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

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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 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, 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. Because the impact of race is highly contextual, we will focus on the United States, though our lens will broaden at different points.

The course will roughly divide into two parts. The first part will address the phenomenon of race more broadly, while the second half will look more closely at organizations. It will begin with theoretical understandings of what race is, including critical race theory and racial identity development. Then we will explore the dynamics of racism, discrimination and stereotypes, followed by research on the impact of race on individuals and relationships. The intricate connections to gender and class will be our next topic. In the second half, we will address how race influences, and is influenced by, organizational dynamics. This will include classes on discrimination and racism in organizations, traditional approaches to “managing” diversity, alternative approaches that emphasize self-awareness, learning and mutuality, and particular concerns related to public service contexts like health care and philanthropy.
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 three agreements: one, that 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; two, that you will help others learn by voicing your thoughts and reactions, understanding that they are partial and limited; and three, that 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 wide range of sources, both scholarly and practitioner. Course packets are available at Unique Copy Center.

Check NYU Classes every week for announcements, reminders, readings, assignments, etc.

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

“Where I’m From” (cultural autobiography) -- 5 pages 15%
Case Analysis -- 4 pages 15%
Team project -- around 10 pages 30%
Journal -- no page length 20%
Class participation 20%

Total 100%

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 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.
Where I'm From – due February 20: In this assignment, you will write a kind of racial-cultural autobiography, addressing the question “How did I come to be who I am?” You should think about the influence of race and ethnicity in particular but can also consider other influences, like gender, class, religion, and sexual orientation. How have these elements 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?

Case analysis – due April 17: In this assignment, you will analyze the case “Casa de Esperanza” using concepts from the course.

Team project – due May 8: In teams of 3-4 students, you will design a half-day workshop on a topic related to race, identity and inclusion in organizations for employees from a particular type of organizational environment or industry sector (for example, employees of social service agencies, or philanthropic organizations, or advocacy groups). 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. In addition to the team workshop design, each team member will individually have to write a self-reflection piece about team dynamics and his or her own contribution to them.

Journal – due March 13 and May 8: Keep a written journal in which you record your thoughts, comments and reflections triggered by and in response to the assigned course readings, as well as the class exercises and interactions. 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 will review this twice, once around week 7 and once at the end. Evaluations of this assignment will be based on (1) completeness (do you have 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. (Assignment adapted from Stacy Blake-Beard (2000): syllabus for Cultural Diversity in the Workplace.)

Class participation: The class will rely largely on group discussion so your preparation and participation in class is critical to its success. In addition to your thoughtful contribution to class discussion, your grade will also be based on bringing a Learning Resource to the attention of the full class. This means finding some kind of video, report, blog posting, website, book or some 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.
COURSE READINGS AND ASSIGNMENTS
Note: Some items will be in the coursepacket; others on-line on the NYU Classes website.

**January 30: Introductions**
To prepare for first class session (readings posted at NYU Classes)

5) Watch “Borat” – the movie.

**February 6: What is race?**
We will have a guest speaker.


Other reading:

**February 13: Racism, discrimination and stereotypes**

3) National Hispanic Media Coalition. 2012. NHMC poll finds that negative media portrayals are fueling stereotypes about immigrants and Latinos.

Other reading:


**February 20: the impact of racial and ethnic identity on individuals**

Feel free to do all the readings, but this is not required. The requirements for class are to 1) Read the Hicok poem (just one page); 2) read the reading that references the racial/ethnic/cultural identity that feels closest to how you define yourself; 3) read two other readings; 4) write your racial-cultural biography (see description above).

4) 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.]
9) Ung, Tien. Beyond translation. Undated manuscript. [The author is Vietnamese-American.]

Other reading:

ASSIGNMENT DUE: Where I'm From (cultural autobiography)

February 27: the impact of racial and ethnic identity on relationships
7) Microaggressions Project website http://www.microaggressions.com/

Other reading:


March 6: Intersectionality: Race, Gender and Class


Other reading:


March 13: LEAVE OPEN – We will decide as a group how to use class time and if additional readings are necessary.
ASSIGNMENT DUE: JOURNAL

[March 20 – Spring Break]

March 27: Identity, diversity and inclusion in organizations
Topics include: Broad intro to the impact of identity and diversity on organizations and vice versa, including basic dynamics of inequality and different models of inclusion.


Other reading:
1) JN Baron and J Pfeffer. 1994. The social psychology of organizations and inequality. Social Psychology Quarterly 58 (3).

April 3: Prejudice, racism and discrimination in organizations

Other reading:
2) KD Harber. 1998. Feedback to minorities: Evidence of a positive bias. Interpersonal relations and group processes 74 (3).

April 10: Traditional approaches to “managing diversity” and their critics

4) Davidson, M. 2011. The end of diversity as we know it: Why diversity efforts fail and how leveraging difference can succeed. Berrett-Koehler. Chapter 1: The end of diversity as we know it, PP. 17-44.
5) Materials related to affirmative action debate (Color Lines, Opportunity Agenda, Inside Higher Ed)

Other reading:

April 17: Some alternative approaches: cultural competence and critical humility

multicultural education. Journal of Health Care for the Poor and Underserved 9 (2).

ASSIGNMENT DUE: CASA DE ESPERANZA CASE ANALYSIS.

Other reading:
9) Davidson, M. 2011. The end of diversity as we know it: Why diversity efforts fail and how leveraging difference can succeed. Berrett-Koehler. Chapter 7: Becoming a leveraging difference organization.

April 24: Race, Identity and Inclusion in Public Service Contexts
Note: I am not going to require all these readings! This list gives a flavor of the different contexts we could explore. We will see where we’re at and cull the list. Also, we will have a guest speaker.

1) Social justice activism
2) Health care:
3) Human Resources:

4) Philanthropy

5) Evaluation:

6) Social service agencies:

7) Community dialogues:

Other reading:

**May 1: LEAVE OPEN** – We will decide how to use class time and what readings may be necessary.

**May 8: Wrap-up.**
Topics include: Sharing learning from team projects; Review of critical points and remaining questions.

ASSIGNMENTS DUE: TEAM PROJECTS AND JOURNAL