



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5110-101: Multicultural Issues in Human Relations

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: August 13 – 19, 2018

Location: Nellis AFB, Las Vegas, Nevada. See Site Director for classroom location.

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 15, 2018

Site Director:

Email: apnellis@ou.edu. Phone: 702-643-5354.

Professor Contact Information:

Course Professor: Jeanette R. Davidson Ph.D., ACSW

Mailing Address: University of Oklahoma
633 Elm Ave., Room 233
Norman, OK 73019-3120

Telephone Number: (405) 325-2327

Email Address: jrdavidson@ou.edu

rsgomez@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 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. Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. 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: 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 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.

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)

Group Presentations

Students are required to sign up for a group presentation topic on the first evening of class. 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.

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.

Topics:

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

Attendance and Participation

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

Post-Seminar Assignment - due two weeks after the last class session, September 2, 2018:

Final Paper:

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

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?

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)

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
Post-Seminar Assignment	September 2, 2018	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

Jeanette R. Davidson, Ph.D., ACSW

Education

- Ph.D. in Social Work, University of Texas, Arlington, TX
- MSSW in Social Work, University of Texas, Arlington, TX
- B.A. (with Honors) in English, University of Strathclyde, Glasgow, Scotland

Current Positions

- Professor, African & African American Studies (Director) & Anne and Henry Zarrow School of Social Work, University of Oklahoma,
- Advanced Programs Professor since 1999

Frequently Taught Advanced Programs Courses

- HR 5110 Multicultural Issues in Human Relations
- SWK 5333 Human Diversity and Societal Oppression

Major Areas of Teaching and Research Interest

- African & African American Studies/Black Studies
- Black Europe and 21st Century Responses about Slavery
- White Privilege and the Academy
- White Privilege, Social Work Practice and Education
- Black-White Interracial Marriage
- Culturally Competent Clinical Practice
- Social Work Education: Issues of Diversity
- Managed Care: Legal and Ethical Issues
- Child Welfare
- African Women and Children and Social Welfare
- Engineering Students from Underrepresented Groups

Representative Publications and Presentations

- Davidson, J. R. (2012). Black faculty members in predominantly White universities: Challenges, White privilege, strengths and a vision for the future. In M. Christian (Ed.). *Integrated but unequal: Black faculty in predominately White space* (pp. 67-92). Trenton, NJ: Africa World Press.
- Wright, R., Mindel, C., & Davidson, J. R. (2012). Diversity among American ethnic minorities. In R. Wright, C. H. Mindel, T. V. Tran & R. W. Habenstein (Eds.). *Ethnic families in America: Patterns and variations* (5th Edition) (pp. 1-11). New York: Pearson.
- Davidson, J. R. (2010). *African American studies*. Edinburgh: Edinburgh University Press.
- Davidson, J. R. (2010). Black Studies for the public: Interview with Manning Marable. In J. R. Davidson (Ed.), *African American Studies* (pp. 96-126). Edinburgh: Edinburgh University Press.
- Davidson, J. R. (2010). Introduction. In J. R. Davidson (Ed.), *African American Studies*. (pp. 1-12). Edinburgh: Edinburgh University Press.
- Davidson, J. R. (2010). Reflections on the journey: Interview with Danny Glover. In J. R. Davidson (Ed.), *African American Studies* (pp. 76-95). Edinburgh: Edinburgh University Press.
- Davidson, J. R. & Davidson, T. (2010). African American Studies: Vital, transformative and sustainable. In J. R. Davidson (Ed.), *African American Studies* (pp. 281-308). Edinburgh: Edinburgh University Press.

- Davidson T. & Davidson, J. R. (2009). Bell hooks, White supremacy and the academy. In M. Davidson & G. Yancy (Eds.), *Critical perspectives on bell hooks* (pp. 68-81), New York: Routledge Press.
- Shehab, R.L., Murphy, T., Davidson, J. R., Foor, C., Trytten, D. A., & Walden, S. E. (2007). Academic struggles and strategies: How minority students persist. Annual American Society of Engineering Education Proceedings.
- Davidson, T., & Davidson, J. R. (2005/06). Planning student travel to Africa: A focus on needs, motivation and expectancies. *Journal of Intergroup Relations*, 32(4), 82-95.
- Davidson, J. R., & Davidson, T. (2001-2002). Transracial adoptions: Helping parents understand White privilege. *Journal of Intergroup Relations*, 28(4), 19-32.
- Davidson, J. R., Davidson, T., & Crain, J. (2000-2001). White skin and sheepskins: Challenging the status quo in the education of helping professionals. *Journal of Intergroup Relations*, 27(4), 3-15. (First Place Award Winner for Best Article Awards 2000-2001).

Representative Honors and Awards Received

- Council for Africana Womanism, University of Zimbabwe Chapter. Special Honoree, October 2010.
- Women's and Gender Studies Center for Social Justice: Social Justice Award nomination, 2010.
- Camp Crimson Namesake 2008
- Appreciation Award, State of **OU**r Community, Black Student Association, September, 2006
- Department of the Army, Certificate of Appreciation, August 2006.
- Educators Leadership Academy 2005-06
- National Association of Social Workers. Honored For Exemplary Service to the Profession 2004.
- Honored by the African Student Association (AFSA), University of Oklahoma, 2002.
- National Residence Hall of the University of Oklahoma Honorary for Community Service Program of the Month, November 2001 (for Sooner Love Program).
- First Place Award Winner for Best Article Awards 2000-01, Journal of Intergroup Relations.
- Honored by the African Student Association (AFSA), University of Oklahoma, 2001.
- Special Award from Class of 2000 Master of Social Work students: Sojourner Truth portrait.
- Nomination Regents' Superior Teaching Award, University of Oklahoma, 2000.
- International Who's Who of Professional and Business Women, American Biographical Institute, 7th Edition, 2000.

Major Professional Affiliations

- National Council for Black Studies (NCBS)
- Association for the Study of African American Life and History (ASALH)
- National Association of Social Workers (NASW).
- Academy of Certified Social Workers (ACSW).
- Council on Social Work Education (CSWE).