

**EXPLORE BUSINESS  
RACE AND CORPORATE POWER**

# Teacher Guide



**GLOBAL YOUTH PROGRAM**

# Explore Business with Wharton

The Wharton Global Youth Program's *Explore Business* mini-sites are gateways to conversations, readings, and activities that help high school students think about the world of business. The *Explore Business* content, meant to engage students whenever and wherever they are prepared to learn, is drawn directly from [The Wharton School](#) at the University of Pennsylvania.

## STARTING WITH WHARTON'S LECTURE SERIES ON SYSTEMIC RACISM

We begin our business exploration with Wharton's new *Beyond Business* series of discussions that tackle complex and pressing issues affecting individuals and organizations. The first three sessions in the series — scheduled for October, November and December 2020 — focus on the impact of systemic racism on business and society, and how it can be confronted.

\*Please read [this interview](#) with [Erika James](#), Dean of The Wharton School, to understand the scope of the ongoing series tackling racism's impact on business.

*This Teacher Guide is designed specifically for the second discussion in Dean James's lecture series: Race and Corporate Power.*

## Who We Are

The [Wharton Global Youth Program](#) mobilizes the extensive opportunities of the Wharton academic community to educate, inform and inspire pre-college students to *Explore Business* practices, analyze the world's complex challenges, and take the needed steps to become leaders who will transform the global economy.

## EXPLORE BUSINESS TOPIC: RACE AND CORPORATE POWER

Dean James hosted the second *Beyond Business* session "Race and Corporate Power" on **November 10, 2020**, along with Q&A facilitator, University of Pennsylvania's [Katherina Rosqueta](#), founding executive director of the Center for High Impact Philanthropy. They engaged with panelists Carla Harris, managing director of [Morgan Stanley](#); Wes Moore, CEO of [Robin Hood](#) foundation; and Dalila Wilson-Scott, chief diversity officer of [Comcast](#). Please click the links to find out more about the members of the academic and business community featured in the second *Beyond Business* lecture.

## HOW STUDENTS CAN EXPLORE RACE AND CORPORATE POWER

The activities on this web page all connect to the “Race and Corporate Power” discussion and provide opportunities for high school students to *Explore Business* in different ways. They include:

- The complete hour-long “Race and Corporate Power” video conversation involving Erika James, Katherina Rosqueta, Carla Harris, Wes Moore and Dalila Wilson-Scott.
- A link to a published summary of this discussion, including conversation starters and additional resources
- The video discussion divided into six shorter themed video segments
- Guided questions in PDF format for each video segment
- Links to Wharton Global Youth Video Glossary terms and online business journal articles related to each video segment, included in the PDFs
- A Choice Board in PDF format that allows students to choose different ways to further explore the concepts introduced in the video.

## WE ENCOURAGE YOU TO ALSO VISIT OUR FIRST *EXPLORE BUSINESS* MINI-SITE: RACE AND THE ENTREPRENEUR

Dean James hosted a conversation exploring “Race and the Entrepreneur” on **October 21, 2020**, along with moderator [Karl Ulrich](#), Wharton’s vice dean of entrepreneurship and innovation. They engaged with panelists Chris Bennett, the founder of [Wonderschool](#), and Josh Kopelman, managing partner at [First Round Capital](#) venture fund. Please click the links to find out more about the members of the academic and business community featured in the first LinkedIn Live lecture.

You can access the Wharton Global Youth Program’s “Race and the Entrepreneur” mini-site for high school students, along with all the related materials, [HERE](#).

## EXPLORING OUR NEW MINI-SITES WITH YOUR STUDENTS

High school educators are encouraged to review all the materials in “Race and the Entrepreneur” and “Race and Corporate Power” and incorporate activities into your classroom discussions and assignments, both in person and during online learning. Our *Explore Business* mini-sites are meant to complement educators’

## LEARNING OBJECTIVES

After engaging with the Wharton lecture series discussions, students will be able to:

- Define systemic racism and identify ways that it impacts business
- Understand challenges faced by people of color in different business contexts, including entrepreneurship, corporate philanthropy and marketing
- Deepen their awareness about how certain professions and industries are working to overcome biases in their business practices
- Become familiar with key business and finance concepts through the lens of individuals’ experiences
- Explore ways to apply these new ideas to their own lives and experiences

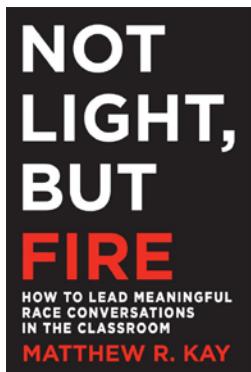
curriculum and conversations. You should fit all or parts of our ongoing discussions into your daily, weekly or monthly lessons however it works best.

\* You may also want to introduce the topic of diversity, equity and inclusion in business by first discussing [this article](#) from our online business journal before drilling down into the video themes.

## TALKING ABOUT SENSITIVE TOPICS

Dean Erika James, the first woman of color to lead Wharton, has said that she believes our biggest issue around race is that we are still “uncomfortable having a candid discussion about it without feeling fearful or offended.” As a result, we generally avoid the topic altogether.

And yet, the conversations are happening louder than ever – on social media, in street rallies, and even around dinner tables. We hope educators will use Wharton’s *Beyond Business* lecture series to learn more about how issues of race intersect with business, and then share these activities with your students to help them navigate the current events that are already on their hearts and minds -- but instead from a business perspective.



Matthew R. Kay, a founding teacher of English at the Science Leadership Academy in Philadelphia, is the author of the book *Not Light, But Fire: How to Lead Meaningful Race Conversations in the Classroom*.

Kay says that in order to nurture hard conversations about race, you must commit to building conversation spaces, not merely *declaring* them. This may be trickier to do in today’s online Zoom culture; Kay’s suggestions are for face-to-face race discussions. “In my classroom,” he writes, “the conversational safe space is established with three discussion guidelines: Listen patiently, listen actively, and police your voice.” The third of these asks the teacher to encourage students to speak to each other, and to do so succinctly. Listening (rather than rushing to share your opinion) is the foundation of a strong conversation space.

Kay also recommends that teachers look inwards before engaging students in these conversations: “Meaningful race conversations depend on teachers understanding the implications of their own racial and cultural perspectives.”

## LOOKING AHEAD

The third discussion in the Dean James series, featuring the topic of “Race and the Selling of America,” will take place the first week of December 2020. It will address how industry is making sense of its complicated history with marketing brands through Black culture, and why now is the time for Black influencers to use their voice to incite meaningful change. We will publish a new *Explore Business* mini-site around this theme the following week.

## WE WANT TO HEAR FROM YOU

Be sure to [Contact Us](#) with your questions, ideas and suggestions.