HR 5053 - 104: 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 human relations professional have 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.

Class Dates, Location and Hours:

Dates: March 4 – 10, 2019
Location: Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202.
Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.
Last day to enroll or drop without penalty: February 3, 2019

Site Director:

Email: apwashington@ou.edu. Phone: 703-418-4800.

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
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 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. 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.

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 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;
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

Note: Chapter readings should be completed **before** coming to class. Written assignments are due the beginning of the class period indicated.

Monday 3/4/19

Introductions; review syllabus; clarify assignments and other course logistics
Assigned readings:
- Chapter 1. Historical Perspectives
- Chapter 2: Theoretical Frameworks

Lecture will also cover the background of human relations and special topic on ethical frameworks

Tuesday 3/5/19

Assigned readings:
- Chapter 3: Exploring the Relationship Between the Organizational Culture and Diversity in the Workforce
- Chapter 4: Race and Diversity in the Workforce

Lecture, interactive exercises, activities, case discussions
- **Personal Reflection Paper (Assignment #1) due to Canvas by 11:59 CST pm.**

Wednesday 3/6/19

Assigned readings:
- Chapter 5: Gender and Diversity in the Workforce
- Chapter 8: Social Class and Diversity in the Workforce
- Chapter 10: Intergenerational Tensions in the Workforce

Lecture, interactive exercises, activities, case discussions
Meet in groups for developing group project

Thursday 3/7/19

Assigned readings:
- Chapter 13. Visible and Invisible Disabilities in the Workforce
- Chapter 14. Re-Emergence of Racial Harassment and Racial Hate Symbols in the Workforce

Lecture, interactive exercises, activities, case discussions
Meet with group to finalize project

Friday 3/8/19

Assigned reading:
- Chapter 16. Underrepresentation of Diversity in the Scientific, Technical and Film Workforce
- Chapter 17. Social Identity Diversity and Leadership in the Workforce
  - Meet with group to work on group assignment

Saturday 3/9/19

Assigned reading:
- Chapter 18: Re-conceptualizing and Re-visioning Diversity

Social Justice Advocacy Roundtable Discussions **(Individual) (Assignment #2)**
Social Justice for Leaders Workshops **(Group Project) (Assignment #3)**

Sunday 3/10/19

Course wrap up
Final Exam

Assignments, Grading, and Due Dates:

Assignment 1: Personal Reflection Paper – upload to Canvas no later than 3/5/19, 11:59 Central time - 125 points

Note: this assignment can be completed pre-seminar. 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 should represent a 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?
- How do you view the current state of human relations and social justice?
- 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.

Papers should be formatted in accordance to the APA 6th edition. You must include a properly formatted title page and a reference page. All papers will be in essay-paragraph format. Do not number responses. Papers will be double-spaced pages numbered, Times New Roman, 12 pt. font. Use subheadings as appropriate to organize the content of your papers. Please begin all papers with an introductory paragraph that gives purpose and previews the discussion. Include a concluding paragraph that summarizes main points and brings closure. All responses should be given using complete sentences.

The following is a good resource for APA formatting:
https://owl.english.purdue.edu/owl/resource/560/01/

Assignment 2: Social Justice Advocacy Roundtable Discussion (Individual) in class discussion; 150 points

You will locate and collect information on a social advocacy group via Internet sources. I suggest you lean towards social advocacy that supports the marginalized group that will be the focus of your final paper. This is not a presentation in the general sense of classroom presentation; rather an informal thought sharing about how social advocates are working toward social change on behalf of this group. I will be looking for: 1) a detailed description about the group, 2) initiatives put forth; 3) initiatives pending; 4) has any lobbying occurred to change law? Finally, 5) you will propose an initiative that you believe is needed to advocate for social justice for this marginalized group. While the workforce and organizational contexts are the main focus of this seminar, for the purposes of this discussion, you may look at larger national social advocacy groups.

This will be an interactive discussion. Therefore, prepare 3 discussion questions to engage the class and gain their insight on the social justice advocacy group. You may use visuals as you deem appropriate.

Deliverable:

In class 15-minute discussion on 3/9/19. There is no written component. Detailed instructions and grading rubric will be uploaded to Canvas.

Assignment 3: Social Justice for Leaders Workshop (Group Project) in class - 200 pts.

In this assignment, you will work in teams of 3-4 (depending on final class enrollment) and design an interactive workshop to be presented on the last day of class. For this assignment, your group will be assigned one of the below workshops. Your group are social justice facilitators that have been asked to conduct leadership development in social justice. The audience (workshop participants) are leaders from a variety of professions and industries. You will be given some time in class to plan the workshop, although you should assume that some collaboration will need to take place outside of class. It is not expected that you meet outside class, but you should take advantage of the many ways that you can connect via technology.

Workshop: Social Justice: Walking the Talk

Over the past decade, the verbiage used to approach diversity has included tolerance, acceptance, celebration and awareness, evolving into today's buzz word, inclusion. The question remains whether or not these initiatives actually manifests into social justice and social change outcomes. The purpose of this workshop is to acknowledge that to "walk the talk" and embrace social justice outcomes means taking risks, naming assumptions and judgments, and acknowledge our individual role in supporting systematic oppression.

Workshop: Diversity and Inclusion: What Every Leader & Advisor Needs to Know

In this workshop, participants will have the opportunity to explore and discuss how issues of diversity, inclusion and exclusion are reflected in the workplace environment. This begins with an exploration of the concept of our individual identities and building awareness of others identities.

Workshop: The Cycle of Prejudice

Before we can effectively oppose prejudice, it is first necessary to truly understand it. In this workshop, participants will engage in activities and discussions to help them:

- Recognize the destructive conditioning that promotes the development of prejudice
- Identify the incremental levels and cycles of prejudice
- Consider proactive ways in which they can challenge and reverse prejudice and oppression

Workshop: Micro-aggressions: Interrupting, Deconstructing, and Dismantling

This workshop characterizes situations where micro-aggressions may occur in the workplace, and its impact these experiences have on both target and perpetrator. The workshop will provide basic information about the manifestation and impact of micro-aggressions in interpersonal encounters in the workplace. Strategies and techniques for leaders and managers in combating micro-aggressions will be covered.

Detailed instructions for this assignment will be uploaded to Canvas including a grading rubric.

Final Exam. You will take an objective type final exam that will consist of 50 multiple choice, true false, and at least (2) discussion questions. **200 pts**

Class Participation

To earn 100 points for active participation you must attend all class sessions, contribute to class discussions, and participate in small group breakouts. Most class sessions will involve small group collaborative work. You can expect that groups will, from time to time, report back in the larger class. Therefore, at the end of the week, you will be required to evaluate each other's participation which will be included in determining participation points.

Grading

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

Assignment	Due Date	Points
Assignment 1: Personal Reflection Paper	3/5/19; 11:59 Central Time; Canvas	125
Assignment 2: Social Justice Advocacy Roundtable Discussions	3/9/19 (individual)	150
Assignment 3: Social Justice Workshop for Leaders	3/9/19 (group project)	200
Final Exam	3/10/19	200
Class Participation	All sessions	150
Total Possible	NA	825

Points earned will be based on the following letter grade equivalency (rounding will be applied as needed): 742 & above=A; 660-741=B; 577-659=C; 495-576=D

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.

"Safe Space" Policy

In this course there may be occasions when topics are controversial. It is not the goal of this course to impose a way of thinking upon you that you do not agree; rather to challenge you to view marginalization, oppression, and social justice from a perspective you may not have previously considered. While you are welcome to offer your viewpoints, please recognize that in a learning environment, all classroom discourse should exhibit respect for all persons, not only within the confines of the classroom but also in general. Class discussion allows for disagreement; however, comments should be sustained by supported evidence, and not to be unsupported assertions of opinion, and never (personal) attacks. Incivility or rudeness of any kind is unacceptable.

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 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. 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/

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, 2nd 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*