolio Assignments and Course Project**
  Must be submitted by **Tuesdays 11:59 pm Eastern Time.** Check calendar for due dates.

  Late penalties on portfolio assignments and course project grades: Up to 48 hours late (12 midnight Tuesday – 11:59 pm Thursday) = deduction of 10% of points (One full letter grade). Assignments will not be accepted after 48 hours past the due date and time except for documented emergencies.

- **Course Project Evaluations**
  <u>There is no grace period</u> for submitting a peer evaluation on a course project – or – submitting a team evaluation.
  When a student doesn't submit one of the evaluations by the deadline the following points will be deducted from the student's Course Project points, which may impact the student's final grade for the assignment:
     15 point deduction – no peer course project evaluation
     10 point deduction – no team evaluation

- **Forums**
  There are two 1st comment deadlines.
  When a student serves as a forum leader, the 1st comment deadline occurs Fridays, 11:59 pm.
  When a student is not serving as a forum leader, 1st comment deadline occurs Sunday, 11:59 pm.
  Forums close on Tuesdays**,** 11:59 pm.
  Check calendar for exact open, close and 1st comment dates.

  Students cannot make up points associated with a missed 1st comment or an entire forum.

- **Quizzes**
  Check calendar for exact open and close dates.
  Course Orientation – Opens Week 1, Closes 11:59 pm, Tuesday, week 2, 11:49 pm
  Unit I Exam: Opens Sunday /Closes Tuesday, week 4, 11:59
  Unit II Exam: Opens Sunday/Closes Tuesday, week 8, 11:59

No makeup exams will be held. Students have three days to complete exams.

Extra Credit

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

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

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

Messages Between Student and Professor

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

Message Checking Policy

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

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

Course Expectations

It is each student's responsibility to:
Use Technical Tools & Engage in Problem Solving

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

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

Work with Course Set-Up
- Instructions and links are provided for students to identify how and where course content and assignment information is organized. Upon entering the course, follow all steps presented to become acclimated to the location of key pieces of information and feel comfortable entering all areas of the course shell.

Assist in Creating and Fostering an Online Community of Learners

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

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

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

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

- Engage in regular and sustained interaction with peers in forum discussions.

- Communicate clearly, authentically, and maintain a content-oriented focus within the discussions.

- Intellectually challenge peers by offering comments that invite others to share their thoughts and understanding of course material/course topics when engaged in forum work and developing the course project.

- Serve as a reliable teammate when developing the course project.

- Conduct a serious and fair review of content prior to evaluating a team's course project.

- Maintain a positive and respectful attitude when interacting with peers. "Flaming" – where students focus on demeaning a peer instead of constructively offering a differing opinion - has point deducting consequences.

Recognize Assignment Best Practices and Use Them to Achieve Success

Students are offered specific directions on how to complete each assignment within the course shell as well as within the weekly messages. In addition, specific grading rubrics are published so that students understand how each assignment will be graded. It is expected that students will be attentive to directions and the grading criteria for assignments. **Paying attention is in the student's best interest.**

It is the student's responsibility to review best practices/grading rubrics and ask questions prior to submitting an assignment or engaging in forum work.

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

Notes:

- In addition to the materials listed below, material that highlights current events associated with workplace diversity and inclusion (particularly workforce discrimination) is linked to a **page titled Contemporary News & Views**. News & Views material is used when engaging in Forum #4 and is available for use when developing sections of the course project.

- Course Content: **Material may be substituted or added** to listing below. Check course week pages on which course content is provided. Any new resources or resource substitutions will be announced and the citation for the resource provided in the appropriate weekly message or on the page where the new resource is linked.

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

Unit I: Foundation Concepts
Weeks 1 - 4

Week 1: Introduction

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

Topic: Labor & Employment Relations Perspective on Diversity & Inclusion
Overview
Kaltura Video
Instructor Presentation
A Labor & Employment Relations Perspective of Diversity & Inclusion
Reading
Knights, D., Omanovic, V. (2015.) Rethinking Diversity in Organizations and Society in *The Oxford Handbook of Diversity in Organizations*. Oxford University Press.
Access:
https://www.researchgate.net/publication/272114949_Rethinking_Diversity_in_Organizations_and_Society
Excerpt: Introduction

Canas, K. A., Sondak, H. (2014.) Opportunities and Challenges of Workplace Diversity, 3rd ed. Pearson Publishing, Upper Saddle River, NJ.
Excerpt: Understanding and Assessing the Business Case for Diversity , p. 19 – 21

Bell, M. B. (2007). Diversity in Organizations. Thompson Southwestern, Mason. OH.
Excerpt: Facing the Future: The Broad Reach of Diversity in Organizations, p. 464 – 465.

Recommended
Pittinsky, T. L. (April 11, 2016.) We're Making the Wrong Case for Diversity in Silicon Valley. Harvard Business Review. Access:
https://hbr.org/2016/04/were-making-the-wrong-case-for-diversity-in-silicon-valley

Subcategory Overview
Kaltura Video

Instructor Presentation
Social Justice Issues in the Workplace

Reading

<u>Privilege, Oppression and their Systemic Imprints</u>
Goodman, D.J. (2015.) Oppression and Privilege: Two Sides of the Same Coin. *Journal of Intercultural Communication*. 18, 1 -14.

Readings for Diversity and Social Justice, 3rd Edition
Excerpt:
Social Categories, Classifications, and Structural Inequity, Chapter 2, p. 12

Case Study: Invisible Disabilities
Wax, A. (2014). Putting the "Ability" Back into "Disability". *Industrial and Organizational Psychology-Perspectives On Science and Practice*, 7(2), 253-255.
    Excerpt:
    Privilege and Oppression; Capitalizing on Abilities, p. 253 – 254

<u>The Problem with Meritocracy</u>

The Atlantic
Cooper, M. (December 1, 2015.) The False Promise of Meritocracy. *The Atlantic*.
http://www.theatlantic.com/business/archive/2015/12/meritocracy/418074/

Recommended
More on one of the studies that is discussed in The Atlantic Article (above.)
Castilla, E. J. (June 13, 2016). Achieving Meritocracy in the Workplace. *MIT Sloan Management Review*, Summer 2016. Access:
http://sloanreview.mit.edu/article/achieving-meritocracy-in-the-workplace/

Topic: Framing Professional Leadership: Diversity & Inclusion

Reading

Diversity at Work: The Practice of Inclusion
Excerpts:
Head, Heart, and Hand, Unconscious Competence, Intercultural Sensitivity, Chapter 2, p. 59 – 62.

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

Goodman, D.J. (2013.) Cultural Competence for Social Justice: A Framework for Student, Staff, Faculty and Organizational Development.
Excerpt: Overview of the Cultural Competence for Social Justice Model, p. 2 -4.
http://www.dianegoodman.com/documents/TheCulturalCompetenceforSocialJusticeModel-2pages.pdf

Assignments
- Instructor Presentations; Reading

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

Week 2 Diversity and Inclusion Part I

Topic: Overview

Kaltura Video
Instructor Presentation
Diversity & Inclusion Overview

Video
Duke University, 2011
A Place at the Table: Understanding Diversity, Inclusion & Equity, 6:57 Minutes
https://www.youtube.com/watch?v=LKO-MIKidY0

Reading
Diversity at Work: The Practice of Inclusion
Excerpt:
From Diversity to Inclusion: An Inclusion Equation, Chapter 7
Beginning of chapter through Inclusion is Harder to Achieve Than Diversity, p. 205 – 208.

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

Topic: Workforce Diversity & Employment Protections
Workforce Diversity

Reading
Opportunities and Challenges of Workplace Diversity
Excerpt: A Theoretical and Pedagogical Perspective, Chapter 1, Defining Diversity, p. 7 - 11

Workforce Employment Discrimination Protection

Kaltura Video
Instructor Presentation
Workforce Diversity and Employment Discrimination Protection

Topic: Workplace Inclusion

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

Assignments
- Instructor Presentations; Reading

- Complete and Submit Topics of Interest Form
  (Course Project Dimension of Diversity & Forum Leadership Topic)
- Portfolio Assignment #1: Identity Markers and Initial Reflections– Submit and Share with Class

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Week 3: Diversity & Inclusion Part II

Topic: Overview
> **Kaltura Video**
> *Instructor Presentation*
> > Diversity & Inclusion Perspectives

Topic: US Historical Perspectives on Inclusion/Exclusion and Diversity
> **Reading**
> > *Diversity at Work: The Practice of Inclusion*
> > Excerpts:
> > From Diversity to Inclusion (HR perspective), Chapter 8, p. 231 - 233
> >
> > Historical Evolution of Approaches to Managing Diversity in the Workplace;
> > The Inclusion Paradigm, Chapter 22, p. 581 – 589.
> >
> > Prasad, A. (2001). Understanding Workplace Empowerment as Inclusion. *The Journal of Applied Behavioral Science*, 37(1).
> > Excerpts:
> > Discrimination and Diversity in the Discourse of Difference; Conclusion and Implications, p. 56 – 67
> >
> > Nkomo, S., & Al Ariss, A. (2014). The Historical Origins of Ethnic (White) Privilege in US Organizations: Explaining the On-Going Challenge of Inclusion. *Journal of Managerial Psychology*, 29(4), 389-404.
> > Excerpt:
> > > Mechanisms of Ethnic (White) Privilege in Post Title VII Contemporary Organizations
> > > Whites are Raceless As Well As Organizations
> > > Whiteness As A Resource
> > > Whiteness Infuses the Prototype of the Ideal Employee
> > > p. 10 – 14
> > >
> > > Managerial Development/Training
> > > Bottom of p. 16 – 17

Topic: Global Perspectives
> **Reading**
> > Farndale, E., Biron, M., Briscoe, D. R., & Raghuram, S. (2015). A Global Perspective on Diversity and Inclusion in Work Organizations. *International Journal of Human Resource Management*, 26(6), 677-687. doi:10.1080/09585192.2014.991511

Tang, N., Jiang, Y, Chen, C., Zhou, Z., Yu, Z., & Chen, C. (2015). Inclusion and Inclusion Management in the Chinese Context: An Exploratory Study. *International Journal of Human Resource Management*, 26(6), 856-874. doi:10.1080/09585192.2014.985326

Topic: 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/

Full report: Research on which article is based
Smith, C. (2015.) The Radical Transformation of Diversity and Inclusion: The Millennial Influence. Deloitte University Leadership Center for Inclusion. http://www.bjkli.org/wp-content/uploads/2015/05/report.pdf

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

Week 4: Unit I Discussions and Quiz

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

Unit II: Identity and Exclusion Issues
Weeks 5 - 7

Week 5: Identity and Difference

Topic: Overview
Kaltura Video
Instructor Presentations
Identity & Difference Concepts

Topic: Developing, Recognizing and Living One's Identity
Reading
Readings for Diversity and Social Justice, 3rd Edition
Excerpt: The Cycle of Socialization, Chapter 6, p. 45 – 49.

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.

Diversity at Work: The Practice of Inclusion

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

Case Studies

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.

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.

The Atlantic (also on YouTube)
What American Women Who Wear Hijab Want You to Know
August 26, 2016
Access: http://www.theatlantic.com/video/index/497318/hijabi-world/

Topic: Covering, Passing, Assimilating

Reading

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

Case Study Assimilation

Aziz S. (Fall 2014.) Coercive Assimilationism: The Perils of Muslim Women's Identity Performance in the Workplace. *Michigan Journal of Race & Law*, 20(1):1-64.
Excerpt: Introduction, p. 2 – 8

Video

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

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

Video

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

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

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

Week 6: Reaction to Difference Part I

Topic: Overview
> **Kaltura Video**
> *Instructor Presentation*
>> Reactions to Difference

Topic: Stereotyping and Prejudice
> **Reading**
> *Managing Diversity: People Skills for a Multicultural Workplace, 9th Edition.*
> Excerpt: Chapter 4: Stereotypes and Prejudice; Stereotypes, Prejudice, Discrimination-What's the Difference? p. 104 - 107
>> Stereotypes
>> Why Do We Stereotype People? p. 106 - 107
>> Prejudice; Why Do We Feel Prejudice?
> **Chart**
>> Stereotype vs. Archetype

Topic: In-Groups; Out-Groups
> **Reading**
>> *Managing Diversity: People Skills for a Multicultural Workplace, 9th Edition*
>> 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**
>> Impact of Categorization (in group/out group)

Topic: Implicit Bias
> **Reading**
>> Kirwan Institute, Ohio State University
>> Understanding Implicit Bias
>> Defining Implicit Bias; A Few Key Characteristics of Implicit Biases
>> Accessed at: 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
>>> Bias Case Studies (for use in Forum 4), p. 15 - 17
>
> *Recommended*

NPR
How Shows Like "Will & Grace" and "Black-ish" Can Change Your Brain, 2016, 5:35
Minutes. Accessed at:
http://www.npr.org/sections/codeswitch/2015/08/31/432294253/how-shows-like-will-grace-and-black-ish-can-change-your-brain

Video

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

Assignments

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

Week 7: Reaction to Difference Part II

Topic: Discrimination
Chart
Examples of individual (interpersonal) and organizational (formal) resistance by overt and subtle discrimination
Reading
Data Driven Discrimination
Kim, P. T., (June 27, 2016). Data-Driven Discrimination at Work. *William & Mary Law Review*, Available at SSRN: http://ssrn.com/abstract=2801251
Excerpt:
Introduction, p. 2 – 6.
C. Types of Harm, p. 20 -24
Case Study: Overt Discrimination
Video
How employees get to the point of overt employment discrimination/harassment and a strategy for addressing this form of discrimination.
TEDxUGA
Practical Diversity: Taking Inclusion from Theory to Practice
Dawn D. Bennett-Alexander, University of Georgia
https://www.youtube.com/watch?v=ExcDNly1Dbl

Reading
Mitchell, K. (February 11, 2015.) Denver Jury Awards Nearly $15 Million in Racial Discrimination Case. *The Denver Post*.
Accessed at: http://www.denverpost.com/2015/02/11/denver-jury-awards-nearly-15-million-in-racial-discrimination-case/

<u>Subtle Discrimination</u>
Morris, M., Fiske, S (November 12, 2009.) The New Face of Workplace Discrimination, Forbes.
Accessed at: http://www.forbes.com/2009/11/12/discrimination-workplace-prejudice-leadership-managing-bias.html
(Highlights research of Susan Fiske, Princeton University)

Video

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

Topic: Impact of Bias, Prejudice, Discrimination
Reading

What If? Short Stories to Spark Diversity Dialogue
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
Reaction to Ongoing Stereotyping and Prejudice

Managing Diversity: People Skills for a Multicultural Workplace, 8th Edition
Carr- Ruffino, N. (2009). Managing Diversity: People Skills for a Multicultural Workplace, 8th Edition. Pearson Custom Publishing.
Excerpts: Chapter 5:
How Does Prejudice Affect People? p. 134 – 136.

Video

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

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

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

Week 8: Course Project Research Week & Unit II Quiz

Assignments
- Unit II Quiz
- Work on Course Project; Team leaders, Check-in with professor (recommended)

Week 9: **Organizational Strategies: Valuing Diversity & Promoting Inclusion**

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

Topics: Organizational Leadership Involvement, Creating an Inclusive Climate and Programs
> **Reading**
>> *Diversity at Work: The Practice of Inclusion*
>> Excerpt: Chapter 7
>> Inclusion Equation Macro Element #1: Values Driven Culture p. 211 – 214
>> Inclusion Equation Macro Element #2: Inclusive Systems and Programs (recruiting, work-life strategies, mentoring, sponsorship, diversity councils, employee network groups, employee engagement surveys), p. 214 - 221
>>
>> Excerpt: Chapter 8
>> Best Practices (developing pipeline, confronting subtle discrimination) p. 239 – 242
>> Training, Training, Training; Using Peer to Peer Influence, p. 245 - 247
>>
>> Excerpt: Chapter 9
>> D & I and Organizational or Employee Surveys, p. 265 – 268, 270
>> D & I and 360 Degree Feedback, p. 273 – 277.
>> The Importance of Senior Level Support, The Importance of Training in D & I Efforts, p. 284 - 287
>>
>> Excerpt: Chapter 11, p. 330 - 340
>> Creating Inclusive Climates in Diverse Organizations
>>
>> Excerpt: Chapter 15
>> Leadership Effectiveness; Governance and Accountability; Talent Management; Work Climate and Culture; Outreach; Integration, p. 437 – 444
>> What Effective Leaders Do, p. 447 – 449.
>>
>> Excerpt: Chapter 16
>> Institutional Commitment, p. 456 – 458
>> Affirming Climate, p. 469 - 472

Topic: An Expansive Perspective & Inclusion Strategy
> **Reading**
>> *Diversity at Work: The Practice of Inclusion*
>> Excerpts: Chapter 13; p. 392 - 399
>>> The Inclusive Workplace: Community and Society as Stakeholders
>>> Expanding Inclusion Beyond the Traditional Corporate Walls
>>> A Proposed Three-Stage Continuum of Practices: from Philanthropy Through CSR to Corporate Inclusion Strategy

Recommended
Inclusive Workplace Model in Practice: Examples, p. 399 - 405

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

Week 10: Critical Considerations

Topic: Overview
Kaltura Video
Instructor Presentation
Opportunities and Challenges

Reading
McCkoskey, F.J. (July/August 2013). In Search of Bigfoot: Exploring Four Urban Myths of Diversity and Inclusion. *Insight into Diversity*, p. 18 – 20. www.insightintodiversity.com

Diversity Resistance in Organizations
Avery, D. R., Johnson, C. D. (2008.) *Now You See It, Now You Don't: Mixed Messages Regarding Workforce Diversity*. In K. M. Thomas (ed.) Diversity Resistance in Organizations. Taylor & Francis.
Excerpt:
> The Manifestation of Mixed Messages, (Affinity groups, diversity councils, diversity celebrations, mentoring programs, institutional colorblindness) p. 223 – 233.

Recommended
Joshi Y. (September 2014.) The Trouble with Inclusion. *Virginia Journal of Social Policy & The Law*. 21(2):207-265.
IV. Organizational Diversity, p. 244 - 263
(a) diversity does not address different forms of organizational injustice
(b) diversity becomes an instrument for preserving organizational interests
(c) diversity is constrained by organizational norms of behavior
(d) diversity (and attempts to be diverse) legitimize organizational norms and structures
(e) diversity initiatives produce partial inclusion that rationalizes partial exclusion

Audio
NPR
In-House Resource Groups Can Help and Harm, Minutes 5:06
http://www.npr.org/templates/story/story.php?storyId=122516577

Topic: Challenges to Organizational Diversity and Inclusion Strategies
Reading
Dominate Culture Perceptions
Jansen, W., Otten, S., & van der Zee, K. (2015). Being Part of Diversity: The Effects of an All-Inclusive Multicultural Diversity Approach on Majority Members' Perceived Inclusion and Support for Organizational Diversity Efforts. *Group Processes and Intergroup Relations*, 18(6), 817-832. doi:10.1177/1368430214566892
Excerpts:

Introduction; Diversity Approaches as Contextual Cues, p. 817 – 820
General Discussion, p. 826 - 827

Kaiser, C., Brady, L., Major, B., Dover, T., Jurcevic, I, & Shapiro, J. (2013). Presumed Fair: Ironic Effects of Organizational Diversity Structures. *Journal of Personality and Social Psychology*, 104(3), 504-519. doi:10.1037/a0030838Exerpts:
Excerpts:
Introduction
Diversity Structures Create Illusions of Fairness
Diversity Structures and the Perception of Procedural Justice
p. 504 – 506
Practical Implications of the Illusion of Fairness and Underestimation of Discrimination
Implications for Organizations
Implications for Law
Implications for Targets of Discrimination
p. 516 - 517

Jansen, W., Otten, S., Vos, M., Podsiadlowski, A, & van der Zee, K. (2016). Colorblind or Colorful? How Diversity Approaches Affect Cultural Majority and Minority Employees. *Journal of Applied Social Psychology*, 46(2), 81-93. doi:10.1111/jasp.12332
Excerpts:
Diversity Approaches and Inclusion: Differences Between Majorities and Minorities, p. 82 – 83.
Discussion; Possible Limitations and Future Research, p. 88 – 90

Walking the Talk – or – Empty Rhetoric
Reading
Diversity at Work: The Practice of Inclusion
Excerpt: Communication Models of Diversity, Chapter 12, p. 380 – 383.

Recommended
Use when preparing to complete Portfolio Assignment #5
Marques, J. (2010). Colorful Window Dressing: A Critical Review on Workplace Diversity in Three Major American Corporations. *Human Resource Development Quarterly*, 21(4), 435-446. doi:10.1002/hrdq.20045

Topic: Beyond the Equity Perspective
Reading
Kelly, W. S., Smith, C. (2014.) What if the Road to Inclusion Were Really an Intersection? Deloitte University Press. Accessed: http://d27n205l7rookf.cloudfront.net/wp-content/uploads/2014/12/DUP_1003_Intersectionality_MASTER.pdf
Excerpts:
Shifting the Conversation, p. 2 - 4
Intersectionality: An Expanded View of Inclusion, p. 5 – 6
The Intersection of Analytics and Culture, 11 - 12
Beyond a One-Dimensional Understanding of Difference, p. 13

Assignments
- Instructor Presentation, Reading, Audio
- Submit Portfolio Assignment #4 Organizational Audit

Week 11: Course Project Work Week

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

Week 12: Interpersonal Inclusion Part I

Short Week: Thanksgiving Break

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

Topic: Engaging Inclusively
Reading
Basic Strategies
Robbins, S. L. (2009). *What If? Short Stories to Spark Diversity Dialogue*, Nicholas Brealey Publishing, Boston, Ma.

Be Less Certain and More Curious
Chapter: 12 – I Know Everything Already, p. 79 – 83

Engage Different Perspectives
Chapter 11 – Strange New Worlds, p. 73 – 76

Expand Experiences with Diverse Others
Chapter: 8 – "Bizeer Gummies", p. 55 – 59

Processes, Competencies and Tools to Engage Inclusively
Diversity at Work: The Practice of Inclusion
Chapter 4: Strengthen Interpersonal Awareness and Fostering Relational Eloquence p. 128 – 151

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

Week 13: Interpersonal Inclusion Part II

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

Kelly, W. S., Smith, C. (2014.) What if the Road to Inclusion Were Really an Intersection? Deloitte University Press. Accessed: http://d27n205l7rookf.cloudfront.net/wp-content/uploads/2014/12/DUP_1003_Intersectionality_MASTER.pdf
Excerpt:
How can leaders engage in building inclusive cultures that leverage employee potential at work? p. 7 – 11.

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

Week 14: Interpersonal Inclusion Part III

Topic: Ethnocentric to Ethnorelitive: Cultural Competence
Graphic
Ethnocentric vs. Ethnorelitive

Reading
Diversity at Work: The Practice of Inclusion
Chapter 5: Intercultural Competence: Vital Perspectives for Diversity and Inclusion, p. 155 - 172.

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