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

RACE, IDENTITY AND INCLUSION IN ORGANIZATIONS

PADM 2129  
Fall, 2014

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

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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 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 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: Schein, E. H. 2013. Humble Inquiry. Berrett-Koehler Publishers. 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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>“Where I’m From”</td>
<td>15%</td>
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<tr>
<td>Journal</td>
<td>20%</td>
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<tr>
<td>Case Analysis</td>
<td>15%</td>
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<tr>
<td>Final Paper</td>
<td>30%</td>
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<tr>
<td>Class participation</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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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 September 23 (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 7 and December 9 (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 December 2 (4 pages): In this assignment, you will analyze the case “Casa de Esperanza” using concepts from the course and the readings.

4) Final paper – due December 16 (10 pages). In this assignment, you will design some kind of training or workshop (or a set of such events) on a topic related to race, identity and inclusion in organizations. The training must be designed for a very particular audience (eg, employees of social service agencies, or environmental funders, or school principals). 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.

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 2   Introduction to the course and each other
Sept 9   Race, ethnicity, culture and color
Sept 16  Racism, discrimination and stereotypes
Sept 23  Impact of race and ethnicity on individuals
Sept 30  Impact of race and ethnicity on relationships
Oct 7    Racial and ethnic dynamics and discrimination in organizations
Oct 14   NO CLASS
Oct 21   The legal context
Oct 28   Making change at the individual level
Nov 4    Making change at the interactional level 1
Nov 11   Making change at the interactional level 2
Nov 18   Making change at the team level
Nov 25   Making change at the organizational level 1
Dec 2    Making change at the organizational level 2
Dec 9    Course wrap up

COURSE READINGS AND ASSIGNMENTS

September 2: Introduction to the class and each other

To prepare for first class session (readings posted at NYU Classes)


September 9: Race, ethnicity, color and culture


5) 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:

September 16: Racism, discrimination and stereotypes
2) Microaggressions Project website http://www.microaggressions.com/

Other reading:
**September 23: The impact of racial and ethnic identity on individuals**

3) 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.]

**September 30: The impact of racial and ethnic identity on relationships**

1) Parker, Pat. For the white person who wants to be my friend.

Note: We will have a guest speaker: Prof. Tamara Buckley from Hunter College and the Graduate Center at City University of New York

Other reading:


October 7: Racial and ethnic dynamics and discrimination in organizations

Note: We will have a guest speaker: Merle McGee, Chief Program Officer at the YWCA of NYC.

ASSIGNMENT DUE: JOURNAL

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

October 14: NO CLASS
**October 21: The Legal Context**

**October 28: Making change at the individual level**

Other reading:

**November 4: Making change at the interactional level 1**

**Note:** Prepare a two-column case. These are due Saturday, November 1 by noon.

**November 11 Making change at the interactional level 2**
November 18  Making change at the team level


November 25  Making change at the organizational level


**Note:** We will have a guest speaker: Hedieh Fakhriyazdi, Global Diversity & Social Responsibility Manager at Weil Gotshal and Manges, LLP.

December 2  Making change at the organizational level


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

Other reading:

December 9: Final class -- Wrap up  **ASSIGNMENT DUE: JOURNAL**
December 16:
ASSIGNMENT DUE: FINAL PAPER

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: