

### Course description/rationale

---

*The challenge of social justice is to evoke a sense of community that we need to make our nation a better place, just as we make it a safer place.*

- Marian Wright Edelman

*B-School modification: The challenge of social justice is to evoke a sense of community that we need to make our organizations better places, just as we make them more efficient and effective places.*

**Course Description:** This is a course on how to create, foster, and manage organizations where demographic difference is valued, leveraged, and treated equitably. This course assumes unintentional biases and structural oppressions (such as racism, ableism and sexism) influence how businesses function but can be dismantled or defanged by conscientious employees and managers who have a vision for reconstructing systems and changing their own behavior. This course also makes a case for leveraging diversity as a key to organizational excellence now and in the future because creating an outstanding, global workforce will require drawing the best employees from all cultural backgrounds and identity groups and freeing them to thrive within organizations.

Being self-aware, open to understanding how bias and structural -isms influence organizational work, and learning to leverage diversity is challenging. Each of us brings to the workforce values, beliefs, and experiences that often bias our behavior and erode performance at the individual, organizational, and team levels. Additionally, historical and contemporary events continue to influence the complex dynamics of difference within organizations. Accordingly, many organizational leaders and members are afraid to discuss diversity in meaningful ways and do not know how to effectively handle reactions to demographic difference in the workplace – especially when difference results in conflict, harassment, or resistance. This course helps students develop skills to meet challenges associated with the dynamics of difference in the following ways:

- I provide you with perspectives and tools that will empower you to recognize and challenge how demographic difference is handled within organizations;
- I equip you with resources to develop meaningful recommendations and design experiments to create systems where diversity is leveraged; and
- I hold space for reflection and discussion with others as you strive to become more aware of your values, biases and behaviors that may influence work interactions. commit to creating an environment where you can respectfully and compassionately question yourself and others.

## Course information

---

Course code: MGMT 4770  
\*# credits: 5  
\*Location: See Canvas  
\*Class times: Tuesdays & Thursdays  
First session: September 23, 2021  
Last session: December 9, 2021

## Instructor information

---

\*Instructor: Holly Slay Ferraro, Ph.D.  
\*Phone: 206-296-5719  
\*Email: ferraroh@seattleu.edu

## Office hours

---

Office hours are a chance for you to meet with me one-on-one or in small groups to discuss the course, your learning, your plans for the future, or just to check in. I'll hold office hours via Teams, provided we have the bandwidth. As an alternative, I can offer some office hours over the phone or in person. You can schedule an appointment using Calendly at <https://calendly.com/ferraroh/30min>. I will also schedule Zoom office hours via Canvas on Tuesday from 4:30-5:00 pm (PST), and I've set up a waiting room to ensure you receive my full attention during your time slot – and to maintain your privacy.

## Response times

---

I will check my email regularly. You can email me at any time, but you may not receive a response outside regular business hours. Generally, emails received before 3 p.m. will receive a response before I finish work for the day, and emails received after 3 p.m. will receive a response on the following business day. Business days are Monday–Friday, except for holidays.

## Learning Goals

---

Our goals in this course are:

1. Demonstrate an understanding of diversity (national, ethnic, cultural, gender, etc.) and the issues and challenges related to managing a workforce that is diverse.
2. Demonstrate an understanding of how business management concepts relate to service to others, organizational social responsibility, ethical practice, and commitment to justice.
3. Demonstrate critical thinking and analytical skills.
4. Demonstrate competent oral and written communication skills.

## Instructional methods

---

Instructional methods this quarter will be experimental! We'll be starting out with a mix of what are called "synchronous" and "asynchronous" learning. We will meet synchronously over Zoom – meaning we will meet on line from 1:30-3:35 pm on Tuesdays and Thursdays. We'll engage in a number of synchronous activities that help me get to know you, as well as allowing for an easy switch between whole-group and small-group discussions.

In contrast, asynchronous learning happens at a time to suit your schedule, within certain limits (for example, you may need to complete an asynchronous activity before the first class of each

week). I've designed some asynchronous activities to prepare for, reinforce, or supplement what we do face to face or over Zoom.

Remember, too, that if you are having technology problems, you may be able to borrow a Chromebook or internet hotspot from the Library. (See "Academic resources" below or go straight to <https://seattleu.instructure.com/courses/1563070>)

I will regularly ask for your feedback on how the class format is working for you. Expect there to be a few changes as the quarter progresses; in any changes, I will be putting your learning first.

### **Required readings and materials**

---

Adams, M., Blumenfeld, W.J., Catalano, D.C.J., DeJong, K.S., Hackman, H.J., Hopkins, L.E., Love, B.J., Peters, M.L., Shlasko, D., Zuniga, X. 2018. *Readings for diversity and social justice*. New York: Routledge. **Hardcopy available from bookstore, Lemieux Library.**

Ferdman, B.M., & Deane, B.R. (Editors). 2014. *Diversity at work: the practice of inclusion*. San Francisco: Wiley Publishing. **E-book available in the Lemieux Library. Hardcopy available from bookstore.**

Roberts, L.M., Mayo, A.J., & Thomas, D.A. (Editors). 2019. *Race work and leadership: New perspectives on the Black experience*. Boston: Harvard Business Review Press. **E-book available in the Lemieux Library. Hardcopy available from bookstore.**

Additional materials are available through the Canvas site and Lemieux library.

### **Academic resources**

---

My goal is to create a learning environment in which you can be successful and feel supported. I will work hard to create and improve the learning environment throughout the quarter based on my own observations of the course and your feedback on what would help you learn more. In return, I ask and encourage you to make the most of this learning opportunity. I encourage you to explore the services below and to work on the assumption that in this quarter, you'll be developing some new strategies that will help you become a more flexible learner. I am keen to support you in that growth, and plan to build in opportunities for us all to share new strategies with one another either in scheduled class time or via a Canvas chat.

### **SUPPORT FOR REMOTE LEARNING**

Remember to review the online tutorial that our Center for Digital Learning and Innovation has created to support your remote learning experience:

<https://seattleu.instructure.com/courses/1563070>

Students and faculty have reported a more engaging class experience when using video on Zoom. We know not everyone has the ability to have their camera on all the time, for a variety of reasons. If you aren't able to do so, be sure to stay connected in other ways (in chat or vocally).

## **BORROW A CHROMEBOOK OR AN INTERNET HOTSPOT FROM THE LIBRARY**

If you are having difficulty with remote learning because your laptop is older or your internet access is patchy, the Library is currently loaning out Chromebooks and internet hotspots. You can submit a request by emailing the Library; follow the link under "Technology Lending" at: <https://libguides.seattleu.edu/technology#s-lq-box-23259286>

## **\*\*LIBRARY AND LEARNING COMMONS**

**\*\*** <http://www.seattleu.edu/learningcommons/>

## **WRITING CENTER**

Given that the University has moved to online classes, the Writing Center is offering online appointments through asynchronous and synchronous options. Please visit <https://www.seattleu.edu/writingcenter/online-consultations/> to learn more about the online consultations or schedule an appointment through <https://seattleu.mywconline.com>

## **LEARNING ASSISTANCE PROGRAMS**

Learning Assistance Programs (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. Given that the University has moved to online classes, LAP will only be offering services remotely. Please visit our website <https://www.seattleu.edu/learning-assistance/> or e-mail us at [learningassistance@seattleu.edu](mailto:learningassistance@seattleu.edu) for the most updated information about accessing services.

## **RESEARCH SERVICES**

Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics.

To learn more, or for assistance via chat/phone/email, check out our Get Research Help page (<https://www.seattleu.edu/library/get-research-help/>) or book a Virtual Consultation online (<https://www.seattleu.edu/library/consultation/>).

## **ENGLISH-LANGUAGE LEARNING CENTER (ELLC)**

The English Language Learning Center (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit <https://www.seattleu.edu/ellc/ellc-tutoring/>

## **\*\*ACADEMIC INTEGRITY TUTORIAL**

**\*\*** <https://www.seattleu.edu/academic-integrity/resources-for-students/>

## **General course and university policies**

---

### **\*\*SUPPORT FOR STUDENTS WITH DISABILITIES**

Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. For disability and other learning-related needs and accommodations that you have already arranged via Disability Services, please communicate with me during the first week of class through email or Zoom. Should concerns arise at any point in the quarter, please let me know as soon as possible.

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, but have not yet arranged support services and/or accommodations, I encourage you to do so through Disability Services staff at DS@seattleu.edu or (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process. I am committed to working with you, so please do not hesitate to contact me.

### **\*\*NOTICE ON RELIGIOUS ACCOMMODATIONS**

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>).

### **CLASSROOM NORMS**

We acknowledge that racism, sexism, heterosexism, classism, ableism, and other forms of interpersonal and institutionalized forms of inequality exist in society. This does not mean we all agree on the causes, consequences, or solutions for these forms of inequality. It does mean we agree to do our best to understand them, refrain from repeating misinformation, and refrain from personal attacks. No student is expected to have all the answers. Mistakes and questions are welcomed in the spirit of cooperative learning.

We will work to create an atmosphere where:

- We keep an open mind and listen;
- Everyone is valued and respected;
- Everyone can work and learn in a challenging and caring environment;
- Everyone engages in the thoughtful presentation of ideas, shares the floor, and can critically assess each other's ideas;
- No individual is ridiculed or demeaned for sharing their personal experiences and ideas;
- Personal experiences shared in the context of the classroom remain confidential unless otherwise agreed upon;

- No individual is expected to be a representative spokesperson for a given group of people, given there is intra-group diversity of skills, beliefs, attitudes, and behaviors.<sup>1</sup>

### **\*IF YOU MISS A CLASS**

If you expect to be absent or to be late to a synchronous session on Zoom, please e-mail me beforehand (or as soon as possible). I will pass on your apologies to the group at the start of class.

Similarly, if you're having technical difficulties, send me a message. After class, we can try to figure out what's going on with your connection. Remember to check out the SU Orientation to Distance Learning (<https://seattleu.instructure.com/courses/1563070>; takes 30–45 minutes) to see what tech requirements you might need.

If you miss a synchronous class, be sure to obtain notes from one of your peers to catch up. If, after going over those notes and checking the readings for the class, you still have questions, please arrange to meet me during Zoom office hours to discuss. Remember to have those notes readily available so that we can work on your specific, focused questions.

### **CLASS RECORDING**

Zoom meetings of this course will **not** be recorded. Recording without the permission of members of the class (students and professor) is not permitted.

### **\*\*ACADEMIC POLICIES ON THE REGISTRAR WEBSITE**

\*\* <https://www.seattleu.edu/redhawk-axis/academic-policies/>

Be sure that you understand the following university academic policies, posted on the Registrar's website:

\*\*ACADEMIC INTEGRITY POLICY

\*\*ACADEMIC GRADING GRIEVANCE POLICY

### **Grading procedures and policies**

---

### **\*ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Numerous research studies have shown that when students actively ask and answer questions, they take greater interest in the material, they clarify shared misconceptions, and they retain more information.

---

<sup>1</sup> Modified from Melissa Harris-Perry and Jessica Lynn Stewart's POL 210 Black Women's Political Activism, Spring 2019 syllabus.

I would like to see all of you actively participating in class face to face classes or over Zoom (in small- and large-group settings), as well as in any activities or discussions on Canvas. Given the challenges associated with the Delta variant this quarter, there is no attendance or participation grade in this course. Flexibility is key, and my primary goal is to enable you to focus on your learning without worrying about attendance if, for example, a member of your family is unwell and needs your support.

## GRADING SCALE

A	100–94 [Superior]	B–	82–80	D+	69–67
A–	93–90	C+	79–77	D	66–63 [Poor]
B+	89–87	C	76–73 [Adequate]	D–	62–60
B	86–83 [Good]	C–	72–70	F	59 or less [Failing]

## SUBMITTING YOUR ASSIGNMENTS

All your assignments must be submitted via Canvas as an attachment (rather than a link to OneDrive). Please submit papers as PDFs or word documents. Other document types (e.g., pages) are not readable in Canvas.

## FORMATTING YOUR ASSIGNMENTS

It is important that your work is clearly presented and easy to read. This will enable me to return your work more quickly. Equally, your efforts should be focused on the content, not the layout, so you must present your work as follows.

HOW?	WHY?
Upload to Canvas as a <i>PDF attachment</i>	... because it's easier and eco-friendlier than printing it out, and more reliable than emailing. Be sure to upload your assignments as an attachment – and <i>always</i> keep a copy.
Use 11 point Arial or Calibri (for PC) or 11 point Helvetica (for Mac) font	... because sans serif fonts like Arial and Helvetica are easier to read on screen than serif fonts (e.g. Times New Roman), particularly for people with visual impairment.
Left-align all text	... because left-aligned text is easier to read because the spaces between the words are equal. Justified text (where both margins squared) has uneven spaces that can cause problems, especially for people with visual impairment or with dyslexia.
Double-space all text	... because this leaves room for people (including you) to add notes and make corrections.
Use black for all text	... because this is easier to read.
Include a Word Count at the end of the assignment	... so that your instructor can see how much you have written and so that you can gauge whether you are within 10% of the required word count.

### **\*BIBLIOGRAPHY AND CITATION REQUIREMENTS**

All citations must follow the *APA Publication Manual* (7th edition), since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail.

### **\*ASSIGNMENT DEADLINES AND EXTENSIONS**

My plan is to return your assignments as soon as possible after you have submitted them. (My normal policy is to return papers within seven days; I hope to be able to keep to that this quarter.) Faster feedback means you're more likely to remember what you wrote and can more easily take the feedback on board for the next assignment. The assignments in this course build on one another, so that feedback process is an important part of the learning.

It would greatly help the learning process if you submit your assignment by the stated deadlines. However, these are not normal times! If you find that you are unable to complete an assignment on time, *please communicate with me*. I do understand that things are difficult right now. I'll do my best to be flexible; for that to happen, we need to keep in dialogue so that I know where you are in your learning and how I can best support you.

To help keep yourself on track, I strongly encourage you to plan ahead: Check the session-by-session schedule at the end of this syllabus to see when assignment briefings will be given and when assignments are due. This enables you to block out time in your calendar now so that you know when you will be working on assignments for this course. Try to you give yourself a little more time than you normally would; we all know it could be a bumpy time outside the course!

An agreement to receive an Incomplete (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Grades Policy of the university is available on the Office of the Registrar web site: <https://www.seattleu.edu/redhawk-axis/academic-policies/>

### **\*Your workload in this course**

You can expect to devote an average of two hours outside of class to the subject matter (readings and preparation, as well as substantive assignments and participation exercises) for every hour in class. As this is a five-credit class, you can reasonably expect an average of 10 hours of homework each week. I have tried to ensure that the workload is evenly distributed throughout the course, but if you find you have less than the normal amount of work one week, I suggest you read ahead for future classes.

---

### **\*Detailed assignment descriptions**

---

## **ASSIGNMENT 1: PADLET AND PARTNERSHIP POSTINGS**

DUE DATE: EVERY THURSDAY

30% OF FINAL GRADE

Students will be expected to take on the task of developing discussion questions (in pairs) for each week during the quarter and actively participate in class discussion. Time will be provided at the beginning of the class for partnership reflections and looking at the questions raised by other partnerships. The final grade for this assignment will be determined by the quality of the questions (are they linked to course material or tangential).

**ASSIGNMENT 2: REFLECTION JOURNAL ENTRIES**

DUE DATE: OCTOBER 12, NOVEMBER 2, AND NOVEMBER 23, 2021

30% OF FINAL GRADE

Student must write journal entries for weeks 3, 6, and 9. Each journal entry should be 2-3 pages in length and address a prompt provided on Canvas.

**ASSIGNMENT 3: DIVERSITY MANAGEMENT FIELD WORK**

DUE DATES: DECEMBER 2, 2021 (PAPER), DECEMBER 2 AND 6, 2021 (PRESENTATION)

40% OF FINAL GRADE

In groups of 3-4, students will collaboratively explore the diversity practices and public persona of a local company, Rad Power Bikes. We will have an opportunity to engage with Rad employees at different points in the quarter and they will provide feedback to us on the final presentations and reports.

---

**\*Provisional schedule and readings**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
<b>Thursday, Sept 23</b>	<b>Course introduction</b>	Syllabus	
<b>Tuesday, Sept 28</b>	<b>Who are you? How might who you are influence how you look at diversity, equity, and inclusion?</b>	(1) Tatum, 2018, "The complexity of identity: Who am I?" p. 7-9 (in <i>Readings for diversity and social justice</i> ). (2) Johnson, 2018, "The social construction of difference," p. 16-21 (in <i>Readings for diversity and social justice</i> ).	
<b>Thursday, Sept 30</b>	<b>Intro to diversity, equity, and inclusion and justice in organizations, Part 1</b>	(3) Ferdman, 2014, "The practice of inclusion in diverse organizations: toward a systematic and inclusive framework," p. 3-20 (in <i>Diversity at work: the practice of inclusion</i> )	Padlet and Partnership Post due
<b>Tuesday, Oct 5</b>	<b>Intro to diversity, equity, and inclusion and justice in organizations, Part 2</b>	(4) Ferdman, 2014, "The practice of inclusion in diverse organizations: toward a systematic and inclusive framework," p. 20-54 (in <i>Diversity at work: the practice of inclusion</i> )	
<b>Thursday, Oct 7</b>	<b>Exploring inclusion and exclusion at the societal level</b>	(5) Harro, 2018, "The cycle of socialization", p. 27-34, (in <i>Readings for diversity and social justice</i> ) (6) Bell, 2018, "Theoretical foundations for social justice education", p. 34-41), (in <i>Readings for diversity and social justice</i> )	Padlet and Partnership Post due

Date	Topic	Readings	Assignments
Tuesday, Oct 12	Racism	(7) Osta and Vasquez, Implicit bias and structural racialization (on Canvas) (8) Tatum, 2018, "Defining racism: Can we talk?" p. 74-77 (in <i>Readings for diversity and social justice</i> ) (9) Takaki, 2018, "A different mirror", p. 77-82, (in <i>Readings for diversity and social justice</i> ) (10) Dunbar-Ortiz, 2018, "This land", p. 83-87, (in <i>Readings for diversity and social justice</i> )	Reflection journal entry #1 due
Thursday, Oct 14	Experiences with racism at work, part 1	(11) Blake-Beard, Roberts, Edgehill & Washington, 2019, Feeling connected: The importance of engagement, authenticity, and relationships in the careers of diverse professionals, p. 151-169, (in <i>Race work &amp; leadership: New perspectives on the Black experience</i> )	Padlet and Partnership Post due
Tuesday, Oct 19	Experiences with racism at work, part 2	(12) Wooten & James, 2019, The glass cliff: African American CEOs as crisis leaders, p. 321-339, (in <i>Race work &amp; leadership: New perspectives on the Black experience</i> )	
Thursday, Oct 21	Experiences with racism at work, part 3	(13) Chow et al, 2021, Fighting backlash to racial equity efforts, p. 25-31 (on Canvas) (14) Sue et al, 2019, Disarming racial microaggressions, p. 128-142	Padlet and Partnership Post due

Date	Topic	Readings	Assignments
<b>Tuesday, Oct 26</b>	<b>Sexism, heterosexism, and trans* oppression, part 1</b>	(15) Lorber, 2018, "A night to his day", p. 354-359, (in <i>Readings for diversity and social justice</i> ) (16) Carbado, 2018, "Privilege", p. 367-372, (in <i>Readings for diversity and social justice</i> ) (17) Evans & Washington, 2019, "Becoming an ally: A new examination", p. 447-445 (in <i>Readings for diversity and social justice</i> )	Field work project team charter due
<b>Thursday, Oct 28</b>	<b>Experiences of sexism, heterosexism, and trans* oppression at work, part 2</b>	(18) Williams, Phillips, & Hall, 2016, Tools for Change: Boosting the Retention of Women in the STEM Pipeline, p. 11-44 (on Canvas)	Padlet and Partnership Post due
<b>Tuesday, Nov 2</b>	<b>Experiences of sexism, heterosexism, and trans* oppression at work, part 3</b>	(19) Williams, Phillips, & Hall, 2016, Tools for Change: Boosting the Retention of Women in the STEM Pipeline, p. 45-75 (on Canvas)	Reflection journal entry #2 due
<b>Thursday, Nov 4</b>	<b>Experiences of sexism, heterosexism, and trans* oppression at work, part 4</b>	(20) McKinsey Quarterly, 2020, LGBTQ+ voices: Learning from lived experience	Padlet and Partnership Post due
<b>Tuesday, Nov 9</b>	<b>Ableism</b>	(21) Ostiguy-Finneran & Peters, 2018, Ableism: introduction, p. 467-474, (in <i>Readings for diversity and social justice</i> ) (22) Davis, 2018, Disability and hate crimes, p. 493-497, (in <i>Readings for diversity and social justice</i> )	

Date	Topic	Readings	Assignments
Thursday, Nov 11	N/A	Veteran's Day! No classes	
Tuesday, Nov 16	<b>Experiences of ableism at work, part 1</b>	(23) Myers, Lindburg, & Nied, 2018, Language, communication strategies, and universally designed environments, p. 523-531, (in <i>Readings for diversity and social justice</i> ) (24) Peters, Castaneda, Hopkins, & McCants, Recognizing ableist beliefs and practices and taking action as an ally, p. 541-543, (in <i>Readings for diversity and social justice</i> )	
Thursday, Nov 18	<b>Experiences of ableism at work, part 2</b>	(25) Bonaccio et al, 2019, The Participation of People with Disabilities in the Workplace Across the Employment Cycle: Employer Concerns and Research Evidence, p. 135-145 (on Canvas)	Padlet and Partnership Post due
Tuesday, Nov 23	<b>Experiences of ableism at work, part 3</b>	(26) Bonaccio et al, 2019, The Participation of People with Disabilities in the Workplace Across the Employment Cycle: Employer Concerns and Research Evidence, p. 146-158 (on Canvas)	Reflection journal entry #3 due
Thursday, Nov 25	N/A	Thanksgiving	No class!
Tuesday, Nov 30	<b>Critiques of diversity management</b>	(27) McCluney & Rabelo, 2019, Managing diversity, managing Blackness, p. 373-387 (in <i>Race work &amp; leadership: New perspectives on the Black experience</i> ) (28) Nkomo, 2018, Inclusion: Old wine in new bottles, p. 580-592 (in <i>Diversity at work: The practice of inclusion</i> )	
Thursday, Dec 2	<b>Presentations</b>		Field work project due

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
Monday, Dec 6	<b>Presentations</b>		