



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5053-491: 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, 2018

Last day to enroll or drop without penalty: August 3, 2018

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.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhcg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Thomas, R. R., Jr. (1992). *Beyond race and gender: Unleashing the power of your total workforce by managing diversity*. New York: Amacom. ISBN 9780814478073.
2. Wright, R. (2007). *Black boy*. New York: Harper Collins. ISBN 9780061130243.
3. 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.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

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, we will aim to achieve the following goals:

1. Demonstrate a detailed understanding of historical accounts, experiences and treatment of diverse populations
2. Communicate critical frameworks for understanding diversity in organizations
3. Communicate critical frameworks for understanding social justices in organizations
4. Articulate understanding of the relationship between “social justice” and “organizational justice”
5. Identify research that examines diversity policies, initiatives and practices in organizations

Course Outline:

Unit One – Getting Started

- Lesson 1 What is diversity, justice and equality in organizations?
- Lesson 2 Managing diversity - inclusion
- Lesson 3 Pragmatic actions involved in 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

Tentative Schedule for Reading Assignments (references below are listed in alphabetical order. Information on page four matches these readings with specific course assignments.)

- **BRG** = Thomas, R. (1991). *Beyond race and gender*:
- **BB** = Wright, R. (1937). *Black boy*.
- **Avery**, D. R. (2011). Support for diversity in organizations: A theoretical exploration of its origins and offshoots. *Organizational Psychology, 1*, 239-256. DOI: 10.1177/2041386611402115
- **Barnett**, R. C., & Hyde, J. S. (2001) Women, men, work, and family: An expansionist theory. *American Psychologist, 56*, 781-796.
- **Bezukova** K., Joshi, A., & Jehn, K, A., (2008). Diversity training research in organizational settings: A theoretical review and integration. Unpublished manuscript received via email from third author on June, 2, 2008 [OB@AOMLISTS.pace.edu] Organizational Behavior Division Listserv. This will be provided in class.
- **Cascio**, W. F., & Aguinis, H. (2005a). The law and human resource management. In W. F., Cascio and H. Aguinis (Eds.), *Applied Psychology in Human Resource Management (pp.15-42; 455-473)*, 6th Edition. Upper Saddle, NJ: Prentice Hall.
- **Cascio**, W. F., & Aguinis, H. (2005b). Ethical issues in human resource management. In W. F., Cascio and H. Aguinis (Eds.), *Applied Psychology in Human Resource Management (pp.455-473)*, 6th Edition. Upper Saddle, NJ: Prentice Hall.
- **Day**, N. E., and **Greene**, P. G. (2008). A case for sexual orientation diversity management in small and large organizations. *Human Resource Management, 47*, 637-654.
- **Fassinger**, R. E. (2008). Workplace diversity and public policy: Challenges and opportunities for psychology. *American Psychologist, 63*, 252-268.

- **Kulkarni, M.** (2011). Contextual factors and help seeking behaviors of people with disabilities. *Human Resource Development Review*, 11, 77-96. DOI: 10.1177/1534484311416488.
- **Meyerson, D. E., and Fletcher, J. K.** (1999). A modest manifesto for shattering the glass ceiling. *Harvard Business Review*, 127-136.
- **Thomas, D. A.** (2001). The truth about mentoring minorities: Race matters. *Harvard Business Review*, April, 99-107.
- **Thomas, D. A., and Ely, R. J.** (1996). Making differences matter: A new paradigm for managing diversity. *Harvard Business Review*, Sept.-Oct., 1-12.
- **Thomas, R. R.** (1990). From affirmative action to affirming diversity. *Harvard Business Review*, March-April., 107-117.
- **Triana, M.** (2011). A woman's place and a man's duty: How gender role incongruence in family life can result in home-related spillover discrimination at work. *Journal of Business Psychology*, 26, 71-86. DOI: 10.1007/s10869-010-9182-5

See the course web site for details and due dates on all lesson assignments

- **Unit 1**

- Lesson 1 - Introductions: What is diversity, justice and equality?
 - BRG – Preface and pp. 1-33
- Lesson 2 - Managing diversity: Models and paradigms for practice
 - Thomas, R. (1990). From affirmative action to affirming diversity.
 - Thomas and Ely (1996). Making differences matter: A new paradigm for managing diversity.
 - Fassinger (2008). Workplace diversity and public policy
 - Cascio and Aguinis (2005). The law and human resource management. *p. 15-42.*
- Lesson 3 - Pragmatic actions involved in implementing a diversity management approach
 - BRG pp. 34-59

- **Unit 2**

- Lesson 4 - Applications and case studies
 - BRG pp. 72-96
 - Thomas, D. (2001). The truth about mentoring minorities: Race matters
 - Begin reading *Black Boy*
- Lesson 5 - Gender issues
 - Meyerson and Fletcher (1999). A modest manifesto for shattering the glass ceiling.
 - Triana (2011). A woman's place and a man's duty
 - O'Reilly and Main (2012). Women in the boardroom: Symbols or substance?
- Lesson 6 – Individuals with disabilities
 - Kulkarni (2011). Contextual factors and help seeking behaviors of people with disabilities.
 - Hamilton and Torraco (2013). Integrative review of the literature on adults with limited education and skills and the implications for human resource development
- Lesson 7 - Issues for sexual minorities

- Day and Greene (2008). A case for sexual orientation diversity management in small and large organizations
- **Unit 3**
 - Lesson 8 - Beyond race & gender: An expansionist model
 - Barnett & Hyde (2001). Women, men, work, and family: An expansionist theory.
 - Fassinger (2008). Workplace diversity and public policy
 - Lesson 9 - Diversity management and diversity training in practice
 - Avery (2011). Support for diversity in organizations
 - Bezukova, et al. (2008). Diversity training research in organizational settings: A theoretical review and integration.
 - Lesson 10 – Ethical issues
 - Cascio and Aguinis (2005). Ethical issues in human resource management. *p. 455-473.*
- **Reflection Paper Assignment Due at the end of the course**
 - Finish reading *Black Boy*

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.

Reading and writing assignments

As with many courses taught in the traditional classroom format, there will be required reading and writing assignments.

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. 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.

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

Reflection Paper: 25%

Discuss issues of diversity and justice in organizational contexts as reflected in *Black Boy*, by Richard Wright. This will be due at the end of the course. Details about the assignment are available on the course web site.

Grading:

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

Assignment	Due Date	Percent of Grade
Unit 1	Posted on Canvas course site	25%

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

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 Incomplete 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

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>