

**Robert F. Wagner Graduate School of Public Service  
New York University**

**RACE, IDENTITY AND INCLUSION IN ORGANIZATIONS**

**PADM 2129  
Fall, 2015**

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

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other times by appt.

**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*, 10<sup>th</sup> 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%
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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:
  - 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.
- 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)

- 1) Arao, B. & Clemens, K. 2013. From safe spaces to brave spaces. In (Lisa M. Landreman, ed.) *The Art of Effective Facilitation*. Stylus Publishing.
- 2) Foldy, E. G. 2005. Claiming a Voice on Race. *Action Research* 3 (1): 33-54.
- 3) Hicok, B. 2008. A Primer. *New Yorker*, May 19.

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

- 1) Singleton, G and Linton, C. 2006. Courageous Conversations about Race, pp. 167-173. (packet)
- 2) Cobb, Jelani. 2015. Black Like Her. *New Yorker*, June 15.
- 3) Kay Deaux. 2006. *To Be an Immigrant*. Russell Sage Press. Chapter Five: Who am I? The construction of ethnic identity. (packet)
- 4) Gallegos, PI and Ferdman, BM 2012. Latina and Latino ethnoracial identity orientations: A dynamic and developmental perspective. In CL Wijeyesinghe & BW Jackson III (eds.) *New Perspectives on Racial Identity Development: A Theoretical and Practical Anthology*. New York University Press. (packet)
- 5) Optional: Foldy, E. G. 2012. Something of collaborative manufacture: The construction of race and gender identities in organizations.
- 6) Optional: Krogstad, J. M. & Cohn, D. 2014. US census looking at big changes in how it asks about race and ethnicity. Pew Research Center. March 14.
- 7) Optional: NPR Radio Lab. Listen to "Race doesn't exist. Or does it?"  
<http://www.radiolab.org/story/91654-race-doesnt-exist-or-does-it/>

Other reading:

- 1) M. Omi and H Winant. 1994. *Racial Formation in the United States*. 2<sup>nd</sup> edition. Routledge.
- 2) West, C., & Fenstermaker, S. (1995). Doing difference. *Gender & Society*, 9, 8-37.
- 3) Tatum, B. D. *Why are all the black kids sitting together in the cafeteria?* Basic Books 1997. Second ed.
- 4) 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.
- 5) Nell Irvin Painter. 2010. *The History of White People*. WW Norton. Selected chapters.
- 6) Omi, M. 2010. "Slippin' into darkness": The (re)biologization of race. *Journal of Asian American Studies* 13 (3).
- 7) 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.

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

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

- 1) Race Forward. 2014. Moving the race conversation forward. Focus on pp A-3, 5-8. <https://www.raceforward.org/research/reports/moving-race-conversation-forward>
- 2) Coates, T. 2014. The case for reparations. *The Atlantic*. May 21.
- 3) Joshua Aronson. 2004. The threat of stereotype. *Educational Leadership* 62 (3) pp 14-19.
- 4) Sue, D.W. et al., 2007. Racial microaggressions in everyday life. *American Psychologist* 62 (4). Focus on pp. 271-279.
- 5) 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.
- 6) Optional: Microaggressions Project website <http://www.microaggressions.com/>

Other reading:

- 1) Claude Steele. 2010. *Whistling Vivaldi*. WW Norton. (Practitioner-friendly book about stereotype threat.)
- 2) 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).
- 3) Pew Research Center. 2012. The Rise of Asian Americans.
- 4) Hing, J. 2012. Asian Americans respond to Pew: We're not your model minority. Color Lines. June 21.
- 5) Alexander, M. 2010. *The New Jim Crow: Mass Incarceration in the Age of Color Blindness*. New Press.

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

- 1) KP White. 2002. Surviving hating and being hated: Some personal thoughts about racism from a psychoanalytic perspective. *Contemporary Psychoanalysis* 38 (3).
- 2) Ung, Tien. *Beyond translation*. Undated manuscript.
- 3) DiAngelo, R. 2011. White fragility. *International Journal of Critical Pedagogy* 3 (3) 54-70.
- 4) EricaJoy (pen name). 2014. The other side of diversity. <https://medium.com/thelist/the-other-side-of-diversity-1bb3de2f053e>

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

Other reading:

- 1) Alexie, S. 1993. Indian Education (from *The Lone Ranger and Tonto Fistfight in Heaven*). Atlantic Monthly Press.
- 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.]
- 3) Roose, K. 2012. Muslims on Wall Street, bridging two traditions. *New York Times*. April 14.
- 4) Berg, David S. 2002. Bringing one's self to work: A Jew reflects. *Journal of Applied Behavioral Science* 38 (397).
- 5) Tim Wise. 2011. *White Like Me*. Soft Skull Press.
- 6) 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

- 7) Ella LJE Bell and SM Nkomo. 2001. *Our separate ways: Black and white women and the struggle for professional identity*. Harvard Business School Press.
- 8) Bumbaugh, S. 2012. Barack Obama: Next in a long line of bi-cultural black leaders. *Washington Post*. December 7.
- 9) NR Todd and EM Abrams. 2011. White dialectics: A new framework for theory, research and practice with white students. *The Counseling Psychologist* 39.

**October 13: NO CLASS – COURSES RUN ON MONDAY SCHEDULE**

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

- 1) Stone, D., Patton, B. and Heen, S. 2010. Difficult Conversations. Introduction and Chapters 1-6. New York: Penguin Books.
- 2) Taylor, S. S. Forthcoming. You're a Genius: Using Reflective Practice to Master the Craft of Leadership. Chapter 3.

**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**

- 1) Stone, D., Patton, B. and Heen, S. 2010. Difficult Conversations. Chapters 7-12. New York: Penguin Books.

**ASSIGNMENT DUE: JOURNAL**

**November 3: Racial and ethnic dynamics in organizations**

- 1) Ely, RJ and Thomas, DA. 2001. Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly* 46 (2).
- 2) Yoshino, K. & Smith, C. 2013. *Uncovering talent: A new model of inclusion*. Deloitte University.
- 3) Level Playing Field Institute. 2007. *The Corporate Leavers Survey*.  
<http://www.lpfi.org/sites/default/files/corporate-leavers-survey.pdf>
- 4) Brief et al. 2000. Just doing business: Modern racism and obedience to authority as explanations for employment discrimination. *Organizational Behavior and Human Decision Processes*. 81 (1).

Other reading:

- 1) RM Kanter. 1977/1993. *Men and Women of the Corporation*. Basic Books. chapter 8: Numbers: Minorities and Majorities, pp. 206-245.
- 2) 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.
- 3) JN Baron and J Pfeffer. 1994. The social psychology of organizations and inequality. *Social Psychology Quarterly* 58 (3).
- 4) VC Plaut. 2004. Cultural models of diversity in America: The psychology of difference and inclusion. In *Engaging Cultural Differences*, ed by R Schweder, M. Minow, H R Markus. Russell Sage. 365-395.
- 5) 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.

- 6) DA Thomas and JJ Gabarro. 1999. *Breaking through: The making of minority executives in corporate America*. Harvard Business School Press.
- 7) G. Hofstede. 1992. *Culture and organizations: software of the mind*: McGraw Hill.
- 8) Cuddy, A J C, Glick, P., & Beninger, A. 2011. The dynamics of warmth and competence judgments, and their outcomes in organizations. *Research in Organizational Behavior* 31: 73-98.
- 9) Roberson et al. 2008. When group identities matter: Bias in performance appraisal. *Academy of Management Annals*, vol 1.
- 10) Castillo, E J. 2008. Gender, race and meritocracy in organizational careers. *American Journal of Sociology*.
- 11) Lai, L. and Babcock, L. C. 2013. Asian Americans and workplace discrimination: The interplay between sex of evaluators and the perception of social skills. *Journal of Organizational Behavior* 34: 310-326.

### **November 10: The Legal Context**

- 1) Gomez-Mejia, L. R., Balkin, D. B., and Cardy, R. L. 2010. Chapter 3, "Understanding equal opportunity and the legal environment," pp. 87-122. Managing Human Resources, 6<sup>th</sup> ed. Prentice-Hall. (packet)
- 2) Kenji Yoshino. 2006. *Covering: The hidden assault on our civil rights*. Random House. Brief excerpt pp. 17-19; chapter 6: Racial Covering, pp. 111-141. (packet)

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

- 1) Merrill-Sands, D, Holvino, E with Cumming, J. 2000. *Working with Diversity: A focus on global organizations*. Center for Gender in Organizations Working Paper, pp. 58-67.
- 2) Holvino, E. 2008. Developing multicultural organizations: A change model. Chaos Consulting. <http://www.chaosmanagement.com/images/stories/pdfs/MCODmodel.pdf>
- 3) 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.
- 4) Dinolfo et al. 2013. Anatomy of change: How inclusive cultures evolve. Catalyst. <http://www.catalyst.org/knowledge/anatomy-change-how-inclusive-cultures-evolve>

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

- 1) Crossroads Anti-Racism Organizing and Training. 2007. Teaching and training methodology documentation and evaluation report. Focus on pp. 14-23 (Parts A and B.) Accessed 6/12/14. [http://crossroadsantiracism.org/wp-content/themes/crossroads/PDFs/Crossroads\\_Anti-Racism\\_Documentation\\_w- Appendices.pdf](http://crossroadsantiracism.org/wp-content/themes/crossroads/PDFs/Crossroads_Anti-Racism_Documentation_w- Appendices.pdf)
- 2) Kyra. 2014. 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>.
- 3) Berthoud, H. & Greene, B. n.d. The Paradox of Diversity in Social Change Efforts. *Practicing Social Change, the practitioner's journal of The NTL Institute for Applied Behavioral Science*. [http://www.ntl-psc.org/index.php?option=com\\_k2&view=item&id=107:the-paradox-of-diversity-in-social-change-organizations&Itemid=157](http://www.ntl-psc.org/index.php?option=com_k2&view=item&id=107:the-paradox-of-diversity-in-social-change-organizations&Itemid=157)

**ASSIGNMENT DUE: CASA DE ESPERANZA CASE ANALYSIS**

**December 1: Frameworks for Change 3 -- Individuals within Organizations**

- 1) ND Hansen et al. 2000. Multicultural competence: Criteria and case examples. *Professional Psychology: Research and Practice* 31 (6).
- 2) 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).
- 3) 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.
- 4) Meyerson, D. E. 2001. *Tempered Radicals: How People Use Difference to Inspire Change at Work*. Harvard Business School Press, pp. 3-32. (packet)

Other reading

- 1) 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).
- 2) 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.

**December 8: Final project presentations**

**ASSIGNMENT DUE: FINAL PROJECT PAPER AND SLIDES**

**December 15: Final class -- Wrap up**

**ASSIGNMENT DUE: JOURNAL**

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**FRAMEWORKS FOR CHANGE – FURTHER READING**

- 1) Ramos, M. C. & Chesler, M.A. 2010. Reflections on a cross-cultural partnership in multicultural organizational development efforts
- 2) Bailyn, L. and Fletcher, J. K. 2003. The equity imperative: Reaching effectiveness through the dual agenda. Center for Gender in Organizations, Briefing Note 18. July.
- 3) CompassPoint Nonprofit Services. n.d. Multicultural organizational development in nonprofit organizations: Lessons from the Cultural Competence Learning initiative. Accessed 6/12/14. [http://ucsfhr.ucsf.edu/files/CP\\_Cultural\\_Competence\\_Lessons.pdf](http://ucsfhr.ucsf.edu/files/CP_Cultural_Competence_Lessons.pdf)
- 4) Davidson, M. 2011. The end of diversity as we know it: Why diversity efforts fail and how leveraging difference can succeed. Berrett-Koehler.
- 5) Page, S. 2007. *The Difference: How the power of diversity creates better groups, firms, schools and societies*. Princeton University Press.
- 6) Laura Liswood. 2010. *The Loudest Duck*. Wiley.
- 7) A Kalev and F Dobbin and E Kelly. 2006. Best practices or best guesses: assessing the efficacy of corporate affirmative action and diversity policies. *American Sociological Review*. 71: 589-617

- 8) Bell and Hartmann. 2007. Diversity in everyday discourse: The cultural ambiguities and consequences of “happy talk.” *American Sociological Review* 72 (6).
- 9) Prasad et al. 1997. *Managing the Organizational Melting Pot*. Sage Publications.
- 10) Pittinsky, Todd L. 2012. *Us + Them*. Harvard Business School Press.

## **PUBLIC SERVICE CONTEXTS – FURTHER READING**

- 1) Social justice activism
  - a. Warren, M. 2010. *Fire in the Heart: How White Racial Activists Embrace Racial Justice*. Oxford University Press.
  - b. Wood, R. L., Fulton, B., & Partridge, K. 2012. *Building Bridges: Building Power: Developments in Institution-Based Community Organizing*. Interfaith Funders. See esp. pp. 1-5 and 19-23.
  - c. Novoa, M. 2012. How to do right by yourself while busy saving the world. *Colorlines*. May 30.
- 2) Health care:
  - a. F Santos. At hospitals, new methods with a focus on diversity. *New York Times*. Sept 6 2010.
- 3) Human Resources
  - a. R Schwartz, J Weinberg, D Hagenbuch and A Scott. *The Voice of Nonprofit Talent by Study by Commongood Careers and Level Playing Field Institute*.
- 4) Education
  - a. NR Kleinfeld. “Why don’t we have any white kids?” *New York Times*. May 13, 2012
- 5) Philanthropy
  - a. LaMarche, G. 2008. *Speech: Taking Account of Race as a Philanthropic Imperative*. <http://www.atlanticphilanthropies.org/learning/speech-taking-account-race-philanthropic-imperative>
  - b. J Bearman, HAJ Ramos, A-N. S. Pond. 2010. Moving diversity up the agenda: Lessons and next steps from the Diversity in Philanthropy Project. *The Foundation Review* 2:2.
  - c. LT McGill, B Bryan, ED Miller. 2009. *Benchmarking diversity: A first look at New York City foundations and nonprofits*. 2009. The Foundation Center.
- 6) Evaluation:
  - a. American Evaluation Association: *Public statement on cultural competence in evaluation*. n.d.
- 7) Social service agencies:
  - a. Bell, C C, Wells, S. J., & Merritt. 2009. Integrating cultural competency and empirically-based practices in child welfare services: A model based on community psychiatry field principles of health. *Children and Youth Services Review* 31: 1206-1213.
  - b. Wells, S. J. et al 2009. Bias, racism and evidence-based practice: The case for more focused development of the child welfare evidence base. *Children and Youth Services Review* 31: 1160-71.
  - c. Watkins-Hayes, C. 2011. Race, respect and red tape: Inside the black box of racially representative bureaucracies. *Journal of Public Administration and Theory* 21: i233-i251.

- d. Celeste Watkins-Hayes. 2009. The new welfare bureaucrats: Entanglements of race, class and policy reform. U of Chicago.
- 8) Community dialogues:
  - a. Yardley, W. 2008. Racial shift in a progressive city spurs talks. New York Times. May 29.
  - b. Walsh, K C. 2007. Talking about Race. University of Chicago Press.
- 9) Advocacy organizations:
  - a. Dara Z Strolovitch. 2007. Affirmative advocacy: Race, class and gender in interest group politics. University of Chicago Press.