

**PADM-GP 2129**

**Race, Identity and Inclusion** **in Organizations**

**Fall 2021**

**Note: this syllabus is a work in progress and will definitely change. The Brightspace website will have the most up-to-date information on the readings and assignments for each week.**

# Instructor Information

* Prof. Erica Foldy
* Email: erica.foldy@nyu.edu
* Office Address: 3061 Puck
* Office Hours: Just email me. My schedule is pretty flexible.

# Course Information

* Class Meeting Times: Tuesdays, 6:45 pm to 9:00 pm
* Class Location: Bobst LL146

# Course Description

This course brings together a wide range of thinking and scholarship to encourage learning about what race is, why it matters, race and racism in organizations and how to build anti-racist organizations. (In this description, “race” is used as a shorthand for the interconnected complex of race, ethnicity, culture and color, understanding that we will be careful to distinguish among them in the course itself.)

While recognizing the importance of intersectionality and other markers of difference such as gender and class, the course focuses on race for two reasons: 1) it is generally the most charged dimension of diversity in the United States, the most difficult to discuss and, therefore, the topic we most often avoid, especially in cross-racial groups and 2) it has the greatest impact on life chances and opportunities: race is often the best predictor of wealth, education, health, housing, employment and other important measures of well-being. However, we live race at the

same time that we live other parts of who we are and those intersections will come up throughout the course. Because the impact of race is highly contextual, we will focus on the United States.

The course will begin with theoretical understandings of race, followed by the dynamics of racism, discrimination and Whiteness. We’ll then think about our own racial identity and standpoint. While organizations will be a theme from the beginning, in the second part we will focus more intensively on how to create anti-racist organizations. The class will introduce a variety of possible interventions, starting with the legal landscape (Equal Employment Opportunity and Affirmative Action) and then moving to EDIB (Equity, Diversity, Inclusion and Belonging) initiatives and exploring the individual, cultural and structural levels. We will also hear from guest speakers who are engaging in this work.

Given the topic, we will be discussing readings and events that could trigger anger and rage, sadness and despair, guilt and shame, and other intense emotions. But we will also be discussing how to maintain hope, including describing interventions that work. I have also found that creating a sense of community in the class, across racial groups, also helps to sustain us as we engage in this difficult, but critical work.

# Course and Learning Objectives

**Learning Assessment Table: As a result of this course, students will:**

|  |  |
| --- | --- |
| **Course Learning Objective Covered** | **Corresponding Assignment** |
| 1. Understand that work organizations’ internal policies and practices can contribute to perpetuating racism and therefore can contribute to an anti-racist society.
 | Journal, Bridging Divides, Case Analysis |
| 1. Understand your own racial standpoint by reflecting on your history and various aspects of your identity.
 | Where I’m From |
| 1. Understand basic concepts and building blocks, including identity, race, culture, racism, discrimination, and Whiteness
 | Where I’m From, Journal |
| 1. Adopt a growth mindset rather than a fixed mindset when it comes to learning about race
 | Journal, discussion, Bridging Divides |
| 1. Gain greater confidence in working and speaking with others whose background is different from yours
 | Journal, discussion, Bridging Divides |
| 1. Diagnose how racism shows up in behavioral, cultural and structural aspects in organizations and gain tools to address each aspect
 | Case Analysis |
| 1. Feel equipped to help create anti-racist groups and organizations, at whatever level you are working.
 | Case Analysis, Bridging Divides, Journal |

# Three Agreements

This course assumes that we all have something to contribute to this conversation and that we all have something to learn. Everyone has a race and has perspectives that grow out of their race and if some people choose not to participate, the conversation and our learning will be poorer for it. So, I ask for three agreements:

1. You bring a willingness to search deeply and introspectively about your own assumptions and behaviors, including identifying those areas in which you need to learn;
2. You will help others learn by voicing your thoughts and reactions, understanding that they are partial and limited;
3. You bring curiosity and an eagerness to inquire into how others make sense of the world.

# Course Texts

Each class will feature a variety of readings from a range of sources, both scholarly and practitioner. Readings are posted on Brightspace. I will send an email every week reminding you about what to read, what assignments are due, etc. Note that this syllabus will always be in formation – readings may change from week to week. **Brightspace always supersedes what is in the syllabus.**

There are no required books for this course.

# Course Requirements

There are four course requirements; each accounts for a percentage of your grade. Here is an overview:

* Journal – weekly, no page limit 25%
* Where I’m from – 4-5 pages: 20%
* Bridging Divides – 2-3 pages: 15%
* Case Analysis -- 5 pages: 25%
* Class participation: 15%

**All papers should be double-spaced, have 1-inch margins and use 12 pt. font.**

**Papers should be posted on NYU Classes one hour before class begins on the day they are due; if not, they will be considered one day late. Instructions for posting will be provided.**

**Late assignments will lose 10% of the assignment’s points for each 24-hour period they are late (which begins immediately after the posting deadline). However, if you are facing some kind of serious and urgent situation that could delay turning in the assignment, contact me as soon as possible to discuss other arrangements.**

## Journal – due October 26 and December 14 (no page requirement):

Keep a typed journal in which you record your thoughts, comments and reflections triggered by and in response to the assigned course readings, the class exercises and our interactions. Also feel free to weave in other reading you are doing, current events, or other observations about the dynamics of race, identity and inclusion as they apply to course themes. At a minimum, you should write one entry per week. I expect roughly a page (double-spaced) per week, but this is flexible. I will review this twice, once around week 7 and once at the end. Evaluations of this assignment will be based on (1) completeness (at least one entry for each week of the course),

(2) evidence of having actually read the assigned material, and (3) engagement with the topics. I want to see you grappling with big issues, being deeply reflective about your own standpoint, and going beyond re-stating the readings to critiquing them and adding your own voice. The last week, you will summarize what you learned in the class. (Assignment adapted from a syllabus by Stacy Blake-Beard.)

## Where I’m From – due October 5 (4-5 pages):

In this assignment, you will write a kind of racial autobiography, addressing the question “How did I come to be who I am?” Think about the influence of race and ethnicity in particular but feel free to consider other influences, like gender identity, class, religion, and sexual orientation.

You may also want to explore how race has interacted with other aspects of your identity. Consider these questions: How have these identities shaped your life experience? To what extent have you experienced privilege and marginalization (or both) based upon them? How have your various facets influenced your interest in public service and your thoughts about your career? Reference at least one reading. (Assignment adapted from a syllabus by Jody Cohen.)

## Bridging Divides – due November 9 (2-3 pages):

This assignment is based on a racially-inflected event at Smith College that happened a couple of years ago. It has been viewed in multiple ways and led to significant tensions on campus. We will read two articles about the event which bring different perspectives. In the paper, students will be asked to describe how they understand the event and how it might be possible to bring together people who see the event and its implications very differently.

## Case analysis – due December 7 (5 pages):

The purpose of this assignment is to allow you to synthesize your learning on how to create anti-racist organizations by analyzing the case “Undoing Racism at the Seattle Community Association” using concepts from the course and the readings.

## Class Participation:

The class will rely almost entirely on group discussion so your preparation and participation in class is critical to its success. In addition to your thoughtful contribution to class discussion (more detail below), your grade will also be based on bringing a **Learning Resource** to the class. This means finding some kind of video, podcast, report, blog posting, photo, website, book or some other kind of resource that relates to the class topics. You will have about ten minutes to describe the resource and connect it to course themes. You will sign up for a week to present.

### “A” Level Participation

* Absent no more than once during the semester. Sends email ahead of time to professor.
* Regularly volunteers to participate in class discussion.
* Is usually prepared if cold called.
* Comments are clear, succinct, and relevant to the current conversation.
* Takes appropriate risks in exploring difficult questions.
* Demonstrates self-awareness and exercises self-reflection
* Is prepared for class, as evidenced by:
	+ Applying ideas from the readings to the discussion
	+ Challenging or extending ideas in the readings
	+ Integrating or contrasting ideas from current readings with previous readings

### “B” Level Participation

* Absent no more than twice. May not send email to me ahead of time.
* Occasionally volunteers to participate in class discussion.
* Is sometimes prepared if cold called.
* Comments are sometimes unclear, long-winded or not relevant to discussion.
* Comments less likely to demonstrate self-awareness
* Answers questions but rarely takes risks.
* Is less prepared for class (see above)

### “C” Level Participation

* Absent no more than three times. Doesn’t email professor ahead of time.
* Participates rarely.
* Is not prepared if cold called.

Also, I will set up **20-minute (or so) meetings with each of you**, via Zoom, near the beginning of the year, so I can get to know you a bit. I started this to address the drawbacks of Zoom teaching, but thought it worked very well. It is totally voluntary but I really enjoyed those conversations and hope you will sign up!

# Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

# Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) [Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

# NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with assignments to schedule mutually acceptable alternatives.

# Course Overview

RACE AND RACISM

* Sept 7: Introduction to the Course and EachOother
* Sept 14: What is Race?
* Sept 21: Racism, Discrimination and Stereotypes
* Sept. 28: Whiteness
* Oct. 5: Standpoint: Where I’m From (Due: Where I’m From)
* Oct. 12: NO CLASS (Classes meet on a Monday schedule)
* October 19: Racism in Organizations TRANSFORMING ORGANIZATIONS
* Oct 26: Making Change in Organizations: The Legal Landscape (Due: Journal)
* Nov 2: Making Change: Equity, Diversity, Inclusion and Belonging
* Nov 9: Making Change: Bridging Divides through Conversations (Due: Bridging Divides)
* Nov 16: Making Change: Individual-Level Interventions
* Nov 23: Making Change: Structural-Level Interventions
* Nov 30: Making Change: Cultural-Level Interventions SYNTHESIS
* Dec 7: Synthesizing Our Learning 1 (Due: Case analysis)
* Dec 14: Synthesizing Our Learning 2 (Due: Journal)

# Course Readings and Assignments

**All readings are on NYU Classes unless noted.**

## September 7: Introduction to the course and each other

### Readings:

* Watch this [video](https://www.youtube.com/watch?v=MbdxeFcQtaU) by Jay Smooth.
* Arao, B. & Clemens, K. 2013. From safe spaces to brave spaces. In (Lisa M. Landreman, ed.) The Art of Effective Facilitation. Stylus Publishing.
* Foldy, E.G. & Buckley, T. R. 2014. The Color Bind: Talking (and Not Talking) about Race at Work. Russell Sage. Chapters 1 and 8.
* Wingfield, Adia Harvey & Alston, Renee Skeete. 2013. Maintaining hierarchies in predominantly white organizations: A theory of racial tasks. American Behavioral Scientist 58 (2): 274-287.

## September 14: What is race?

### Readings:

* LA Weekly 2003. [Black Like I Thought I Was](https://www.laweekly.com/black-like-i-thought-i-was/). October 2.
* Cobb, Jelani. 2015. [Black Like Her](https://www.newyorker.com/news/daily-comment/rachel-dolezal-black-like-her). *New Yorker*, June 15. https://[www.newyorker.com/news/daily-comment/rachel-dolezal-black-like-her](http://www.newyorker.com/news/daily-comment/rachel-dolezal-black-like-her)
* Livingston, Robert. 2021. The Conversation, ch 7, pp 100-118.
* Grady, Constance. 2020. Why the term “BIPOC” is so complicated, explained by linguists. Vox. June 30.

### Optional:

* Smedley, Audrey. Transcript of interview on [PBS](https://www.pbs.org/race/000_About/002_04-background-02-06.htm) show, “Race: The Power of an Illusion.”
	+ You may also wish to view some [videos](https://www.racepowerofanillusion.org/clips) from the series.
* Viren, Sarah. 2021. The native scholar who wasn’t. New York Times, May 25.
* Foldy, E. G. 2012. Something of collaborative manufacture: The construction of race and gender identities in organizations.
* NPR Radio Lab. Listen to “[Race doesn’t exist. Or does it?](https://www.wnycstudios.org/story/91654-race-doesnt-exist-or-does-it)” <https://www.wnycstudios.org/story/91654-race-doesnt-exist-or-does-it>
* Singleton, G and Linton, C. 2006. Courageous Conversations about Race, pp. 167-173.
* Kim, E. Tammy. [The Perils of “People of Color.”](https://www.newyorker.com/news/annals-of-activism/the-perils-of-people-of-color) New Yorker, July 29, 2020.
* Kay Deaux. 2006. *To Be an Immigrant*. Russell Sage Press. Chapter Five: Who am I? The construction of ethnic identity. (packet)
* M. Omi and H Winant. 2014. Racial Formation in the United States. 3rd edition. Routledge.
* West, C., & Fenstermaker, S. (1995). Doing difference. Gender & Society, 9, 8-37.

## September 21: Racism, discrimination and stereotypes

### Readings:

* Showing Up for Racial Justice. Racism 101.
* Watch at least one of these [videos](https://www.raceforward.org/videos/systemic-racism) on systemic racism by Jay Smooth, from Race Forward. EX OF SYSTEMIC RACISM
* Gamboa, Suzanne. 2019. Racism, not a lack of assimilation, is the real problem facing [Latinos](https://www.nbcnews.com/news/latino/racism-not-lack-assimilation-real-problem-facing-latinos-america-n974021). NBCNews.com. February 26. PERSONAL AND SYSTEMIC?
* Cuddy, A J C, Glick, P. and Beninger, A. 2011. The dynamics of warmth and competence judgments, and their outcomes in organizations. Research in Organizational Behavior, 31:73-98.

### Other reading:

* Heather McGhee. 2021. The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together. One World.
* Hannah-Jones, Nikole. 2020. What is Owed. New York Times, June 30.
* Coates, T. 2014. The case for reparations. The Atlantic. May 21.
* Joshua Aronson. 2004. The threat of stereotype. Educational Leadership 62 (3) pp 14- 19.
* Claude Steele. 2010. Whistling Vivaldi. WW Norton. (Practitioner-friendly book about stereotype threat.)
* Fiske et al. 2002. A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition. Journal of Personality and Social Psychology. 32 (6).
* Pew Research Center. 2012. The Rise of Asian Americans.
* Alexander, M. 2010. The New Jim Crow: Mass Incarceration in the Age of Color Blindness. New Press.

## September 28: Whiteness

### Readings:

* Painter, Nell Irvin. 2020. [What is Whiteness?](https://www.nytimes.com/2015/06/21/opinion/sunday/what-is-whiteness.html) New York Times, June 20.
* Di Angelo, Robin. White Fragility.
	+ White Fragility. 2011. International Journal of Critical Pedagogy 3 (3): 54-70. (You may want to read her book, by same name: Beacon Press, 2018.)

OR

* + Watch this [video](https://www.youtube.com/watch?v=h7mzj0cVL0Q&feature=youtu.be) of a speech by Di Angelo.
* Frankenberg, Ruth. 1993. White Women, Race Matters: The Social Construction of Whiteness. University of Minnesota Press. Pages 176-188.
* Jones, Travis. Bad White People. Tedx [Talk](https://www.ted.com/talks/travis_jones_bad_white_people).

## October 5: Standpoint: Where I’m from

* KP White. 2002. Surviving hating and being hated: Some personal thoughts about racism from a psychoanalytic perspective. Contemporary Psychoanalysis 38 (3).
* Ung, Tien. Beyond translation. Undated manuscript.
* Colorlines. [Who do we think we are](https://www.colorlines.com/tags/who-do-we-think-we-are)? Interviews with Latinx-identified leaders, artists and cultural innovators. Read 2 or 3.
* Irving, Debby. 2014. Waking Up White and Finding Myself in the Story of Race. Elephant Room Press. Pages 3-12, 22-26.
* Vox First Person. 2021. [The loneliness of being mixed race in America](https://www.vox.com/first-person/21734156/kamala-harris-mixed-race-biracial-multiracial). January 18. <https://www.vox.com/first-person/21734156/kamala-harris-mixed-race-biracial-multiracial>
* Anonymous student. Where I’m From.

### Other reading:

* Tatum, B. D. Why are all the black kids sitting together in the cafeteria? Basic Books 1997. Second ed.
* Helms, J. E. (1990). Toward a model of white racial identity development. In J. E. Helms

(Ed.), Black and White Racial Identity: Theory, Research and Practice (pp. 49-66). New York: Greenwood Press.

* Perry, JC, Vance, KS & Helms, JE. 2009. Using the people of color racial identity attitude scale among Asian Americans college students. American Journal of

Orthopsychiatry 79 (2): 252-260.

* Alexie, S. 1993. Indian Education (from The Lone Ranger and Tonto Fistfight in Heaven). Atlantic Monthly Press.
* Holvino, E. 2010. Doing OD from the margins: Taking on the complexity of identities in organizations. OD Practitioner 42 (2): 54-58 [The writer is Puerto Rican and writes about the experiences of Latino/as. OD is Organization Development.]
* Foldy, E. G. 2005. Claiming a Voice on Race. Action Research 3 (1): 33-54.
* Roose, K. 2012. Muslims on Wall Street, bridging two traditions. New York Times. April 14.
* Berg, David S. 2002. Bringing one’s self to work: A Jew reflects. Journal of Applied Behavioral Science 38 (397).
* Tim Wise. 2011. White Like Me. Soft Skull Press.
* Frankenberg, R. 1993. White Women Race Matters: The Social Construction of Whiteness. University of Minnesota Press. Introduction: points of origin, points of departure; Chapter 6 Thinking through race
* Ella LJE Bell and SM Nkomo. 2001. Our separate ways: Black and white women and

the struggle for professional identity. Harvard Business School Press.

* NR Todd and EM Abrams. 2011. White dialectics: A new framework for theory, research and practice with white students. The Counseling Psychologist 39.

**DUE: Where I’m From**

## October 12: NO CLASS (Classes meet on a Monday schedule) October 19: Racism in organizations

### Readings:

* Chen, Brian X. 2021. The cost of being an “interchangeable Asian.” New York Times, June 6.
* Berthoud, Heather & Greene, Brian. 2014. The paradox of diversity in social change organizations. NTL Journal.
* Hancock, Brian et al. The Black experience at [work](https://www.mckinsey.com/featured-insights/diversity-and-inclusion/the-black-experience-at-work-in-charts) in charts. McKinsey Quarterly.
* Ward, Jane. 2008. White normativity: The cultural dimensions of whiteness in a racially diverse LGBT organization. Sociological Perspectives 51: 3. SPECIFIC PAGES???

**DUE: Journal**

### Other reading:

* RM Kanter. 1977/1993. Men and Women of the Corporation. Basic Books. Chapter 8: Numbers: Minorities and Majorities, pp. 206-245.
* Brief, A.P. et al. 2005. Community matters: Realistic group conflict theory and the impact of diversity. Academy of Management Journal 48 (5): 830-844.
* Ospina and Foldy. 2009. A critical review of race and ethnicity in the leadership literature: Surfacing context, power and the collective dimensions of leadership. Leadership Quarterly 20.
* Roberson et al. 2008. When group identities matter: Bias in performance appraisal.

Academy of Management Annals, vol 1.

* Castillo, E J. 2008. Gender, race and meritocracy in organizational careers. American Journal of Sociology.

## October 26: Making change in organizations: The legal landscape

### Readings:

* Murphy, Kevin R. 2018. The legal context of the management of human resources. Annual Review of Organizational Psychology and Organizational Behavior (focus on pp 157-171).
* Yoshino, Kenji. 2006. Covering: The Hidden Assault on our Civil Rights. Pp. 17-19, 111-

141. LEGAL.

* Menand, Louis. 2020. Integration by parts. The New Yorker, January 20 (if you wish, you can stop reading where).
* Anonymous, 2012. [Not just a diversity number](https://www.insidehighered.com/advice/2012/06/13/essay-how-colleges-treat-diversity-hires). Inside Higher Ed. June 13. [https://www.insidehighered.com/advice/2012/06/13/essay-how-colleges-treat-diversity-](https://www.insidehighered.com/advice/2012/06/13/essay-how-colleges-treat-diversity-hires) [hires](https://www.insidehighered.com/advice/2012/06/13/essay-how-colleges-treat-diversity-hires)
* Singletary, Michelle. 2020. [Yes, I was hired](https://www.washingtonpost.com/business/2020/09/18/sincerely-michelle-affirmative-action/) because I was Black. But that’s not the only

reason. Washington Post, September 18. https://[www.washingtonpost.com/business/2020/09/18/sincerely-michelle-affirmative-](http://www.washingtonpost.com/business/2020/09/18/sincerely-michelle-affirmative-) action/

## November 2: Making change: Equity, diversity, inclusion and belonging

### Readings

* Holvino, Evangelina et al. 2004. Creating and sustaining diversity and inclusion in organizations: Strategies and approaches. In The Psychology and Management of Workplace Diversity, ed by Margaret S. Stockdale and Faye J. Crosby. Blackwell Publishing.
* CompassPoint Nonprofit Services. 2010. Multicultural organizational development in nonprofit organizations.
* McGhee, Heather & Mayo, Lucy. n.d. [Demos’](https://www.demos.org/sites/default/files/publications/Racial_Equity_Report_.pdf) racial equity transformation. <https://www.demos.org/sites/default/files/publications/Racial_Equity_Report_.pdf>
* [Videos](https://equityinthecenter.org/resources/videos/) of Lucy Mayo discussing the Demos transformation. (Scroll down to find Demos, then click the menu in the top right corner to see a full list of videos. Please watch at least 1, 3 and 8. But consider viewing all of them! https://equityinthecenter.org/resources/videos/

## November 9: Making change: Bridging divides through conversations

* Livingston, Robert. 2021. *The Conversation*. Currency. Pp. 119-130.
* Stone et al. 2010. *Difficult Conversations*. Penguin Books. Pp. 3-20; 147-162.
* Ross, Loretta. 2019. [I’m a Black feminist](https://www.nytimes.com/2019/08/17/opinion/sunday/cancel-culture-call-out.html). I think call-out culture is toxic. New York Times, Aug. 17. [https://www.nytimes.com/2019/08/17/opinion/sunday/cancel-culture-](https://www.nytimes.com/2019/08/17/opinion/sunday/cancel-culture-call-out.html) [call-out.html](https://www.nytimes.com/2019/08/17/opinion/sunday/cancel-culture-call-out.html)
* Flaherty, Colleen. 2021. [One police call](https://www.insidehighered.com/news/2021/04/15/one-police-call-lasting-damage-smith), lasting damage at Smith. Inside Higher Ed. April

15. [https://www.insidehighered.com/news/2021/04/15/one-police-call-lasting-damage-](https://www.insidehighered.com/news/2021/04/15/one-police-call-lasting-damage-smith) [smith](https://www.insidehighered.com/news/2021/04/15/one-police-call-lasting-damage-smith)

* Powell, Michael. 2021. [Inside a battle](https://www.nytimes.com/2021/02/24/us/smith-college-race.html) over race, class and power at Smith College. New

York Times, March 3. <https://www.nytimes.com/2021/02/24/us/smith-college-race.html>

Other reading

* Rattan, Aneeta. 2018. When confronting a biased comment can increase your sense of belonging at work. Harvard Business Review. May 4.
* Chugh, Dolly. 2018. The Person You Mean to Be. Chapter 10: Educate and occasionally confront others. Harper Business.

## November 16: Making change: Individual-level interventions

### Readings:

* Nordell, Jessica. 2017. Is this how discrimination ends? The Atlantic, May 7.
* CEBMa. 2019. Rapid evidence assessment of the research literature on factors and interventions that enhance inclusive behavior, Appendix V.
* ND Hansen et al. 2000. Multicultural competence: Criteria and case examples. Professional Psychology: Research and Practice 31 (6).

Other reading:

* Krauss, B. J., Goldsamt, L., Bula, E. & Sember, R. 1997. The white researcher in the multicultural community: Lessons in HIV prevention education learned in the field. Journal of Health Education 28 (6).
* Day-Vines, N.L. et al. 2007. Broaching the subjects of race, ethnicity and culture during

the counseling process. Journal of Counseling and Development 85 (4): 401-409.

* Tervalon, M and Murray-Garcia, J. 1998. Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. Journal of Health Care for the Poor and Underserved 9 (2).
* European-American Collaborative Challenging Whiteness. 2005. When first-person

inquiry is not enough: Challenging whiteness through first and second-person inquiry. Action Research 3: 245.

* Meyerson, D. E. 2001. Tempered Radicals: How People Use Difference to Inspire

Change at Work. Harvard Business School Press.

## November 23: Making change: Structural-level Interventions Readings:

* Lindsey et al. 2013. What we know and don’t: Eradicating employment discrimination 50 years after the Civil Rights Act. Industrial and Organizational Psychology 6: 391-413.
* Porter, Eduardo. 2021. Who discriminates in hiring? A new study can tell. New York Times, July 29.
* Coaston, Jane. 2021. New York Times [podcast](https://www.nytimes.com/2021/08/11/opinion/workplace-diversity-dei-initiative.html). Are diversity workplace programs doing more harm than good? August 11. (There is also a transcript, if you prefer to read.)
* <https://www.nytimes.com/2021/08/11/opinion/workplace-diversity-dei-initiative.html>?

Other reading

* Wingfield, Adia Harvey. 2019. How organizations are failing black workers – and how to do better. Harvard Business Review.
* Cutter, Chip and Weber, Lauren. 2020. Demand for Chief Diversity Officers is High. So is Turnover. Wall Street Journal, July 3.
* Feng et al. 2020. A method for overcoming implicit bias when considering job candidates. Harvard Business Review.
* Kyra. How to uphold white supremacy by focusing on diversity and inclusion. https://modelviewculture.com/pieces/how-to-uphold-white-supremacy-by-focusing-on- diversity-and-inclusion.

## November 30: Making change: Cultural-level interventions Readings

* Jones, Kenneth and Okun, Tema. 2001. White supremacy culture.
* Ely, Robin J. and Thomas, David A. 2020. Getting serious about diversity: Enough about the business case. Harvard Business Review, November-December.
* Crossroads Anti-Racism Organizing and Training. 2007. [Teaching and training](http://crossroadsantiracism.org/wp-content/themes/crossroads/PDFs/Crossroads_Anti-Racism_Documentation_w-_Appendices.pdf) [methodology documentation and evaluation report](http://crossroadsantiracism.org/wp-content/themes/crossroads/PDFs/Crossroads_Anti-Racism_Documentation_w-_Appendices.pdf). Focus on pp. 14-23 (Parts A and B.) Accessed 6/12/14.

[http://crossroadsantiracism.org/wp-content/themes/crossroads/PDFs/Crossroads\_Anti-](http://crossroadsantiracism.org/wp-content/themes/crossroads/PDFs/Crossroads_Anti-Racism_Documentation_w-_Appendices.pdf) [Racism\_Documentation\_w-\_Appendices.pdf](http://crossroadsantiracism.org/wp-content/themes/crossroads/PDFs/Crossroads_Anti-Racism_Documentation_w-_Appendices.pdf)

## December 7: Synthesizing our learning 1

* Readings TBD

**DUE: Case analysis**

## December 14: Synthesizing our learning 2

* Readings TBD

**DUE: Journal**