Organizational Diversity (MGMT 308):

Instructor: Dr. Jerome Stewart
Class location: Tate 133
Class Times: Thursdays 4:00pm - 6:45 pm
E-mail: stewartj4@cofc.edu

Student Hours (Beatty 327):
Mondays: 1:00 pm to 2:00 pm
Wednesdays: 1:00 pm to 2:00 pm
Thursdays: 3:00 pm to 4:00 pm
Also via Zoom by appointment

COURSE DESCRIPTION
This course is an exploration of Justice, Equity, Diversity, and Inclusion (JEDI) in the workplace. We will first become comfortable with and situate ourselves among the range of terms and concepts associated with JEDI terminology. Then, we take a three-prong approach to understand what it would take for an organization to have a genuine JEDI mindset: We take a reparative justice lens to look back to understand how organizations can and should account for their contributions to inequities and disparities. We next look inward to explore how an organization builds a culture that strives for equity, inclusion, belonging, and accessibility. Finally, we look outward. We adopt a social justice lens to learn how business decisions affect marginalized and vulnerable populations and how organizations can begin to do better.

STUDENT LEARNING OUTCOMES
After completing this course, students will be able to:

- Articulate and situate organizations within their complicated historical conditions of injustice
- Expand self-awareness of their values, identities, biases, and privileges
- Effectively manage collaboration and conflict in diverse groups, teams, and organizations
- Identify, respond to, and prevent JEDI challenges in organizations
- Locate additional resources for navigating organizational JEDI
- Develop morally rooted arguments for an organizational JEDI mindset (looking back, within, and forward)
- Develop forward-looking organizational plans to contribute to a more just society

LABOR-BASED GRADING
I am moving toward a labor-based grading system. This means that to get a certain grade, you need to simply complete a pre-specified amount of labor/work. Like our careers, our work is either good enough or not. Typical grades are a construction of academia and don’t always reflect learning or functional competence.

So, we need not fight over points. You won’t have to guess at what grade you’ll get. You need to simply do the amount of work to get the grade you want. You control your grade. The only caveat is that if you turn in unsatisfactory work, I will ask you to resubmit the work (If I mark an assignment below 80%, it is unsatisfactory).

For an “A” you must complete the following (at a satisfactory level):
1. Class Introduction activity on FlipGrid
2. All four parts of the Final Portfolio
3. The Mistreatment Fact Sheet
4. The Photography Art Project
5. 7 / 9 of the Weekly Quizzes
6. 7 / 9 of the Learning Reflections
7. 4 / 5 of the In-Class Activities
8. The Case Study Reflection
9. The Implicit Association Test
10. JEDI In Action Event Participation and Reflection
For a “B” you must complete the following:
1. Class Introduction activity on FlipGrid
2. The first three parts of the final portfolio: JEDI Resource Generation, Critical Engagement Plan, & Concept Map
3. The Mistreatment Fact Sheet
4. The Photography Art Project
5. 7 / 9 of the Weekly Quizzes
6. 7 / 9 of the Learning Reflections
7. 3 / 5 of the In-Class Activities
8. The Case Study Reflection
9. The Implicit Association Test

Note: I have only done this with A and B grades. I haven’t yet developed a contract for a C. To get a C, please see the below grading points scale.

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**GRADING / ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point value</th>
<th>Percent of grade</th>
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<tbody>
<tr>
<td>(1) Final Portfolio 160 pts (25 - IR / 25 - CEP / 50 - SCM / 25 - CR)</td>
<td>125</td>
<td>25%</td>
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<td>(2) Weekly Quizzes, 10 pts each (9 total, I drop the lowest two)</td>
<td>70</td>
<td>16%</td>
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<tr>
<td>(3) Learning Reflections, 10 pts each (9 total, I drop the lowest two)</td>
<td>70</td>
<td>16%</td>
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<tr>
<td>(4) Photography Project – JEDI In Action (10/50)</td>
<td>60</td>
<td>12%</td>
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<tr>
<td>(5) Case Study Reflection, 50 points</td>
<td>50</td>
<td>10%</td>
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<td>(6) IAT Test</td>
<td>30</td>
<td>6%</td>
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<td>(7) Mistreatment Fact Sheet</td>
<td>30</td>
<td>6%</td>
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<td>(8) JEDI In Action – Event Reflection (AfroSouth Fest)</td>
<td>30</td>
<td>6%</td>
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<tr>
<td>(9) In-Class Activities (5 activities, 5 points each)</td>
<td>25</td>
<td>5%</td>
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<td>(10) Class Introduction assignment</td>
<td>10</td>
<td>2%</td>
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<tr>
<td>(11) Research project survey participation (Extra credit)</td>
<td>Up to 20</td>
<td>Up to 4%</td>
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**Total Points** 500 100%

**Grading scale (For those unable to meet labor-based contract)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>77-79.99%</td>
<td>C+</td>
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<tr>
<td>73-76.99%</td>
<td>C</td>
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<tr>
<td>70-72.99%</td>
<td>C-</td>
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<tr>
<td>&lt; 60%</td>
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**JEDI Portfolio**

- **Due in full on 12/2022. You can turn in any parts 1-3 at any point before then.** Four parts – JEDI Resource Generation / Critical Engagement Plan / Concept Map / Course Reflection

- **Part 1: 25 Points. JEDI Resource Generation.** For this component, you will identify a resource related to JEDI (justice, equity, diversity, and/or inclusion) that would be relevant and engaging to discuss in our course. The resource should be a scholarly source, similar to the types of course materials that are assigned in the course.
  - The following are examples of appropriate resources for this assignment: Documentary, podcast, peer-reviewed article, evidence-based trade publication (e.g., HR Magazine, HBR, SMR, CMR, Catalyst), TED talk or similarly 'scholarly' video, or another format (please reach out to me to discuss).
  - Please reach out to me if you have trouble locating a resource or would like me to vet yours.
  - After identifying your resource, paste the resource or a link to it, then answer the following questions:
    1. Describe/summarize the resource and why you chose it. Respond in approximately 1 paragraph.
    2. Where in the syllabus (i.e., specific week/unit) would this resource best fit? Write ‘special topic’ if it does not neatly fit within an existing unit.
    3. How does this resource align with MGMT 308 themes? How could this resource help people improve their self-awareness and/or JEDI skills? Respond in approximately 2 paragraphs.
    4. Finally, what are 2-3 discussion questions (from this resource) that are interesting to address?
Part 2: 25 Points. Critical Engagement Plan. For this component of the portfolio, you will:

- Think about all of the ideas, theories, research studies, social issues, and case studies we have explored throughout the semester, then answer the following questions.

1. What is the number one social justice issue, contemporary cause, or political movement that is most important to you? Describe the issue/cause/movement and explain why it matters to you. Then, explain how MGMT 308 helped change or deepen your awareness of this issue.

2. What can you do to get more involved with respect to this issue/cause/movement? How can you inform others of why this issue/cause matters to you and why it should perhaps matter to them? What are some opportunities for volunteering or service-learning that you could participate in that are related to this issue/cause? What long-term commitments are you willing to make to have an impact in this area? Be specific.

3. What kind of career/industry do you see yourself pursuing? How would you determine whether or not an organization is a good fit for you with respect to your JEDI values? How might you influence the organization to care about the cause/movement you described above, regardless of the position you hold?

Your response to each set of questions should be about one-two paragraphs long (approximately 5-7 sentences per paragraph) for a total of 3-6 paragraphs. Submit in a Microsoft Word Document on OAKS under the assignment submission.

Part 3: 60 Points. JEDI Concept Map.

- We are building off the Social Change Ecosystem Map.

- For this assignment, you will create a mind-map/concept map that depicts either the most significant, memorable, or the most interesting concepts from the course.

- The goals of this concept map are to help you organize and synthesize key insights and create a visual representation to help you remember these key insights.

- Your concept map will serve as a “souvenir” or “cheat sheet” to help you remember important concepts and strategies from the course well beyond the duration of this course.

- Your concept map will also illustrate how these concepts/strategies pertain to one another. That is, you will literally “map”, or draw connections, between these concepts. If it is helpful, you can use the following prompts to guide the planning and creation of your concept map:

  1. What have you learned in MGMT 308 that you didn’t know before?
  2. What are the major ideas or concepts you learned?
  3. How do all of these concepts, themes, and strategies relate to one another?
  4. What are the most important ideas or strategies that you wish to remember in the future? What do you want to remember 1/5/10/20 years from now?
  5. What are the most impactful insights you’ve gained or recommendations you’ve learned that you wish to share with others?

- It is absolutely fine to create your concept map by hand. You can also use any of the following free programs to create a digital concept map: PowerPoint, Google Slides, Keynote, Prezi, Microsoft Word, Google Docs, Google Drawings, MindMap, Whimsical, Canva, Bubbl, Mural, Mental Modeler.

- Tips for brainstorming and organizing your map: How to Construct a Concept Map

- Sample concept maps:

  1. Concept map with brief descriptions in boxes and between boxes. Note: This sample adequately reflects my expectations for which concepts you should map, how much detail you should use to describe each concept, as well as sample linking words I’d like you to include.

  2. Sample concept map with labeled links - as depicted here, I would like you to include labels or brief descriptions to accompany each “link” (line/arrow) that connects two boxes/concepts. Note: this sample concept map does not include the labels or descriptions for each concept/box that I’d like you to include in your concept map.

  3. Sample concept map with illustrations - you are welcome (but not required) to include images such as photographs, memes, infographics, tables, etc. Note: these illustrated concept maps do not include the labels or descriptions of concepts/links that I’d like you to include in your concept map.

- I have no preferences on the format/layout of your concept map, as long as you include the following:

  1. Arrange the most important concept(s) / broadest theme(s) in the middle of your concept map, as well as labeled connections between these concepts/themes

  2. Your map should tie together at least 10 specific terms we have talked about in the course.
3. Labels or brief descriptions for each concept and each link that are clear and succinct but also detailed enough to be meaningful and memorable.

- Part 4: 25 Points. Course Reflection
  - For the final component of the portfolio project, you will complete a course reflection. Your course reflection will address the following four prompts. Thinking back over the past semester...
    1. What have you learned? What haven't you learned?
    2. How have you grown and changed in your thinking? How haven't you grown or changed?
    3. What has been disappointing?
    4. What has been enlivening?
  - You can either write one paragraph in response to each prompt (4 paragraphs total) or respond in another format of your choosing (e.g., comic, poem, zine, digital collage, infographic, etc.).

  Note: These prompts were adapted from Glynda Hull.

Learning Reflections
- Purpose: To engage with the previous and current week’s material and to find intersections and connections between the material. As you read, watch, and listen to the learning material and take notes, you should be connecting the readings, making evaluations, having “aha” moments, etc. These reflections are what make up your writing each class period. Think of this like a journal. You should NOT be summarizing the learning material.
- Deliverables:
  - Reflection paper submitted on OAKS in the section for the appropriate class period.
  - Due on Wednesday night before class.
- Requirements: Each reflection (or response) must be 500 to 750 words. Please write it in paragraph form in Microsoft Word! Grammar is important. Each reflection should be written better than the last. You get full points if you do your best with grammar and if you attempt to integrate the readings. You’ll get better each week at this. Remember, when you explain an idea that is not your own, be sure to cite the appropriate author.

Case Reflection (Woke-Washing)
- Purpose: To recall, explain, and synthesize course material
- There is one case in this course.
  - This is a take-home assignment/case study that gives you a chance to apply what we learn to real-world JEDI issues.
  - Deliverables: Read the Case study and answer the following prompts:
    1. Define Woke Washing in your own words. To what extent is this concept useful? (2-3 paragraphs)
    2. What factors might a company want to take into consideration when deciding whether to take such bold social action as Nike and Gillette? (2-3 paragraphs)
    3. What criteria can you use to measure whether “political” branding is good for business? By these criteria, how successful were each of the campaigns in this case? (4-5 paragraphs)
    4. What important information has the author left out of this case? (2-3 paragraphs)

Quizzes
- Purpose: To demonstrate reading comprehension
- We have weekly quizzes. Each quiz is worth 10 points. Quizzes are in class. If you miss class, you miss the quiz.
- Quizzes will be on OAKS. Thus, you will need an electronic device in class (a smartphone, tablet, or laptop). The quizzes are closed book.
- Material on the quizzes comes primarily from the assigned reading for the week. Previous class discussion material is also on the quizzes.

JEDI In Action Photography Project
- Purpose:
  1. To bring organizational JEDI concepts to the forefront of your mind in your daily lives.
2. To contemplate JEDI issues in real-life organizational contexts.

- Deliverables:
  1. Part 1 is a series of photographs that captures (un)succesful organizational JEDI in action. This assignment has few boundaries. Your job is simply to think about this class as you go about your day and at some point, you’ll see something that catches your eye that you want to capture. You may even want to stage a photo shoot to capture some elements of organizational JEDI.
  2. Part 2 is a 250-word explanation of this project. This should be a professionally written accompaniment to your photography series. You should print this out or write it out to bring with you to class on the day of the photography art exhibit.

Workplace Mistreatment Fact Sheet
For this assignment, you will create a fact sheet: a document to help people more effectively prevent and respond to a particular type of workplace mistreatment.

- Choose a specific form of workplace mistreatment to focus on for this assignment. By "specific" I mean:
  1. Mistreatment against a particular social identity group (e.g., fatphobia, anti-Muslim bias, microaggressions against Black queer people)
  2. Mistreatment in a particular industry / profession (e.g., nonprofits, tech, nail salons, agriculture),
  3. Or both (e.g., transphobia in retail; racial bias in the restaurant industry).
- Refer to Table 1 in the article entitled on OAKS titled “How Prevalent is Workplace Mistreatment” for specific types of workplace mistreatment. (You are welcome, but not required, to use one of these examples for this assignment).
- See OAKS assignment to access the assignment template and a sample. You're also welcome to create your own template, as long as your completed fact sheet includes all of the components listed in the template
- Complete the fact sheet as directed in the assignment template. Namely, your fact sheet will include the following components:
  1. Overview statement: 1-2 sentence description of the specific type of workplace mistreatment
  2. Examples: at least 3 examples of how people experience this type of workplace mistreatment
  3. Causes: at least 3 causes of / risk factors for this type of workplace mistreatment
  4. Prevention: 3 actions leaders can take to reduce/prevent this type of workplace mistreatment
  5. Response: 3 actions employees can take if they experience/witness this mistreatment
  6. Sources for all course materials (and any external sources) you consult. Please include citations every time you reference course materials (using any citation style or hyperlinks)

In-Class Activity
- Purpose: to engage in the learning material in real-time with your classmates and on your own
- During our classes we will periodically have activities that will count toward these In-Class activity points. Each activity is worth 5 points, there are five of them.

Implicit Association Test
You will complete two different IATs to try to explore some of your biases. Access the tests here.

- After the first test:
  - Summarize your IAT results in one sentence (e.g., "My responses suggested a weak/moderate/strong automatic preference for _____ people over _____ people").
  - Why do you think you show this automatic preference? Explain in just a paragraph.
- After the Second test:
  - Summarize your IAT results in one sentence (e.g., "My responses suggested a weak/moderate/strong automatic preference for _____ people over _____ people").
  - Why do you think you show this automatic preference? Explain in just a paragraph.
• After you have finished both tests. Take a moment to skim this handout: Making Sense of Your IAT Results.
  ▪ What feeling(s) or reactions did you have upon learning your IAT results? Feel free to choose from among the "Common Reactions to the IAT" described in the Making Sense of Your IAT Results handout. Answer in a paragraph.
  ▪ What are some things you can do to manage this emotion/reaction? Answer in a paragraph.

FlipGrid Welcome Assignment
• FlipGrid: This is a class icebreaker activity that allows us to get a bit more comfortable with each other. Link here. For the full 10 points, please submit this by Sunday night, 1/16.

Research Study Participation
• SOB Student Research Program or SSRP (4 @ 1% each): You will receive credit for completing 4 SSRP credits during this semester worth 4% of your overall grade. 1 SSRP credit is worth 1% and typically means that the study lasts no more than 30 minutes. Some studies could be worth more than 1 credit, so please check the platform and study information for details. You must complete 4 credits to fulfill this requirement. Check Oaks for information.

RULES OF THE GAME (THINK OF EACH CLASS AS A BUSINESS MEETING)

Disability Accommodations
The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

Academic Misconduct
Academic misconduct is defined as follows:
1. Cheating: An unauthorized attempt to offer or obtain assistance in a formal academic exercise (e.g., an exam or class exercise); assuming another student's identity to provide an advantage for the student; copying, in part or in whole, from another's test or other evaluation instrument; submitting work previously presented in another course, if contrary to the rules of either course.
2. Plagiarism: The unauthorized use (i.e., representing as one’s own work) or reproduction or close imitation of original creations (ideas, words, sentences, paragraphs, or parts thereof; or artistic/scholarly works such as computer programs, photographs, or similar works) of another author (person, group, organization, including anonymous authors) without due acknowledgment (accepted standards of citation or reference of the original source of the used or quoted content).
3. Fabrication: The distortion of data, information, or citations in any formal academic exercise or altering grading or grading instructions.
4. Deception: Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline or falsely claiming to have submitted work.

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on
disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Late Work

- Check your CofC email daily for any announcements, changes, or handouts. Work is only late if you turn it in after the deadline with no notice. Work is not late if you email me AHEAD OF TIME and arrange for a more realistic deadline. This doesn’t apply to quizzes and reflections which we do in class.

Housekeeping

- Check your CofC email daily for any announcements, changes, or handouts.
- I reserve the right to modify the syllabus at any time if necessary. I’ll announce changes in class, via email, and on OAKS. I may frequently update the syllabus. I would not recommend printing the syllabus. Rather, simply check it regularly on OAKS.

Attendance

- Attendance is not only important for exams; it is also important for learning. Class sessions offer you the opportunity to discuss issues and make thoughtful inquiries regarding the material. I expect you to be familiar with the material we discuss in class and to make comments and ask questions. Class sessions cannot be successful without everyone’s participation.

- If you miss a class due to illness, employment, personal emergency, business or athletic team travel, or any other reason, you are responsible for getting missed notes from a classmate (so make a friend). Please do not email me about it.

- This class requires active participation. If you miss the class, you miss the learning experience and, perhaps more importantly, you jeopardize the learning of your classmates. If you do not attend class regularly it is unlikely that you will do well.

Professionalism

- COFC expects at least two hours of study in preparation for each hour of class. So you should expect to spend at least 6 hours per week outside of class to complete work.

- Professionalism and courtesy include a variety of behaviors that are strongly related to your success in the course AND to our classes being fun and informative. I will use your professionalism and citizenship to determine borderline grades; and, in cases of gross unprofessionalism and/or poor citizenship, you may have points deducted from your final grade.

- Be considerate and respectful and make a genuine effort. We will have debates and discussions and it’s critical that we all display tact and sensitivity toward others while disagreeing with others in a respectful, professional manner. Additionally, effort matters. Show me that you care about the class and your performance, and I’ll do everything I can to help you succeed.

- Academic Standards: Academic Dishonesty applies to all class work - cheating (copying, sharing information, submitting parallel work, or looking at/using another current or past student’s work); plagiarism (copying any wording from a source, the text or other books, or internet websites; deception (false information). Academic
dishonesty by any student will result in 0 points grading on that assignment and may result in an F (failing grade) in the course. See plagiarism resource on the OAKS course home page.

- Respect your colleagues – their personal views, differences, disability, gender, race, sexual orientation, age, culture, ethnicity, political and religious convictions. There is an expectation of your use of appropriate language, tone, and respect for your colleagues and the subject matter under discussion. Respect differing arguments – it is called learning! This point acknowledges Title IX of the Education Amendments of 1972, and certain other federal and state laws, which prohibit discrimination on the basis of gender or sexual orientation in employment, as well as in all education programs and activities operated by the University.

- Some more ideas that exemplify what a professional class should be:
  - Demonstrate active listening: Put your phone away during class; Take your ear buds out! No laptops at inappropriate times.
  - Be respectful of our space: Arrive on time, try not to leave early, & don’t pack up until we finish.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic &amp; Activities</th>
<th>Pre-class assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/25</td>
<td>Intro to course &amp; JEDI Terms</td>
<td>OAKS Postings:</td>
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<tr>
<td></td>
<td>(Th)</td>
<td>• Learning Reflection #1 <em>(Due 8/28)</em></td>
<td>1. <em>D&amp;I vs E&amp;J</em> <em>(8 bullet points at the end comparing terms)</em></td>
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<td>• FlipGrid Intro <em>(Due 8/28)</em></td>
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<td>2</td>
<td>9/1</td>
<td>Asynchronous Class</td>
<td>OAKS postings:</td>
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<td>Understanding JEDI Terminology</td>
<td>1. What if I Talk Wrong about Race?</td>
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<td>• Quiz #1</td>
<td>2. Evolving Language of Diversity</td>
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<td>• Learning reflection #2</td>
<td>3. Intersecting Axis of Privilege and Oppression <em>(Just the figure, not the article)</em></td>
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<td>3</td>
<td>9/8</td>
<td>Looking Back</td>
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<td>Org Injustice – Week 1, Big Picture</td>
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<td>• Quiz #2</td>
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<td>• Learning reflection #3</td>
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<td>9/15</td>
<td>Looking Back</td>
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<td>Organizational Injustice – Week 2, Mistreatment</td>
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<td>• Quiz #3</td>
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<td>• Learning reflection #4</td>
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<td>5</td>
<td>9/22</td>
<td>Looking Inward - Inclusive &amp; Just Employee Hiring</td>
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<td>• Quiz #4</td>
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<td>• Learning reflection #5</td>
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<td>6</td>
<td>9/29</td>
<td>Looking Inward – Interrupting Implicit Bias</td>
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<td>• Quiz #5</td>
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<td>• Learning Reflection #6</td>
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<td>• Implicit Association Test Reflection Due</td>
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<td>7</td>
<td>10/6</td>
<td>Looking Inward – Building a JEDI Mindset</td>
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<td>• Quiz #6</td>
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<td>• Learning reflection #7</td>
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<td>8</td>
<td>10/13</td>
<td>Looking Inward – Building a JEDI Mindset w/ D&amp;I Training?</td>
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<td>• Quiz #7</td>
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