



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## HR 5053-493: Diversity and Justice in Organizations

### Course Description:

Human relations professionals perform work that is highly contextualized and centered on service to people. Simply speaking, this means that a human relations professional has a high level of contact and interaction with all types of people. For this reason, human relations professionals need to have a better understanding of the experiences of diverse groups; particularly those that are defined as socially marginalized based on their social identity (race, gender, nationality, age, disability, ethnicity, religion) and who are protected by United States laws and mandates. In many instances, human relations professionals may be involved in representing the rights of protected groups. Towards this end, this course will focus on concept of justice in organizations, and the changing demographics of our society, especially related to race and culture, gender, age, disability, and socio-economic status. Emphasis will be placed on effective organizational management of diversity for social justice outcomes.

### Course Dates:

January 2 – April 30, 2020

Last day to enroll or drop without penalty: December 4, 2019

### 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](mailto:aponline@ou.edu)

### Professor Contact Information:

Course Professor: Dr. Marilyn Y. Byrd  
Mailing Address: 601 Elm, Physical Science Bldg., Room 704  
Norman, OK. 73019  
Telephone Number: 405-325-6405  
Fax Number: 405-325-3302  
E-mail Address: [Marilyn.Y.Byrd-1@ou.edu](mailto:Marilyn.Y.Byrd-1@ou.edu)  
Professor availability: Online office hours will be posted to the course website.

### Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact [apsyllabi@ou.edu](mailto:apsyllabi@ou.edu). Text prices are available online

1. Byrd, M., & Scott, C. (2018). *Diversity in the workforce: Current issues and emerging trends*, (2nd ed). New York: Routledge. ISBN: 9781138731431
2. 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.

### **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](mailto:casonline@ou.edu)

### **Required Software:**

You will need to have Adobe Acrobat Reader and Adobe Flash Player installed on your computer in order to access course documents. If you do not yet have them installed, you can download them here: 1. Adobe Acrobat Reader: <http://get.adobe.com/reader/> 2. Adobe Flash Player: <http://get.adobe.com/flashplayer/>

### **Course Objectives:**

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 about treating people as human beings; 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;
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 Schedule**

<b>Date</b>	<b>Readings, assignments, activities</b>
1/2 – 1/5/20	Getting Started: Read syllabus, learn to navigate the course, <b>participate in introductory discussion post</b>
1/6 – 1/12/20	Chapters 1 and 2

Date	Readings, assignments, activities
1/13 – 1/19/20	Chapter 3
1/20 – 1/26/20	Chapter 4; Reflections on Diversity and Justice Paper <b>due 11:59 pm 1/26/20</b>
1/27 – 2/2/20	Chapter 5
2/3 – 2/9/20	Chapter 6
2/10 – 2/16/20	Chapter 7
2/17 – 2/23/20	Chapter 8
2/24 – 3/1/20	Chapter 9
3/2 – 3/8/20	Chapter 10; Critical Case Study analysis <b>due 11:59 pm 3/8/20</b>
3/9 – 3/15/20	Chapters 11 and 12
3/16 – 3/22/20	Spring Break
3/23 – 3/29/20	Chapter 13
3/30 – 4/5/20	Chapter 14
4/6 – 4/12/20	Chapter 16; Video Report <b>due 11:59 pm 4/12/20</b>
4/13 – 4/19/20	Chapter 17
4/20 – 4/26/20	Chapter 18
4/27 – 4/30/20	Reflection post; Final exam ( <b>available 8 am 4/28/20 until 11: 59 pm 4/30/20</b> )

### Assignments, Grading, and Due Dates:

#### Weekly Discussion Posts.

You will participate in a discussion board topic each week. The discussion topic will relate to the chapter reading for the week. I use an evidence based approach for discussions. An evidence based approach means that your responses contain evidence of a scholarly perspective to support and validate your responses. While I do invite practical work experience, you should include a scholarly perspective that shows evidence of ways that research informs practice. This approach develops your competency to link research to practice. Read more about discussion board participation, including expectations, and evaluation of discussions under the course module “Instructions for Discussion Board Participation.”

#### Reflections on Diversity and Justice (paper)

This is a short paper that establishes a baseline for your personal insights on diversity and justice. Deliverable: minimum 2 full pages, double spaced, Times New Roman font following APA formatting guidelines. Detailed instructions can be found under Modules at the course website in Canvas. **Due 1/26/20; 11:59 pm.**

#### Critical Analysis of a Case Study.

This is a formal, critical analysis of an assigned case from the textbook that requires an application of credible, scholarly sources, including the textbook. Complete instructions and grading rubric are included under the course modules tab at the course website. **Due 3/8/20; 11:59 pm.**

#### Video Report.

You will view a YouTube video lecture, “Leveraging Differences,” presented by Dr. Martin Davidson, Darden School of Business. Dr. Davidson presents a philosophy of leveraging differences which eventually resulted in his book, *The End of Diversity as We Know It*. Your assignment will be to prepare an analysis/critique of Dr. Davidson's lecture that speaks from a business perspective of diversity and consider how his philosophy aligns with or contradicts the human relations philosophy that is a

foundational philosophy for this course. Complete instructions and grading rubric for this assignment are posted in the course under Modules. **Due 4/12/20; 11:59 pm.**

### **Final Exam.**

Online exam consisting of 50 objective type questions. The final exam will cover the chapters covered in the course and other supplemental materials that I post. You will access the final exam from the course navigation bar under Quizzes. **Available 8 am 4/28/20 until 11:59 pm 4/30/20.**

### **Grading:**

This is a letter-graded course: A, B, C, D, or F. A = 900-1000 pts; B = 800-899 pts; C = 700-799 pts. (Rounding .5 and >)

### **Criteria for Evaluation.**

Substantive content and the quality of the writing will be considered in all written assignments, **including discussion board postings.** Substantive content includes closely following instructions for the content of the assignment. Quality of writing covers clarity of expression and organization, appropriate use of references and academic writing style, use of inclusive language, and correct grammar, spelling, and punctuation. APA writing style is required in discussion board postings and written assignments.

### **Overview of Points**

• Introductory discussion post	25
• Reflection post (end of course)	25
• Weekly evidence based discussion posts	450
• Reflections on Diversity and Justice paper	100
• Critical case study analysis	125
• Video Report	125
• Final Exam	<u>150</u>
• <b>Total Points possible</b>	<b>1000</b>

**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 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](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](mailto: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**  
**Marilyn Y. Byrd, Ph.D.**

**Education**

Ph.D., Texas A & M University, College Station. TX.  
MBA, Sam Houston State University, Huntsville, TX.

**Current Positions**

Associate Professor, University of Oklahoma, Human Relations

**Major Areas of Teaching**

- Human Resources for the Human Relations Professional
- Organizational Behavior
- Leadership in Organizations
- Diversity and Justice in Organizations

**Research Interests**

- Organizational social justice and social change
- Spirituality as a response to social oppression
- Organizational social justice ethics (emerging research)
- Experiences of intersectionality in leadership
- Issues emerging from workforce diversity

**Representative Publications and Presentations**

Books

- Byrd, M., & Scott, C. (Editors /Authors). (2018). Diversity in the workforce: Current issues and emerging trends, 2<sup>nd</sup> ed. New York: Routledge.
- Hughes, C., & Byrd, M. (2015). Managing human resource development programs. Palgrave MacMillan
- Scott, C., & Byrd, M. (Editors/Authors). (2012). *Handbook of research on workforce diversity in a global society: Technologies and concepts*. Hershey, PA: IGI

Journal Special Issue (Editor)

Byrd, M. (Ed). (Winter, 2016). Spirituality in the workforce: Philosophical and social justice perspectives. *New Directions in Adult & Continuing Education*. San Francisco: Wiley Publishing. ISBN: 9781119356349

Peer Reviewed Journal Articles

- Byrd, M. Y. (2017). Does HRD have a moral duty to respond to matters of social injustice? *Human Resource Development International*, 1-9. <http://dx.doi.org/10.1080/13678868.2017.1344419>
- Byrd, M. Y. (2016). The enlightened revelation: Toward a spirit-centered, socially just workplace. In M. Byrd (Ed.). *Spirituality in the workforce: Philosophical and social justice perspectives* (pp. 85-94), *New Directions in Adult & Continuing Education*. San Francisco: Wiley Publishing.
- Byrd, M. Y. (2014). Diversity issues: Exploring “critical” through multiple lenses. In J. Gedro, J. Collins, & T. S. Rocco (Eds.), *Critical Perspectives and the Advancement of HRD, Advances in Developing Human Resources*, 16(4), 281-298.
- Byrd, M. (2009). Telling our stories: If we don’t tell them they won’t be told. In Byrd, M., & Stanley, C. A. (Eds.), *Giving Voice: The Socio-cultural Realities of African American women’s leadership experiences, Advances in Developing Human Resources*, 11(5), 582-605.
- Byrd, M., & Stanley, C., A. (2009). Bringing the voices together. In Byrd, M., & Stanley, C. A. (Eds.), *Giving Voice: the Socio-cultural Realities of African American women’s leadership experiences. Advances in Developing Human Resources*, 11(5), 657-666.
- Byrd, M. (2009). Theorizing African American Women’s leadership experiences: Socio-Cultural theoretical alternatives. *Advancing Women in Leadership Journal*, 27(2).

- Byrd, M. (2008). Negotiating new meanings of “leader” and envisioning culturally informed theories for developing African American women in leadership roles: An interview with Patricia Parker, *Human Resource Development International*, 11(1), 101-107.
- Byrd, M. (2007). The effects of racial conflict on organizational performance. *New Horizons in Adult Education and Human Resource Development*, 21(1/2), 13-28. Miami: Florida International University.
- Byrd, M. (2007). Educating and developing leaders of racially diverse organizations. *Human Resource Development Quarterly*, 18(2), 275-279.

#### Book Chapters

- Lloyd-Jones, B., & Byrd, M. Y. (2018). Developing culturally responsive mentoring in the professoriate: A theoretical model. In H. Mackey & E. Murakami, *Beyond Marginality: Understanding the Value of the Intersection of Race, Gender, and Ethnicity in Studying Educational Leadership*. Information Age Publishing Inc
- Byrd, M. Y., & Lloyd-Jones, B. (2016). Developing a social justice-oriented workforce diversity concentration in human relations academic programs. In C. L. Scott & J. D. Sims (Eds.) *Developing workforce diversity programs, curriculum, and degrees* (pp. 179-196). Hershey, PA: IGI.
- Byrd, M. Y. (2016). Selective Incivility: A micro aggression targeting racial and ethnic groups in the workplace (pp.123-149). In M. F. Karsten (Ed). *Gender, race, and ethnicity in the workplace: Emerging issues and enduring challenges* (pp. 123-149). Santa Barbara, CA: Praeger.
- Byrd, M. (2016). Women of Color in leadership. Rendering the invisible visible. In R. Alavi (Ed.) *Ethics and leadership*. Dubuque, IA: Kendall Hunt.
- Byrd, M. (2014). A social justice paradigm for human resource development: Philosophical and theoretical foundations. In N. Chalofsky, T. Rocco, & M. L. Morris, *Handbook of Human Resource Development: The Discipline and the Profession* (pp. 281-298). Hoboken, NJ: Wiley.
- Byrd, M., & Hughes, C. (2014). A paradigm shift for diversity management: From promoting business opportunity to optimizing lived career work experiences. In Hughes, C. (Ed.), *Impact of Diversity on Organization and Career Development*. Hershey, PA: IGI Global.
- Byrd, M. (2012). Critical race theory: A framework for examining social identity diversity of Black women in positions of leadership. In C. Scott & M. Byrd (eds.), *Handbook of research on workforce diversity in a global society: technologies and concepts*. (pp. 426-439), Hershey, PA: IGI
- Byrd, M., & Chlup, D. (2012). Theorizing African American women’s learning and development in predominantly white organizations: Expanding the conversation on adult learning theories. In C. Scott & M. Byrd (eds.), *Handbook of research on workforce diversity in a global society: technologies and concepts*. (pp 38-55), Hershey, PA: IGI

#### Book Chapter Invited

Byrd, M. (2012). Theorizing leadership of demographically diverse leaders. In M. Paludi (ed.), *Managing Diversity in Today's Workplace: Strategies for Employees and Employers (Women and Careers in Management)*. Santa Barbara, CA.: Praeger (ABC-CLIO).

#### Media Review Invited

- Byrd, M. (2017). The History of Human Resource Development by Gosney & Hughes, *New Horizons in Adult Education and Human Resource Development*
- Byrd, M. (2013). The end of diversity as we know it by Martin Davidson. *Human Resource Development Quarterly*, 24(2), 269-275.

#### Representative Honors and Awards Received

- Recognized for Leadership, Academy of Human Resource Development
- Member Spotlight, May, 2012, Academy of Human Resource Development

#### Major Professional Affiliations

- Academy of Human Resource Development (AHRD), Board of Directors (appointment 2017-2020)
- Society of Human Resource Management (SHRM)

## **Editorial**

- Editor in Chief, *Advances in Developing Human Resources* journal (2018-2021)
  - Associate Editor, *Advances in Developing Human Resources* journal (2012-2018)
- Editorial Board, *Human Resource Development Quarterly*
- Editorial Board, *Human Resource Development Review*