



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## HR 5053-107: Diversity and Justice in Organizations

### Course Description:

The purpose of this course is to introduce students to theoretical and practical ideas about *diversity in organizations*, increase understanding of the concept of justice in organizations, reduce discrimination, and increase knowledge to lead more effectively across difference. It will improve students' ability to address diversity and fairness as a manager and employee. Students will also consider diversity and justice at the organizational and community levels, exploring how organizations can identify and address disparities that exist within their workplaces. Dimensions of diversity can include people of different races, religions, ages, sexual orientations, genders and physical abilities. This course also considers approaches that seek to transcend the presence of a diverse group of individuals to encompass their involvement, participation and access.

### Class Dates, Location and Hours:

Dates: August 12 – 18, 2019

Location: Hurlburt Field, Florida. Class will be held in Bldg. 90220, 221 Lukasik Ave.

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: July 14, 2019

### Site Director:

This military installation is not open to the general public. In order to take courses at this installation, students must have a current military or Department of Defense identification card which allows them to access the installation.

Email: [aphurlburt@ou.edu](mailto:aphurlburt@ou.edu). Phone: 850-581-3000.

### Professor Contact Information:

Course Professor: Brenda Lloyd-Jones, Ph.D.

Mailing Address: 4502 E 41 St.

Tulsa, OK 74135

Telephone Number: (918) 660-3483

Email Address: [blloydjones@ou.edu](mailto:blloydjones@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. Adams, Maurianne (Ed.) (2013). *Readings for Diversity and Social Justice* (3rd ed.). New York, NY: Taylor & Francis.
2. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association (**optional**)

**Course Objectives:**

**Students will:**

1. define the constructs of diversity and inclusion;
2. discuss the opportunities and challenges that diverse and inclusive settings present;
3. become familiar with the basic theoretical perspectives that inform our understanding of human diversity and related issues in the US;
4. examine the issues of diversity and inclusion in the workplace settings and other contexts; and
5. analyze the ways in which issues of diversity, inclusion and equity impact individuals and groups within organizations and communities

**Course Outline:**

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|---|--|
| 1. Conceptual Frameworks                    | Section 1: Pages 21-35                               |
| 2. Racism                                   | Section 2: Pages 65-73                               |
| 3. Classism                                 | Section 3: Pages 157-171                             |
| 4. Religious Oppression                     | Section 4: Pages 243-250                             |
| 5. Sexism                                   | Section 5: Pages 323-329 & Pages 340-342             |
| 6. Heterosexism &<br>Transgender Oppression | Section 6: Pages 391- 402<br>Section 7: Page 432-437 |
| 7. Ableism                                  | Section 8: Pages 481-489                             |
| 8. Ageism & Adulthood                       | Section 9: Pages 542-549 & Pages 559-565             |
| 9. Working for Social Justice               | Section 10: Pages 594-601 & Pages 612-618            |

**Assignments, Grading and Due Dates:**

**Paper 1: Diversity in the New (25 points, due Sunday August 11 by 11 p.m.)**

Issues of diversity and inclusion are constantly impacting our workplaces and communities. Therefore, it is important to remain current knowledgeable about diversity issues. You will write and submit a 4-6-page academic paper (not including title and reference pages). Identify and analyze a current (within the past 3 months) issue of diversity identified in a newspaper or magazine article. Use definitions, concepts, and theories from at least one (1) of the assigned readings from the course textbook to unpack and discuss the newspaper or magazine article. Also, in your paper, explain how the article's main premise features a diversity issue. Remember to include citations within the paper. Submit the article or link to the article with your paper via Canvas. Guidelines for this paper follow:

Introduction: 5 points

- Include a statement that explains the purpose of your paper.
- Include an overview or foreshadowing of your paper.

Discussion: 10 points

- Identify, define and describe the terms, concepts, and theories you have selected to analyze (unpack) and discuss your article.
- Make scholarly links and practical connections between essay terms/concepts/theories and information shared in Dr. Henderson's interview, making clear how Dr. Henderson's lived experience is a diversity-related issue.

Implications: 5 points

- How can you apply your analysis to diversity issues in modern organizations?
- What did you learn in this assignment that you may not have known prior to this work?

Conclusion: 5 points

- Include 'take-a-ways' from your analysis of the essay contents and the article you selected.
- Include logical reflections that follow from your analysis. In other words, what did you learn about the article you selected using the definitions, concepts, and theories from the assigned essays? Remember to use the terms, concepts and theories when responding to this question.

### **Presentation: Diversity in the News (25 points, due August 13-18)**

Students will develop a presentation based on their Diversity paper. Presentations should provide a brief overview of the article, use definitions, concepts and theories from course text and materials to analyze the article and explain the ways it fits into the category of diversity. The presentation should be approximately 20-30 minutes, allowing 10 extra minutes at the end of the presentation for questions and answers (Q & A). Guidelines for presentation follow:

- Organization of material presented and use of time.
- Demonstrate logical thought process, in-depth analysis, and persuasiveness.
- Integrate strong delivery features including vocal variety-volume, inflection, and enunciation.
- Use effective eye contact, and do not read presentation to class members.
- Use appropriate gestures—body language, movement, and posture.
- Incorporate class involvement and interaction. Consider using exercises, questions, or other methods to engage class members.
- Use of audio/visual aids, including PowerPoint, Prezi or similar equivalent are allowable.
- Whereas presentation aids are desirable, students should also be prepared to present without them in case of technology failure.

### **Exam (25 points, Sunday August 18)**

Students will complete an exam at the final class session. The exam will comprise items from the course text and materials presented in class and will assume a multiple-choice question format.

### **Paper 2: A Conversation with Dr. Henderson (25 points, due Sunday August 25 by 11p.m.)**

<http://videos.oeta.tv/video/2365268209/>.

For this assignment, students will write a 5-7-page academic paper (not including title and reference pages). You will identify, at minimum, 2 essays from the course textbook to analyze and expand on the film, A Conversation with Dr. Henderson, which will be viewed in class. Students are to select essays that are different from the ones they used in the first paper--Diversity in the News. You will want to choose essays that provide definitions, concepts, and theories to help you examine, explain, and discuss Dr. Henderson's diversity-related experience at OU-Norman. Remember to include citations throughout your paper and submit your paper via Canvas. See paper guidelines below. Use the bolded terms as section headings in your paper:

Introduction: 5 points

- Include a statement that explains the purpose of your paper.
- Include an overview or foreshadowing of your paper.

Discussion: 10 points

- Identify, define and describe the terms, concepts, and theories you have selected.
- Make scholarly links and practical connections between essay terms/concepts/theories and information shared in Dr. Henderson's interview.

Implications: 5 points

- How can you apply your analysis to diversity issues in modern organizations?
- What did you learn in this assignment that you may not have known prior to this work?

Conclusion: 5 points

- Include 'take-a-ways' from your analysis of the essay contents and Dr. Henderson's interview.
- Include logical reflections that follow from your analysis. In other words, what did you learn about diversity in Dr. Henderson's lived experience? Remember to use the terms, concepts and theories when responding to this question.

**Note on plagiarism:** Be aware that student papers when submitted to Canvas are automatically submitted to turnitin.com, a plagiarism database that scans your paper and adds it to the database to be used for future searches. The scan gives a percentage for how much of a paper is found in other sources and gives links to those other sources as evidence. Please cite, paraphrase, and summarize your sources appropriately (see *APA Publication Manual*, 6th ed.).

**Readings:**

Students are expected to read all assigned essays in the course textbook, *Readings for Diversity and Social Justice* (3rd ed.) before class begins. Review the course outline above for specifics.

**Attendance:**

Class attendance is mandatory, and students are expected to attend all class sessions. Failure to attend class will result in the lowering of students' grades by five points for each class session missed.

**Format:**

Your paper should be formatted according to APA 6th edition guidelines. This includes properly formatted title and reference pages. Paper should be written in Times New Roman, 12-inch font, and double spaced. An abstract and running head are *not* required for the assignments in this course.

**References & Citations:**

Paper includes a reference page and both references and citations are correctly written and presented.

**Class Format**

The class format will comprise a combination of lecture, class discussion, student presentations, and small group activities.

**Written Assignments**

The Department of Human Relations requires the use of the American Psychology Association (APA) publication guidelines as a standard for all papers. This style uses *parenthetical references citations* within the text of the paper and a *list of references* at the end of the paper; both are required. Papers must be typed with a size 12-point font, double spaced. Do use a *title page*. The title page includes *page number, title of the paper, the author's name and the name of the university*. Consult the APA publication guide for specific logistics or the online APA guidelines via OU-Writing Center [http://www.ou.edu/writingcenter/guides/citation\\_guides/sub\\_nav\\_1](http://www.ou.edu/writingcenter/guides/citation_guides/sub_nav_1)

Requesting writing support from the OU-Writing Center is a good idea. Contact the Writing Center for specific instructions. [http://www.ou.edu/content/writingcenter/about/submit\\_online.html](http://www.ou.edu/content/writingcenter/about/submit_online.html)

**Grading:**

This is a letter-graded course: A, B, C, D, or F. A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

**E-mail Policy**

E-mail is the preferred way to get in touch with me. I will generally check this email account twice a day. I will do my very best to respond within 24 hours.

**Late Work Policy**

All assignments are due on the designated date. Assignments turned in past the due date will receive a penalty of 5% per day until the assignment is submitted.

**Submit all work via Canvas unless otherwise directed**

Assignment	Due Date	Points
Paper 1	August 11 by 11 p.m.	25
Individual Presentation	In-class August 13 – 18	25
Paper 2	August 25 by 11 p.m.	25
Final Exam	In-class August 18	25

**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

**Brenda Lloyd-Jones, Ph.D.**

### Education

- Ph.D. University of Tulsa; Major: Education Administration and Research with an emphasis on Leadership
- M.A. Illinois State University; Major: Speech, Language Pathology and Audiology
- B.S. Northern Illinois University; Major: Communication Disorder; Minor: Psychology

### Current Positions

- Associate Professor, University of Oklahoma, Department of Human Relations, Schusterman Center, Tulsa, OK
- Advanced Programs Professor, University of Oklahoma

### Frequently Taught Advanced Programs Courses

- HR 5093 Introduction to Graduate Studies in Human Relations
- HR 5033 Leadership in Organizations
- HR 5083 Seminar in Group Dynamics
- HR 5053 Diversity and Justice in Organizations
- HR 5073 Creative Problem Solving

### Major Areas of Teaching and Research Interest

- Representation of Women Faculty and Administrators in Higher Education
- Diversity, Inclusion and Equity in Organization
- Leadership Paradigms in Organization
- Auto-ethnography
- Workplace Incivility
- Non-profit, Volunteerism & Philanthropy

### Selected Publications

- Lloyd-Jones, B. & Jean-Marie, G. (In press). Mentoring women faculty of color in the academy for career advancement. In L. A. Searby & B. Irby (Eds.), *The Wiley-Blackwell international handbook of mentoring: Paradigms, practices, programs, and possibilities*. Hoboken, NJ: Wiley-Blackwell.
- Lloyd-Jones, B., Bass, L., & Jean-Marie, G. (2018). Gender and workforce diversity. In M. Byrd & C. Scott (Eds.), *Workforce diversity: Current and emerging issues and case studies*. New York, NY: Routledge.
- Lloyd-Jones, B. & Worley, J. A. (2018). Intergenerational tensions in the workplace. In M. Byrd and C. Scott (Eds.), *Workforce diversity: Current and emerging issues and case studies*. New York, NY: Routledge.
- Lloyd-Jones & Byrd, M. (2018). Developing culturally responsive mentoring in the professoriate: A theoretical model. In E. T. Murakami & H. J. Mackey (Eds.), *Beyond marginality: Understanding the intersection of race, ethnicity, gender and difference in educational leadership research* (in press). Charlotte, NC: Information Age Publishing.
- Lloyd-Jones, B. (2016). Women of color and applied critical leadership: Individual, professional, and institutional strategies for advancement. In L. J. Santamaria & A. P. Santamaria (Eds.), *Culturally responsive leadership in higher education: Praxis promoting access, equity and improvement* (pp. 61-75). New York, NY: Routledge Books.
- Lloyd-Jones, B. (2014) Scholarship that advocates for social justice: Empowering community leadership. In L. J. Santamaria, G. Jean-Marie, & C. Grant (Eds.), *Cross-Cultural women scholars in academe: Intergenerational voices*. New York: Routledge Book.

- Lloyd-Jones, B. (2014). Remaining connected to the socio-cultural experiences of underserved populations: Volunteering and advocacy in research and practice in the academy. In G. Jean-Marie, C. Grant & B. Irby (Eds.), *The duality of women scholars of colors: Transforming and being transformed in the academy. Research on Women and Education Series*. Charlotte, NC: Information Age Publishing.
- Lloyd-Jones, B. (2014). African American women in the professoriate: Addressing social exclusion and scholarly marginalization through mentoring. *Mentor & Tutor*, 22(4), 269-283.
- Lloyd-Jones, B., Bass, L., & Jean-Marie, G. (2013). Gender and workforce diversity. In M. Byrd & C. Scott (Eds.), *Workforce diversity: Current and emerging issues and case studies*. New York, NY: Routledge.
- Lloyd-Jones, B. & Worley, J. A. (2013). Intergenerational tensions in the workplace. In M. Byrd and C. Scott (Eds.), *Workforce diversity: Current and emerging issues and case studies*. New York, NY: Routledge.
- Lloyd-Jones, B. (2011). Examining the “present” status of women of color. In G. Jean-Marie & B. Lloyd-Jones (Eds.), *Women of color in higher education: Turbulent past, promising future* (Vol. 9) (xxi-xxvii). Bingley, UK: Emerald Group Publishing.
- Lloyd-Jones, B. (2011). Diversification in higher education administration: Leadership paradigms reconsidered. In G. Jean-Marie & B. Lloyd-Jones (Eds.), *Women of color in higher education: Changing directions and new perspectives*, (Vol. 10) (3-18). Bingley, UK: Emerald Groups Publishing.
- Lloyd-Jones, B. & Jean-Marie, G. (2011). Epilogue. In G. Jean-Marie & B. Lloyd-Jones (Eds.), *Women of color in higher education: Contemporary perspectives and new directions*, 10, 365-366. Diversity in Higher Education Series. Bingley, UK: Emerald Group Publishing Limited.
- Lloyd-Jones, B. (2009). Implications of race and gender in higher education administration: An African American woman’s perspective. *Advances in Developing Human Resources*, 11(5), 606-618.

### **Selected Awards**

Leadership Tulsa Paragon Award (2018)

### **Major Professional Affiliations**

- University Council Education Association (UCEA)
- American Education Research Association (AERA)
- Association for the Study of Higher Education (ASHE)
- The Association for Women in Communication (AWC)