



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## HR 5053-221: Diversity and Justice in Organizations

### Course Description:

This course focuses on the topics of social justice and inclusion within organizations from a variety of perspectives. Using research, case studies and personal experience, students will explore and frame discussions of the egalitarian concepts of fairness, equality and opportunity, while utilizing their understanding of these issues to examine the practices of both governmental and private sector organizations.

### Class Dates, Location and Hours:

Dates: February 25 – March 1, 2020

Location: Spangdahlem AB, Germany. Students should check with 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: January 27, 2020

### Site Director:

Email: [apspangdahlem@ou.edu](mailto:apspangdahlem@ou.edu). Phone: DSN 452-7555, CIV 06565-61-7555.

### Professor Contact Information:

Course Professor: Allen A. Cannon, Ph.D.

Mailing Address: PSC 333 Box, 2704

APO AP, 96251

Telephone Number: (82) 10-2890-2426

E-mail Address: [aacannon@ou.edu](mailto:aacannon@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](mailto:apsyllabi@ou.edu). Text prices are available online

1. Finsterbusch, Kurt. (2016). *Taking sides: Clashing views on social issues* (20<sup>th</sup> ed.). Columbus, OH: McGraw-Hill. ISBN: ISBN-13: 978-1260180299. ISBN-10: 1260180298.
2. Brown, N, Tubelle de Gonzalez, L and McIlwraith, T. (2017). *Perspectives: An Open Invitation to Cultural Anthropology*, 2017 American Anthropological Association American Anthropological Association 2300 Clarendon Blvd, Suite 1301 Arlington, VA 22201 ISBN: 978-1-931303-55-2. This part is made available through the Open Textbook Library. You can access open textbooks

via the OU Library. Download the E-book at the following URL: <http://perspectives.americananthro.org/ebook.php> . You are given the option of downloading the textbook as a PDF file or as an e-reader file. It is recommended that you download the PDF file, which can be viewed without the need of an E-Reader. Page numbers of book chapters are also referenced by PDF page numbers.

**Course Objectives:**

Upon completion of this course, students will:

- Understand course terminology;
- Recognize the role of government in enforcing and inclusion practices;
- Examine current barriers to optimal use of inclusion and diversity in the workplace; and to
- Distinguish organizations that value and effectively integrate diversity in the workplace.

**Teaching Philosophy**

This course is intended to create an environment in which both the students and instructor bring their experiences and knowledge to the discussion forum, with hopes of creating a successful learning experience. The role of the instructor is to facilitate and guide student learning. The role of the student is to be an active, responsible, and dedicated learner. **The topics discussed in this course can be sensitive.** All are expected to respect the learning processes of others and to dialogue in a mature and tactful fashion.

Students should contact the instructor if they are unclear regarding course expectations or outcomes. This syllabus is a guide only; it is not conclusive.

**Modifications to assignments can and may be made by the instructor at any time to facilitate the learning process and to suit the dynamics of the course.**

**Course Schedule (Subject to Change):**

The course will be organized as follows: **(this schedule is subject to change, as I reserve the right to alter this plan according to the flow of discussion and other circumstances.)**

Day	Discussion Topic	Taking Sides Units
Tuesday	Introductions, Social Justice	Turn in Introductory Essay Unit 1: Culture and Values Read: Does Social Media Have Largely Positive Impacts on its Users?
Wednesday	Review of Papers, Egalitarianism, Meritocracy	Unit 1: Culture and Values, Unit 4: Political Economy and Institutions Read: Is it Necessary to Become Less Consumerist? Read: Issue: Has Gender Equality come a Long Way?
Thursday	Affirmative Action, Class in America	Unit 3: Stratification and Inequality Read: Is Increasing Economic Inequality a Serious Problem?
Friday	Gender issues	Unit 2: Sex Roles, Gender, and the Family Read: Is Same Sex Marriage Harmful to America? Issue: Has Gender Equality Come a Long Way?
Saturday	Recap, Test, Presentations	Recap of materials covered, test of vocabulary
Sunday	Presentations	Presentations

Day	Discussion Topic	Taking Sides Units
Throughout	Terminology from the, “Perspectives: An Open Invitation to Cultural Anthropology	Students will be presented a list of terminology to learn throughout the seminar

### Assignments, Grading and Due Dates:

#### Introductory Essay: Hardcopy due first night of class.

Compose a five to seven (of content) page essay (APA, Times New Roman 12 pt. font, double spaced, 1 inch margins). Cover a cover page and references list. Reference the OWL at Purdue University for an example of an [APA formatted essay](#). Include at least **eight scholarly references** involving theories, concepts and issues related to Social Justice, diversity and inclusion.

Essay topic: Explain what diversity and social justice means to you. What has been your experience of diversity and social justice thus far in your life (if any).

#### Reading Assignments:

Students are expected to read the assigned text chapters and lectures as assigned on Canvas course interface.

#### Class Participation or Discussion:

Class participation is an essential element of this course.

**Exam: There will be exam on Saturday, testing students’ knowledge of social-justice related terminology.**

#### Narrated Presentation:

**The presentation be presented Saturday and Sunday.**

- You will select a topic inspired by an issue or chapter from the “Social Justice” text for your presentation and an organization.
  - You will notify the instructor in advance of the topic you wish to present, providing details concerning why you chose the topic.
- Discuss the core issues relating to the topic.
- Present in detail the arguments of both the “pro” and “con” presenters.
- Explain how this topic relates to social justice.
- Choose an organization that has dealt with the social justice aspects of this topic?
  - What was the issue?
  - What stance did they take?
- Present your own perspective on the topic.
- You must include additional scholarly research, beyond the text, to support your argument.
- Did your research reinforce or expand your perspective on the topic?
- Creativity is encouraged during presentations.

#### Final Essay:

This assignment is due one week after the completion of the course (**8 March**). This due date may change based upon the due dates for grades at the end of the semester. The purpose of this essay is an opportunity for students to again showcase your writing skills and to highlight your understanding of the terminology and absorption of the materials presented in the texts and throughout the course.

This final essay will be used to expand upon the topic presented in your narrated presentation. Compose a five to seven page essay (APA, Times New Roman 12 pt font, double spaced, 1 inch margins) using at least **fifteen scholarly references** involving theories, concepts and issues related to Social Justice and inclusion within a real, existing organization.

You should address the following points in your paper:

- Explain the nature and core issue of the topic.
- Explain the opposing arguments presented by two authors?
- Explain the concept of Social Justice and how it relates to your topic.
- Provide an example of an organization that has been intrinsically linked to the topic.
  - What was the organization's stance on the topic and how was, if it was at all, resolved or remedied?
  - What paradigms, organizing principles, or theoretical underpinnings were used?
  - Were benchmarks developed regarding the issue?
  - Do you agree with the resolution mechanism?
- How has your own perspective altered or remained the same regarding the issue?
- What are some important lessons that can be learned from this particular experience?

**Grading:**

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

<b>Assignment</b>	<b>Due Date</b>	<b>Percent of Grade</b>
Introductory Paper	Turn in first night of the class	30%
Class Participation	Throughout the course	20%
Narrated Presentation	Due the end of Week Ten	30%
Final Essay	Due one week after the end of the course	20%

**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](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. 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**

**Allen A. Cannon, Ph.D.**

### **Education**

- 2013 Doctor of Philosophy, Organizational Leadership, Univ. of Oklahoma, Norman OK
- 2019 Master of Instructional Technology, Fort Hays State University, Fort Hays, KS
- 2014 Master of Interdisciplinary Studies, with an emphasis in International Relations, University of Oklahoma
- 2004 Master of Human Relations, Univ. of Oklahoma, Norman, OK

### **Current Positions**

- Chief, Workforce Development Section, United States Army Garrison Humphreys/DHR
- Adjunct Professor, University of Oklahoma
- Adjunct Associate Professor, University of Maryland University College

### **Major Areas of Teaching and Research Interest**

- Organizational Development
- Leadership in Organizations
- Issue Framing
- Intercultural Communications
- Multicultural Issues
- Organizational Communications
- Political Communications
- European Union Politics
- Immigration Issues