**DEI Discussion post #2 due 11:59 PM Friday, Feb. 18**

**Topic: Ableism/Neural Diversity**

**Readings: Read at least two of the following:**

* **Austin and Pisano, “Neurodiversity as a Competitive Advantage” (pdf in Files)**
* **Nathaniel Levy,**[**“Workplace Ableism Is a Problem for ADA Rights” (Links to an external site.)**](https://www.onlabor.org/workplace-ableism-is-a-problem-for-ada-rights/)
* **Nancy Mairs, "Young and Disabled" – (pdf in Files)**

For your 2nd DEI Discussion board post (of 5 total this semester) read at least 2 of the 3 readings. Reflect on the following 4 bulleted prompts and then choose **two** of them to respond to on the Discussion board.

* What in the readings surprised you or caused you to think about disability in a new light?
* What are some of the disability stereotypes that Mairs identifies? What are some stereotypes that Austin and Pisano identify? Have you unintentionally fallen prey to these stereotypes in your life? How might these stereotypes affect a disabled individual personally and professionally?
* What challenges do people with disabilities face in the workplace? How can these challenges be reduced so that they have a more equitable work experience?
* Have you encountered ableism in the workplace? How did it make you feel? How did you respond?

Class discussion of DEI readings and discussion board posts will take place on Mondays following the posting due date. Discussion will be student-led with 4 student leaders taking on one topic or question for 10 minutes. Ideally each of you will experience leading a discussion post although leading a DEI class discussion is not a class requirement. Students may volunteer to be a discussion leader on the Wed. before the post is due Student discussion leaders are responsible for reading everyone’s posts and using those posts to facilitate discussion. You might notice patterns in what your classmates have been commenting on, for example, and then develop questions for discussion from there. DEI class discussions will not be recorded.

Discussion leader # 1: Focus on 1st bulleted prompt and responses

Discussion leader #2: Focus on 2nd bulleted prompt and responses

Discussion leader #3: Focus on 3rd bulleted prompt and responses

Discussion leader #4: Focus on 4th bulleted prompt and responses

DEI discussion posts are a required component of the course and figure into the course engagement component of the final grade. A strong post will demonstrate evidence of responding with critical and knowledgeable (having done the reading) engagement to the discussion prompt. Critical engagement with a text does not mean just agreeing with it. DEI discussions are part of the course curriculum in prioritizing and facilitating critical thinking abilities—especially with respect to these three learning outcomes noted in the course syllabus:

* recognize the importance of *context*
* imagine and explore *alternatives*
* *synthesize* information

Each post is not individually assessed (each one is not “worth” a certain number of points). Aim for authentic engagement. These discussions are aimed to prepare you for workplace protocols regarding diversity, equity, & inclusion expectations and practice.