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

Course Title:
Cultural Diversity

Course Number:
HR 5113-221

Course Description:
This course focuses on all key dimensions of cultural and cross-cultural diversity and relations (including but not restricted to race, ethnicity, nationality, class, gender, religion, sexual orientation, disability, and age) in various forms of organizations, with implications for problem-solving, conflict resolution, human resource development, leadership development, and organizational development.

Class Dates, Location and Hours:

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: August 22, 2016

Site Director:
Terry Wilson. Phone: 39-081-568-6672; DSN 626-6672; Fax: 39-081-568-6671; DSN 626-6671; Email: apnaples@ou.edu

Professor Contact Information:

Course Professor: David L. Tan, Ph.D.
Mailing Address: University of Oklahoma
Department of Educational Leadership and Policy Studies
Collings Hall, Room 227
Norman, OK  73019
Telephone Number: (405) 325-5986
Email Address: dtan@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. Supplementary materials will be provided on the course website. Please email the professor a few weeks before class begins to get the URL, username, and password.
3. 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 has theoretical and experiential components to enhance the students’ cognitive and affective understanding of the major concepts covered in the course.

Course Outline:

Session 1  Introduction; logistics of course; overview of cultural diversity and relations; discuss first paper (collaborative exercise). **Due (no exceptions): Initial personal understanding of cultural diversity and relations (either US or global)**

Session 2  Dimensions, concepts, and issues of cultural diversity related to race and ethnicity in US society, the world, the workplace, and other types of formal and informal organizations (mini-lecture, personal assessment, class discussion, and a video presentation)

Session 3  Concepts and issues related to social class and sexism (mini-lecture, collaborative exercise, and video presentation).

Session 4  Issues related to ageism, religious diversity, and sexual orientation (collaborative exercise, class presentations, and a video presentation).

Session 5  Issues of physical and mental disability, weight and appearance, and concept of reasonable accommodation (collaborative exercise, case studies, video presentation, and a simulation exercise).

Session 6  Possible resolution of cultural diversity issues; development of cultural diversity education and training (mini-lecture, class discussion, and a collaborative exercise). **Due: Three mini-reports**

Assignments, Grading and Due Dates:

Consistent with the tradition of a graduate seminar, the course has been designed to be highly-interactive, providing the students with plenty of opportunities for active student learning and participation, which is considered critical to the success of the course. The course will consist of open class discussions, collaborative learning exercises, team and individual presentations, lectures, PowerPoint presentations, video presentations, and relevant simulation exercises.

1. Consistent with pre-class expectations, read the required textbook prior to the first class session.

2. Based on the readings from the textbook and/or your personal knowledge and experience with any form of cultural diversity, write a three to four paged report explaining your personal understanding of the topic (e.g., how do you see or assess the current status of cultural diversity or relations in the US or elsewhere; why do you think cultural conflicts are common place in the US or elsewhere; and how do you think peoples may begin to alleviate or resolve some of the issues you have articulated. These essays will form the bases for initial discussion about cultural diversity and relations. **Due: This assignment must be turned in to the professor at the first class session.**

3. Search in the literature base for three separate scholarly pieces of work involving theories, concepts, or issues related to cultural diversity or relations in the US or elsewhere. Each paper should deal with a different aspect of cultural diversity (such as race, religion, gender, social class, or nationality). These materials may be from refereed and non-referred journals, books, monographs, magazines, or well-circulated newspapers, training documents, and even the internet (use your discretion when using this medium).

4. Using the results of the literature search, you are required to write a three to four paged mini-report on all three scholarly pieces, totaling about 9-12 pages. In each mini-report, give a brief discussion of the points raised (no more than one paragraph) and then analyze the points using the concepts of
cultural diversity and relations discussed in class or covered in the textbook. You may, for example, explain why these points make or do not make sense to you, the logic or completeness of their arguments, and the potential implications of these concepts for understanding, managing, improving, or resolving cultural diversity issues in the workplace or globally. This exercise is calling for your analysis of the points rather than a journalist reporting of the article or book. Due: This assignment will be due at the last class session. This exercise, in essence, serves as your final exam.

5. In order to enhance your understanding of cultural diversity issues on a self-directed basis, you have two options for the required term paper for the course. You may be required to seek additional scholarly resources beyond the required textbook to complete this assignment. In either case, your term paper should be between seven and ten double-spaced pages. Please send in your paper as an e-mail attachment (MS Word document), not as an email message. My e-mail address is dtan@ou.edu. This paper will be due two weeks from the last day of class – October 9, 2015.

   a. You may write a paper based on an eye-ball account (real-life account or experience) of an important aspect of cultural diversity or relations in any sociological or organizational setting (e.g., informal sub-groups, businesses, military, state or federal educational agencies, colleges or universities, the United States or another country, or transnational). You should use concepts and issues of cultural diversity or relations covered or discussed in the textbook and in class and include additional scholarly resources to support your arguments or analyses. You should address the following points in your paper:

      i. How is the collective entity or sociological group organized? Who are its people, leaders, and followers? What is the objective of the entity?

      ii. How do its leaders, managers, opinion makers, followers, and other constituents communicate?

      iii. What cultural diversity issues and problems are currently happening and confronting them? How are these issues defined, and by whom?

      iv. How are some of these issues eliminated, resolved, or alleviated? What paradigms, organizing principles, or theoretical underpinnings are used? Are there benchmarks or expected outcomes developed? Who are in charge of monitoring these expected outcomes?

      v. What are the strengths and weaknesses of how the entity or its leaders, followers, and constituents deal with these issues? What issues or procedures are not addressed, and how might some of these issues be improved or handled differently?

      vi. What are some important lessons that can be learned from this particular experience?

   b. You may write a conventional term paper on a cultural diversity or relations issue. You should have at a minimum six bibliographic references in your paper, not including the textbook. In this option, you should address the following points:

      i. What is the cultural diversity issue you are addressing?

      ii. How did this issue come about? What is the historical or evolutionary background of this issue?

      iii. Why is this issue important or significant for peoples, organizations, or countries?

      iv. What are all the relevant perspectives, theories, or opinions, on the issue?

      v. What are the possible resolutions of this issue?

      vi. What are the implications of this issue for peoples, organizations, or countries?

Participation:

The quality of your class participation is determined by three factors: (1) your active participation in open class discussions; (2) your participation in collaborative work based on intra- and inter-team evaluations; and (3) the quality of your class presentations.

Grading:

This is a letter-graded course: A, B, C, D, or F.
Assessment: The criteria for the student’s final course grade are as follows:

- **10%** is based on your scholarly writing in Item 2
- **30%** in Item 4
- **40%** in Item 5
- **20%** is based on the quality of your active participation in class.

At the end of class, there will be an opportunity for you to offer intra- and inter-team evaluations relative to other students’ performances in collaborative activities.

The penalty for late papers will be a 10% reduction to your overall course grade.

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 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
David L. Tan, Ph.D.

Education
1985 Ph.D. in Higher Education Administration, University of Arizona

Current Positions
- Advanced Programs Professor since 1993
- Professor and Chair, Department of Educational Leadership & Policy Studies, University of Oklahoma
- Graduate Liaison, University of Oklahoma

Frequently Taught Advanced Programs Courses
- EDAH 5043 Introduction to Research in Adult and Higher Education
- EDAH 5143 Leadership Development in Adult and Higher Education
- EDAH 5940 Assessment in Adult and Higher Education
- EIPT 6033 Research in Education
- HR 5053 Racial Diversity
- HR 5113 Planning Issues in Organizations
- HR 5113 Cultural Diversity in Human Relations
- HR 5033 Seminar in Leadership in Organizations
- HR 5043 Seminar in Organizational Change and Development
- HR 5113 Cultural Diversity and Justice in Organization

Major Areas of Teaching and Research Interest
- Teaching: Institutional research; planning; assessment; finance; research on the college student; leadership; diversity; organizational development; prospectus development; and research methods and statistics.
- Research: Issues related to college students (access and choice, persistence, multiculturalism, cognitive and affective outcomes, STEM majors, student transition to college, intercollegiate athletics), strategic planning in higher education, diversity training in the corporate setting, and quality assessment of colleges and universities.

Representative Publications and Presentations
Representative Honors and Awards Received

- Teacher of Year Award, 2008.
- Asian-American Student Life and Asian-American Student Association Award, 2007
- Outstanding Service to the Journal of College Student Development, 2003
- Alpha Phi Omega National Service Award, 2000
- Outstanding Contribution Award in Accreditation, 1990
- Presidential Research Recognition Award, 1989
- Presidential Research Excellence Award, 1987
- Vice Presidential Award for Outstanding Service, 1986

Major Professional Affiliations

- PEAQ Evaluator-Consultant, North Central Association of Colleges and Schools
- AQIP Peer Reviewer, North Central Association of Colleges and Schools
- Executive Director, Center for Student Affairs Research (CSAR)
- Editorial Board, College Student Affairs Journal
- Member and Former Vice Chair, Executive Committee, Southwest Center for Human Relations Studies
- Association for Institutional Research (AIR)
- Oklahoma Association for Institutional Research and Planning (OKAIRP)
- National Consortium for Student Retention Data Exchange (CSRDE)
- Former Editorial Board Member (1997-2003), Journal of College Student Development
- Reviewer, Law School Admissions Test (LSAT), American College Testing
- OU Faculty Senate
- American Association for Higher Education (AAHE)