

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Multicultural Issues in Human Relations

Course Number:

HR 5110-222

Course Description:

This course examines multicultural issues in human relations. Specifically, focus is directed to the historical, social, cultural, economic, and political situation of selected populations in the USA. Complex issues involved in workplace diversity are examined, and skills, policies, and processes that foster a culture that affirms diversity in the workplace are explored. Potential barriers to culturally competent practice by human relations professionals are also scrutinized and a model for enhancing multicultural practice is presented.

Class Dates, Location and Hours:

Dates: March 14 – 19, 2017

Location: Naples, Italy. See Site Director for classroom site.

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: February 13, 2017

Site Director:

Email: apnaples@ou.edu. Phone: 39-081-568-6672; DSN 626-6672.

Professor Contact Information:

Course Professor: Tamara Roberson
Mailing Address: 470 Daniel Lee Dr.
Choctaw, OK 73020

Telephone Number: (405) 769-5053
E-mail Address: ktmr7@yahoo.com

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 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@fheg.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. Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of color blindness*. New York: The New Press. ISBN 9781595586438.
2. Appleby, G., Colon, D., & Hamilton, J. (2010). *Diversity, oppression, and social functioning: Person-in-environment assessment and intervention* (3rd ed.). Upper Saddle River, NJ: Prentice Hall. ISBN 9780205787296.

3. Rothenberg, P. (2013). *Race, class, and gender in the United States* (9th ed.). Manhattan, NY: Worth. ISBN 9781429242172.
4. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at <http://learn.ou.edu>; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

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.

Course Objectives:

Upon successful completion of this course, students will demonstrate ability to:

- articulate the historical, social, cultural, economic, and political situation of selected populations in the USA;
- develop knowledge, understanding, empathy, and appreciation regarding populations with similarities and differences from themselves;
- examine the pervasive effects of racism, ethnocentrism, sexism, heterosexism, and the other “isms” discussed in the course;
- articulate the complex issues involved in managing diversity in the military and other places of work;
- understand skills, policies, and processes that could foster a culture that affirms diversity in the military and other places of work;
- apply practical methods to instigate organizational change in the military and other workplaces that are inclusive of diverse groups;
- understand potential barriers to culturally competent clinical practice;
- understand a model for enhancing multicultural clinical practice; and
- analyze issues of power and privilege.

Assignments, Grading and Due Dates:

Readings:

Students should read all the textbooks prior to the beginning of class. Readings from the Rothenberg text will be selected for use in class.

Paper:

Description and critique of text by Michelle Alexander. Due first class date.

Outline:

- Overview of text
- Major themes and discussion
- Personal Response
- Implications for professionals, and relevance to all racial groups

6 pages, double-spaced – 30 points

Team projects

Team projects will be assigned at the first class session. Students will make group presentations to the class. (20 points)

Attendance and Participation

The class is based upon an interactive learning model and requires **active** participation by students. (20 points)

Final Paper:

A final class paper is **due two weeks after the last class session, April 2, 2017**. Students may discuss with the professor an area of special interest and may suggest appropriate topics for a written assignment (paper), subject to the professor's approval. (6-7 pages, 30 points)

Or

Alternatively students may choose to write a paper focusing on **two** critical incidents, in which they have been involved, related to issues of diversity in a professional setting. Students are asked to reexamine the incidents and to discuss how they might approach the incidents **differently** in the light of their learning from this class. **Extensive** reference to the class material is required for this assignment. (6-7 pages, 30 points)

Critical Incident Review

Please follow this outline as you detail the events that occurred.

- Describe the event (who, what, when, where?).
- What was your response? How did you feel during the event and after the event?
- Give a brief profile of salient demographics (e.g., race/ethnicity/gender, etc., of parties involved).
- What role was played by contextual factors, positively OR negatively (e.g., previous dynamics, setting, macro-system)?
- What concerned you most about the event?
- Did you consult with anyone about the event after it occurred? Why? Why not?
- What was the final outcome, as far as you know? Did you consider the final outcome to be (mostly) positive or negative?
- What did you do that was helpful in facilitating a positive outcome? What did you do that was not helpful in the situation?
- In retrospect, and **with reference to the class texts and content discussed in class**, how might you have dealt with the situation differently? Specify the salient issues.
- What resources would be of help if you were to deal with this kind of situation again? (e.g., Diversity Committee; ongoing training programs, etc.).
- What have you gained from reexamining this experience?

Group Presentations

Students are required to sign up for a group presentation topic on the first evening of class. Students should decide on either a clinical/social service topic or military/workforce topic which focuses on issues pertinent to persons from the population groups studied in class.

Counseling/social service presentations should focus on:

- the historical, social, cultural, economic, and political conditions of the selected population;
- implications for practice (e.g., assessment, intervention, evaluation);
- implications for macro-practice (e.g., social policy, social action);
- implications for clinical research and education; and
- recommendations from strengths and empowerment perspectives

Military/workplace presentations should focus on:

- the historical, social, cultural, economic, and political conditions of the selected population;
- barriers in the military/workplace (attitudinal, organizational, social);
- communication issues;
- social policy issues; and
- recommendations for a supportive, equitable workplace.

Presentations should be 45 minutes to one hour in length, including time for questions from class colleagues. Students are invited to be creative in the use of audio/visual aids, role plays, drama skits, music, etc., to enhance their presentations if they so desire. Students will be given time during the early class sessions to work together on this assignment.

The following are **examples** of topics suitable for group presentations (other topics may be suggested):

- Counseling with American Indian youth
- African-American elderly health and social service needs
- Trans-racial adoption
- Bias and Immigration Issues
- Gay, lesbian, bisexual and transgendered youth
- Medically under-served women of color
- Addiction and recovery in American Indian clients
- Healthcare access and utilization by Chinese-Americans
- The glass ceiling: race and gender in the workplace/military
- Korean-American women in the corporate workforce
- Latinos in the workplace
- Deaf individuals in the workplace
- Cross-cultural issues in clinical work with the dying and bereaved
- Racial disparities in the military
- Diversity training in the military
- Women and people of color in the military
- Post “Don’t Ask Don’t Tell” in the military
- The Prison Industrial Complex

Grading:

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

- A = 90-100
- B = 80-89.9
- C = 70-79.9
- D = 60-69.9
- F = 59.9 and below

Assignment	Due Dates	Grade Points
Paper	First Day of Class	30
Team Projects	During Class Sessions	20
Attendance and Participation	During Class Sessions	20
Final paper	April 2, 2017	30

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

Tamara Roberson

Education

- 2010 Walden University, Ed. D., Specializing in Administrative Leadership for Teaching and Learning
- 1992 University of Central Oklahoma, M.Ed., School Administration
- 1986 University of Central Oklahoma, B.S., Elementary Education

Current Positions

- 2014 – Present Adjunct Professor, University of Oklahoma, Norman, OK.
- 2012 – Present Principal – Pleasant Hill Elementary, Midwest City-Del City Schools, Midwest City, OK.

Frequently Taught Advanced Programs Courses

Multicultural Issues in Human Relations

Major Areas of Teaching and Research Interest

- Adult & Informal Learning
- Quantitative Research
- Civic Engagement
- Community & Organizational Change

Representative Publications and Presentations

- Roberson, Tamara S. (January, 2014). PreK – 5th Writing for the Common Core, Professional Development Workshop for Educational Reform, Midwest City – Del City Schools.
- Roberson, Tamara S. (September, 2013). PreK – 5th Response to Interventions (RTI), Professional Development Workshop for Educational Reform, Midwest City – Del City Schools.
- Roberson, Tamara S. (2012). *Riley's Race*. Philadelphia, PA: Xlibris Corporation
- Roberson, Tamara S. (2010). The relationship between principal personality type and elementary school student achievement. MI: UMI
- Roberson, Tamara S. (September, 2010). Learning from the ineffective teacher. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). The importance of lesson planning and student achievement: introduction part 1. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). The importance of lesson planning and student achievement, part 2: Setting the stage for learning: anticipatory set. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Are we accomplishing our mission? Progress monitoring, assessments and accountability. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Lead and learn presentation to mid-del association of elementary principals: Coaching cycle: Diagnose – teach objectives, assess, gather results, adjust instruction; start over. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (April, 2009). Quality time analysis. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

- Roberson, Tamara S. (February, 2009). How to help children build better language skills. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2009). Testing preparation for state testing. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2009). How to use data to enhance classroom instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2008). Differentiated instruction in the classroom part 2. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (October, 2008). Differentiated instruction in the classroom part 1. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2008). Climate of high expectations for all students in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2008). Review of academic performance index (API). Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Intergrading math and children’s literature in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Implementing policies and procedures: ensuring quality time on task. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2008). School improvement: make and take ideas for using differentiated instruction in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2008). Strategies for enhancing reading for students with English as a second language. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2008). Differentiated reading instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2008). Differentiated classroom instruction to enhance learning across the curriculum. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (November, 2007). School improvement strategies for improving AYP scores on state testing. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (October, 2007). School improvement: mapping grade levels curriculum. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). School improvement: surveying the daily classroom schedule. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). School improvement: data driven decision making. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

- Roberson, Tamara S. (September, 2007). Using benchmark data to drive instruction. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2007). Strategies for teacher using data driven instruction to re-teach PASS skills not mastered on benchmarks. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). No child left behind: expectations of 2014 and strategies to achieve the demands. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). Edusoft training for teachers to use computerized data for benchmarks. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). Using vertical team meetings with special teachers to collect data. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2006). Modified assessments. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2006). In-service for the classroom teachers role in adhering to DHS regulations. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2006). Special education: inclusion. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2006). API in-service: using frequent assessment in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Using guided reading instruction in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Seven correlates of effective schools. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2006). Epperly’s recipe for success: strategies to closing the achievement gap using our school data. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (May, 2006). Using discussion and data to assign students to next year’s teachers. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2006). Following up on benchmark data: objectives not mastered. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2006). Follow up on benchmark data for the higher achieving students. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

Representative Honors and Awards Received

- Who’s Who Among American Young Women of America (1997).
- Midwest City – Del City Schools Service Award (May, 2006).
- Recognized by Midwest City – Del City Schools for Mastery and Understanding of the Effective School Correlates (2009-2010).
- Recognized by Midwest City – Del City Schools for the MVP Award (2009-2010).

Major Professional Affiliations

- Council Member, Governor Fallin's Oklahoma Economic Development Council – 2011-2012
- Committee Member, Mid-Del Association of Elementary School Principals – 2008-2010
- Chairman, Safe & Healthy School Committee, Mid-Del Schools, 1997 – Present
- Committee Member, Title I Committee, Mid-Del Schools, 1997 – Present
- Committee Member, Professional Development Team, Mid-Del Schools, 1997 – Present
- Committee Member, Staff Development Team, Mid-Del Schools, 1997 – Present
- Committee Member, Mid-Del Discipline Committee, Mid-Del Schools, 1997 - Present
- Committee Member, Technology Team, Mid-Del Schools, 1997 – Present
- Committee Member, Mid-Del School Calendar Committee, 1990 - Present
- Committee Member, Mid-Del Schools School Improvement Committee 1997 - Present
- Committee Member, Mid-Del Schools Elementary Curriculum Council 1988 – 1997
- National Association of Elementary School Principals (NAESP)
- Mid-Del Association of Elementary School Principals (MDAESP)
- Association of Supervision and Curriculum Development (ASCD)
- Cooperative Council for Oklahoma School Administration (CCOSA)
- Oklahoma Association of School Administrators (OASA)
- National Association for the Education of Young Children (NAEYC)
- American Educational Research Association (AERA)
- National PTA