The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Diversity and Justice in Organizations

Course Number:
HR 5053-102

Course Description:
Human relations professionals perform work that is highly contextualized and centered on service to people. Simply speaking, this means that human relations professionals have a high level of contact and interaction with all types of people. For this reason, human relations professionals need to have a better understanding of the experiences of diverse groups; particularly those that are defined as socially marginalized based on their social identity (race, gender, nationality, age, disability, ethnicity, religion) and who are protected by United States laws and mandates. In many instances, human relations professionals may be involved in representing the rights of protected groups. Towards this end, this course will focus on concept of justice in organizations, and the changing demographics of our society, especially related to race and culture, gender, age, disability, and socio-economic status. Emphasis will be placed on effective organizational management of diversity for social justice outcomes.

Class Dates, Location and Hours:
Dates: September 11-13 & 18-20, 2015
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.
Last day to enroll or drop without penalty: August 13, 2015

Site Director:
Bethany Neubauer. Phone: 405-325-1263; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Dr. Marilyn Y. Byrd
Mailing Address: 601 Elm, Physical Science Bldg., Room 704
Norman, OK. 73019
Telephone Number: 405-325-6405
Fax Number: 405-325-3302
E-mail Address: Marilyn.Y.Byrd-1@ou.edu
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.

2. 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:**

This course aims to:

1. provide a structure by which to recognize, challenge, and seek to change imbalances in power structures that deny equal respect, dignity, and rights to inclusion for the socially marginalized,
2. recognize the responsibility to act ethically in decision-making that impacts socially marginalized groups,
3. remind us that human relations is treating people as human beings and recognizing this impact goes beyond our individual actions, but is something that has systemic implications that informs our entire society’s way of being, and
4. recognize social justice as an expected outcome for studying diversity.

**Learning Outcomes:**

At the end of the course, you should be able to:

1. explain the concept of diversity as a social construct in organizational contexts and recognize the varying forms;
2. explain historical and theoretical perspectives of diversity;
3. conceptualize social perspectives of diversity from a human relations perspective;
4. explain the need for discourse on social perspectives of diversity in the workforce;
5. critically analyze the major issues, problems, and challenges related to social perspectives of diversity in the U. S. ;
6. conceptualize the meaning of diversity inclusion;
7. recognize the shift in thinking towards social justice and social change outcomes;
8. utilize case-study approach for applying diversity related social issues in practice; and
9. apply social justice advocacy and to practical situations.

**Course Outline:**

Note: Chapter readings should be completed before coming to class. Written assignments are due the beginning of the class period indicated.

**Friday, Sept. 11**

- Introductions; review syllabus; clarify assignments and other course logistics
- Assigned reading: Chapter 1. Historical Perspectives
- Lecture, interactive exercises, activities, case discussions.
- (Pre-seminar) Assignment #1 due: Reflection paper

**Saturday, Sept. 12**

- Assigned readings for discussion:
- Chapter 2: Suggested Theories, Models, and Frameworks
- Chapter 4: Race and Diversity
- Chapter 14: Re-emergence of Racial Harassment and Racial Hate Symbols
- Special Topic: Social Justice Workshop Facilitation
- Video
- Lecture, interactive exercises, activities, case discussions
• Meet in groups for developing group project

**Sunday, Sept 13**

• Assigned reading for discussion:
  • Chapter 3: *Exploring the Relationship Organizational Culture and Diversity*
  • Chapter 9: *Spirituality and Diversity*
  • Lecture, interactive exercises, activities, case discussions

**Assignment #2 due: Essay**

**Assignment #3: Case Study due to course dropbox Wed., Sept. 16, 11:59 pm.**

**Friday, Sept. 18**

• Assigned reading for discussion:
  • Chapter 10: *Intergenerational Tensions*
  • Chapter 12: *Personal/Physical Appearance*
  • Lecture, interactive exercises, activities, case discussions

**Assignment #4 due: Case studies.**

**Saturday, Sept. 19**

• Assigned readings for discussion:
  • Chapter 5: *Gender in the Workforce*
  • Chapter 13: *Visible and Invisible Disabilities*
  • Chapter 16: *Re-conceptualizing and Re-visioning*
  • Lecture, interactive exercises, activities, case discussions

**Social Justice Advocacy-individual discussion (Assignment #5)**

• Meet in groups for finalizing group project

**Sunday, Sept. 20**

• Social Justice for Leaders Workshops (Group Project). *(Assignment #6)*

• Equitable and Just Workplaces paper due October 4, 2015; 11:59 pm course dropbox *(Assignment #7).*

**Assignments, Grading and Due Dates:**

**Assignment 1: Personal Reflection Paper - due Sept. 11 (beginning of class) - 100 points**

This is a pre-seminar assignment that you should complete prior to the first class session. For this first paper, I am interested in your personal insights, not references or quotes from other sources. There are no right or wrong responses. Please format your reflection paper in paragraph format. Each bulleted point should represent a paragraph. This assignment establishes a baseline for your personal insights on diversity and justice.

• How would you define: diversity; diversity inclusion, oppression, marginalization, and social justice?
• What are your thoughts about ways that diversity impacts human relations in workforce contexts?
• How do you view the current state of diversity in the workforce based on your personal experiences?
• How do you view the current state of human relations and social justice?
• What are your thoughts about human relations at the wider community level and its impact on human relations at the organizational (workforce) level?

**Deliverable:**

Minimum 2 pages personal reflection. Note this assignment must be turned in during the first class session. **Adhere to formatting criteria at the end of the assignments table.**
Assignment 2: Essay - due Sept. 13 (beginning of class) - 100 points

You will write an essay that addresses the following:

a. how an organization’s culture can convey a message of exclusion;
b. how an organization’s culture can be affective;
c. leadership and management’s role in ensuring a culture that is inclusive;
d. how the idea of organizational justice provides a foundation for organizational social justice;
e. how organizational social justice can be applied in the workplace;
f. Legislation alone is not adequate for ensuring that workplaces are fair and equitable. Do you agree? Why or why not?

Deliverable:

Minimum 2 page essay that adheres to the formatting instructions at the end of this table. Use at least (3) scholarly sources, including your textbook, to support your discussion.

Assignment 3: Case Study - due Sept. 16 (dropbox) - 100 points

Analyze the case on page 214 of the textbook. In your analysis you should: Describe the presenting diversity problem. Then respond to the 3 DQs at the end of the case. Then locate (3) legal cases that were brought to litigation by the EEOC based on violation of spiritual beliefs. Include a brief description of the allegation and the findings. Provide your thoughts on the findings.

Deliverable:

Minimum 2 page analyses that adhere to the formatting instructions at the end of this table. Use at least (3) scholarly sources, including your textbook, to support your discussion.

Assignment 4: Case Studies - Due beginning of class Sept. 18 - 125 points

Analyze the (2) cases on pp. 243 & 244 of the textbook. In your analyses for both you should: Describe the presenting diversity problem. Then respond to the 3 DQs at the end of the cases.

Deliverable:

Minimum 4 page analysis that adheres to the formatting instructions at the end of this table. Use at least (3) scholarly sources, including your textbook, to support your discussion of each.

Assignment 5: Social Justice Advocacy (Individual Discussion) Due Sept 19 - 125 points

You will locate and collect information on a social advocacy group via Internet sources. I suggest you lean towards social advocacy that supports the marginalized group that will be the focus of your final paper. This is not a presentation in the general sense of classroom presentation; rather an informal thought sharing about how social advocates are working toward social change on behalf of this group. I will be looking for: 1) a detailed description about the group, 2) initiatives put forth; 3) initiatives pending; 4) has any lobbying occurred to change law? Finally, 5) you will propose an initiative that you believe is needed to advocate for social justice for this marginalized group. While the workforce and organizational contexts are the main focus of this seminar, for the purposes of this discussion, you may look at larger national social advocacy groups.

This will be an interactive discussion. Therefore, prepare 3 discussion questions to engage the class and gain their insight on the social justice advocacy group. You may use visuals as you deem appropriate.

Deliverable:

In class 15 minute discussion on September 19. There is no written component.

Assignment 6: Social Justice for Leaders Workshop (Group Project) Due Sept. 20 - 200 pts.

In this assignment, you will work in teams of 3-4 (depending on final class enrollment) and design an interactive workshop to be presented on the last day of class. For this assignment, your group will be assigned one of the following workshops. Your group are social justice facilitators that have been asked
to conduct leadership development in social justice. The audience (workshop participants) are leaders from a variety of professions and industries. You will be given some time in class to plan the workshop, although you should assume that some collaboration will need to take place outside of class. It is not expected that you meet outside class, but you should take advantage of the many ways that you can connect via technology. Learning how to facilitate a workshop will be covered in class discussion.

**Workshop: Social Justice: Walking the Talk**

Over the past decade, the verbiage used to approach diversity has included tolerance, acceptance, celebration and awareness, evolving into today’s buzz word, inclusion. The question remains whether or not these initiatives actually manifests into social justice and social change outcomes. The purpose of this workshop is to acknowledge that to “walk the talk” and embrace social justice outcomes means taking risks, naming assumptions and judgments, and acknowledge our individual role in supporting systematic oppression.

**Workshop: Diversity and Inclusion: What Every Leader & Advisor Needs to Know**

In this workshop, participants will have the opportunity to explore and discuss how issues of diversity, inclusion and exclusion are reflected in the workplace environment. This begins with an exploration of the concept of our individual identities and building awareness of others identities.

**Workshop: The Cycle of Prejudice**

Before we can effectively oppose prejudice, it is first necessary to truly understand it. In this workshop, participants will engage in activities and discussions to help them:

- Recognize the destructive conditioning that promotes the development of prejudice
- Identify the incremental levels and cycles of prejudice
- Consider proactive ways in which they can challenge and reverse prejudice and oppression

**Workshop: Micro-aggressions: Interrupting, Deconstructing, and Dismantling**

This workshop characterizes situations where micro-aggressions may occur in the workplace, and its impact these experiences have on both target and perpetrator. The workshop will provide basic information about the manifestation and impact of micro-aggressions in interpersonal encounters in the workplace. Strategies and techniques for leaders and managers in combating micro-aggressions will be covered.

**Assignment 7: Equitable and Just Workplaces: A Review of Literature  Oct. 4 (dropbox); 200 pts**

You will write a final paper that is themed “Equitable and Just Workplaces: A Review of Literature.” You can modify that somewhat to fit your specific discussion. In this paper you will investigate the experiences of a socially marginalized group (based on their race, gender, sexual orientation, nationality, age, ability, etc.) in an organizational context. The goal is to investigate how the realities of certain groups may (or may not, if that is your perception) speak to a social justice paradigm. During the week seminar you will learn more about the realities of social injustices which will allow you to either confirm, re-think, or perhaps dismiss your perceptions that social justice outcomes are necessary. This paper will give you the opportunity to explore a specific issue impacting a marginalized social group in greater detail and one that captured your interest during the week’s seminar.

Your paper will consist of a literature review whereby you will locate 10 articles of empirical studies that report findings about your selected group. In the second part of the paper you will interpret these findings and apply the concept of (cont’d next page) organizational social justice. The article reference below is a study that investigated the experiences of Black women faculty. The key words: black, women, faculty, and social justice were used to locate this study. This article is empirical in that the authors used a methodology to report about a collection of realistic experiences of Black women in the Academy. It would be helpful for you to locate this article to gain an understanding on the methodology used. During the second class session, I will discuss database searches and how to distinguish empirical studies in more detail.

Use the following format for major section titles; create your own topic subtitles:

**Abstract (see APA guidelines for format of the abstract).**
Generally you would write this last since it summarizes the contents of your paper.

1. **Introduction**-begins with purpose statement and gives a brief preview of the contents.
2. **Literature Review** - summary and integration of 10 peer-reviewed, scholarly literature (last 5 years) on your topic. In this section you are simply reporting and stating what is out there on your subject. Need to tightly relate your discussion to marginalization of the affected group and social justice outcomes. Be sure to show in-text citations.
3. **Discussion of Findings**– your interpretation of what the findings from these 10 studies implicates. What evidence (or lack of) marginalization and organizational social justice can you extrapolate from these studies? You will refer back to class discussions, videos, presentations, group collaboration, articles, and other credible information you have learned during the seminar to come to an informed perception about equity and social justice in the experiences of your selected group. Be sure to show in-text citations.

4. **Social Justice and Human Relations.** In this section address the following question: What is the responsibility of the Human Relations professional to advocate social justice for marginalized groups? What types of social justice initiatives are presently available in the workforce? What social justice initiatives do you believe are needed? (You may refer back to your individual discussion you have and build on that thought). Be sure to use appropriate in-text references.
5. **Implications for Future Research.** In this section address what you did not discover in your literature review, but what you feel is relevant research that needs to be conducted. In other words, what important gaps exist in the literature?
6. **Conclusion.** Summarizes main points and brings closure.
7. **References** – Your sources should be in correct APA style. Note that APA uses the word “References”, not “Works Cited” or “Bibliography.” Use peer-reviewed journal articles and books. Your references will consist of the 10 required articles plus other sources needed to discuss, support, and clarify your position.

I will go over these instructions again during the course introduction and clarify anything not clear. You are free to ask questions at any time throughout the week as your understanding of the assignment takes shape. There will also be a grading rubric posted to D2L so that you will see point distribution.

**Deliverable:**
Minimum 8 pages (not including title page and references), double-spaced. This paper will be due to the drop-box by **October 4, 2015 (11:59 pm).**

**Format for all papers.**
In addition to content, I will grade your papers according to quality of writing. This includes mechanical and structural elements of writing. The grading rubric will contain an itemization of points assigned to quality of writing.

Papers will be formatted in accordance to the APA 6th edition. You must include a properly formatted title page and a reference page. All papers will be in essay-paragraph format. Do not number responses. Papers will be double-spaced pages numbered, Times New Roman, 12 pt. font. Use subheadings as appropriate to organize the content of your papers. Please begin all papers with an introductory paragraph that gives purpose and previews the discussion. Include a concluding paragraph that summarizes main points and brings closure. All responses should be given using complete sentences.
The following is a good resource for APA formatting:  
https://owl.english.purdue.edu/owl/resource/560/01/

Class Participation

To earn 100 points for active participation you must attend all class sessions, contribute to class discussions, and participate in small group breakouts. Most class sessions will involve small group collaborative work. You can expect that groups will, from time to time, report back in the larger class. Therefore, at the end of the week, you will be required to evaluate each other’s participation which will be included in determining participation points.

Grading

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1: Personal Reflection Paper (pre-seminar)</td>
<td>Sept. 11 (beginning of class)</td>
<td>100</td>
</tr>
<tr>
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<td>100</td>
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<td>Assignment 4: Case Studies</td>
<td>Sept. 18 (beginning of class)</td>
<td>125</td>
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<tr>
<td>Assignment 5: Social Justice Advocacy</td>
<td>Sept. 19 (individual presentation)</td>
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<tr>
<td>Assignment 6: Social Justice Workshop for Leaders</td>
<td>Sept. 20 (group project)</td>
<td>200</td>
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<tr>
<td>Assignment 7: Equitable and Just Workplaces Paper</td>
<td>Oct. 4; 11:59 pm; dropbox</td>
<td>250</td>
</tr>
<tr>
<td>Class Participation</td>
<td>All sessions</td>
<td>100</td>
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Total points for assignments is 1100. Points earned will be based on the following letter grade equivalency (rounding will be applied as needed): 990-1100=A; 880-989=B; 770-879=C; 660-769=D; below 660=F

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.

“Safe Space” Policy

In this course there may be occasions when topics are controversial. It is not the goal of this course to impose a way of thinking upon you that you do not agree; rather to challenge you to view marginalization, oppression, and social justice from a perspective you may not have previously considered. While you are welcome to offer your viewpoints, please recognize that in a learning environment, all classroom discourse should exhibit respect for all persons, not only within the confines of the classroom but also in general. Class discussion allows for disagreement; however, comments should be sustained by supported evidence, and not to be unsupported assertions of opinion, and never (personal) attacks. Incivility or rudeness of any kind is unacceptable.

Policy for late work:

Papers received after the due date will be penalized one letter grade. Late assignments will not be accepted after the second day.
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 make 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.

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

Marilyn Y. Byrd, Ph.D

Education

Ph.D., Human Resource Development, Texas A & M University, College Station, TX.

Current Positions

Assistant Professor, University of Oklahoma, Human Relations

Major Areas of Teaching

- Human Resources for the Human Relations Professional
- Organizational Behavior
- Leadership in Organizations
- Diversity and Justice in Organizations

Research Interests

- Organizational social justice and social change
- Spirituality as a response to social oppression
- Organizational social justice ethics (emerging research)
- Experiences of intersectionality in leadership
- Issues emerging from workforce diversity

Representative Publications and Presentations

Books:

Book Chapters:

Book Chapter, Invited:
Peer Reviewed Journal Articles:


Media Review, Invited:


Representative Honors and Awards Received

- Recognized for Leadership, AHRD
- Member Spotlight, May, 2012, AHRD

Major Professional Affiliations

Academy of Human Resource Development (AHRD)