Course Title:
Diversity and Justice in Organizations

Course Number:
HR 5053-221

Course Description:
This course focuses on the topic of Cultural, Racial and Ethnic diversity within organizations from the American and global perspectives, emphasizing approaches to championing “Social Justice.” The goal of this course is to develop understanding of the theoretical underpinnings of cultural racial and ethnic diversity, as well as exploring interpersonal and strategic approaches to maximizing diversity in the within society and 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. Essential to this discussion will be the understanding the concepts of transformative leadership and the value of diversity in transforming the organizational environment.

Class Dates, Location and Hours:

Dates: January 24-29, 2012
Location: Lajes, The Azores, Bldg. T-146 on Lajes Field. See 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: December 26, 2011

Site Director:
Christina Adams. Lajes Education Center. Phone: DSN 314-535-3171; CIV 011-351-295-57-3171 (ask operator for ext. 3171); E-mail: aplajes@ou.edu

Professor Contact Information:

Course Professor: Allen A. Cannon, M.H.R.
Mailing Address: University of Oklahoma
52 FSS/FSDE
Unit 2655, Box 150
APO AE, 09126
Telephone Number: (49) 6565-61-7555
Fax Number: (49) 6565-942117
E-mail Address: vincemillycannon@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.).


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 course terminology
- Identify their own issues surrounding racial difference, identity, cultural beliefs and value systems, and biases
- Understand current barriers to optimal use of diversity in the workplace
- Develop ways to improve organizational outcomes related to a multicultural workplace
- Understand company characteristics that value and effectively integrate diversity in the workplace

**Teaching Philosophy**

- This course is intended to create an environment in which both the students and instructor bring their experiences and knowledge to the class to create a successful learning experience. The role of the instructor is to facilitate and guide student learning, while inspiring excellence. The role of the student is to be an active, responsible, and dedicated learner. All are expected to respect the learning process of others. *The topics discussed in this course can be sensitive.* Students and the instructor are expected to inquire and 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; it is not exhaustive.
- Modifications to assignments may be made by the instructor, though in a timely fashion.

**Course Outline (Subject to Change):**

- **Session 1:** Introduction; logistics concerns of the course; overview of the racial and ethnic diversity in relations to US and international organizations; discuss first paper
  
  **Item Due:** Personal account of race and ethnic relations (either US or global). Each student should be prepared to briefly discuss their individual paper.

- **Session 2:** Review of writing assignments. Nature of racial and ethnic diversity and relations: concepts of race, racism, ethnocentrism; and stratification theories; collaborative exercise

- **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: Student Presentations** – Each Student will present a chapter in the text *Kiss, Bow or Shake Hands.* Each chapter focuses on a different country. Students will identify the chapter he or she wishes to present and notify the instructor in advance. Students should also engage in additional research related to the topic.
The student will summarize the significant cultural practices and norms of the country.
The student will address issues concerning the predominant racial components of the country, as well as issue of race with which the country may be dealing.
Having done some additional research, relate the cultural practices of your selected country 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.

- **Session 6: Group discussion on issues of** Racial and ethnic diversity and relations issues wrap-up; simulation (collaborative exercise)
- **Follow Up** – two weeks after the last day of the course – follow-up paper.

**Assignments, Grading and Due Dates:**
Consistent with pre-class expectations, please read the required textbooks (Morrison and Taylor) prior to the first class session. Liberally refer to the *Kiss, Bow or Shake Hands* book.

**First Assignment: 5-6 paper, due the first day of class**
Write a five to six paged report explaining your experience with racial or cultural diversity within any organization. Have you had significant dealings with race or diversity? Have you NOT had any significant experiences with diversity? If not, explain your viewpoint concerning the topic.
You may write a paper based on an personal, real-life account or experience of an important aspect of racial and ethnic diversity or relations in any sociological or organizational setting (e.g., ethnic sub-group, business, military, state or federal educational agency, college or university, the United States or another country, or transnational). **You can use own organization for this assignment.** You should use concepts of racial and ethnic diversity or relations covered or discussed in the Morrison or Taylor textbooks and include additional scholarly resources to support your arguments or analyses. The following issues should be considered?

- What was the issue? What are the theoretical issues surrounding the issue? How was the issue resolved? How should the issue have been resolved? Were you satisfied with the resolution of the problem? What would you have done differently?

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 on Saturday (session 5)**
Student Presentations – Each Student will present a chapter in the text *Kiss, Bow or Shake Hands.* Each chapter summarizes the cultural attributes of a specific country. Each student will identify the chapter he or she wishes to present and notify the instructor in advance.

- 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 Assignment:

This assignment will serve as the Final exam for the course and is due two weeks after the completion of the course.

Part One - 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 - This final assignment will explore racial diversity in an existing organization. DO NOT CHOOSE A MILITARY ORGANIZATION FOR THIS ASSIGNMENT. Compose a five to six page essay, using at least five references from scholarly sources involving theories, concepts and issues related to racial and ethnic diversity or relations exploring how racial and ethnic diversity within a real, existing organization. (Examples – Coke a Cola’s lack of promotion of African Americans, Wal-Mart’s diversity issues, etc.)

If possible, you should interview someone from that organization in regards to its racial and cultural diversity policies. Go to their websites for background information.

You should address the following points in your paper:

- Has the organization encountered any specific problems concerning racial or cultural diversity? What was the problem?
- What is the objective of the entity? How is the group or entity organized?
- Who are the leaders and how do its leaders, followers, and other constituents communicate?
- What is the racial makeup of the group? What racial or ethnic issues are currently happening and confronting them? How are these issues defined, and by whom?
- How are some of these issues 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? Do you agree with the resolution mechanism?
- 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?
- What are some important lessons that can be learned from this particular experience?

The purpose of this analysis is to investigate real world application of racial diversity theory and to explore the manner in which real world organizations develop solutions to diversity issues. This essay is also an opportunity for students to demonstrate that you understand material presented in the texts well enough to apply the concepts to a real organization.

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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Course Paper</td>
<td>First Night of Class</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Throughout the Seminar</td>
<td>10%</td>
</tr>
<tr>
<td>In-Class Culture Presentation</td>
<td>Saturday and Sunday</td>
<td>30%</td>
</tr>
<tr>
<td>Post Course Paper (FINAL)</td>
<td>Two weeks after seminar</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

Allen A. Cannon, M. H. R.

Education

- Current  Organizational Leadership, Dissertation Phase, Univ. of Oklahoma, Norman OK
- 2004  Masters of Human Relations, Univ. of Oklahoma, Norman, OK

Current Positions

Site Director and Training Coordinator, University of Oklahoma at Spangdahlem

Major Areas of Teaching and Research Interest

- Organizational Development
- Leadership in Organizations
- Issue Framing
- Intercultural Communications
- Multicultural Issues
- Organizational Communications
- Political Communications
- European Union Politics
- Immigration Issues