This syllabus is largely complete but will remain a work-in-progress.

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Saturdays, 10:50 to 12:30 on: February 3; February 17; March 3; March 31; April 14; April 28; May 5

COURSE DESCRIPTION

This course brings together a wide range of thinking and scholarship about race and identity to encourage learning about what race is, why it matters, racial dynamics in organizations and how best to address them. (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, class and sexuality, 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 roughly divide into two sections. The first part will address the phenomenon of race more broadly, while the second part will look more closely at organizations. The course will begin with theoretical understandings of race and ethnicity and how to distinguish them. Then we will explore the dynamics of racism, discrimination and stereotypes, followed by writings on the impact of race on individuals and relationships. In the second part of the course, we will address racial and ethnic dynamics in organizations. After an introduction, we will review a variety of approaches to address racial diversity, approaches that include the individual, team, organizational and inter-organizational levels.

COURSE EXPECTATIONS

This course assumes that we all have something to contribute to this conversation and that we all have something to learn. That means people of all races and ethnicities have perspectives that grow out of those backgrounds and if some people choose not to participate, the conversation and our learning will be poorer for it. So, I ask for four agreements:

1. Be willing to search deeply and introspectively about your own assumptions and behaviors, including identifying those areas in which you need to learn;
2. Help others learn by voicing your thoughts and reactions, understanding that they are partial and limited, acknowledging that others are learning – just like you – and being generous in allowing others to make mistakes;
3. Bring curiosity and an eagerness to inquire into how others make sense of the world; and
4. Make this class a safe space by holding what people share – about themselves and their workplaces – confidential.

COURSE TEXTS

Each class will feature a variety of readings from a wide range of sources, both scholarly and practitioner. Most readings are posted on NYU Classes but a number are weblinks listed in the syllabus.

Check NYU Classes every week for announcements, reminders, readings, assignments, etc.
There are five course requirements; each accounts for a percentage of your grade:

- “Where I’m From” – 5 pages  
  20%
- Memo on Course Reading – 3 pages  
  15%
- Team-Led Class Discussion – 1 to 2 pages, plus presentation  
  15%
- Final Paper – 8-plus pages  
  35%
- Class participation  
  15%

Total  
100%

All papers should be double-spaced, have 1 inch margins, use 12 pt. font, and be saved / uploaded as word documents (not pdf).

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. Late assignments will lose one letter grade for each day they are late (which begins immediately after the posting deadline). 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.

DESCRIPTION OF COURSE ASSIGNMENTS

1. “Where I’m From” – due February 17 (5 pages):

   In this assignment, you will write a kind of racial-cultural autobiography, addressing the question “How did I come to be who I am?” Think about the influence of race and ethnicity in both your personal and professional life. You may also want to explore how race and ethnicity have interacted with other aspects of your identity (like gender, class, religion, sexual orientation, etc.). As you are preparing for this assignment, consider these questions: How does the spectrum from colorblindness to color cognizance (described in the chapter by Foldy and Buckley from the February 3 class) relate to your lived experience? How does the framework challenge, confirm and/or connect to the message(s) about race you received in your formative years? How have elements of your identity shaped your life experience? To what extent have you experienced privilege and marginalization (or both) based upon them? How have various facets of your identity influenced you professionally (at work, in organizations, your commitment to public service, etc.)?

   Besides the Foldy and Buckley chapter, you are expected to reference at least one other reading from the February 3 and/or February 17 classes.

   Evaluations of this assignment will be based on: 1) completeness of the assignment; 2) evidence of having read and reflected on Chapter 2 of The Color Bind by Prof. Foldy
and at least one additional reading from the February 3 and/or February 17 classes; 3) thoughtfulness in writing about – and critical reflection on – your lived experience.

(This assignment adapted from a syllabus by Jody Cohen)

2. Memo on Course Reading – due March 3 (3 pages):

Each of you will be asked to draft a memo on one of the required course readings. The schedule of readings and dates for the memo assignment will be randomly assigned during the first class on February 3. The purpose of these memos – in combination with the Team-Led Discussions – is to prepare each person to work in a team to collectively take responsibility for advancing class discussion on the reading.

The memo should include the following elements: 1) a summary of the reading; 2) your critical analysis, thoughts, comments and reflections triggered by and responding to the reading; 3) weaving in of one outside reading or learning resource that is related to the topic but geared to a popular/general audience (i.e., a recent news article on related current events, an organization, resource or tool, or a relevant website).

Evaluations of this assignment will be based on: 1) completeness of the assignment; 2) evidence of having read and reflected thoughtfully and critically on the assigned reading; 3) connection of the reading to broader topics.

Note on the schedule: The memos should be completed separately as individuals, and are due the before Spring Break, and then the team presentations will happen after the break. This schedule will help you and your team be prepared to work together to design the team-led discussions (see assignment description below).

(Assignment adapted from Stacy Blake-Beard [2000]: syllabus for Cultural Diversity in the Workplace, and Erica Foldy’s Fall, 2014 syllabus for this course)

3. Team-Led Discussions on Course Readings – due March 31; April 14; April 28 (1 to 2 pages, plus in-class presentation):

Each student will serve on a team, with the responsibility of preparing for and facilitating a 30-minute discussion on an assigned reading. Based on each team-member’s memo on the same reading, the teams will prepare a talking/discussion points memo that outlines: 1) the arguments your team intends to make in presenting the article to the class; 2) the plan for integrating at least one outside reading or learning resource; 3) the questions and points of debate / discussion that your team plans to pose to your classmates to spark conversation and deepen learning during the class discussion.

Evaluations of this assignment will be based on: 1) completeness of the team’s talking/discussion points memo; 2) evidence of having jointly (as a team) contributed to the plan for leading the class discussion; 3) skilled and engaging facilitation of class discussion for 20 to 30 minutes.

Note: The team’s talking points memo is due one hour before class begins on the day the assigned article will be discussed. One team member should submit / post the memo to NYU Classes on behalf of the whole team.

In this assignment, you will design an intervention of your choosing (training, workshop, discussion guide, etc.) on a topic related to race, identity and inclusion in organizations. The intervention must be designed for a particular audience (employees of a social service agency, environmental funders, school principals, etc.). Therefore, you have to both think about the content (related to race/ethnicity) of what you want to impart as well as how to make that content relevant to a particular context.

The final paper should include a **6 page memo/narrative** making the case for an intervention. The memo should include: 1) a description of the organizational context that the intervention is tailored to; 2) a summary of the organizational issue the intervention is intended to address; 3) the anticipated outcomes of the intervention and the evidence of impact that you would look for after the intervention; 4) a summary of the research the intervention is based on, referencing at least three academic sources not part of the assigned class readings.

In addition to the memo/narrative, you should create **at least 2 pages of additional content** that would be used as part of the intervention itself (whether a training agenda / schedule in word, presentation slides in PowerPoint, a survey / assessment instrument, etc.). This additional content should be tailored to the particular audience and include detailed notes on facilitation (including citations for key training points, as relevant).

Evaluations of this assignment will be based on: 1) completeness of the memo / narrative; 2) thoughtfulness in describing the organizational context and tailoring the intervention to that particular setting; 3) evidence of a research basis for the design of the intervention; 4) evidence that the additional content is original and the product of thoughtfully matching insights from the research to the organizational context.

5. **Class Participation:**

The class will rely almost entirely on group discussion so your preparation and participation in class is critical to its success. Even on weeks where you are not responsible for a **Team-Led Discussion on Course Readings**, you should certainly be prepared to engage in discussion and demonstrate that you have completed all of the required readings for each class. Evaluation of class participation will be based on the descriptions below.

“**A**” Level Class Participation

- Absent no more than once during the semester. Sends email ahead of time to tell me you will miss class.
- Regularly participates in class discussion.
- Comments are clear, succinct, and relevant to the current conversation.
- Takes risks in answering difficult questions or offering unpopular ideas.
- 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 Class Participation

- Absent no more than twice. May not send email to me ahead of time.
• Participates occasionally.
• Comments are sometimes unclear, long-winded or not relevant to discussion.
• Answers questions but rarely takes risks.
• Is less prepared for class (see above)

“C” Level Class Participation

• Absent no more than three times. Doesn’t email professor ahead of time.
• Participates rarely.
• Is unprepared for class.

COURSE OVERVIEW

February 3  Introduction to the course, key concepts, and each other
February 17 The impact of racial and ethnic identity on organizations and leadership
March 3  Racial / ethnic dynamics and tensions in organizations
March 31 Discrimination, oppression and strategic responses
April 14 Making change at the individual and interactional levels
April 28 Making change at the team level
May 5 Making change at the organizational level

SCHEDULE OF COURSE READINGS AND ASSIGNMENTS

February 3: Introduction to the class, key concepts, and each other

   Read pp. 155-172
   Read pp. 13-26
   Read pp. 118-125
   [https://www.themaven.net/rinkusen/politics/how-to-do-intersectionality-VMDT82Ef0kKj0pMsNo-ulQ]

Other / Optional Resource and Reading:

1. NPR Radio Lab. Listen to “Race doesn’t exist. Or does it?”
   [http://www.radiolab.org/story/91654-race-doesnt-exist-or-does-it/]
2. Chow, Kat. November 28, 2016. After election, diversity trainers face a new version of ‘us versus them.’ NPR.

**February 17: The impact of racial and ethnic identity on organizations and leadership**


**ASSIGNMENT DUE: Where I’m From (cultural autobiography)**

**March 3: Racial / ethnic dynamics and tensions in organizations**

   [http://www.thenation.com/article/how-diversity-destroyed-affirmative-action/]
   [https://hbr.org/2016/01/diversity-policies-dont-help-women-or-minorities-and-they-make-white-men-feel-threatened]


Other / Optional Reading:


Guest Speaker: George Walker, Director of Diversity and Inclusion, Memorial Sloan Kettering Cancer Center

ASSIGNMENT DUE: Memo on Course Reading

March 31: Discrimination, oppression and strategic responses


TEAM-LED DISCUSSION: Brittany Leach, Daniela Green, Jeffrey Rathgeber, Susan Mandel

3. Managing Unconscious Bias; Strategies to Address Bias & Build More Diverse, Inclusive Organizations, www.paradigmIQ.com

https://app.box.com/s/bpk3v4umfbj8dkakepwvqpt79y87tyt


Read pp. 27-42.


Guest Speaker: Kristen Ruff, Vice President of Member Services, Philanthropy New York
**April 14: Making change at the individual and interpersonal levels**


   **TEAM-LED DISCUSSION:** Emily Riquelme-Beaufort, Mary King, Meagan Beckmeyer, Michelle Cronin


   Read pp.354-360 & pp. 370-388

**Guest Speaker:** Susan Misra, CoDirector, Management Assistance Group

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**April 28: Making change at the team level**


   **TEAM-LED DISCUSSION:** Megan Chiemezie, Rahani Green, Shayne Trotman, Tracy Ingram


   Read the section titled “Work Group Perspectives on Diversity,” pp. 240-247


   Read pp. 62-86.


**May 5: Making change at the organizational level**


**ASSIGNMENT DUE: Final Paper**

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