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

Course Title:  
Multicultural Issues in Human Relations  

Course Number:  
HR 5110-223  

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: November 29-December 4, 2011  
Location: Spangdahlem AB, Germany. Students should check with Site Director for classroom location.  
Hours: Tue-Fri 6:00-9:30 p.m.; Sat-Sun 8:30 a.m.-4:30 p.m.  
Last day to enroll or drop without penalty: October 31, 2011  

Site Director:  
Allen Cannon. Phone: DSN 452-7555, CIV 06565-61-7555; Fax: Spangdahlem Library 06565-7843; E-mail: apspangdahlem@ou.edu  

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  
Fax Number: (405) 325-0842  
E-mail Address: jrdavidson@ou.edu  
rs Gomez@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 Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).


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

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 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:**

1. Description and Critique of Text by Beverly Tatum: Due first class date.

   Students are asked to describe and critique the text by Beverly Tatum.

   **Outline:**
   - Overview of text
   - Major themes
   - Critique
   - Personal Response
   - Implications for Human Relations Specialists (e.g., in workplace settings/ military settings and/or practice settings.) and relevance to all racial groups (6 pages, double-spaced – 30 points)

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

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

4. A final class paper is due two weeks after the last class session. 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. (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. Total six to seven 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.

**Clinical/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):

- Clinical practice with American Indian youth
- African-American elderly health and social service needs
- Trans-racial adoption
- Mexican-American men and AIDS
- Gay and lesbian youth in foster care
- 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
- Korean-American women in the corporate workforce
- Latinos in the workplace
- Race and gender in the criminal justice system
- 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

**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

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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. 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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your 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.

Copyright

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

- Director, African & African American Studies, University of Oklahoma, Norman, OK
- Associate Professor, School of Social Work, University of Oklahoma, Norman, OK
- Advanced Programs professor since 1999

Frequently Taught Advanced Programs Courses

- HR 5110 Multicultural Issues in Human Relations
- SWK 5113 Generalist Practice with Groups, Organizations, and Communities

Major Areas of Teaching and Research Interest

- African American Studies
- Power and Privilege in the Academy
- African women and children
- Black-white interracial marriage
- Culturally competent clinical practice
- Social work education: Issues of diversity

Representative Publications and Presentations


Representative Honors and Awards Received
• Council for Africana Womanism, University of Zimbabwe Chapter. Special Honoree, October 2010.
• Nomination: Women’s and Gender Studies Center for Social Justice: Social Justice Award, 2010
• Camp Crimson Namesake 2008
• Appreciation Award, State of Our Community, 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.
• Nomination Regents’ Superior Teaching Award, University of Oklahoma, 2000.

Major Professional Affiliations
• National Council for Black Studies (NCBS)
• National Association of Social Workers (NASW)
• Academy of Certified Social Workers (ACSW)
• Council on Social Work Education (CSWE)