

## Term Information

Effective Term Spring 2019

## General Information

Course Bulletin Listing/Subject Area Agricul Envrmtl & Develop Econ  
Fiscal Unit/Academic Org Agric, Envrmtl & Devlp Econ - D1114  
College/Academic Group Food, Agric & Environ Science  
Level/Career Undergraduate  
Course Number/Catalog 2400  
Course Title Diversity in the Workplace: Challenges and Opportunities  
Transcript Abbreviation Diversity  
Course Description The purpose of this course is to examine how and why diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity while working to better understand what we as individuals bring to the dynamic.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 01.0103  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

General Education course:

Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

### **Course goals or learning objectives/outcomes**

- GE-LO1: Describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
- GE-LO2: Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance and equality of others.
- C-LO1: Assess and demonstrate self-awareness with regard to cultural values, biases and behaviors that influence interpersonal behavior and interactions in organizations.
- C-LO2: Develop greater competency and related interpersonal skills for working effectively with people from diverse backgrounds and orientations.
- C-LO3: Recognize fact, myths and stereotypes about different cultural groups.
- C-LO4: Describe the issues and challenges related to managing a workforce that is diverse concerning race, ethnicity, gender, age, sexual orientation, and physical ability.
- C-LO5: Formulate plans and approaches to workforce diversity that focus on the opportunities offered within a diverse community.
- C-LO6: Describe the ways a diverse workforce enhances the work experience and business success.
- C-LO7: Offer examples of best practices in diversity management in contemporary businesses.
- C-LO8: Differentiate between popular opinion and research in contemporary diversity management while demonstrating an ability to critique both.
- C-LO9: Construct an argument and demonstrate an understanding of civil discourse.
- C-LO10: Demonstrate a respect for diversity and opposing viewpoints.

**Content Topic List**

- Intro to the course topics, exploration of drivers, & establishing ground rules.  
Getting to know one another, rapport building, & review of the news.  
The Evolution of Diversity & Inclusion  
Trends Driving the Business Case for Diversity & Inclusion
  - Analyzing Self, Exploring Perspective  
Cultural Competence & Unconscious Bias Training
  - Understanding Difference, Power, Privilege and Inclusion  
Introduction to: Let's Talk About Race (2018) by Oluo  
Intro to implicit bias  
Code switching
  - Uncovering the Complexities of Workplace Diversity  
Understanding the Experience & Workforce Demographics: Black/African American Populations  
Understanding the Experience & Workforce Demographics: Latino/Hispanic Population
  - Understanding the Experience & Workforce Demographics: Asian/ Asian American Population  
The problem with "Positive" stereotypes  
Understanding the Experience & Workforce Demographics: White/European American Population
  - Understanding the Experience & Workforce Demographics: Native American/Alaska Native Population  
Understanding the Experience & Workforce Demographics: Multi-Racial Population
  - Religion and Age  
Physical & Mental Ability
  - Appearance & Weight  
Sex and Gender
  - Sexual Orientation and Gender Identity  
Gender & Work
  - Stereotype Threat & Mirco-Inequities in the Workplace  
Promoting Non-Discrimination, Diversity & Inclusion
- Yes

**Sought Concurrence**

**Attachments**

- AEDE2400GE.AssessmentPlan.pdf  
*(GEC Course Assessment Plan. Owner: Cole, Sarah Jean)*
- READING GROUP BOOK ANALYSIS.docx  
*(GEC Course Assessment Plan. Owner: Cole, Sarah Jean)*
- AEDE 2400 Concurrence Dept ACEL.pdf  
*(Concurrence. Owner: Cole, Sarah Jean)*
- AEDE 2400 Concurrence Dept ACEL.pdf  
*(Concurrence. Owner: Cole, Sarah Jean)*
- AEDE 2400 Workforce Diversity Syllabus.pdf  
*(Syllabus. Owner: Cole, Sarah Jean)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Cole, Sarah Jean	08/31/2018 12:01 PM	Submitted for Approval
Approved	Roe, Brian Eric	08/31/2018 12:05 PM	Unit Approval
Approved	Neal, Steven Michael	08/31/2018 12:29 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	08/31/2018 12:29 PM	ASCCAO Approval

**AEDECON 2400:  
Diversity in the Workplace: Challenges & Opportunities  
Spring 2019**

**Meeting Dates and Location:** To be chosen from scheduled slots allowing 2 – 80-minute lecture sections.  
**Course Format:** In-person lecture.  
**Instructor:** TBD  
**Credit Hours:** 3  
**Prerequisites:**

**Nature of the Course**

In no other time has the workforce been comprised of such a diverse group of individuals working closely on a day-to-day basis. This challenges organizations to effectively manage a workforce that is increasingly diverse along the lines of race, ethnicity, gender, physical ability, sexual orientation and age. Many recognize that the successful organization of the future will welcome and value the attributes that employees from diverse backgrounds bring with them. At the same time, these individuals want to make their unique contributions to organizations rather than be asked to fit in or adapt the established model. Organizational leaders are now confronted with the challenge of how to effectively manage a workforce that is increasingly diverse. Implicit in this challenge is the recognition that the best, brightest, and most qualified employees hail from a variety of cultural backgrounds or group identities. The expectation is that employees will have the interpersonal skills and abilities to successfully and positively interact with people who are different from themselves. The purpose of this course is to examine how diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity.

**MATERIALS:**

**Required Texts:**

Bell, M. (2017) Diversity in Organizations, 3<sup>rd</sup> Edition, Cengage  
Oluo, I. (2018) So You Want to Talk About Race, Seal Press

**Articles and Group Discussion Books:**

Students will complete short article readings prior to class. Some of these are in the course schedule, others will be assigned by the instructor with an eye on current successes and events/issues that develop during the semester. Articles available to be utilized for analysis and reflection essays can be found at the end of the end of the syllabus. This list will not be finalized until the first day of class. All articles can be found utilizing OSU databases at no additional cost to the student.

Books utilized for the book analysis & discussion assignment will be selected by the students in their groups from a list provided by the instructor. No two groups will be reading, analyzing or facilitating a discussion of the same two books. This list can be found at the end of the syllabus. Additional options may be added during the first week of class. Student groups are free to make suggestions for a book not found on the list, but the final approval rests with the instructor. Books can be found in within the library system at no additional cost to the student.

### **Course Description:**

The purpose of this course is to examine how and why diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity while working to better understand what we as individuals bring to the dynamic.

Prerequisites: None

### **Learning Goals and Outcomes**

**General Education: Diversity Goal:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principles citizens.

#### **Learning Outcomes: Social Diversity in the United States**

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

**Course Goal:** Students will think critically about the challenges and opportunities diversity offers those living and working in a diverse world.

#### **Course Learning Outcomes:**

1. Students assess and demonstrate self-awareness with regard to cultural values, biases and behaviors that influence interpersonal behavior and interactions in organizations.
2. Students develop greater competency and related interpersonal skills for working effectively with people from diverse backgrounds and orientations.
3. Students recognize fact, myths and stereotypes about different cultural groups.
4. Students describe the issues and challenges related to managing a workforce that is diverse concerning race, ethnicity, gender, age, sexual orientation, and physical ability
5. Students formulate plans and approaches to workforce diversity that focus on the opportunities offered within a diverse community.
6. Students describe the ways a diverse workforce enhances the work experience and business success.
7. Students offer examples of best practices in diversity management in contemporary businesses.
8. Students differentiate between popular opinion and research in contemporary diversity management while demonstrating an ability to critique both.
9. Students construct an argument and demonstrate an understanding of civil discourse.
10. Students demonstrate a respect for diversity and opposing viewpoints.

**How Students Meet the Outcomes:** Students will meet these learning outcomes by reading provided materials, attending and actively listening to lectures, participating in classroom

activities, completing self-assessment activities, listening to and interacting with guest speakers, and completing class assignments.

### Course Ground Rules: a Few Human Factors to Remember

Discussions of diversity often touch on topics that group members view as controversial or difficult. Because of this, class participants are also responsible for permitting each member of the class to hold his or her own opinion without pressure from others to change it or fear of being attacked. Class participants should also remember, however, that one's opinions may have an impact on others. Thus, your learning, and that of other class participants, will be enhanced to the extent you are willing to speak from your perspective and share your experiences and views with the class. Class participants are responsible for honoring and maintaining the confidentiality of others. If class participants choose to share any personal information about themselves in the context of class discussions, no one should repeat this information outside of the class. In closing, please try to remember that:

- ❖ Together we are here to learn about very complex issues that have plagued society, in one form or another, since the beginning of civilization.
- ❖ We all struggle with bias; known and unknown
- ❖ We all have experienced some level of prejudice
- ❖ We are all guilty of some degree of ignorance concerning another group or class of people. No one in the class knows everything there is on issues related to diversity, so it is expected that we come to class with an open mind.
- ❖ We are not here to victimize one another because learning about race, gender and other differences occurs more readily in a supportive environment, where there is a climate of openness and trust. For this reason, we will try to discuss honestly our experiences and feelings without fears of being judged, stereotyped or categorized by our colleagues.

### **Assignments**

Course assignments will include case analysis & facilitation, self-assessments, journaling, reading questions, discussion board assignments, article analysis and exams.

### **JOURNAL**

Project Implicit: When you have assignments related to the site you will go directly to <https://implicit.harvard.edu/implicit/> where you will complete the task. This takes you to the Project Implicit site. When you arrive there you will, click on "Project Implicit Social Attitudes" (you do not have to input your email or register). A Preliminary Information page will open. At the bottom, if you agree, click on "I wish to proceed". This will take you to the page that lists several project implicit assessments. Do not complete any assessments until assigned.

You will be assigned a particular assessment or groups of assessments to complete as we move through the course so you might want to add this to your "favorite links" list. Before completing each one you will be asked to describe your perception of the group/topic/issue, to consider your biases, share your experiences in your journal. Having completed the pre-work in your journal you will then, complete the assignment and be given an analysis of your results. In a journal format you will be asked to reflect on the results and your reactions to them. We will then cover the issue/group in class and you will complete the section with a reflection after that discussion. The journal will be submitted

with the mid-term exam and during the final two weeks of class. (See Carmen course site for journal questions, the list of assessments, and format details).

### **CASE ANALYSIS & FACILITATION**

Student teams will be assigned a case dealing with issues related to managing individuals in a diverse organization. In teams the students will analyze the case and write up the analysis. The components of the analysis can be found in the course Carmen site. In addition the group will present the case to the class and facilitate a discussion of the issues, the opportunities, resolution techniques and possible outcomes.

### **ARTICLE ANALYSIS & DISCUSSION BOARD**

Students will be presented with a list of articles during the first week of class to select for analysis and reflection. The components of the analysis and reflection can be found in the Carmen site for the course. Discussion board assignments will be linked to films and course readings.

### **READING GROUP BOOK ANALYSIS & DISCUSSION**

Students will be working in teams to read, analyze and discuss a book related to contemporary issues in related to the topics in this course. Each team will select a book from a list provided by the instructor (see end of syllabus and Carmen site). The team will read the book and facilitate a discussion of it. In addition, each student will submit an analysis of the book. The components of the analysis can be found in the Carmen site for the course.

### **Outcomes Assessment:**

Course Outcomes	Assessments
GE-LO1: Describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States	Book Analysis; Exams; Article Analysis; Discussion Board
GE-LO2: Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance and equality of others.	Journal; Article Analysis; Discussion Board
C-LO1: Assess and demonstrate self-awareness with regard to cultural values, biases and behaviors that influence interpersonal behavior and interactions in organizations.	Journal; Discussion Board
C-LO2: Develop greater competency and related interpersonal skills for working effectively with people from diverse backgrounds and orientations.	Case Facilitations; Team Peer Evaluation; Discussion Board
C-LO3: Recognize fact, myths and stereotypes about different cultural groups	Case Analysis; Journal; Discussion Board; Exams
C-LO4: Describe the issues and challenges related to managing a workforce that is diverse concerning race, ethnicity, gender, age, sexual orientation, and physical ability.	Case Analysis and Case Facilitation; Article Analysis
C-LO5: Formulate plans and approaches to workforce diversity that focus on the opportunities offered within a diverse community.	Case Analysis and Case Facilitation; Exams



C-L06: Describe the ways a diverse workforce enhances the work experience and business success.	Case Analysis and Case Facilitation; Discussion Board
C-L07: Offer examples of best practices in diversity management in contemporary businesses.	Case Analysis and Case Facilitation; Exams
C-L08: Differentiate between popular opinion and research in contemporary diversity management while demonstrating an ability to critique both.	Article Analysis; Exams; Case Analysis and Case Facilitation; Book Analysis; Discussion Board Oluo Book & Films
C-L09: Construct an argument and demonstrate an understanding of civil discourse.	Discussion Board; Case Facilitation and Book Discussion Group Activities
C-L010: Demonstrate a respect for diversity and opposing viewpoints.	Class Activities; Discussion Board; Case Facilitation and Reading Book Discussion Group Activities

Grade Components	Points Assigned
Exams (Mid-Term and Final)	450
Case Analysis & Facilitation	100
Article Analysis	75
Journal	175
In Class Activities & Discussion Boards	100
Participation & Engagement	100
Book Analysis (75) & Group Discussion Facilitation (25)	100
Total	1000

Final grades: Letter grades will be assigned according to the OSU Standard Grading Scheme cutoffs

Grade Range	Letter Grade	Grade Range	Letter Grade	Grade Range	Letter Grade
≥93	A	80-82.9	B-	67-69.9	D+

90-92.9	A-	77-79.9	C+	60-66.9	D
87-89.9	B+	73-76.9	C	<60	E
83-86.9	B	70-72.9	C-		

### **Tips for Success:**

1. Attend class, engage in the discussion, take notes, take a break from your phone (see syllabus sections on Attendance & Reading, and Class Format)
2. Communicate and be flexible (see syllabus sections on the Schedule & Speakers and Office Hours)
3. Let me know if you need accommodation (see syllabus section on Disability Services)
4. Do your own work (see syllabus section on Academic Misconduct)
5. Follow the code of student conduct at <http://studentconduct.osu.edu/page.asp?id=1>

### **Disability Services:**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### **Academic Misconduct:**

Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and [this syllabus](#) may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process."

While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:

- Violation of course rules;
- Fabricating or falsifying data or information required for a course assignment;
- Knowingly providing or receiving information during a course exam or program assignment;
- Possession and/or use of unauthorized materials during a course exam or program assignment;
- Knowingly providing or using assistance (purchased or volunteered) on an individual course assignment, unless such assistance has been authorized specifically by the course instructor;
- Submission of work not performed in a course: This includes the utilization of materials or submissions from one course to satisfy the requirements of another course;
- Submitting plagiarized work for a course/program assignment;

- Placing your name on a team assignment that you have not participated fully in and/or placing the name of an individual who did not participate fully on a team assignment;
- Serving as or asking another student to serve as a substitute (a "ringer") while taking an exam;

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([oaa.osu.edu/coam/home.html](http://oaa.osu.edu/coam/home.html))
- *Ten Suggestions for Preserving Academic Integrity*
- ([oaa.osu.edu/coam/ten-suggestions.html](http://oaa.osu.edu/coam/ten-suggestions.html))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

### Tentative Course Schedule

Week	Topics	Activity
1	Introduction to the course topics, exploration of drivers, and establishing ground rules. Getting to know one another, rapport building, and review of the news. The Evolution of Diversity and Inclusion Trends Driving the Business Case for Diversity & Inclusion  Read prior to class: Hunt, V., Prince, S., Dixone-Fyle, S., & Yee, L. (2018). Delivering through diversity. McKinsey & Company Report. Burrell, L. (2016). We just can't handle diversity. Harvard Business Review, 94(7/8), 71-74. Bell: Chapter 1	Buffalo
2	Analyzing Self, Exploring Perspective Cultural Competence & Unconscious Bias Training  Read prior to class: Mathur, S. (2017). Emulating change through self-awareness. <i>Human Capital</i> , 20(9), 48-49. <a href="https://www.npr.org/sections/codeswitch/2018/01/09/575952575/fighting-bias-with-board-games">https://www.npr.org/sections/codeswitch/2018/01/09/575952575/fighting-bias-with-board-games</a>	Self-Assessment

3	<p>Understanding Difference, Power, Privilege and Inclusion Introduction to: Let's Talk About Race (2018) by Oluo</p> <p>Read: Bell Chapter 2</p> <p>Watch in Class: Intro to implicit bias: <a href="https://www.npr.org/sections/codeswitch/2018/04/19/604070231/a-lesson-in-how-to-overcome-implicit-bias">https://www.npr.org/sections/codeswitch/2018/04/19/604070231/a-lesson-in-how-to-overcome-implicit-bias</a></p> <p>Code Switching Read article and Watch imbedded videos prior to Class: <a href="https://www.npr.org/sections/codeswitch/2013/04/08/176064688/how-code-switching-explains-the-world">https://www.npr.org/sections/codeswitch/2013/04/08/176064688/how-code-switching-explains-the-world</a></p> <p>Read article prior to class <a href="https://www.npr.org/sections/codeswitch/2013/04/13/177126294/five-reasons-why-people-code-switch">https://www.npr.org/sections/codeswitch/2013/04/13/177126294/five-reasons-why-people-code-switch</a></p> <p>Watch In Class <a href="https://www.youtube.com/watch?v=07VaXIMvAvk">https://www.youtube.com/watch?v=07VaXIMvAvk</a></p>	<p>QR Codes</p> <p>What Stands Between Us</p> <p>Privilege Beads</p> <p>Discussion: The Video: Black Jeopardy</p>
4	<p>Uncovering the Complexities of Workplace Diversity: Tackling stereotypes while making it possible for everyone to do their best work. Read: Bell Chapters 4 &amp; 5 Understanding the Experience &amp; Workforce Demographics: Black/African American Populations Understanding the Experience &amp; Workforce Demographics: Latino/Hispanic Population</p>	<p>Let's Talk About Race NPR with Olou Activity</p>
5	<p>Understanding the Experience &amp; Workforce Demographics: Asian/ Asian American Population Understanding the Experience &amp; Workforce Demographics: White/European American Population Read: Bell: Chapter 6 &amp; 7 The problem with "Positive" stereotypes: <a href="https://www.npr.org/sections/codeswitch/2018/02/17/586181350/strong-black-woman-smart-asian-man-the-downside-to-positive-stereotypes">https://www.npr.org/sections/codeswitch/2018/02/17/586181350/strong-black-woman-smart-asian-man-the-downside-to-positive-stereotypes</a></p>	<p>Model Minority &amp; Positive Stereotype Guest Speakers</p>
6	<p>Understanding the Experience &amp; Workforce Demographics: Native American and Multi-Racial Group Members Read: Bell Chapter 8 Mid-Term Exam</p>	<p>Mid-Term Exam</p>
7	<p>Book Group and Case Team Work Let's Talk About Race by Oluo Discussion</p>	<p>Reflection, Planning &amp; Team Work</p>
8	<p>Religion and Age Physical &amp; Mental Ability Read online: <a href="https://www.theatlantic.com/education/archive/2016/06/escaping-the-disability-trap/487070/">https://www.theatlantic.com/education/archive/2016/06/escaping-the-disability-trap/487070/</a> Read: Bell Chapters 12-14 Class Discussion Activity: Accommodating Religious Diversity (2008) by SHRM (In class Handout) Watch and discuss in Class</p>	

I'm Not Your Inspiration, Thank You Very  
 Much: <https://www.youtube.com/watch?v=8K9Gg164Bsw>

Looking Past Limits: [https://www.ted.com/talks/caroline\\_casey\\_looking\\_past\\_limits](https://www.ted.com/talks/caroline_casey_looking_past_limits)

9	<p>Appearance &amp; Weight</p> <p>Sex and Gender</p> <p>Read: Bell Chapters 9 &amp; 15</p> <p>Watch in Class and Discuss: Codes of Gender and On Gender</p> <p>Watch Prior to Class: Deborah Tannen Videos:  <a href="https://osu.kanopy.com/video/thats-not-what-i-meant">https://osu.kanopy.com/video/thats-not-what-i-meant</a>  <a href="https://osu.kanopy.com/video/he-said-she-said-gender-language-and-communication-deborah-tannen">https://osu.kanopy.com/video/he-said-she-said-gender-language-and-communication-deborah-tannen</a></p>	Awkward Moments at Work
10	<p>Sexual Orientation and Gender Identity</p> <p>Read: Bell Chapter 11</p> <p>Pronouns: <a href="https://www.npr.org/sections/codeswitch/2013/04/25/178788893/yo-said-what">https://www.npr.org/sections/codeswitch/2013/04/25/178788893/yo-said-what</a></p> <p>Gender &amp; Work</p> <p>Read prior to class:          Bell Chapter 10          Sinoway, E.C. (2012). No, you can't have it all. <i>Harvard Business Review</i>.</p>	<p>Guest Speaker for Orientation/ Identity</p> <p>Panel for Gender &amp; Work</p>
11	<p>Stereotype Threat &amp; Mirco-Inequities in the Workplace          Promoting Non-Discrimination, Diversity &amp; Inclusion</p> <p>Read prior to class:          Bell: Chapter 3          Finkelstein, S. (2017). 4 Ways Managers Can Be More Inclusive. <i>Harvard Business Review Digital Articles</i>, 2-5.          Dobbins, F. &amp; Kalev, A. (2016). Why diversity programs fail: And what works better. <i>Harvard Business Review</i>, 94(7/8), 53-62.          Morse, G. (2016). Designing a bias-free organization. <i>Harvard Business Review</i>, 94(7/8), 63-67.          Lockwood, N., (2005,June 1). Workplace diversity: Leveraging the power of difference for competitive advantage. <i>HR Magazine</i>, 1, 1-3.</p>	Awkward Moments at Work
12	Case Facilitations	
13	Active Bystander Training	Buffalo : Revist
14	Reading Group Facilitations	
	Reading Group Facilitations & Course Closure	
Finals Week		Final Exam

### Articles Choices

1. Coates, T. (2015). Letter to my son. *Atlantic*, 316(2), 82-91.

2. Correll, S.J., Benard, S. & Paik, I. (2007, March) Getting a job: Is there a motherhood penalty? *American Journal of Sociology*, 11(5), 1297-1338.
3. Harrington, Duesen, and Humbert (2011) *The new dad: Caring, committed and conflicted*. Boston College Press, 1-49.
4. Harrington, Duesen, Ladge (2010) *The new dad: Exploring fatherhood within the career context*. Boston College Press, 1-41.
5. Harrington, Duesen, Mazar (2012). *The new dad right at home*, Boston College Press, 1-52
6. Milkman, K.L. & Akinola, M. (2015). What happens before? A field experiment exploring how pay and representation differentially shape bias on the pathway into organizations. *American Psychological Association*, 1678-1712.  
<http://dx.doi.org/10.1037/al0000022>.
7. Maoyong, F., Gabbard, S., Pena, A.A., & Perloff, J.M. (2015). Why do fewer agricultural workers migrate now? *American Journal of Agricultural Economics*, 97(3), 665-679.
8. Page, S.E. (2007). Making the difference: Applying logic of diversity. *Academy of Management Perspectives*, 21(4), 6-20.
9. Prime, J.L., Carter, N.M., and Welbourne, T. M. (2009). Women “take care,” men “take charge” : Managers’ stereotypic perceptions of women and men leaders. *The Psychologist-Manager Journal*, 12, 25-49
10. Rosin, H. (2010, July/August). The end of men. *Atlantic*, 56-72.
11. Slaughter, A. (2012). Why women still can’t have it all. *Atlantic*, 310(1), 84-102
12. Spencer, S.J., Logel, C. & Davies, P.G. (2016). Stereotype threat. *Annual Review of Psychology*, 67, 415-437.
13. Steele, C. M. (1999) Thin ice: Stereotype threat and black college students, *Atlantic*, 284(2), 44-54
14. Straka, D. A. (2017). Collaboration in Multi-stakeholder, multi-cultural organizational environments. *Issues Informing Science & Information Technology*, 141, 163-175.
15. Tannen, D. (1995). The power of talk: Who gets heard and why. *Harvard Business Review*. 138-148.
16. Williams, J.C. & Cuddy, A.J.C. (2012). Will working mothers take you to court? *Harvard Business Review* 90(9), 94-100.

### Reading Group Book Options

#### ❖ **Between the World and Me by Ta-Nehisi Coates (2015)**

In this book, Coates offers a framework for understanding our nation’s history and current crisis with regard to race. American history and ideals are layered with the author’s own concerns as a father raising a son in contemporary America. Coates, explores how an empire has been built upon a false idea of “race” describing how this damages us all, but most significantly how it burdens black women and men.

#### ❖ **White Fragility by Robin Diangelo (2018)**

Diangelo, introduces the phenomenon of white fragility referring to the defenses that what people create when challenged racially. Emotions and behaviors are explored focusing on how these work to reinstate white racial equilibrium and prevent meaningful cross-race dialogue.

#### ❖ **How Women Decide by Therese Huston (2017)**

Huston uses economic and social science research to document stereotypes regarding women and decision making that lead to women feeling trapped, limited and marginalized. Assumptions and myths about gender and decision-making are challenged. Practical suggestions to counteract stereotypes concerning decision-making in contemporary organizations are offered.

❖ **Waking Up White by Debbie Irving (2015)**

Irving's personal narrative offers a glimpse into how white Americans are socialized and her own awakening to the mechanics of racism operating in her life. The author explores race and personal identity through her own lens as she describes the impacts of growing up in a family that sought to shield her from racial drama leaving her completely unaware of the role systemic privilege has played in her life.

❖ **This Will Be My Undoing by Morgan Jerkins (2018)**

Jerkins book is a linked essay collection that explores identity, socialization, racism, feminism, pop culture and misogyny. Through the lens of personal experience connects these topics to offer her perspective on what it means to be a black woman today.

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Kafer challenges current perspectives on disability and disabled bodies rejecting the idea of each as a pre-determined limit. Pulling together theories, movements and identities from variety of seemingly disconnected social justice and political issues she creates an image of alliances that might promote a framework for a more just society.

❖ **That's What She Said by Joanne Lipman (2018)**

Lipman's book explores how men and women can work to close the gender gap. Utilizing academic research, real-world examples, and her own experiences, the author provides insight to the possibilities of a more equitable workplace.

❖ **Lean In by Sheryl Sandberg (2013)**

Sandberg examines the stalling of women's progress in achieving leadership roles looking at root causes, biases, behaviors and myths regarding women in the workplace.

❖ **Just Mercy by Bryan Stevenson (2014)**

In this memoir, Stevenson demonstrates the extent to which racial bias and unfairness is rooted in the criminal justice system and criminal law in the United States. Recounting his work as an attorney working within a marred system, he calls attention to the deep-seated and widespread injustice faced by people who are poor, who are black or both. Sharing the story of his work with one man, he paints a clear image of a system that must be changed and will be changed only by those who refuse to be silent.

❖ **Hillbilly Elegy by JD Vance (2016)**

In this memoir, Vance utilizes his own story of growing up in a poor Rust Belt town to illustrate the challenges faced by poor, white Americans. His analysis of the disintegration of this group is viewed through the lens of an individual growing up in an area where social, regional, and class decline shaped every experience creating the loss of the American dream for a large segment of this country.

❖ **White Like Me by Tim Wise (2008)**

In this book, Wise offers a personal examination of how racial privilege shapes the lives of white Americans and negatively impacts and burdens people of color. Using personal

stories, the author illustrates ways in which privilege and systemic racism can harm all people, including whites and challenges the reader to consider options for social change.

## **Discussion Board : TED Talk and YouTube Videos**

### **Diversity**

- Embracing Cultural Diversity <https://youtu.be/iZWbgYi1Lbc>

### **Stereotypes**

- Stereotypes-Funny Because They Are True  
<https://youtu.be/A0q9hn8hebw>
- Cultural Diversity Examples: Avoiding Stereotypes While Communicating  
<https://youtu.be/XUO59Emi3eo>
- How Stereotypes Affect Us All and What We Can Do  
<https://youtu.be/KvLj3OIQHuE>

### **Bias and Prejudice**

- A Black Man Goes Undercover in the Alt Right  
-Theo Wilson  
[https://www.ted.com/talks/theo\\_e\\_j\\_wilson\\_a\\_black\\_man\\_goes\\_undercover\\_in\\_the\\_alt\\_right](https://www.ted.com/talks/theo_e_j_wilson_a_black_man_goes_undercover_in_the_alt_right)
- How to Overcome Our Bias: Walk Boldly Towards Them  
[https://www.ted.com/talks/verna\\_myers\\_how\\_to\\_overcome\\_our\\_biases\\_walk\\_boldly\\_toward\\_them](https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them)
- Color Blind or Color Brave by Mellody Hobson  
[https://www.ted.com/talks/mellody\\_hobson\\_color\\_blind\\_or\\_color\\_brave](https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave)
- What Does My Headscarf Mean to You?  
[https://www.ted.com/talks/yassmin\\_abdel\\_magied\\_what\\_does\\_my\\_headscarf\\_mean\\_to\\_you](https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you)
- The Urgency of Intersectionality  
[https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality)
- Ability.Disability  
[https://www.ted.com/talks/caroline\\_casey\\_looking\\_past\\_limits](https://www.ted.com/talks/caroline_casey_looking_past_limits)  
<https://www.youtube.com/watch?v=8K9Gg164Bsw>

### **Inequalities**



- We Need to Talk about an Injustice-Bryan Stevenson  
[https://www.ted.com/talks/bryan\\_stevenson\\_we\\_need\\_to\\_talk\\_about\\_an\\_injustice](https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice)
- How to Raise a Black Son in America  
[https://www.ted.com/talks/clint\\_smith\\_how\\_to\\_raise\\_a\\_black\\_son\\_in\\_america](https://www.ted.com/talks/clint_smith_how_to_raise_a_black_son_in_america)
- The Danger of Silence [https://www.ted.com/talks/clint\\_smith\\_the\\_danger\\_of\\_silence](https://www.ted.com/talks/clint_smith_the_danger_of_silence)
- Our Century's Greatest Injustice  
[https://www.ted.com/talks/sheryl\\_wudunn\\_our\\_century\\_s\\_greatest\\_injustice](https://www.ted.com/talks/sheryl_wudunn_our_century_s_greatest_injustice)
- The Shocking Move to Criminalize Nonviolent Protest  
[https://www.ted.com/talks/will\\_potter\\_the\\_shocking\\_move\\_to\\_criminalize\\_non\\_violent\\_protest](https://www.ted.com/talks/will_potter_the_shocking_move_to_criminalize_non_violent_protest)
- How Economic Inequalities Harm Societies  
[https://www.ted.com/talks/richard\\_wilkinson](https://www.ted.com/talks/richard_wilkinson)

### **Inclusion**

- Practical diversity: taking inclusion from theory to practice  
<https://youtu.be/ExcDNly1DBl>
- Improving your diversity IQ <https://youtu.be/WuWmKDmJoPg>
- Let's Talk Diversity and Inclusion <https://youtu.be/ec9Oh3JtIJM>
- Diversity takes more than an open door <https://youtu.be/DDs1EPIFWdM>

### **Race and Racism**

- Race is Fiction, Racism is Not: <https://youtu.be/FKYLpmHe2D0>
- Racism is Real <https://youtu.be/fTcSVQJ2h8g>
- How Racism Makes Us Sick-David Williams  
[https://www.ted.com/talks/david\\_r\\_williams\\_how\\_racism\\_makes\\_us\\_sick](https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick)
- How to Fix Our Subconscious Racism: A Mixed Race Perspective  
[https://youtu.be/of6PD2-f\\_XA](https://youtu.be/of6PD2-f_XA)
- A Little Problem I Had Renting A House  
[https://www.ted.com/talks/james\\_a\\_white\\_sr\\_the\\_little\\_problem\\_i\\_had\\_renting\\_a\\_house](https://www.ted.com/talks/james_a_white_sr_the_little_problem_i_had_renting_a_house)

- My Road Trip the Whitest Towns in America  
[https://www.ted.com/talks/rich\\_benjamin\\_my\\_road\\_trip\\_through\\_the\\_whitest\\_towns\\_in\\_america](https://www.ted.com/talks/rich_benjamin_my_road_trip_through_the_whitest_towns_in_america)

### **Privilege and Oppression**

- The Power of Privilege: <https://youtu.be/N0acvkHliZs>
- Pedagogy of Privilege:  
<https://youtu.be/JW9ey3N924Q>
- What is Privilege? <https://youtu.be/hD5f8GuNuGQ>
- What does it mean to be white? <https://youtu.be/pOgfa8I7glQ>
- Can a Divided America Heal? By Jonathan Haidt  
[https://www.ted.com/talks/jonathan\\_haidt\\_can\\_a\\_divided\\_america\\_heal](https://www.ted.com/talks/jonathan_haidt_can_a_divided_america_heal)

**GE Proposal- Diversity**  
**AEDE 2400- Diversity in the Workplace: Challenges and Opportunities**  
**College of Food, Agriculture, and Environmental Sciences**

**General Education: Diversity**

- **Goal:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.
- **Learning Outcomes: Social Diversity in the United States**
  1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
  2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

**Course-specific Learning Outcomes:**

By the end of this course students should be successfully able to:

1. Assess and demonstrate self-awareness with regard to cultural values, biases and behaviors that influence interpersonal behavior and interactions in organizations.
2. Develop greater competency and related interpersonal skills for working effectively with people from diverse backgrounds and orientations.
3. Recognize fact, myths and stereotypes about different cultural groups
4. Describe the issues and challenges related to managing a workforce that is diverse concerning race, ethnicity, gender, age, sexual orientation, and physical ability.
5. Formulate plans and approaches to workforce diversity that focus on the opportunities offered within a diverse community.
6. Describe the ways a diverse workforce enhances the work experience and business success.
7. Offer examples of best practices in diversity management in contemporary businesses.
8. Differentiate between popular opinion and research in contemporary diversity management while demonstrating an ability to critique both.
9. Construct an argument and demonstrate an understanding of civil discourse.
10. Demonstrate a respect for diversity and opposing viewpoints.

**Overview:**

In no other time has the workforce been comprised of such a diverse group of individuals working closely on a day-to-day basis. This challenges organizations to effectively manage a workforce that is increasingly diverse along the lines of race, ethnicity, gender, physical ability, sexual orientation and age. Many recognize that the successful organization of the future will welcome and value the attributes that employees from diverse backgrounds bring with them. At the same time, these individuals want to make their unique contributions to organizations rather than be asked to fit in or adapt the established model. Organizational leaders are now confronted with the challenge of how to effectively manage a workforce that is increasingly diverse. Implicit in this challenge is the recognition that the best, brightest, and most qualified employees hail from a variety of cultural backgrounds or group identities. The expectation is

that employees will have the interpersonal skills and abilities to successfully and positively interact with people who are different from themselves. The purpose of this course is to examine how diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity.

### **GE Rationale**

**GE- LO1: Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.**

#### **A. How do the course objectives address each individual GE expected learning outcome?**

The first GE learning outcome will primarily be met through course objectives (CO) 1, 3, 5, & 10

- a. GE-LO1 This objective will be addressed through readings, in class activities, and discussion board questions. Terminology and an historical perspective will be gained through reading the primary text and classroom discussion. The GE-LO1 content will further be addressed as students watch a variety of videos in class and out of class (a partial list is included at the end of the syllabus). Video assignments will include a set of questions related to content. Through post discussion journal questions students will be reflecting on the content and further process. In addition students will be reading two contemporary publications. One (the Oluo book) and one of their own choice selected from a list developed by the instructor (see syllabus). The Oluo book will be discussed in class through a faculty led dialog allowing for modeling of analysis, critique and exploration of the authors perspective. The second book will be explored using a 'book group' format with guiding questions provided by the instructor.
- b. C-LO 1 Using the Project Implicit and Cultural Values assessments students will become more fully aware of how they and their classmates have been impacted and shaped by the pluralistic institutions and cultures in the United States. In class activities and guided reflective journal assignments will allow for expanded opportunities evaluation of these concepts.
- c. C-LO 3 The Bell text provides the students with much of the necessary content to be able to differentiate between fact, myth and stereotypes associated with each of the categories listed in GE-LO1. Through lecture, classroom discussion and activities they will be enhancing their abilities to evaluate the roles of each of the listed categories (and others). In addition, through the cultural values and unconscious bias training, they will be provided opportunities to see/practice/reflect on impacts with regard to relationships at home and work.
- d. C-LO 7 The students will be analyzing contemporary popular press books in groups and individually. In addition, they will be analyzing articles from a variety of sources and watching a number of videos. All of these activities will help them enhance their abilities to differentiated opinion from fact and perspective from research. Assignments related to these readings have structured questions that require the students to engage in describing and evaluating the roles of the categories listed in GE-LO1 (and more).

#### **B. How do the assigned readings address each individual GE expected learning outcome?**

Students will read three books as a part of their work in AEDE 2400. One is a 3<sup>rd</sup> edition 2017 textbook authored by M. Bell, titled *Diversity in Organizations* published by Cengage that will serve as our primary course book. The second book, *So You Want to Talk About Race*, is a 2018 publication authored by Ijeoma Olou a contemporary writer and speaker on race. All students enrolled in the course will read these two books. The students will select the third book from a list provided by the instructor. Students will analyze and discuss their book in small groups (5-8 students). This list of books includes a variety of publications with distinct perspectives related to race, gender and sexuality, disability, class, ethnicity, or religion in the pluralistic institutions and cultures of the United States. Through the use of guided questions students will discuss, analyze, critique and reflect. Additionally students will read a variety of scholarly and trade articles addressing these issues as they apply to relationships at home and their application in the workplace.

### Course Books: Required

Bell, M. (2017) *Diversity in Organizations*, 3<sup>rd</sup> Edition, Cengage

The course textbook is written by Myrtle Bell, professor of management at University of Texas. The book, in its third edition, is research based, moving from foundational terminology, historical theories and thinking about diversity, and legislation to a presentation of historical and current data on population participation, education, employment and income for specific groups and categories. This text covers workforce opportunities and challenges faced by those navigating a system of privilege.

This book aligns with GE-LO1, GE-OL2,

Olou, I. (2018) *So You Want to Talk About Race*, Seal Press

In this book, Olou offers a contemporary, accessible take on the complex reality that is today's racial landscape. Topics include privilege, police brutality, micro-aggressions, intersectionality, the Black Lives Matter movement, and system discrimination. With a focus on bridging the divide between people of color and white Americans struggling with race complexities, the author challenges the readers to contribute to it's dismantling. This book will be included in classroom discussion allowing the instructor to model book analysis, critique, discussion formats, and reflection.

This book aligns with GE-LO1

Select One: Reading Group

All of these book selections were selected to align with GE-LO1

❖ **Between the World and Me by Ta-Nehisi Coates (2015)**

In this book, Coates offers a framework for understanding our nation's history and current crisis with regard to race. American history and ideals are layered with the author's own concerns as a father raising a son in contemporary America. Coates, explores how an empire has been built upon a false idea of "race" describing how this damages us all, but most significantly how it burdens black women and men.

❖ **White Fragility by Robin Diangelo (2018)**

Diangelo, introduces the phenomenon of white fragility referring to the defenses that what people create when challenged racially. Emotions and behaviors are explored focusing on how these work to reinstate white racial equilibrium and prevent meaningful cross-race dialogue.

❖ **How Women Decide by Therese Huston (2017)**

Huston uses economic and social science research to document stereotypes regarding women and decision making that lead to women feeling trapped, limited and marginalized. Assumptions and myths about gender and decision-making are challenged. Practical suggestions to counteract stereotypes concerning decision-making in contemporary organizations are offered.

❖ **Waking Up White by Debbie Irving (2015)**

Irving's personal narrative offers a glimpse into how white Americans are socialized and her own awakening to the mechanics of racism operating in her life. The author explores race and personal identity through her own lens as she describes the impacts of growing up in a family that sought to shield her from racial drama leaving her completely unaware of the role systemic privilege has played in her life.

❖ **This Will Be My Undoing by Morgan Jerkins (2018)**

Jerkins book is a linked essay collection that explores identity, socialization, racism, feminism, pop culture and misogyny. Through the lens of personal experience connects these topics to offer her perspective on what it means to be a black woman today.

❖ **Feminist, Queer, Crip by Alison Kafer (2013)**

Kafer challenges current perspectives on disability and disabled bodies rejecting the idea of each as a pre-determined limit. Pulling together theories, movements and identities from variety of seemingly disconnected social justice and political issues she creates an image of alliances that might promote a framework for a more just society.

❖ **That's What She Said by Joanne Lipman (2018)**

Lipman's book explores how men and women can work to close the gender gap. Utilizing academic research, real-world examples, and her own experiences, the author provides insight to the possibilities of a more equitable workplace.

❖ **Lean In by Sheryl Sandberg (2013)**

Sandberg examines the stalling of women's progress in achieving leadership roles looking at root causes, biases, behaviors and myths regarding women in the workplace.

❖ **Just Mercy by Bryan Stevenson (2014)**

In this memoir, Stevenson demonstrates the extent to which racial bias and unfairness is rooted in the criminal justice system and criminal law in the United States. Recounting his work as an attorney working within a marred system, he calls attention to the deep-seated and widespread injustice faced by people who are poor, who are black or both. Sharing the story of his work with one man, he paints a clear image of a system that must be changed and will be changed only by those who refuse to be silent.

❖ **Hillbilly Elegy by JD Vance (2016)**

In this memoir, Vance utilizes his own story of growing up in a poor Rust Belt town to illustrate the challenges faced by poor, white Americans. His analysis of the disintegration of this group is viewed through the lens of an individual growing up in an area where social, regional, and class decline shaped every experience creating the loss of the American dream for a large segment of this country.

❖ **White Like Me by Tim Wise (2008)**

In this book, Wise offers a personal examination of how racial privilege shapes the lives of white Americans and negatively impacts and burdens people of color. Using personal stories, the author illustrates ways in which privilege and systemic racism can harm all people, including whites and challenges the reader to consider options for social change.

### Other Readings:

The remainder of the course readings are articles published in scholarly journals, business or trade publications, the popular press and online.

The short readings for class discussion deal with application of what we are studying in the work environment (weeks 1,2, 10 & 11). These come from predominantly come Harvard Business Review, Human Resources Management publications, corporate reports and centers that serve business interests in understanding diversity as it impacts the work environment. These readings support C-LO4-7.

### Primary Literature:

The research and popular press articles tend to be longer and align with GE-LO1. These can be found in the list of articles in the syllabus (p. 9) that the students will select from to complete their assigned article analysis. All articles will be discussed in class. The list contains 15 options at this point by this will grow as we approach the first offering of the course. As you look at the list you will see a group from academic journals (2,6-8, 11 & 13). Additionally there is a group from Atlantic magazine focusing on race and gender issues (1,9,10,12) as a part of a national conversation. These are all selected to support GE-LO1 mastery.

### **C. How do the course topics address each individual GE expected learning outcome?**

Course topics are listed in the course schedule (see syllabus). Topics for week 1, 3-6, 8-11 are directly related to GE-LO1. In week 1 the students are introduced to terminology and the evolution of thinking about diversity and inclusion from a theoretical standpoint. In week 3, students will take the foundational understanding they acquired in the unconscious bias training sessions from week 2 and use that to enhance their understanding of power, privilege and inclusion. The content in the course textbook and videos/readings that week on implicit bias and code switching will give them a sense of impacts and how people navigate a world where one groups significantly benefits at the expense of all others. In weeks 4-6 and 8-11 we are utilizing the text chapters to gather data (facts) about marginalized groups and videos to understand the impacts people feel living place where systemic issues are not addressed.

### **D. How do the writing assignments address each individual GE expected learning outcome?**

The writing assignments that are utilized to address the student's level of mastery of GE-LO1 content include the article analysis, the reading group book analysis, the journal assignments, and discussion board assignments. Rubrics for each can be found in the appendix.

In the article analysis the students will be reading an article of their choice (see list near the end of the syllabus). All of the articles there are linked to GE-OL1. Students will need to briefly summarize the article presenting the author's perspective. In addition they will be asked to make connections between course content offering support or challenge to the article content. In addition, they will be asked to reflect on their own experiences and offer a perspective on the topical area. Due dates for the article

analysis will be aligned with course coverage dates and will vary for students throughout the semester based on topical choice.

Students will also be reading a book of their choice selected from a list provided in the syllabus. They will be reading the book in small group but writing their analysis of the book individually. A significant portion of the analysis will include a comparison of course content on the topical area and book content. As mentioned earlier these books have been selected based on the topical connection to GE-LO1.

Students will be participating in a discussion board in Carmen throughout the course. While not required every week, discussion board assignments will be linked to content from the films viewed out of class (see the list provided at the end of the syllabus). Students will be asked to answer questions related to content, approach, and connections that align with or challenge course readings or discussion.

Students will have short reading questions they complete in class as we discuss the Oluo book as a group but these will not be graded. They will be utilized for in class activities and skill building for a future assignment.

#### **E. How do the remaining course components address each individual GE expected learning outcome?**

The remaining course components fall into two general areas: self-awareness (GE-LO2) and implications at home and in the workplace.

In week two students will be completing a program on cultural competence and unconscious bias. This will include assessments using project implicit. The content supports GE-LO1 an opportunity to explore foundational terminology and content but is most significantly aligned with GE-LO2.

The weeks 4-6 and 8-11 is directly aligned with GE-LO1. Additionally these readings, discussion and content give the students the tools they need to begin thinking about what they are seeing at work and in their personal lives related to our content. These tools are then utilized in Weeks 12-14 as the content is applied to workplace cases, active bystander training and the reading group book facilitations that close out the course.

#### **GE—LO2: Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.**

##### **A. How do the course objectives address each individual GE expected learning outcome?**

The second GE learning outcome will primarily be met through course objectives (CO) 1, 7

- a. GE-LO2 This objective will be addressed through assessments, readings, in class activities, journaling and discussion board questions.
- b. C-LO 1 Utilizing course textbook assessments, Project Implicit and Cultural Values assessments students will become more fully aware of how they and their classmates have been impacted and shaped by social diversity. Class activities, discussion board questions and guided reflective journal assignments challenge students to consider their own attitudes, values, tolerance and equality of others. Weeks 1-3 are significantly aligned with this outcome.



- c. C-LO 7 The students will be analyzing contemporary popular press books in groups and individually. In addition, they will be analyzing articles from a variety of sources and watching a number of videos. All of these activities will help them enhance their abilities to differentiated opinion from fact and perspective from research. Assignments related to these readings have structured questions that require the students to engage in reflection upon how social diversity has and continues to shape their own attitudes and values regarding appreciation, tolerance, and equality of others.

## **B. How do the assigned readings address each individual GE expected learning outcome?**

### Course Book

Bell, M. (2017) Diversity in Organizations, 3<sup>rd</sup> Edition, Cengage

The course textbook is written by Myrtle Bell, professor of management at University of Texas. The book, in its third edition, is research based, moving from foundational terminology, historical theories and thinking about diversity, and legislation to a presentation of historical and current data on population participation, education, employment and income for specific groups and categories. This text covers workforce opportunities and challenges faced by those navigating a system of privilege.

This book aligns with GE-LO1, GE-OL2,

The course textbook comes with some diversity assessments that will offer the student insight into how they view diversity and how they might be unaware of biases. Text content, particularly in chapter 2, invites the student to consider how perspectives on groups and categories of individuals are shaped and perpetuated. As the book works through each of the specific groups and categories (chapters 4-15) students will be reviewing project implicit results, the chapter content and then post class discussion reflecting in their journals as we move through the course. These reflections will require them to consider their own shaping, their current attitudes, values and believes and their goals for the future.

Select One: Reading Group (students will select 1)

All of these book selections were selected to align with GE-LO1. They do also however align with GE-LO2 in that all of them have connections that will help the students more fully understand the role social diversity plays in shaping individual attitudes and values regarding appreciation, tolerance, and equality of others.

❖ **Between the World and Me by Ta-Nehisi Coates (2015)**

In this book, Coates offers a framework for understanding our nation's history and current crisis with regard to race. American history and ideals are layered with the author's own concerns as a father raising a son in contemporary America. Coates, explores how an empire has been built upon a false idea of "race" describing how this damages us all, but most significantly how it burdens black women and men.

❖ **White Fragility by Robin Diangelo (2018)**

Diangelo, introduces the phenomenon of white fragility referring to the defenses that what people create when challenged racially. Emotions and behaviors are explored focusing on how these work to reinstate white racial equilibrium and prevent meaningful cross-race dialogue.

❖ **How Women Decide by Therese Huston (2017)**

Huston uses economic and social science research to document stereotypes regarding women and decision making that lead to women feeling trapped, limited and marginalized. Assumptions and myths about gender and decision-making are challenged. Practical suggestions to counteract stereotypes concerning decision-making in contemporary organizations are offered.

❖ **Waking Up White by Debbie Irving (2015)**

Irving's personal narrative offers a glimpse into how white Americans are socialized and her own awakening to the mechanics of racism operating in her life. The author explores race and personal identity through her own lens as she describes the impacts of growing up in a family that sought to shield her from racial drama leaving her completely unaware of the role systemic privilege has played in her life.

❖ **This Will Be My Undoing by Morgan Jerkins (2018)**

Jerkins book is a linked essay collection that explores identity, socialization, racism, feminism, pop culture and misogyny. Through the lens of personal experience connects these topics to offer her perspective on what it means to be a black woman today.

❖ **Feminist, Queer, Crip by Alison Kafer (2013)**

Kafer challenges current perspectives on disability and disabled bodies rejecting the idea of each as a pre-determined limit. Pulling together theories, movements and identities from variety of seemingly disconnected social justice and political issues she creates an image of alliances that might promote a framework for a more just society.

❖ **That's What She Said by Joanne Lipman (2018)**

Lipman's book explores how men and women can work to close the gender gap. Utilizing academic research, real-world examples, and her own experiences, the author provides insight to the possibilities of a more equitable workplace.

❖ **Lean In by Sheryl Sandberg (2013)**

Sandberg examines the stalling of women's progress in achieving leadership roles looking at root causes, biases, behaviors and myths regarding women in the workplace.

❖ **Just Mercy by Bryan Stevenson (2014)**

In this memoir, Stevenson demonstrates the extent to which racial bias and unfairness is rooted in the criminal justice system and criminal law in the United States. Recounting his work as an attorney working within a marred system, he calls attention to the deep-seated and widespread injustice faced by people who are poor, who are black or both. Sharing the story of his work with one man, he paints a clear image of a system that must be changed and will be changed only by those who refuse to be silent.

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In this book, Wise offers a personal examination of how racial privilege shapes the lives of white Americans and negatively impacts and burdens people of color. Using personal stories, the author illustrates ways in which privilege and systemic racism can harm all people, including whites and challenges the reader to consider options for social change.

### Primary Literature:

While the research and popular press articles tend to be longer and align with GE-LO1 content, the assignment related to these include a section where the student will need to reflect on the article content and provide their own perspective on the topic/issue requiring them to identify how that perspective has been shaped by social diversity.

These can be found in the list of articles in the syllabus (p. 9) that the students will select from to complete their assigned article analysis. All articles will be discussed in class. The list contains 15 options at this point by this will grow as we approach the first offering of the course. As you look at the list you will see a group from academic journals (2,6-9, 12 & 15). Additionally there is a group from Atlantic magazine focusing on race and gender issues (1,10,11, & 13) as a part of a national conversation. These are all selected to support GE-LO1 mastery.

### **C. How do the course topics address each individual GE expected learning outcome?**

Course topics are listed in the course schedule (see syllabus). Topics for week 2 & 3 are directly related to GE-LO2. In week 2, students will be specifically focused on developing an awareness of biases as they complete the project implicit and cultural competence assessments required as a part of the content on cultural competence and unconscious bias. All assessments will be done prior to the first day of class that week. The results will be recorded and discussed in their journals. These will be revisited as we move through the course studying specific groups or categories of individuals as seen in chapters 4-15 in the text. In class in week two the content is directly related to GE-O2. Week 3 introduces the students to topics of implicit bias, code switching and power, privilege and inclusion. These will be tied to journal assignments that link to GE-LO2.

The content in the course textbook and videos/readings that week on implicit bias and code switching will give them a sense of impacts and how people navigate a world where one groups significantly benefits at the expense of all others. In weeks 4-6 and 8-11 we are utilizing the text chapters to gather data (facts) about marginalized groups and videos to understand the impacts people feel living place where systemic issues are not addressed. These chapters aid the student in understanding the role social diversity has played in shaping them and others.

### **D. How do the writing assignments address each individual GE expected learning outcome?**

The writing assignments that are utilized to address the student's level of mastery of GE-LO2 content include the article analysis, the journal assignments, and discussion board assignments.

The primary writing assignment aligned with GE-LO2 is the journal. The rubric for this assignment can be found in the appendix. Throughout the course the students will be required to complete a reflective journal assignment. In weeks 2 and 3 students will be completing assessments connected to their text and more significantly through project implicit. The assessments will be assigned and aligned with course content. As we work through the content covered on cultural content, unconscious bias, power, privilege, code switching and inclusion journal assignments will be focused on making connections with GE-LO2.

Additionally, as we cover the content on categories and groups in chapters 4-15 we will revisit assessments, reflect on them post discussion of the new content and in journaling once again link back to GE-LO2. See rubric in appendix.

In the article analysis the students will be reading an article of their choice (see list near the end of the syllabus). As a part of the assignments they will be asked to reflect on their own perspectives were shaped and offer a view on the topical area. Due dates for the article analysis will be aligned with course coverage dates and will vary for students throughout the semester based on topical choice.

**E. How do the remaining course components address each individual GE expected learning outcome?**

The remaining course components include two areas. Those designed to aid the students in developing an understanding of the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States GE-LO1. (see the first section of this document). As the students work at doing this, their ability to recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others (GE-LO2) will be enhanced.

The content in week 1 is foundational and provides the student with terminology and an understanding in our evolution in thinking about diversity.

The content in the videos and text for weeks 4, 5, 8-11 included to inform the and enrich the students' understanding of others and how the role of social diversity in shaping attitudes and values regarding appreciation, tolerance, and equality of others (GE-LO2).

Week 13 is designed to offer the students awareness regarding actionable steps when their values, tolerance and sense of equality of others is challenged.

**GE Assessment Plan for AEDE 2400 *Diversity in the Workplace: Challenges and Opportunities***

<b>GE Expected Learning Outcomes</b>	<b>Methods of Assessment</b>	<b>Level of student achievement expected for the GE ELO</b>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<p><b><u>GELO 1</u></b>            Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.</p>	<p>Exams            Book Analysis            Discussion Board            Article Analysis</p>	<p>100% of the students will score 70% or better on the essay exam questions linked to GELO1</p> <p>100% of the students will score a rating of “acceptable” or higher on the section of the rubric connected to GELO1 for the journal; discussion board and article analysis. See rubrics in appendix.</p>	<p>At the end of the semester the instructor will review and summarize the student performance each assessment.</p> <p>In areas where expectations are not met; a plan will be developed to modify the assignment or create additional support student learning and objective mastery.</p>
<p><b><u>ELO 2</u></b>            Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.</p>	<p>Journal            Article Analysis            Discussion Board</p>	<p>100% of the students will score a rating of “acceptable” or higher on the section of the rubric connected to GELO2 for the journal; discussion board and article analysis. See rubrics in appendix.</p>	<p>At the end of the semester the instructor will review and summarize the student performance each assessment.</p> <p>In areas where expectations are not met; a plan will be developed to modify the assignment or create additional support student learning and objective mastery.</p>

## APPENDIX

### Rubrics

## ARTICLE ANALYSIS RUBRIC

CRITERION	UNACCEPTABLE 0 pts	SUBSTANDARD 1 pts	SATISFACTORY 2pts	
<b>APA Title Page 2 pts</b>	None	Title page included, but is missing information (ie: title of paper, student's name, title over Introduction, etc.)	Title page included with all necessary components.	
	UNACCEPTABLE 0 pts	SUBSTANDARD 1 pts	SATISFACTORY 2 pts	Good 3 pts
<b>APA CITATIONS &amp; REFERENCES Page 3 pts</b>	Lack of citation in the document Lack of APA references provided.	Citations and references attempted but errors throughout.	Citations and references follow APA format with very few if any errors.	
	UNACCEPTABLE 0-9 pts	SUBSTANDARD 10-11 pts	Average 12-13 pts	EXCEPTIONAL 14-15 pts
<b>Grammar, Punctuation, Organization &amp; Spelling 15 pts</b>	Paper contains numerous grammatical, punctuation, and spelling errors.  Language uses undefined jargon, or conversational tone.  Information is not organized into paragraphs with introductory sentences, details or concluding sentences. Lack of structure detracts from the message of the writer.	Paper contains a number of grammatical, punctuation and spelling errors.  Language lacks clarity or includes the use of undefined jargon, or conversational tone.  Information is organized into paragraphs but the writing is confusing due to that organization. Paragraph transitions do not flow.	Few grammatical errors, but sentences could be clearer and more precise.  Information is organized in well-constructed paragraphs. Paragraph transitions are logical.	Rules of grammar, usage and punctuation are followed; spelling is correct.  Language is clear and precise; sentences display consistently strong, varied structure.  Information is very organized into excellently constructed paragraphs.
	UNACCEPTABLE 0-2 pts	Average 3.5 pts	Good 4 pts	EXCEPTIONAL 5 pts
<b>Introduction and Conclusion 5 pts.</b>	Intro paragraph does not introduce topic, article or author(s). No purpose offered. Concluding paragraph does not pull together the contents of the essay.	An attempt is made to describe the purpose but it is not clear or it is inaccurate in the intro paragraph. No mention of the author or article in the first paragraph. The concluding paragraph is too short and does not synthesize content bringing it to a conclusion.	The reader is introduced to the purpose and the articles/author(s) in the intro paragraph The concluding paragraph does synthesize content while bringing it to a conclusion.	Great use of background information to introduce the essay and draw the reader in. Purpose of the writing is clear. Authors and articles are included. Concluding paragraph brings about synthesis of ideas.

	Substandard 1-34 pts	Acceptable 35-39 pts	Good 40-45 pts	EXCEPTIONAL 46-50 pts
<b>Content 50 pts</b>	<p>Information has little to do with the main topic.</p> <p>Analyses are not well organized or clear.</p> <p>Offered no personal connection</p> <p>Little attempt or no connection made between the article content and class content. Fails to make an attempt to describe and/or evaluate the roles categories such as race, gender, and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the US.</p>	<p>Information clearly relates to the main topic. No details and/or examples are given. Personal analysis followed script from the text book or source material.</p> <p>Makes connections between the article content and class content. Is able to describe the roles categories such as race, gender, and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the US. Is challenged to evaluate.</p>	<p>Information clearly relates to the main topic. Major points need to be stated more clearly and be better supported.</p> <p>Makes clear connections between the article content and class content. Is able to describe and clearly evaluate the roles categories such as race, gender, and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the US. Is challenged to evaluate.</p>	<p>Discusses articles, HR connection and makes personal connection.</p> <p>Ideas and concepts are presented in a clear and understandable manner.</p> <p>Provides exceptional and thought provoking analysis that directly addresses, evaluates and describes the role categories such as race, gender, and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the US.</p>



## BOOK ANALYSIS RUBRIC

Criterion	Substandard 0-6	Acceptable 7 – 7.9	Good 8 – 8.9	EXCEPTIONAL 9-10
<b>Writing Grammar, Punctuation, Organization &amp; Spelling 10 Points</b>	Submission contains numerous grammatical, punctuation, and spelling errors.	Submission contains few grammatical, punctuation and spelling errors.	Few grammatical errors, but sentences could be clearer and more precise.	Rules of grammar, usage and punctuation are followed; spelling is correct.
	<p>Language uses undefined jargon, or conversational tone.</p> <p>Information is not organized into paragraphs with introductory sentences, details or concluding sentences.</p> <p>Lack of structure detracts from the message of the writer.</p>	<p>Language lacks clarity or includes the use of undefined jargon, or conversational tone.</p> <p>Information is organized into paragraphs but the information is not detailed. Paragraph transitions do not flow.</p>	<p>Information is organized in well-constructed paragraphs. Paragraph transitions are logical.</p>	<p>Language is clear and precise; sentences display consistently strong, varied structure.</p> <p>Information is very organized into excellently constructed paragraphs.</p>
	Substandard 0-34 pts	Acceptable 35-41 pts	Good 42-46 pts	EXCEPTIONAL 47-50 pts
<b>Content 50 pts</b>	<p>The author: Unable to make a case for why/why not the author is a credible source. Utilizes opinion to support perspective.</p> <p>Course Connections: Struggles to describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States in the analysis of content.</p>	<p>The author: Attempts to address question of credibility utilizing established sources. Opinion is offered and complemented by those of others.</p> <p>Course Connections: Unable to consistently describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States in the analysis of content.</p>	<p>The author: Makes case for why/why not the author is a credible using well established and reputable sources. Includes divergent perspectives to support own perspective.</p> <p>Course Connections: Consistently makes connections that describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States in the analysis of content.</p>	<p>The author: Makes a strong case for why/why not the author is credible using multiple credible sources. Presents perspectives of those who disagree and those who support own perspective.</p> <p>Course Connections: Provides exceptional and thought provoking analysis that directly addresses the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States in the analysis of content.</p>

	<b>Substandard 1-9 pts</b>	<b>Acceptable 10-11 pts</b>	<b>Good 12-13 pts</b>	<b>EXCEPTIONAL 14-15 pts</b>
<b>Reflection 15 Points</b>	Reflection lacks critical thinking. Superficial connections are made with key course concepts, the book content, and personal experiences.	Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts the book content, and personal experiences. Minimal connections made through explanations, inferences, and/or examples	Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts the book content, and personal experiences. Connections made through explanations, inferences, and/or examples.	Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Insightful and relevant connections made through contextual explanations, inferences, and examples.

Discussion Board Rubric					
Criteria	Unsatisfactory	Acceptable	Accomplished	Exemplary	Total
<b>Connection to Course Materials</b>	<b>0-6 points</b>	<b>7 points</b>	<b>8 points</b>	<b>9-10 points</b>	/10
	No connections are made to readings or other course materials (lectures, media, resources, etc.), and/or if made, are not clearly stated and are largely personal opinions.	Minimal direct connections are made to readings and/or other course materials (lectures, media, resources, etc.). Connections are largely inferred and somewhat unclear at times.	Some direct connections are made to readings and/or other course materials (lectures, media, resources, etc.) and are clearly stated for the most part.	Strong, direct connections are made to readings and/or other course materials (lectures, media, resources, etc.) and are clearly stated.	
<b>Contribution to Learning Community</b>	<b>0-3 points</b>	<b>3.5 points</b>	<b>4 points</b>	<b>5 points</b>	/5
	Negligible contribution to the learning community. Rarely engages with students and generally ignores others' posts and/or has a negative effect through misrepresenting content in other posts, inappropriate comments made, and/or attempts to dominate the discussion.	Somewhat contributes to the learning community but the focus is generally on own posts. Occasionally interacts with others' postings but little attempt to involve other students in the discussion. Short statements such as "I agree with...". Occasionally encourages a variety of viewpoints and invites contributions from others.	Contributes to the learning community. Often attempts to direct group discussion to present relevant viewpoints and meaningful reflection by others. Interacts respectfully with students. Often encourages a variety of viewpoints and invites contributions from others.	Effectively contributes to the learning community. Frequently initiates dialogue and motivates group discussion by asking follow-up questions, and through thoughtful, reflective comments. Respectfully encourages a variety of viewpoints and invites contributions from others.	
Criteria	Unsatisfactory	Acceptable	Accomplished	Exemplary	Total
<b>Writing Quality</b>	<b>0-3 points</b>	<b>3.5 points</b>	<b>4 points</b>	<b>5 points</b>	/5
	Posts show a below average/poor writing style that lacks standard English, and/or is difficult for readers to follow. Contains frequent errors in grammar, punctuation, usage, and spelling.	Posts show an average and/or casual writing style using standard English that is generally clear but contains some errors in grammar, punctuation, usage, and spelling.	Discussion posts show above average writing style that is clear using standard English with minor errors in grammar, punctuation, usage, and/or spelling.	Discussion posts are well written and clearly articulated using standard English, characterized by elements of a strong writing style with correct grammar, punctuation, usage, and spelling.	
<b>Content Knowledge</b>	<b>0-13 points</b>	<b>14-15 points</b>	<b>16-17 points</b>	<b>18-20 points</b>	/20
	Demonstrates little ability to describe and evaluate the roles of such categories as race,	Unable to consistently describe and evaluate the roles of such categories as	Consistently makes connections that describe and evaluate the roles of such	Provides exceptional and thought provoking analysis that directly addresses the	

	<p>gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States in the analysis of content. Does not clearly demonstrate an ability to recognize the role of social diversity in shaping own attitudes and values regarding appreciation, tolerance and equality of others.</p>	<p>race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States in the analysis of content. On occasion demonstrates an ability to recognize the role of social diversity in shaping own attitudes and values regarding appreciation, tolerance and equality of others.</p>	<p>categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States in the analysis of content. Consistently demonstrates an ability to recognize the role of social diversity in shaping own attitudes and values regarding appreciation, tolerance and equality of others.</p>	<p>roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States in the analysis of content. Utilizes analysis, examples, and course connections to personal experience to demonstrate an ability to recognize the role of social diversity in shaping own attitudes and values regarding appreciation, tolerance and equality of others.</p>	
<b>TOTAL POINTS (sum of 4 Criteria)</b>					<b>40</b>

## Reflective Journal Rubric

Criteria	Unsatisfactory-Beginning	Acceptable	Accomplished	Exemplary	Total
<b>Reflection</b>	<b>0-20 points</b>	<b>21-23 points</b>	<b>24-26 points</b>	<b>27-30 points</b>	/30
	Reflection lacks critical thinking. Superficial connections are made with key course concepts and course materials, activities, and/or assignments	Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions, activities, and/or assignments. Minimal connections made through explanations, inferences, and/or examples.	Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Connections made through explanations, inferences, and/or examples.	Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Insightful and relevant connections made through contextual explanations, inferences, and examples.	
<b>Knowledge</b>	<b>0-20 points</b>	<b>21-23 points</b>	<b>24-26 points</b>	<b>27-30 points</b>	/30
	Unaware or minimally aware of their own cultures and identities. Unable to describe/name how their cultures and identities shape and influence their lives and interactions with others. Unable to name any key concepts of diversity. Unaware or minimally aware of theories and sources relevant to traditions of thought on diversity.	Identify elements of their own identities and describe, at a beginning level, how their cultures and identities shape and influence their lives and the lives of others. Articulate some of the key concepts of diversity, including *The social construction of identity *power, privilege, and access Begin to articulate how these concepts impact their lives and the lives of others. Identify theories and sources relevant to traditions of thought on diversity.	Articulate the complexities of their own cultures and identities and an emerging awareness of how these complexities shape and influence their lives and interactions with others. Discuss and illustrate key concepts of diversity, including *the social construction of identity *power, privilege, and access. Articulate how these concepts impact their lives and the lives of others. Summarize a range of traditions of thought on diversity.	Articulate clearly how elements of their cultures and identities shape their interactions with others, including *key concepts of diversity *power, privilege, and access. Articulate how the concepts impact their lives and the lives of others. Able to explain how the complex identities of privilege and power interplay with key concepts and how they impact their lives and the lives of others. Articulate the issues that arise from the interaction of theories and sources applicable to questions of diversity.	
<b>Personal Growth</b>	<b>0-13 points</b>	<b>14-15 points</b>	<b>16-17 points</b>	<b>18-20 points</b>	/20
	Conveys inadequate evidence of reflection on own work in response to the self-assessment questions posed. Personal growth and awareness are not evident and/or demonstrates a neutral experience	Conveys limited evidence of reflection on own work in response to the self-assessment questions posed. Demonstrates less than adequate personal growth and	Conveys evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates satisfactory personal growth and awareness through some	Conveys strong evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates significant personal growth and awareness of deeper	

	with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked.	awareness through few or simplistic inferences made, examples, insights, and/or challenges that are not well developed. Minimal thought of the future implications of current experience.	inferences made, examples, insights, and challenges. Some thought of the future implications of current experience.	meaning through inferences made, examples, well developed insights, and substantial depth in perceptions and challenges. Synthesizes current experience into future implications.	
<b>Writing Quality</b>	<b>0-13 points</b>	<b>14-15 points</b>	<b>16-17 points</b>	<b>18-20 points</b>	/20
	Poor writing style lacking in standard English, clarity, language used, and/or frequent errors in grammar, punctuation, usage, and spelling. Needs work.	Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling.	Above average writing style and logically organized using standard English with minor errors in grammar, punctuation, usage, and spelling.	Well written and clearly organized using standard English, characterized by elements of a strong writing style and basically free from grammar, punctuation, usage, and spelling errors.	
<b>Timeliness</b>	<b>Deduct 11 points-overall failing</b>	<b>Deduct 6-10 points</b>	<b>Deduct 1-5 points</b>	<b>0 points deducted</b>	/--
	Journal reflection is submitted 2-3 days (49-72 hours) after the deadline.	Journal reflection is submitted 1-2 days (25-48 hours) after the deadline.	Journal reflection is submitted within 1 day (24 hours) after the deadline.	Journal reflection is submitted on or before deadline.	
<b>TOTAL POINTS (sum of 4 Criteria)</b>					<b>/100</b>

This reflective journal rubric was based on rubrics designed by The University of W-Whitewater, as well as the AAC&U Intercultural Knowledge and Competence Value Rubric & the work of Denise Keiger, Rutgers University.

## **READING GROUP BOOK ANALYSIS & DISCUSSION**

Students will be working in teams to read, analyze and discuss a book related to contemporary issues in related to the topics in this course. Each team will select a book from a list provided by the instructor (see end of syllabus and Carmen site). The team will read the book and facilitate a discussion of it. In addition, each student will submit an analysis of the book. The components of the analysis are listed below.

Students will provide a concise summary and critique of the key concepts presented by the author. Remember that this is not a book report it is an analysis. You are to read and then analyze the authors' work, and finally provide your own interpretation of the utility and validity of it in today's environment. You don't have to agree with the author, but you do have to understand, analyze and critically review what the author says in the work. The 'average' book analysis is between 5-6 pages. In this assignment you will need to use examples from the book and content that specifically addresses:

- The author's credentials: What about the author makes he/she/they qualified to write this book? Why should we listen to them?
- Rationale: Why did the author write the book? Is/are the reason(s) legitimate?
- Integration of existing knowledge: Does the author base the writing and findings solely on their own work/knowledge/experience or is it draw from the work of others and built on it in this book? Is credit given to those who came before or influenced the work beyond the author?
- Connections to course content: What factors does the author identify that contribute to systemic barriers to social justice and inclusion? How does the author identify systems of socialization that influence one's multiple identities and sociopolitical perspectives and how they impact one's lived experiences? How does the work cause the reader to evaluate his/her/their participation in a system of oppression, privilege, and power? How did the author provide information that can be utilized to critically reflect on one's own prejudices and biases? Does the book offer insights into how one might seek out and include the perspectives of marginalized groups?
- Reflection: To what extent does the present social/political environment that support the perspectives in the book? What is that evidence? In what ways did the author enhance your knowledge of the concepts of power and privilege, equity, and social justice? Did the author help you understand how individuals are affected by and participate in maintaining systems of oppression, privilege and power? Is what you see here helpful to you? Can you use what you've read here at all? Are the ideas transferable to the workplace? Does this resonate with you? Are you inclined to accept or reject what you've read based on your experience, our course work and readings? Does the author push you to think differently?

**From:** [Roe, Brian](#)  
**To:** [Cole, Sarah](#)  
**Subject:** FW: Concurrence Request for AEDE 2400: Diversity in the Workplace  
**Date:** Thursday, August 30, 2018 3:28:25 PM

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Here's concurrence from ACEL for AEDE 2400.

B

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**From:** Niewoehner-Green, Jera E.  
**Sent:** Thursday, August 30, 2018 3:24 PM  
**To:** Roe, Brian <[roe.30@osu.edu](mailto:roe.30@osu.edu)>  
**Subject:** Re: Concurrence Request for AEDE 2400: Diversity in the Workplace

Hi Brian,  
Yes, please include the email for the course submission paperwork.

Cheers,  
Jera

**Jera E. Niewoehner-Green, PhD**  
Assistant Professor of Community Leadership  
Department of Agricultural Communication, Education, and Leadership

---

**From:** "Roe, Brian" <[roe.30@osu.edu](mailto:roe.30@osu.edu)>  
**Date:** Wednesday, August 29, 2018 at 12:31 PM  
**To:** "Niewoehner-Green, Jera E." <[niewoehner-green.1@osu.edu](mailto:niewoehner-green.1@osu.edu)>, "Specht, Annie" <[specht.21@osu.edu](mailto:specht.21@osu.edu)>  
**Subject:** RE: Concurrence Request for AEDE 2400: Diversity in the Workplace

Jera,

Thanks for the speedy assessment – may I include your email below in the course submission paperwork?

AEDE would be open to having the course included as a possible choice for the Leadership Minor should you deem it aligned with the minor's learning objectives.

Best,

Brian

---

**From:** Niewoehner-Green, Jera E.  
**Sent:** Wednesday, August 29, 2018 12:27 PM  
**To:** Roe, Brian <[roe.30@osu.edu](mailto:roe.30@osu.edu)>; Specht, Annie <[specht.21@osu.edu](mailto:specht.21@osu.edu)>



**Subject:** Re: Concurrence Request for AEDE 2400: Diversity in the Workplace

Hi Brian,

COMLDR 3530 does include diversity and culture as it relates to leadership but it is not the sole focus of the class. Even though elements are woven in throughout the semester it looks like AEDE 2400 goes deeper in to diversity and inclusion considerations for the workplace.

Also, the Leadership Minor committee will be reviewing the course offerings this semester and submitting any necessary revisions. Would this be a class that AEDE would like to see as part of the Leadership Minor?

Kind regards,  
Jera

**Jera E. Niewoehner-Green, PhD**  
Assistant Professor of Community Leadership  
Department of Agricultural Communication, Education, and Leadership

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**From:** "Roe, Brian" <[roe.30@osu.edu](mailto:roe.30@osu.edu)>

**Date:** Tuesday, August 28, 2018 at 1:36 PM

**To:** "Specht, Annie" <[specht.21@osu.edu](mailto:specht.21@osu.edu)>, "Niewoehner-Green, Jera E." <[niewoehner-green.1@osu.edu](mailto:niewoehner-green.1@osu.edu)>

**Subject:** Concurrence Request for AEDE 2400: Diversity in the Workplace

Annie and Jera,

We seek concurrence for AEDE 2400 (syllabus and Fisher College concurrence attached). The purpose of this course is to examine how diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity.

Steve Neal said that COMLDR 3535 has coverage of workplace diversity issues as well – apologies for not flagging this in our campus wide searches – neither the course title nor the catalog description signal such content.

Thanks for your timely consideration.

Best,

Brian

Brian E. Roe  
VanBuren Professor and Undergraduate Studies Leader  
Dept. of AED Economics  
Leader, [Ohio State Food Waste Collaborative](#)

Ohio State University

614-688-5777

<http://aede.osu.edu/our-people/brian-e-roe>

**From:** [Roe, Brian](#)  
**To:** [Cole, Sarah](#)  
**Subject:** FW: Concurrence Request for AEDE 2400: Diversity in the Workplace  
**Date:** Thursday, August 30, 2018 3:28:25 PM

---

Here's concurrence from ACEL for AEDE 2400.

B

---

**From:** Niewoehner-Green, Jera E.  
**Sent:** Thursday, August 30, 2018 3:24 PM  
**To:** Roe, Brian <[roe.30@osu.edu](mailto:roe.30@osu.edu)>  
**Subject:** Re: Concurrence Request for AEDE 2400: Diversity in the Workplace

Hi Brian,  
Yes, please include the email for the course submission paperwork.

Cheers,  
Jera

**Jera E. Niewoehner-Green, PhD**  
Assistant Professor of Community Leadership  
Department of Agricultural Communication, Education, and Leadership

---

**From:** "Roe, Brian" <[roe.30@osu.edu](mailto:roe.30@osu.edu)>  
**Date:** Wednesday, August 29, 2018 at 12:31 PM  
**To:** "Niewoehner-Green, Jera E." <[niewoehner-green.1@osu.edu](mailto:niewoehner-green.1@osu.edu)>, "Specht, Annie" <[specht.21@osu.edu](mailto:specht.21@osu.edu)>  
**Subject:** RE: Concurrence Request for AEDE 2400: Diversity in the Workplace

Jera,

Thanks for the speedy assessment – may I include your email below in the course submission paperwork?

AEDE would be open to having the course included as a possible choice for the Leadership Minor should you deem it aligned with the minor's learning objectives.

Best,

Brian

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**From:** Niewoehner-Green, Jera E.  
**Sent:** Wednesday, August 29, 2018 12:27 PM  
**To:** Roe, Brian <[roe.30@osu.edu](mailto:roe.30@osu.edu)>; Specht, Annie <[specht.21@osu.edu](mailto:specht.21@osu.edu)>

**Subject:** Re: Concurrence Request for AEDE 2400: Diversity in the Workplace

Hi Brian,

COMLDR 3530 does include diversity and culture as it relates to leadership but it is not the sole focus of the class. Even though elements are woven in throughout the semester it looks like AEDE 2400 goes deeper in to diversity and inclusion considerations for the workplace.

Also, the Leadership Minor committee will be reviewing the course offerings this semester and submitting any necessary revisions. Would this be a class that AEDE would like to see as part of the Leadership Minor?

Kind regards,  
Jera

**Jera E. Niewoehner-Green, PhD**  
Assistant Professor of Community Leadership  
Department of Agricultural Communication, Education, and Leadership

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**From:** "Roe, Brian" <[roe.30@osu.edu](mailto:roe.30@osu.edu)>

**Date:** Tuesday, August 28, 2018 at 1:36 PM

**To:** "Specht, Annie" <[specht.21@osu.edu](mailto:specht.21@osu.edu)>, "Niewoehner-Green, Jera E." <[niewoehner-green.1@osu.edu](mailto:niewoehner-green.1@osu.edu)>

**Subject:** Concurrence Request for AEDE 2400: Diversity in the Workplace

Annie and Jera,

We seek concurrence for AEDE 2400 (syllabus and Fisher College concurrence attached). The purpose of this course is to examine how diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity.

Steve Neal said that COMLDR 3535 has coverage of workplace diversity issues as well – apologies for not flagging this in our campus wide searches – neither the course title nor the catalog description signal such content.

Thanks for your timely consideration.

Best,

Brian

Brian E. Roe  
VanBuren Professor and Undergraduate Studies Leader  
Dept. of AED Economics  
Leader, [Ohio State Food Waste Collaborative](#)

Ohio State University

614-688-5777

<http://aede.osu.edu/our-people/brian-e-roe>