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, 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 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 interactions with others. While organizations will be a theme from the beginning, in the second half we will focus more intensively on racial and ethnic dynamics in organizational contexts. After an introduction, we will review a variety of approaches to address racial diversity and create equity and inclusion.
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. Most readings are posted on NYU Classes but a number are in the course packet, available at Unique Copy Center.

One book is required: Difficult Conversations, 10th anniversary edition (published in 2010) by Stone, Patton and Heen. It is available at the NYU bookstore or on-line from Amazon or other retailers where it may be cheaper.

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” -- 5 pages 15%
Journal – no page length 20%
Case Analysis – 4 pages 15%
Final Project -- 10 pages (& presentation slides) 30%
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.
1) “Where I’m From” – due October 6 (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 particular but feel free to consider other influences, like gender, class, religion, and sexual orientation. You may also want to explore how race and ethnicity have interacted with other aspects of your identity. Consider these questions: 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? Reference at least one reading. (This assignment adapted from a syllabus by Jody Cohen.)

2) Journal – due October 27 and December 15 (no page requirement): 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 (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.)

3) Case analysis – due November 24 (4 pages): In this assignment, you will analyze the case “Casa de Esperanza” using concepts from the course and the readings.

4) Final project – due December 8 (10 pages + slides). You will answer the question, “How can ________ organizations create greater equity, diversity and inclusion (EDI)?” That is, you will explore EDI in a particular kind of organization or industry (e.g., hospitals, elementary schools, cultural foundations, child welfare agencies, environmental organizations, Jewish advocacy groups etc etc). You will look at their external offerings (their programs, products or services) and their internal workplace practices (HR policies, etc). You will draw off scholarly research to explore 1) what is the state of EDI already in this industry/sector/type of organization? 2) What is the impact on their clients/patients/students/customers/members/workers? 3) What EDI interventions have already been tried? Have they been successful? 4) What other interventions could be used? In addition to the final paper, you will have to prepare a 10-minute presentation, along with slides, to present to a small group of students.

5) 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 attention of the full class. This means finding some kind of video, report, blog posting, photo, 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.

“A” Level 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:
  o Applying ideas from the readings to the discussion
  o Challenging or extending ideas in the readings
  o 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.
• 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 Participation
• Absent no more than three times. Doesn’t email professor ahead of time.
• Participates rarely.
• Is unprepared for class.

COURSE OVERVIEW
Sept 8       Introduction to the course and each other
Sept 15     Race, ethnicity, culture and color
Sept 22     NO CLASS: RELIGIOUS HOLIDAY
Sept 29     Racism, discrimination and stereotypes
Oct 6       Impact of race on the self
Oct 13      NO CLASS: COURSES RUN ON MONDAY SCHEDULE
Oct 20      Impact of race on interactions with others 1
Oct 27      Impact of race on interactions with others 2
Nov 3       Racial and ethnic dynamics in organizations
Nov 10      The legal context
Nov 17      Frameworks for organizational change 1
Nov 24      Frameworks for organizational change 2
Dec 1       Frameworks for organizational change 3
Dec 8       Final paper presentations
Dec 15      Course wrap up
COURSE READINGS AND ASSIGNMENTS
All readings are on NYU Classes unless noted.

**September 8: Introduction to the class and each other**
To prepare for first class session (readings posted at NYU Classes)

**September 15: Race, ethnicity, color and culture**

Other reading:

**September 22: NO CLASS – RELIGIOUS HOLIDAY**

**September 29: Racism, discrimination and stereotypes**


6) Optional: Microaggressions Project website [http://www.microaggressions.com/]

Other reading:


**October 6: The impact of race and ethnicity on the self**


2) Ung, Tien. Beyond translation. Undated manuscript.


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

Other reading:


2) 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.]


October 13: NO CLASS – COURSES RUN ON MONDAY SCHEDULE

October 20: The impact of race and ethnicity on interactions with others 1

Note: Prepare a two-column case. These are due Sunday, October 25 at 9am.

October 27: The impact of race and ethnicity on interactions with others 2

ASSIGNMENT DUE: JOURNAL

November 3: Racial and ethnic dynamics in organizations

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


**November 10: The Legal Context**


**November 17: Frameworks for Change 1 -- Organizational Diversity and Inclusion Efforts**


**November 24: Frameworks for Change 2 -- Critiques of Traditional Diversity and Inclusion Efforts**


**Assignment Due: Casa de Esperanza Case Analysis**
December 1: Frameworks for Change 3 -- Individuals within Organizations

Other reading

December 8: Final project presentations
ASSIGNMENT DUE: FINAL PROJECT PAPER AND SLIDES

December 15: Final class -- Wrap up
ASSIGNMENT DUE: JOURNAL

*******************

FRAMEWORKS FOR CHANGE – FURTHER READING

4) Davidson, M. 2011. The end of diversity as we know it: Why diversity efforts fail and how leveraging difference can succeed. Berrett-Koehler.

PUBLIC SERVICE CONTEXTS – FURTHER READING

1) Social justice activism

2) Health care:

3) Human Resources

4) Education

5) Philanthropy

6) Evaluation:

7) Social service agencies:

8) Community dialogues:

9) Advocacy organizations: