



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR5053-220: Diversity and Justice in Organizations

Course Description:

This course focuses on all key dimensions of cultural and cross-cultural diversity and relations (including but not restricted to race, ethnicity, nationality, class, gender, religion, sexual orientation, disability, and age) in various forms of organizations, with implications for problem-solving, conflict resolution, human resource development, leadership development, and organizational development.

Class Dates, Location and Hours:

Dates: September 10 – 15, 2019

Location: Vilseck, Germany. Please contact Site Director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: August 12, 2019

Site Director:

Email: apvilseck@ou.edu. Phone: CIV 011-49-9662-83-2069; DSN 476-2069.

Professor Contact Information:

Course Professor: David L. Tan, PhD

Email Address: dtan@ou.edu

Professor availability: The professor will be available via email 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. Wise, T. (2011). *White like me: Reflections on race from a privileged son*. Berkley, CA: Soft Skull Press. ISBN 9781593764258.
2. Coates, T.N. (2015). *Between the world and me*. New York: Spiegel & Grau. ISBN 9780812993547.
3. Fisher, R., Ury, William, & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in* (3rd ed.). New York: Penguin. ISBN 9780143118756.
4. Stone, D. (2010). *Difficult conversations: How to discuss what matters most* (10th ed.) ISBN 9780143118442.
5. 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:

- Gain knowledge about different theories of justice and social justice;
- Increase ability to have difficult dialogues and informed discussions;
- further improve knowledge, understanding, and appreciation of inclusive excellence;
- examine the effects of racism, ethnocentrism, sexism, heterosexism, and the other “isms” in everyday work and life
- articulate the complex issues involved in managing diversity in the military and other places of work;
- understand skills, policies, and processes that may foster a culture that affirms inclusive excellence in the military and other places of work;
- acquire skills to create workshops, action plans, and trainings related to inclusive excellence;
- analyze issues of power and privilege.

Assignments, Grading and Due Dates:

Assignment #1 Reflection Essays

Please read Tim Wise, *White like me* and Ta-Nahisi Coates, *Between the world and me* and write **2 separate reflection essays** (one essay per assignment). Each reflection essay should be 4-pages in length. Any essay that is not 4-pages in length will receive a 20-point deduction. The objective of each reflection essay is to demonstrate that you can provide a critical analysis of a given situation described in each reading.

Format for each essay:

1. provide a 1 paragraph summary of the text;
2. explore 2-3 conflicts for the main character(s) **and** discuss the sources of the conflict(s);
3. discuss your perspective of the conflict;
4. discuss 2 social justice issues that you feel the book highlights;
5. explore possible solutions for these social justice issues;
6. provide your overall assessment of the text; this is not an opportunity to discuss why you liked/disliked the book but for you to provide a critical analysis which puts the book into a larger social context.

The Reflection Essays are due to the Canvas Tuesday September 10th at 4:30pm (this is the first day of class). Please bring a hard of digital copy of your essay to class to reference during our discussion.

Essay submission:

All typed assignments will be submitted via Canvas. Your work should be typed using Times New Roman Font with 12-point letter size. Double-space your work, and do not place any extra spaces between your paragraphs. Please use the tab key to indicate a new paragraph. Please do not add titles or a title page to your work. **Any paper lacking the correct format will lose 10 points.** Please use the following heading for all of your papers:

Your Name
The Date
Diversity and Justice 5253-221
Assignment Name
Dr. Lupe Davidson

All of this information should be single-spaced and located on the **left-hand corner** of your document. While still in single-space, hit the return key three times. After that, start your text. Your text should be double-spaced. **Note: we will use a different format for the Action Plan.**

Assignment #2: In-Class Exam

You will have a comprehensive written examination on the last day of class. The exam will cover all the readings and lecture materials and will be a mixture of objective (i.e., true/false and multiple choice) and short-answer essay questions. You will receive a study guide on the first day of class.

Assignment #3: Social Justice Action Plan

As a final project, you will develop an action plan for responding to a **specific** scenario **from a list of topics or one approved by the professor**. The action plan will be developed in response to a set of criteria that you will be asked to address.

Late Work:

It is my policy not to accept late work though I will be flexible should the situation warrant it. Please make every effort to submit your work on time.

Grading:

This is a letter-graded course: A, B, C, D, or F. The class is worth a total of 500 points:

Points Distribution

A	500-450
B	449-400
C	399-350
D	349-300
F	<300

Assignment	Due Date	Points
Reflection Essay on <i>White like Me</i>	First Day of Class	100 point
Reflection Essay on <i>Between the world and me</i>	First Day of Class	100 points
Exam	Last Class Session	100 points
Action Plan	Saturday, September 21st at 11:59PM	150 points
Course Engagement	Assessed throughout the course	50 points

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)