



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5053-494: Diversity and Justice in Organizations

Course Description:

This course focuses on issues of diversity in organizations. It will explore discrimination, oppression and privilege based on race, ethnicity, gender, age, sexual orientation, religion, ability status, and socioeconomic status. Students will study the historical context of group relations and will also examine theories of social justice in relations to group and organizational relations.

The course will expose students to both traditional and contemporary models of diversity policy and the evolution of practices that range from noncompliance to well-articulated international practices. In addition, students will examine issues of fairness in relationship to organizational policies, initiatives and practices that have been developed and implemented to promote and support access, equity and opportunity in modern organizations.

Course Dates:

September 1 – December 31, 2020

Last day to enroll or drop without penalty: August 3, 2020

Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at aponline@ou.edu

Professor Contact Information:

Course Professor:	Jody Worley, Ph.D.
Mailing Address:	University of Oklahoma 4205 E 41 st Street, IJ24 Tulsa, OK 74135
Telephone Number:	918-660-3486
Email Address:	jworley@ou.edu
Virtual Office Hours:	Monday & Tuesday 1-4 pm CST or by appointment
Professor availability:	The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement.

Instructional Materials:

There is no required textbook to purchase for this course. All course instructional materials are 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. Please provide author, title, publication year and ISBN

Recommended Readings (Not Required)

- Byrd, M. and C. Scott (2014). *Workforce Diversity: Current and Emerging Issues and Case Studies*. New York: Routledge.
<http://www.routledgehealth.com/books/details/9780415859035/>

- *Publication Manual of the American Psychological Association*, (6th ed.). **You will be required to submit all written work using this format.** If you choose not to purchase this manual, or do not already have it, most libraries will have a copy for your reference.
- Schrank, R, Myerson, D., & Thomas, R. (2002). *Harvard business review on managing diversity*. Cambridge, MA: Harvard Business School Press. ISBN 9781578517008.
- Academy of Management Learning and Education (Special Issue, September 2008), 7(3).
- Henderson, G. (1994). *Cultural diversity in the workplace: Issues and strategies*. Praeger.
- Dickens, F., J. & Dickens, J. B. (1991). *The Black manager: Making it in the corporate world*, Revised Edition. New York: AMACOM.
- Fernandez, J. P., Davis, J. (1998). *Race gender and rhetoric: The true state of race and gender relations in corporate America*, McGraw Hill.
- Blank, Renee and Slipp, Sandra (1996). *Voices of diversity* New York, AMACOM.
- Bucher, Richard D. (1999). *Diversity consciousness: Opening our minds to people, cultures and opportunities*. Prentice Hall. ISBN: 130803383
- Rasmussen, T., Roe, R. (1995). *The ASTD diversity trainer's sourcebook*, McGraw Hill. ISBN 013948860X.

OU Email:

All official correspondence from instructors will be sent only to students' ou.edu address.

Online Orientation:

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at:

<http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at

<http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: casonline@ou.edu

Course Objectives:

We have a limited amount of time to cover the material necessary to develop a theoretical understanding of organizational behavior and the skill level necessary for proper application of theory in practice.

Because of this time limitation, we will focus on becoming intelligent consumers of the current research on leading theories and best practices. This implies not only a need to operationalize what we mean by "best practices," but also consider who determines what is "best" and how those determinations are made.

With this in mind, this course aims to:

1. Provide a structure by which to recognize, challenge, and seek to change imbalances in power structures that deny equal respect, dignity, and rights to inclusion for the socially marginalized,
2. Recognize the responsibility to act ethically in decision-making that impacts socially marginalized groups,
3. Remind us that human relations is treating people as human beings and recognizing this impact goes beyond our individual actions, but is something that has systemic implications that informs our entire society's way of being, and
4. Recognize social justice as an expected outcome for studying diversity.

Learning Outcomes:

At the end of the course, you should be able to:

1. Explain the concept of diversity as a social construct in organizational contexts and recognize the varying forms.
2. Explain historical and theoretical perspectives of diversity.

3. Conceptualize social perspectives of diversity from a human relations perspective.
4. Explain the need for discourse on social perspectives of diversity in the workforce.
5. Critically analyze the major issues, problems, and challenges related to social perspectives of diversity in the U. S.
6. Conceptualize the meaning of diversity inclusion and equity.
7. Recognize the shift in thinking towards social justice and social change outcomes.
8. Utilize case-study approach for applying diversity related social issues in practice; and
9. Apply social justice advocacy and to practical situations.

Course Outline:

Unit One – Getting Started

- Lesson 1 What is diversity, justice, inclusion, and equity in organizations?
- Lesson 2 Diversity, inclusion, and equity beyond race and gender
- Lesson 3 Implementing a diversity management approach

Unit Two – Issues and Applications

- Lesson 4 Applications and case studies
- Lesson 5 Gender issues
- Lesson 6 Individuals with disabilities
- Lesson 7 Issues for sexual minorities

Unit Three – Diversity Management beyond Race and Gender

- Lesson 8 Beyond race & gender: An expansionist model
- Lesson 9 Diversity management and diversity training in practice
- Lesson 10 Ethical issues in human resource management

Assignments, Grading, and Due Dates:

The primary goal of this course is learning, not evaluation. Students are expected to complete all assigned readings and be familiar with the content. As with many courses taught in the traditional classroom format, there will be required reading and writing assignments.

Late work will have one letter grade deducted from the assignment score, so please plan your work-life-school schedules accordingly.

Reflection Paper: 25%

Note: this assignment should be completed as soon as possible (before class begins, or within the first two weeks of class).

For this first paper, I am interested in your personal insights, not references or quotes from other sources. There are no right or wrong responses. Please format your reflection paper in paragraph format. Each bulleted point (question) below should be answered in one paragraph. This assignment establishes a baseline for your personal insights on diversity and justice.

- How would you define: diversity; diversity inclusion, oppression, marginalization, and social justice?
- What are your thoughts about ways that diversity impacts human relations in workforce contexts?
- How do you view the current state of diversity in the workforce based on your personal experiences?
- What are your thoughts about human relations at the wider community level and its impact on human relations at the organizational (workforce) level?

Deliverable: Minimum 2 ½ to 3 pages personal reflection. In addition to content, I will grade your paper according to quality of writing. This includes mechanical and structural elements of writing. The grading rubric will contain an itemization of points assigned to quality of writing.

The paper should be double-spaced, with pages numbered, Times New Roman, 12-point font. Use the bullet point questions above as subheadings to organize the content of your paper. Do not number your responses. All responses should be written in complete sentences.

Unit Project Assignments

There are lesson assignments associated with each unit that we will cover in this course. Engagement in this course will be evaluated through your participation in each unit session. **There are three unit project assignment due dates**, one for each of the units. Each unit includes three or four lesson assignments that will include discussions and small projects. There is a total of three units (see the course outline). The lesson assignments are not necessarily cumulative, but things that you learn in earlier units/lessons will need to be understood for later units/lessons.

These project assignments are “open book” and “open notes.” The unit assignments constitute 75% of your final course grade. I strongly encourage you to complete each lesson assignment before moving on to the next lesson.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Assignment	Due Date	Percent of Grade
Reflection Paper	Posted on Canvas course site	25%
Unit 1	Posted on Canvas course site	25%
Unit 2	Posted on Canvas course site	25%
Unit 3	Posted on Canvas course site	25%

The final due date for all assignments will be December 31, 2020

Again, the goal of this course is learning, not evaluation. On the other hand, assessment and evaluation are necessary evils of our system of higher education. In this regard, let me assure you that a reasonable effort should result in an acceptable grade. This does not mean that showing up for class and submitting mediocre work entitles a student to an 'A' or even a 'B' for the course. As to the nitty-gritty details, superior performance on all check-ins and the other major assignments will result in a grade of 'A' for the course. Satisfactory completion of assignments with satisfactory performance elsewhere (e.g., class participation) will earn a 'B' for the course. Failure to adequately complete assignments in conjunction with merely adequate class participation and irregular class attendance will result in a grade of 'C.' You must successfully complete *at least* 75% of the course assignments to request an incomplete 'I' for the course. Requests for an incomplete will be approved only when extenuating circumstances prevent completion of the course that are beyond the student's control. Not completing the assignments due to poor planning and/or time management is not an approvable condition.

A standard convention for assigning letter grades for the course will be followed:

A = 90% or greater of total points possible

B = 80% - 89%

C = less than 80%

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.

Policy for Late Work:

Please contact the professor regarding his/her policy for late work

Attendance Policy:

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, email, or fax as needed

Incomplete Grade Policy:

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

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 make 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.

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

Jody Worley, Ph.D.

Education

2006 Ph.D., Educational Psychology-Research Methods and Evaluation. Oklahoma State University, Stillwater, OK

Current Positions

- Associate Professor, University of Oklahoma, Human Relations Department
- Advanced Programs Professor since 2007

Frequently Taught Advanced Programs Courses

- HR5023 Research in Human Relations
- HR5323 Organizational Behavior
- HR5053 Diversity and Justice in Organizations
- HR5113 Work/Life Integration

Representative Publications and Presentations

See: <http://www.ou.edu/cas/humanrelations/our-people/faculty/jody-worley>