Course: Theories of Diversity and Inclusion (MHPR-669)

Class Time: Wednesday, 5:20 p.m. – 7:50 p.m.

Class Location: C127

Instructor: Professor Sukari Pinnock, M.S.O.D.

Office: Georgetown University – School of Continuing Studies
640 Mass Ave
Washington, DC

Office Hours: By appointment

Contact Info: 202-957-4132 (cell)
sp297@georgetown.edu (preferred email)

Course Description:

The study and practice of diversity and inclusion are based on the social and normative construction of differences. This course provides a solid analysis of foundational and current diversity theory and practice, the social construction of differences, the theoretical underpinnings of diversity and oppression theory/practice in a U.S., and world historical context. It also provides a framework for the differentiation of diversity and inclusion theories, respectively.

Practitioner values, ethics, agency and competencies are closely examined throughout the course. In this way, the course provides an in-depth and solid theoretical grounding for HR professionals, and others with responsibility for diversity and inclusion initiatives within organizations.

To broaden individual competencies, students become familiar with the "big eight" facets of diversity in the U.S. through experiential learning at all levels of system, including the intra- and interpersonal levels, group, system and societal. In this way, students learn to identify which level of system is most open to being leveraged in support of diversity and inclusion initiatives.

Course Objectives and Learning Outcomes:

This course is designed to help students:

1. Understand the historical and basic foundations of the social and normative construction of differences
2. Explore the underpinnings of the evolution of the discipline of diversity and inclusion.
3. Review the theoretical and historical roots of oppression theory/practice that diversity professionals have relied upon to advance learning in the field.
4. Examine concepts of implicit bias, mental models and cross-cultural awareness.
5. Present theory-based problem solving techniques to support development of diversity programs and initiatives in the field of diversity management.
6. Illustrate how diversity and inclusion methods, models and approaches intersect with change theory to support diversity and inclusion initiatives.
7. Examine and study diversity practitioner values, behaviors (including agentic and relational approaches), ethics and competencies.

Students will be able to:

- Demonstrate comprehension of the basic foundations of the social and normative construction of differences that form the discipline of diversity and inclusion management work.
- Explain oppression theory/practice and its historical implications as a way of helping others understand the complexities involved in the implementation of diversity and inclusion programs.
- Track diversity and inclusion dynamics in group settings.
- Integrate theories of diversity and inclusion, as applicable, into the practical and ongoing work of organization development.
- Apply and/or integrate models of diversity and inclusion with system and change theory to bring about intended results.
- Develop and incorporate critical competencies of diversity and inclusion in both written and verbal communications.
- Understand the concept and role of 'agency' in the advancement of diversity and inclusion work within organizations.

Learning Outcomes, Teaching and Assessment Methods

Student Learning Outcomes	Teaching Methods	Assessment Methods
	✓ Interactive Lectures ✓ Portfolio & Essays ✓ Skills-building ✓ Coaching & Guidance ✓ Group Work ✓ BlackBoard Blog Posts ✓ Audio-Visuals - Videos ✓ Problem-based Learning (Case Studies) ✓ Student Presentations	✓ In-Class Observation ✓ Essays ✓ Quizzes ✓ Group Work ✓ BlackBoard Blog Posts ✓ Student Presentations ✓ Term Portfolio Review ✓ Mid-Term Essay Review ✓ Final Project & Concept Paper
1. **Demonstrate comprehension of the basic foundations of the social and normative construction of differences that form the discipline of diversity and inclusion work.**	✓ Interactive Lecture ✓ Group Work ✓ Essay Coaching ✓ Portfolio Coaching	✓ In-Class Observation ✓ Group Work ✓ Portfolios ✓ Essays ✓ Quizzes
2. **Explain/discuss oppression theory/practice and its historical implications to understand the root of diversity issues.**	✓ Interactive Lecture ✓ Group Work ✓ Essay Coaching ✓ Portfolio Coaching ✓ Videos	✓ In-Class Observation ✓ Portfolios ✓ Essays ✓ Group Work
3. **Know, and differentiate, theories of diversity and inclusion, and understand how each relates to practical organizational issues to solve problems facing diversity practitioners.**	✓ Problem-based Learning ✓ Student Tutorials ✓ Group Work ✓ Essay Coaching ✓ Portfolio Coaching ✓ Simulation	✓ In-Class Observation ✓ Essays ✓ Portfolios ✓ Group Work
4. **Apply and/or Integrate models of diversity and inclusion with traditional change and system theory to bring about intended outcomes.**	✓ Student Presentations ✓ Group Work ✓ Essay ✓ Portfolio Coaching ✓ Skills-building	✓ In-Class Observation ✓ Portfolios ✓ Mid-Term Essay ✓ Group Work
5. **Develop and incorporate critical competencies of diversity and inclusion in both written and oral communications.**	✓ Student Presentations ✓ Group Work ✓ Skills-building ✓ Essay Coaching ✓ Portfolio Coaching ✓ Presentation Coaching	✓ In-Class Observation ✓ Essays ✓ Portfolios ✓ Group Work ✓ Case Study Analysis ✓ Student Presentations ✓ Blog Posts
6. **Understand the concept and role of 'agency' in the advancement of diversity and inclusion work within organizations.**	✓ Student Presentations ✓ Interactive Lecture ✓ Group Work ✓ Skills-building	✓ In-Class Observation ✓ Essays ✓ Portfolios ✓ Group Work ✓ Student Presentations

Course Methodology: Learning strategies include mini-lectures, small and large group discussions, use of media aides, case studies and a variety of experiential applications. The primary course methodologies are the following:

- The Experiential Learning Method (ELM) is the process of making meaning from direct experience. This method allows students to acquire and apply new knowledge in an immediate and relevant environment through a cycle of experience, observation, analysis and generalized learning. Students will comprise and build a "learning community" over the course of the semester, during which time they will apply their theoretical, textbook, classroom and non-classroom learning with experience and application;
- The Adult Learning Method focuses on the idea that adults learn best when they talk to others about their experiences and relate these experiences to what they are learning. The five principles of the Adult Learning method propose that students need to be respected, to see the immediate usefulness of the learning, be in a safe learning environment, be engaged in their learning and be able to see relevance of the learning to their lives – both professionally and personally.
- The Kolb Learning Model sets out four distinct learning styles, which are based on a four-stage learning cycle -- Feeling, watching, thinking and doing. In this respect, Kolb's model differs from others since it offers both a way to understand individual learning styles, which he named the "Learning Styles Inventory" (LSI), and also an explanation of a cycle of experiential learning that applies to all learners.
    - o Processing Continuum: Our approach to a task, such as preferring to learn by doing or watching.
    - o Perception Continuum: Our emotional response, such as preferring to learn by thinking or feeling
- Case Method, which enables the students to serve in the role of decision-maker for real-life organization and management situations. The Case Method approach empowers students to apply the theories, concepts, and practices of managing complex changes in organizations. Critical thinking skills are applied as students examine the causes, probe underlying issues, compare/contrast alternative courses of action, and suggest recommendations or strategies to address the situations of the case.

Required Textbooks:

Banaji, M. & Greenwald, A. (2013) *Blindspot: Hidden Biases of Good People.* New York, NY: The Random House Publishing Groups
(ISBN 978-0-553-80464-5)

Metzler, C. (2008). *The Construction and Rearticulation of Race in a "Post-Racial America."* Bloomington, IN: AuthorHouse
(ISBN: 978-1-4389-0159-6)

Publication Manual of the American Psychological Association, (2010). (6th Ed.) Washington, DC: APA. (ISBN 10: 1-4338-0561-8)

Plummer, D. (2003). *Handbook of Diversity Management: Beyond Awareness to Competency Based Learning.* New York, NY: University Press of America, Inc. (ISBN 0-7618-2458-8)

Recommended Reading:
Roberts, D. (2011). *Fatal Invention: How Science, Politics, and Big Business Re-Create Race in the Twenty-First Century*. New York, NY: The New Press (ISBN 978-1-59558-495-3)

Sue, D. (2010*). Microaggressions in Everyday Life: Race, Gender and Sexual Orientation*. Hoboken, NJ: John Wiley & Sons, Inc. (ISBN 978-0-470-49140-9)

Selected Suggested Readings:
Tapia, A. (2009). *The Inclusion Paradox: The Obama Era and the Transformation of Global Diversity*. Lincolnshire, IL: Hewitt Associates, LLC. (ISBN 978-0-615-28944-1)

Adams, M., Blumenfeld, W., Castaneda, H, Hackman, H., Peters, M. & Zuniga, X (Eds.) (2000). *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism*. New York, NY: Routledge (ISBN 0-415-926634-3)

Materials:
- Binder (Portfolio work, including class notes, articles, essays, etc.)
- Flash Drive
- Laptop (for most classes)

Course Requirements, Responsibilities, and Guidelines

Essays:
 Throughout the semester, you will be asked to do essay writing in response to the various content for this course. The Essays are to help you organize your thoughts, express your opinions, and generate ideas. You will be required to keep all of your Essays in a notebook or folder. You will be formally graded on at least three (3) Essays – varying in length between 750 and 2500 words – during the semester. Each Essay will receive a letter grade based on the following: comprehensive and logical discussion about the topic; demonstration of mastery of applicable theories and concepts; and proper application of the APA style. While Internet sources are acceptable, a minimum of three scholarly sources must be used, unless otherwise instructed. Combined, the Essays are worth **30% of your total course grade**.

These are the types of Essays you will learn about and use during the semester.

- Persuasive/argumentative
- Comparison
- Descriptive
- Evaluation
- Narrative
- Exploratory

We will have a session to describe and review all of the above essay types.

Group Work:
Class participation is expected and will be graded on the basis of individual contributions to class discussion, engagement in group projects and participation on the course BlackBoard Blog Site. <u>This course requires students to self-organize into small groups to attend at least one outside-of-class event or exhibit related to issues of diversity and/or inclusion. Students are required to blog about this experience as a way of sharing insights and demonstrating critical analysis relevant to the concepts and theories being discussed in class</u>. We will have a session to describe and review a list of appropriate events and/or exhibits. Group Work is worth **10 % of your total course grade.**

Portfolio*:*
The Portfolio will include all of your Essays, related writings, articles collected during the semester, learning journal entries and your Final Project. The Portfolio is a way for you to keep track of all of your work and measure your progress. To help you revise your work, I will respond verbally and in writing to your work as it progresses. You will have an opportunity to work with your classmates and me in the process of developing your writing. You should be able to observe noticeable progress as your writing increases. Please keep all comments you receive from the instructor and your classmates, along with all the revisions of your essays, in your portfolio folder and me. When class begins, you will receive a checklist, which will specify the criteria used for creating and maintaining your portfolio. We will have a session to describe and review the components required in the Portfolio for this course. The Portfolio is worth **5% of your total course grade.**

Quizzes and Mid-Term:
There will be three assessments administered during the semester -- two quizzes and one mid-term exam. Each assessment will be completed online, via BlackBoard and will be worth 100 points. Quizzes (2 each) will represent 10% of your grade and the Mid-Term Exam will represent 15%. In all, the three **assessments are worth 25% of your total course grade.**

Final Project – Presentation & Concept Paper:
The final project is the key deliverable for the course. It will consist of an individual 10-15 minute presentation, supported by a "concept paper" which is based on one of two case studies to be provided by the instructor. The final project will provide the opportunity for students to demonstrate the ability to integrate theory and practice through a formal presentation of a D & I initiative, supported by a written "concept paper." Students will be graded on the comprehensiveness of the analysis of the presenting problem(s) raised in the case study; the professionalism of the presentation; presence in presenting; and the creativity and clarity of the concept paper. We will have a session to go over the requirements of the Final Project. The Final Project is worth **30% of your total course grade.**

Weekly reading assignments and participation go hand-in-hand; therefore you must read required materials and come to class prepared to engage.
Students are expected to come to class having read the assigned materials for that class and to be ready to participate in class discussions. Students are strongly encouraged to utilize the BlackBoard site as a resource for information about the class, supplemental reading material, networking, communication, and research. Check GU Mail often as messages are sent regarding assignments and projects.

Syllabus Modification Notification: This is the general topical direction in which the course will proceed. However, from time-to-time, this direction may change as events dictate. In rare instances, the syllabus might need to be altered, and as the professor, I retain the right to make said changes. In such instances, I will give notice of those changes to the class in a timely manner.

Grading Distribution System: The final grade will be based on the following six areas:

Portfolio Development	5%
Group Work (Including Blog Postings)	10%
2 Quizzes (worth 5% each)	10%
Mid-Term Exam	15%
3 Essays (each worth 10%)	30%
Final Project- Presentation/Paper	30%

Your final grade will be based on a combination of weekly assignments, essays, portfolios, quizzes, class & blog participation, and your final paper/project. Collaboration will be valued in classroom activities, along with evidence of having completed reading assignments in preparation for class activities and assignments. Listed below are grades and academic standards for each letter grade awarded. If you request a second review of your grade, the process will be

conducted as if it were the first time the paper/exam is being graded. The result could be the same grade, a higher grade or a lower grade.

A = 95-100%
Clearly stands out as excellent work. An "A" grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

A- = 90-94%
Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B+ = 87-89%
Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. It is well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B = 83-86 %
Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional input is provided.

B- = 80-82 %
Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

C = 70-79%
Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

F = 69% and below
Fails to meet minimum acceptable standards.

Policies and Procedures:
Attendance: Students are expected at all meetings of the course. The SCS attendance policy is strictly adhered to. Students are expected at all meetings of the course. We do understand that from time to time, family, personal and or work emergencies may arise. In those circumstances, please contact your professor immediately. A student who misses more than two classes is subject to withdrawal from the class by Dean Metzler and a final grade of "F" in the course. *This includes late arrivals to class totaling one full class session*.

Recording of any content from this class is prohibited unless you have my explicit written authorization; this prohibition includes recordings (audio and/or visual) made with so-called "smart pens," mobile devices, computers, or any other means. Students who require accommodations that would include the need to tape classes must provide a letter from the American University Academic Support Center or its Disability Support Services documenting the need for these accommodations.

PowerPoint presentations [or other document prepared by the faculty member for the class] are for the exclusive use of students enrolled in Spring Semester MPHR 699 at the Georgetown School of Continuing Studies.

Late Papers: Except in rare circumstances, late papers are not accepted. In case of an emergency, this rule can be waived with appropriate documentation and cause. Requests for extensions must reach me no later than a week before the paper is due.

Exams/Quizzes: Exams and/or quizzes can be made up only if the professor has received advance notice and explanation of the student's absence. If you are not aware of your absence until the day of the exam (e.g. illness), please send the professor an e-mail message. You also will need to provide verification of the reason for the absence. **Late exams will suffer an automatic one-letter grade reduction unless an accommodation for the late exam was made.**

Extra Credit:
The SCS does not grant extra credit.

Incompletes
Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of "N" shall be granted until the work is handed in and, then, the grade shall be changed accordingly. In no case shall work submitted after the announced date (date will be announced in class) be granted an incomplete. The work shall be delivered no later than 4 p.m. on that day. Failure to adhere to this rule will result in an F.

Citation System:
Students must use APA style in all papers submitted in the course. Papers will be graded based on APA requirements – no exceptions.

Turnitin.com
Students agree that by taking this course all required papers may be subject to submission for Textual Similarity Review to Turnitin.com for detection of plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Students with Disabilities Policy

- Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students must obtain an official letter from the Academic Resource Center listing the exact accommodations needed.

- Students with disabilities should contact the Academic Resource Center (ARC) (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; http://ldss.georgetown.edu/index.cfm) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Honor System
All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at:
http://gervaseprograms.georgetown.edu/honor/system/
It is your responsibility to read and understand the university's honor code (see website above). If you have any questions, please contact the professor or the appropriate university official.

The Honor Pledge
In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system;

To live out a commitment to integrity in all my words and actions;

To be honest in every academic endeavor;

And to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together;

To live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement;

To care for this venerable campus and all of those with whom I share it;

And to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.

Course Outline – January 15 – April 23, 2014

Date	Class Week/Area of Focus	Readings/Activities
January 15	**Week 1** – Introductions, Review of syllabus, & learning outcomes; Discuss learning methods & assessment methods; Review Essay Types and Portfolio components Provide writing sample	• Read: *The Construction and Rearticulation of Race in a "Post-Racial America. "* Chapters 1-5 • Read: http://www.whitehouse.gov/the-press-office/2011/08/18/executive-order-establishing-coordinated-government-wide-initiative-promClass Handout: Tracking: Noticing and Naming What You Observe • PowerPoint Presentation: The Learning Com(munity
January 22	**Week 2** – Mini Lecture & Video: What is Race – Historical Roots of Oppression; Pairs Discussion/Social Construction Theory The Race Card Project	• Read: *The Construction and Rearticulation of Race in a "Post-Racial America. "* Chapters 6-10 • Read: http://www.nytimes.com/2013/06/26/us/supreme-court-ruling.html • Read: http://theracecardproject.com • **Essay 1 - (750 words)** • **Begin Portfolio Development**
January 29	**Week 3** – Mini-Lecture & Video: Timeline of Racial Formation/Girls Like Me **ESSAY 1 DUE** Portfolio Review	• Read: *The Construction and Rearticulation of Race in a "Post-Racial America. "* Chapters 14-16 • Read: http://www.guardian.co.uk/education/2009/nov/06/race-discrimination-teaching-profession-nasuwt • Read: http://legalworkshop.org/2011/02/28/william-and-mary-post/print/
February 5	**Week 4** – Diversity Overview & Historical & Theoretical Roots **QUIZ - Online**	• Read: *Handbook of Diversity Management* – Chapters 1, 2 & 4 • **ESSAY 2 (1200 words)**
February 12	**Week 5** – Changing Organization Paradigms & Diversity & Group Dynamics/ Jessica Vanderhoff- Guest Lecturer	• Read: *Handbook of Diversity Management* – Chapters 5 & 6 • Read*: Blind Spot* – Chapters 1, 2 & 3
February 19	**Week 6** – Social Group Identity/ Microaggressions in Everyday Life **ESSAY 2 DUE**	• Read: *Blind Spot* – 6 & 7 • Take the Implicit Association Test https://implicit.harvard.edu/implicit/ • Read: http://www.microaggressions.com/about/
February 26	**Week 7** -Developing Cultural Competence/Use of Self & A Framework for Diversity Ethics Class Simulation	• Read: *Handbook of Diversity Management* -- Chapters 7 & 8 • Prepare Portfolio for Review • Prepare for Mid-Term • Read: Kirkham Article (class handout)
March 12	**Week 8** : Final Project Discussion Rick Huntley – Guest Lecturer **Mid-Term - Online**	• BKB Resistance Inventory • **ESSAY 3 - (2500 words)** • Review HBR Case Study: Differences @ Work - Will
March 19	**Week 9** – A Strategy for Organization Change and Success Working with Resistance	• Read: *Handbook of Diversity Management* -- Chapters 9 & 10
March 26	**Week 10** – Diagnosing Diversity Issues – Resistance and Conflict – **ESSAY 3 DUE**	• Read: *Handbook of Diversity Management* – Chapters 13 & 14 • Review HBR Case Study: Royal Dutch Shell
April 2	**Week 11** – Building Inclusion & Leveraging Diversity – Class simulation Course Review	• Read: *Handbook of Diversity Management* – Chapters 15 & 16 • Course Review •
April 9	**Week 12 -** The Future of Diversity & Inclusion: Planning & Implementation **QUIZ Online** **Portfolio Review**	• **Prepare for QUIZ/Final Portfolio Review** • Read: *Handbook of Diversity Management* – Chapters 19 & 21
April 16 & 23	**Week 13 & 14 - Final Project Presentations**	• **Final Project Presentations & Concept Paper**