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

Course Title:
Cultural Diversity in Human Relations

Course Number:
HR 5113-301

Course Description:
This course focuses on the topic of cultural, racial and ethnic diversity within organizations from American and global perspectives. The goal of this course is to develop understanding of the theoretical underpinnings of cultural diversity, as well as exploring interpersonal and strategic approaches to maximizing diversity in the workplace. Using research, case studies, literature and personal experience, students will explore and frame definitions of diversity, while applying their understanding to organizations and the accomplishment of organizational goals.

Class Dates, Location and Hours:
- Dates: March 22-28, 2015
- Location: Hangar 2, Room 202, Hickam AFB, Hawaii.
- Hours: Sun 8:30 a.m.-4:30 p.m.; M-F 6:00-10:00 p.m.; Sat. 8:30 a.m. - 12:30 p.m.
- Last day to enroll or drop without penalty: February 21, 2015

Site Director:
Heather Larsen. Phone: 808-449-6364 (DSN & Commercial); Fax: 808-422-5509; E-mail: aphickam@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
  Fax Number: (405) 325-2403
  E-mail 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 www.oklahoma.bkstr.com 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.


Note: The Follett/AP Bookstore 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 the Follett/AP Bookstore.

Course Objectives:
Upon completion of this course, students will:
- Understand subject terminology.
- Identify their own issues surrounding cultural beliefs, racial difference, biases, identity and value systems.
- Understand current barriers to optimal use of diversity in the workplace.
- Develop ways to improve organizational outcomes related to a multicultural workplace.

Tentative Class Schedule (Subject to Change):
- **Session 1**: Introduction; logistics concerns of the course; overview of cultural diversity in relation to US and international organizations; discuss first paper.
- **Item due on first day**: Personal account of intercultural relations. Each student should be prepared to briefly discuss their individual paper.
- **Session 2**: Review of writing assignments. Review of research methods. Begin in-depth discussion of cultural, racial and ethnic diversity.
- **Session 3**: Discussions concerning various theories concerning prejudice and discrimination; assimilation and pluralism; critical race theory.
- **Session 4**: Issues of organizational development; personnel issues in organizations; leadership theories as they relate to organizational culture; transformational leadership and diversity.
- **Session 5**: Continued lecture and discussion. Begin student presentations.
- **Session 6**: Continued student presentations. Summary discussion of cultural diversity.
- **Two weeks after last day of seminar, April 11, 2015**: End of course essay due.

Discussion, Student Feedback and Class Conduct
This course is intended to create an environment in which both the students and instructor bring their experiences and knowledge into the discussion of diversity-related subjects. The topics discussed in this course can be sensitive. Students and the instructor should engage in dialogue in a mature and tactful fashion.

Students are expected to contact the instructor if they are unclear regarding course expectations or outcomes. This syllabus is a guide; however, it is not inviolate. Modifications to assignments may be made by the instructor, in a timely fashion, as determined to be beneficial to the progress of the course.

Assignments, Grading, and Due Dates:
Consistent with pre-class expectations, please read the required textbook prior to the first class session. Liberally refer to the Kiss, Bow or Shake Hands book, as needed.

**First Assignment: 5-7 page paper, due the first day of class.**
Write a five to seven page report explaining your experience with cultural, ethnic or racial diversity within any organization, including a military organization. Have you had significant dealings with
diversity? Have you NOT had any significant experiences? If not, explain your viewpoint concerning the
topic. You should use concepts of cultural, ethnic or diversity discussed in the textbooks. Include
additional scholarly resources to support your arguments.

An example of this assignment could involve lessons learned in supervising or working for an individual
or a different racial, cultural or ethnic origin.

This essay should be written in APA format using a 12 point font and double spaced.

Second Assignment: Student presentation – due beginning (session 5) Saturday.

Student Presentations – Each Student will present a chapter from the text *Kiss, Bow or Shake Hands.*
Each student will identify the chapter he or she wishes to present and notify the instructor in advance.
Each chapter summarizes the cultural attributes of a specific country.

• The student will summarize the significant cultural practices and issues of the country.
• The student will address issues concerning the predominant racial presence in the country.
• Having done additional research, relate the country’s cultural practices to an existing
  organization. For example – the student that selects the present the culture practices of
  Dominican Republic will identify any an organization that has dealings in that country, such as a
  Major League Baseball club with scouts in the country. Creativity is encouraged. Please do not
  pick a military organization for this presentation.

Final Essay, due two weeks after the final day of the seminar:

• **Part One: up to 4 pages long.** This portion of the essay will serve as the final exam for the
course. The student will answer essay questions which will be developed by the professor during
the course session, testing student knowledge of assigned texts, lecture materials and student
presentations.

• **Part Two: 5-7 pages long.** This final assignment will explore a cultural diversity problem within
the country you selected in the *Kiss, Bow or Shake hands* text for your presentation.
  o The essay should include at least seven scholarly references, other than the assigned text.

• You should address the following points in your paper:
  o Using the country you selected from *Kiss, Bow or Shake Hands*, identify a significant
cultural diversity problem in within that society.
    • What was the cultural diversity problem?
    • What were the particulars of the problem?
    • Who are the stakeholders?
    • What theoretical constructs apply to the particular problem?
    • How were some of these issues associated with the problem resolved, if at all?
    • Do you agree with the resolution mechanism? What does the literature say about
      the problem, its resolution or its lack of resolution?
    • What are some important lessons that can be learned from the pursuit of resolution
      for this particular cultural problem?

This essay should be written in APA format using a 12 point font and double spaced.
Grading:
This is a letter-graded course: A, B, C, D, or F.

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
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</thead>
<tbody>
<tr>
<td>Pre Course Paper</td>
<td>First Day of the Seminar: 22 March 2015</td>
<td>30%</td>
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<tr>
<td>Class Participation</td>
<td>Throughout the Seminar</td>
<td>10%</td>
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<tr>
<td>In-Class Culture Presentation</td>
<td>Presentations to be held Fri-Sat, 27-28 March</td>
<td>30%</td>
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<tr>
<td>Post Seminar Essay</td>
<td>Two weeks after seminar (subject to AP imposed deadlines): <strong>11 April 2015</strong></td>
<td>30%</td>
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Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) or F (Failure) and may adversely impact Tuition Assistance and/or Financial Aid.
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 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/

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.

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)