# **NYU Wagner logo**

# **PADM-GP 2129**

# **Race, Identity and Inclusion**

#  **in Organizations**

# **Fall 2024**

**Note: this syllabus is a work in progress and will very likely 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: Room 365, 105 East 17th St
* Office Hours: Just email me to find a time. Please give a few times that work for you.

## Course Information

* Class Meeting Times: Tuesdays, 6:45 pm to 9:00 pm
* Class Location: 40 West 4th St., LC15

## 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 racial equity and justice in the workplace. (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 identity, LGBTQ status, and social 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 income and 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, and even how it is conceptualized, 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 and discrimination. We’ll then think about our own racial identity and discuss how to talk about race. 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 IDBEA (Inclusion, Diversity, Belonging, Equity and Access) initiatives and anti-racism efforts, 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 rage, despair, shame and other intense emotions. But we will also be discussing how to maintain hope, including learning about interventions that work. I have also found that creating a sense of community in the class, across racial groups, helps to sustain us as we engage in this difficult, but critical work.

## Course Learning Objectives

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

| **Course Learning Objective** | **Corresponding Assignment**  |
| --- | --- |
| 1. Understand that work organizations’ internal policies and practices can both reproduce and challenge racism in the broader American landscape.
 | Journal, Case Memo, Final Paper |
| 1. Understand your own racial standpoint by reflecting on your history and various aspects of your identity.
2. Understand basic concepts and building blocks, including identity, race, racism, and Whiteness.
 | Where I’m FromWhere I’m From, Journal |
| 1. Adopt a growth mindset rather than a fixed mindset when it comes to learning about race.
2. Gain greater confidence in working and speaking with others about race.
3. Diagnose how racism shows up in individual, cultural and structural aspects in organizations and gain tools to address each aspect.
4. Feel equipped to help create anti-racist groups and organizations, at whatever level you are working.
 | Journal, class discussionJournal, class discussionCase Memo, Final PaperCase Memo, Final Paper, 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. 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 is one required book; it is available at NYU Bookstore, but cheaper versions may be available at on-line booksellers.

* Yoshino, K. and Glasgow, D. 2023. Say the Right Thing: How to talk about identity, diversity, and justice. Atria Books.

## Course Requirements

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

* Journal – weekly, no page limit: 30%
* Where I’m from – 4 pages: 20%
* Case Memo – 3 pages: 15%
* Final Paper -- 5 pages: 25%
* Attendance & Learning Resource 10%

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

**Papers should be posted on Brightspace at noon 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.**

**All papers should use correct grammar and be free of typos.**

### Journal – due weekly; graded weeks of October 22 and December 10 (minimum of one page per week)

Keep a typed journal in which you record your thoughts, comments and reflections in response to the course readings, class exercises, and our interactions. **At a minimum**, you should write one entry per week, **roughly a page (double-spaced) per week.**

**The entries are due by noon, each Monday**. You can (but don’t have to) look both **backwards** and **forwards**: that is, include any reactions to the class we had the week before and think about the readings for the class that is coming up the next day. Also feel free to weave in other reading you are doing, current events, happenings in your own life, or other observations about the dynamics of race, identity and inclusion.

I will read the entries every week, but will grade the journal the weeks of Oct. 22 and Dec. 10. You are allowed to skip **two** weeks. **That means you should have at least 10 entries. Entries begin after the first class** **and you must provide an entry for the last class**. So, take these points into account when deciding what weeks to skip.

Evaluations of this assignment will be based on (1) completeness (10 entries), (2) evidence of having actually read the assigned material (reference at least one reading), 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 1 (around 4 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, and how they have interacted with race. 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 (or other graduate program) and your thoughts about your career? Reference at least one reading from this week. (Assignment adapted from a syllabus by Jody Cohen.)

### Case memo: Smith College – due November 19 (3 pages):

This assignment is based on a racially-inflected event at Smith College that happened a few years ago. We will read two articles about the event which bring somewhat different perspectives. In this short paper, students will be asked to answer several questions regarding the case.

### Final paper: Seattle Community Association – due December 3 (5 pages):

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

### Class Attendance (and Learning Resource):

The class will rely almost entirely on group discussion so your preparation and participation in class is critical to its success.

Attendance is worth 10% of the grade. It will be based on two things:

1. **Attendance**: You are expected to attend all classes in person (not on zoom.) You’re allowed one absence before you will start losing points. Always send me an email ahead of time, letting me know you won’t be in class.
2. **Learning Resource**: Every student will present a learning resource to the class. This means finding a video, podcast, report, blog posting, photo, website, book, poem or other kind of resource that relates to the class topics. You will have about **five** **minutes** to describe the resource and connect it to course themes. You will sign up for a week to present.

Note that I am not including student contributions to class discussion as part of class participation. James Lang, a professor who writes about teaching for university faculty, wrote in an article, “I no longer grade class participation because... everyone participates in my courses. That’s the expectation and the reality. Participation... is as essential to the course as writing the assigned papers... You can’t be a full member of our community without participating in class.”

I could not agree more with this! So, this is the expectation I set: everyone contributes to class discussion. (See more details below about what I mean by this.) However, this is an experiment. If I find that class participation is really lagging compared with previous years, then we will have a conversation about how to proceed. I do reserve the right to begin grading discussion comments if I deem it necessary.

In addition to attending class and presenting a Learning Resource, I expect students will:

* + - Speak often (at least several times per class).
		- Take risks by answering difficult questions, offering unpopular ideas, and being willing to think out loud, change their mind, and offer heartfelt, unpolished thoughts and feelings.
		- Be actively engaged in small group discussions.
		- Be prepared for class, as evidenced by:
			* Providing substantive responses if cold called by professor (though students can certainly pass if they are not prepared)
			* Applying ideas from the readings
			* Challenging or extending ideas in the readings
			* Integrating or contrasting ideas from current readings with previous readings

Also, I would like to 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 enjoy these conversations and hope you will sign up!

## And three more important things:

* YOU MAY NOT USE ELECTRONIC DEVICES IN CLASS, including laptops, phones and tablets. This is to enhance class discussion and your learning. Please print out readings and bring them to class and have paper and pen available to take notes. (If you do not have an easy way to print out articles, let me know. Note that all students have a [$50](https://www.nyu.edu/life/information-technology/computing-support/desktop-mobile-and-printing/nyu-print-service.html#:~:text=Students%20enrolled%20full%2Dtime%20in,Winter%2FSummer%3A%20%2425) printing allowance, each semester, at Bobst.) See these articles below that summarize the research behind this policy. Or you can find them on Brightspace - go to the folder Supporting Documents and then you will see the folder.
* <https://www.educationnext.org/should-professors-ban-laptops-classroom-computer-use-affects-student-learning-study/>
* <https://www.insidehighered.com/digital-learning/article/2019/07/10/survey-shows-nearly-half-students-distracted-technology>
* https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html
* YOU MUST ATTEND IN PERSON. Zoom attendance is only allowed in exceptional circumstances. Email me if you feel you cannot come to class.
* USING GENERATIVE AI IN WRITING. I encourage you to avoid using AI, but I won’t ban or police it. I do plead with you to do your own thinking first and then, if you feel you must, bring AI in later. Regarding disclosure of AI use:
	+ To ensure academic integrity, students must openly disclose any AI-generated material they use and provide proper attribution. This includes in-text citations, quotations, and references. You are responsible for the information you submit based on a generative AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of generative AI tools must be properly documented and attributed in order to stay within university policies on academic honesty.
	+ To indicate the use of a generative AI resource, students should include the following statement in their assignments: "The author(s) acknowledge the utilization of [generative AI tool Name], a language model developed by [generative AI tool Provider], in the preparation of this assignment. The [generative AI tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, specific section of the assignment].

## Course Overview

FOUNDATIONAL CONCEPTS

* Sept 3: Introduction to the Course and Each Other
* Sept 10: Race
* Sept 17: Racism
* Sept. 24: Whiteness
* Oct. 1: Standpoint (Due: Where I’m From)
* Oct. 8: Talking about Race and Racism
* Oct. 15: NO CLASS (Classes meet on a Monday schedule)

TRANSFORMING ORGANIZATIONS

* Oct 22: Racism in Organizations & The Legal Landscape (Journal graded)
* Oct 29: Making Change: From IDBEA to Racial Equity Transformation
* Nov 5: NO CLASS – Election night
* Nov 12: Making Change: Cultural-Level Interventions
* Nov 19: Making Change: Structural-Level Interventions (Due: Case memo)
* Nov 26: Making Change: Individual-Level Interventions

SYNTHESIS

* Dec 3: Synthesizing Our Learning 1 (Due: Final Paper)
* Dec 10: Synthesizing Our Learning 2 (Journal graded)

## Course Readings and Assignments

**All readings are on Brightspace unless noted.**

### September 3: 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 10: 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
* Livingston, Robert. 2021. The Conversation, ch 7, pp 100-118.
* Lai, K.K. Rebecca. and Medina, Jennifer. 2023. An American puzzle: Fitting race in a box. New York Times, October 16.
* Smith, M. 2021. [After Asian American hate](file:///C%3A%5CUsers%5Cegf1%5CDocuments%5CRace%20in%20organizations%20course%5CFall%202023%5CAfter%20Asian%20American%20hate%2C%20I%27m%20reclaiming%20racial%20solidarity%20and%20the%20term%20%27people%20of%20color%27), I'm reclaiming racial solidarity and the term 'people of color.'

#### Other readings:

* 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.
* 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 17: Racism

####  Readings:

* Showing Up for Racial Justice. Racism 101.
* Roberts, Steven O. and Rizzo, Michael T. 2020. The psychology of American racism. American Psychologist.
* 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.
* [Suggested, if you’re a little fuzzy on what systemic or structural racism means:
	+ Watch at least one of these [videos](https://www.raceforward.org/videos/systemic-racism) on systemic racism by Jay Smooth, from Race Forward.]

#### Other reading:

* Whittaker, Meredith. 2023. Origin Stories: Plantations, Computers and Industrial Control. Logic(s) magazine. https://logicmag.io/supa-dupa-skies/origin-stories-plantations-computers-and-industrial-control/
* McGhee, Heather. 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 24: Whiteness

Readings

* Di Angelo, Robin.
	+ 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.
* 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.
* 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 1: Standpoint: Where I’m From (read at least 1 student paper and 3 non-student papers)

Readings

* KP White. 2002. Surviving hating and being hated: Some personal thoughts about racism from a psychoanalytic perspective. Contemporary Psychoanalysis 38 (3).
* Hong, Cathy Park. 2021. Minor Feelings: An Asian American Reckoning. One World. Chapter 1, Pages 3-36.
* 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.
* Previous students. 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 8: Talking about Race and Racism

#### Readings:

* Yoshino, K. and Glasgow, D. 2023. Say the right thing: How to talk about identity, diversity and justice. Atria Books. Introduction, Principle 4, Principle 7, Conclusion.
* Nossel, S. 2020. Dare to speak: Defending free speech for all. Dey St., William Morrow. Introduction, Chapter 7.
* Bennett, Jessica. 2020. What if instead of calling people out, we called them in? New York Times, November 19.

### October 15: NO CLASS (Classes meet on a Monday schedule):

### October 22: Racism in organizations & The Legal Landscape

#### Readings:

* 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.
* Kyere, Eric and Fukui, Sadaaki. 2022. Structural Racism, Workforce Diversity, and Mental Health Disparities: A Critical Review. Journal of Racial and Ethnic Health Disparities.
* Bauer, Talya et al. 2020. Human Resource Management: People, Data, and Analytics. Chapter 4: Diversity, Inclusion and Equal Employment Laws. Pp. 108-143.
* Whoriskey, P. & Mark, J. 2024. [DEI programs](https://www.washingtonpost.com/business/2024/06/27/conservative-lawsuits-topple-affirmative-action-dei/) toppled amid a surge of conservative lawsuits. Washington Post, June 27.

#### Other reading:

* 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 29: Making change: From IDBEA to Racial Equity Transformation and Anti-Racist Organizations

#### 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.
* McGhee, Heather & Mayo, Lucy. n.d. [Demos’](https://www.demos.org/sites/default/files/publications/Racial_Equity_Report_.pdf) racial equity transformation.
* [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!)

### November 5: NO CLASS (Election Night)

### November 12: Making change: Cultural-level interventions

### Readings

* Schein, Edgar. Three levels of organizational culture.
	+ As described by Think Insights on this [website](https://thinkinsights.net/consulting/schein-organizational-culture/).
	+ As described by EPM in this [video](https://www.google.com/search?q=schein+3+levels+of+culture&rlz=1C1GCEA_enUS1076US1076&oq=schein+3+levels+of+culture&gs_lcrp=EgZjaHJvbWUyCQgAEEUYORiABDIGCAEQRRhAMgcIAhAAGIAEMgcIAxAAGIAEMggIBBAAGBYYHjIGCAUQRRg8MgYIBhBFGDwyBggHEEUYPNIBCDQ2MjJqMGo3qAIAsAIA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:91c0a070,vid:HM89E6ltVOg,st:0).
* Ely, Robin J. and Thomas, David A. 2020. Getting serious about diversity: Enough about the business case. Harvard Business Review, November-December.

### November 19: Making change: Structural-level Interventions

### Readings:

* Auger-Dominguez, Daisy 2022. Inclusion Revolution. Seal Press. Chapter 4: Making better hiring decisions, pp. 83-109.
* Dobbin, F. and Kalev, A. 2022. Getting to diversity: What works and what doesn’t. Belknap Press. Chapter 4: Open networks up: Mentoring, teams and employee resource groups.
* Jourdan, Lee. 2023. 7 metrics to measure your organization’s DEI progress. Harvard Business Review, May 4.
* 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.
* 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.

**Due: Case memo**

### November 26: Making change: Individual-level interventions

#### Readings:

* CEBMa. 2019. Annex V: Main findings diversity training
* ND Hansen et al. 2000. Multicultural competence: Criteria and case examples. Professional Psychology: Research and Practice 31 (6).
* Roberts, Laura Morgan et al. 2023. An antidote to microaggressions? Microvalidations. Harvard Business Review. May 15.

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.

### December 3: Synthesizing our learning 1

* Puckett, Glenn. Seattle Community Association: Undoing institutional racism. Electronic Hallway.

**DUE: Final paper**

### December 10: Synthesizing our learning 2

* Meyerson, Debra. 2001. Tempered radicals: How people use difference to inspire change at work. Harvard Business School Press, chapters 1 and 3.

**DUE: Final Journal Entry; Journal graded**

## 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 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.