



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5053-103: Diversity and Justice in Organizations

Course Description:

This course focuses on key dimensions of diversity and social justice (including but not restricted to the constructs of race, ethnicity, nationality, social class, gender, religion, sexual orientation, disability, physical appearance, and age) in a variety of organizations, with implications for problem-solving, conflict resolution, human resource development, leadership development, and organizational development. This is intended to be a highly-interactive experiential learning opportunity.

Class Dates, Location and Hours:

Dates: April 6 – 8 & 13 – 15, 2018
Location: 3281 NW Koehler Loop, Fort Sill, Oklahoma.
Hours: Friday 5:30-9:00 p.m., Saturday 9:00 a.m.-5:00 p.m.; Sunday 12:00-4:00 p.m.
Last day to enroll or drop without penalty: March 8, 2018

Site Director:

Email: apftsill@ou.edu. Phone: (580) 355-1974.

Professor Contact Information:

Course Professor: David L. Tan, Ph.D.
E-mail Address: dtan@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Andersen, M.L., & Hill-Collins, P. (2015). *Race, class, and gender: An anthology* (9th ed.). Mason, OH: Cengage. ISBN 9781305093614.
2. Supplementary materials will be provided on the course website. Please email the professor a few weeks before class begins to get the URL, username, and password.
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Outline:

- I. Introduction; logistics of course; definitions of diversity and social justice; discuss first paper (collaborative exercise). **Due (no exceptions): Initial personal understanding of cultural diversity and relations (either US or global)**
- II. Dimensions, concepts, and issues of diversity and social justice related to race and ethnicity in US society, the world, the workplace, and other types of formal and informal organizations (mini-lecture, personal assessment, collaborative exercises, class discussions, and video presentations)
- III. Concepts and issues related to social classism and sexism and implications for social justice (mini-lecture, group discussions, and video presentations).
- IV. Issues related to ageism, religious diversity, and sexual orientation and implications for social justice (collaborative exercises, group discussions, and video presentations).
- V. Issues of physical and mental disability, weight and appearance, and concept of reasonable accommodation and implications for social justice (collaborative exercises, case studies, video presentations).
- VI. Possible resolution of diversity and social justice issues (group discussions, collaborative exercises, and simulations). **Due: Group Presentations.**

Assignments, Grading and Due Dates:

Pre-Class Paper (Personal Understanding of Diversity or Social Justice):

Based on the readings from the textbook and/or your personal knowledge and experience with any form of diversity or social justice, write a three to four paged report explaining your personal understanding of the topic (e.g., how do you see or assess the current status of diversity, relations, social justice in the US or elsewhere; why do you think diversity and inclusion conflicts are common place in the US or elsewhere; and how do you think peoples may begin to alleviate or resolve some of the issues you have articulated. These essays will form the bases for initial discussion about diversity, inclusion, and social justice. **Due: the first day of class.**

Group Presentation:

There will be group presentations on the last day of class. Each team is expected to present the group's project to class dealing a significant matter related to diversity or social justice. There will be two forms of evaluation for this component of the course: an intra-team evaluation, and an inter-team evaluation. There will be time and opportunities available during class times for teams to deliberate and prepare for the presentations. More details will be available on the course website. **Due: the last day of class.**

Post-Class Paper:

After class is over, you will be required to write a report describing what you have learned from all class activities, to include materials from the textbook, collaborative exercises, open class discussions, team presentations, and video presentations. Please follow all scholarly and citation requirements. More details will be available on the course website. **Due: two weeks from the last day of class.**

Class Participation:

The quality of your class participation is determined by three factors: (1) your active participation in open class discussions; (2) your participation in collaborative work based on intra- and inter-team evaluations; and (3) the quality of your class presentations.

The penalty for late papers will be a 10% reduction to your overall course grade.

Grading:

This is a letter-graded course: A, B, C, D, or F. The criteria for the student's final course grade are as follows:

Assignment	Due Date	Percent of Grade
Pre-class Assignment (personal understanding of diversity paper)	First night of class	10%
Group Presentation	During class	30%
Post-class Written Assignment	Two weeks after class, April 29, 2018	40%
Quality of Active Participation	During class sessions	20%

At the end of class, there will be an opportunity for you to offer intra- and inter-team evaluations relative to other students' performances in collaborative activities.

The quality of your class participation is determined by three factors: (1) your active participation in open class discussions; (2) your participation in collaborative work based on intra- and inter-team evaluations; and (3) the quality of your class presentations.

The penalty for late papers will be a 10% reduction to your overall course grade.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

David L. Tan, Ph.D.

Education

1985 Ph.D. in Higher Education Administration, University of Arizona

Current Positions

- Advanced Programs Professor since 1993
- Professor and Head, Department of Higher Education & Learning Technologies, Texas A&M University-Commerce (2017-present)
- Professor and Chair Emeritus, Department of Educational Leadership & Policy Studies, University of Oklahoma (1989-2017)
- Graduate Liaison, University of Oklahoma (2010-2017)

Frequently Taught Advanced Programs Courses

- EDAH 5043 Introduction to Research in Adult and Higher Education
- EDAH 5143 Leadership Development in Adult and Higher Education
- EDAH 5940 Assessment in Adult and Higher Education
- EIPT 6033 Research in Education
- HR 5113 Planning Issues in Organizations
- HR 5113 Cultural Diversity in Human Relations
- HR 5033 Seminar in Leadership in Organizations
- HR 5043 Seminar in Organizational Change and Development
- HR 5053 Cultural Diversity and Justice in Organization

Major Areas of Teaching and Research Interest

- Teaching: organizational behavior and theory; organizational strategic planning and assessment; higher education administration; leadership; research methodologies; competency-based education; diversity and justice.
- Research: Organizational and personnel/personal issues (particularly in the higher education setting) affecting strategic change, development, evaluation, leadership, diversity, inclusion, and social justice.

Representative Publications and Presentations

- Jacobs, L.C., Tan, D.L., et al. (2009). *Instructor's Manual (with Test Bank) for Introduction to Research in Education, Eighth Edition*. Florence, KY: Thomson/Wadsworth.
- Tan, D.L. et al. (2007). *Participation in co-curricular activities: views, encouraging and hindering factors, and potential impact*. *College and University*, 82(4).
- Tan, D.L., et al. (2002). *Workable strategies and effectiveness of diversity training*. In M. Davidson and S. Fielden, (Eds.), *Individual Diversity in Organizations: A Handbook in the Psychology of Management in Organizations*. Sussex, UK: John Wiley & Sons.
- Tan, D.L., et al. (1996). *The effects of diversity training on changes in attitudes, awareness, and knowledge among participants*. *Training and Development*, 50(9): 54-55.
- Tan, D.L. (1996). *Post-graduation perceptions of collegiate expectations and achievements*. *College Student Journal*, 30(2): 175-181.
- Tan, D.L. (1996). *Condensed or traditional semester format: Does it make a difference in academic performance?* *Education*, 116(3): 417-422.
- Tan, D.L. (1995). *Do students accomplish what they expect out of college?* *College Student Journal*, 29(4): 449-454.
- Tan, D.L. (1995). *Perceived importance of role models and its relationship with minority student satisfaction and academic performance*. *NACADA Journal*, 15(1): 48-51.

Representative Honors and Awards Received

- Teacher of Year Award, 2008.
- Asian-American Student Life and Asian-American Student Association Award, 2007
- Outstanding Service to the *Journal of College Student Development*, 2003
- Alpha Phi Omega National Service Award, 2000
- Outstanding Contribution Award in Accreditation, 1990
- Presidential Research Recognition Award, 1989
- Presidential Research Excellence Award, 1987
- Vice Presidential Award for Outstanding Service, 1986

Major Professional Affiliations

- PEAQ Evaluator-Consultant, Higher Learning Commission, North Central Association of Colleges and Schools
- AQIP Peer Reviewer, Higher Learning Commission, North Central Association of Colleges and Schools
- Executive Director, Center for Student Affairs Research (CSAR)
- Editorial Board, *College Student Affairs Journal*
- Member and Former Vice Chair, Executive Committee, Southwest Center for Human Relations Studies
- Association for Institutional Research (AIR)
- Oklahoma Association for Institutional Research and Planning (OKAIRP)
- National Consortium for Student Retention Data Exchange (CSRDE)
- Former Editorial Board Member (1997-2003), *Journal of College Student Development*
- Reviewer, Law School Admissions Test (LSAT), American College Testing
- OU Faculty Senate
- American Association for Higher Education (AAHE)