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

Course Title:  
Diversity and Justice in Organizations

Course Number:  
HR 5053-490

Course Description:  
This course focuses on issues of diversity in organizations. It will explore discrimination, oppression and privilege based on race, ethnicity, gender, age, sexual orientation, religion, ability status, and socioeconomic status. Students will study the historical context of group relations and will also examine theories of social justice in relations to group and organizational relations.

The course will expose students to both traditional and contemporary models of diversity policy and the evolution of practices that range from noncompliance to well-articulated international practices. In addition, students will examine issues of fairness in relationship to organizational policies, initiatives and practices that have been developed and implemented to promote and support access, equity and opportunity in modern organizations.

Course Dates:  
January 3-April 30, 2012  
Last day to enroll or drop without penalty: December 5, 2011

Site Director:  
This is a three-credit hour online course. Please see your local Site Director or e-mail our online site coordinator at aponline@ou.edu

Professor Contact Information:  
Course Professor: Jody Worley, Ph.D.  
Mailing Address: University of Oklahoma  
4205 E 41st Street, IJ24  
Tulsa, OK 74135  
Telephone Number: 918-660-3486  
E-mail Address: jworley@ou.edu  
Virtual Office Hours: Tues & Wed 1-4 p.m. or by appointment  
Professor availability: The professor will be available via e-mail to students during the above listed Virtual Office Hours and other methods by arrangement.

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.).


4. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

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.

**We will also be reading a few articles from peer-reviewed journals.**

**Required Readings** - Each of the following journal articles will be posted on the course web site for you to download. The files will be posted as PDF documents. These are required readings and are included in the course reading assignments.


**Recommended (Not Required)**

- *Publication Manual of the American Psychological Association*, (6th ed.). **You will be required to submit all written work using this format.** If you choose not to purchase this manual, or do not already have it, most libraries will have a copy for your reference.

- Academy of Management Learning and Education (Special Issue , September 2008), 7(3).


- Blank, Renee and Slipp, Sandra (1996). *Voices of diversity* New York, AMACOM.
Course Objectives:

We have a limited amount of time to cover the material necessary to develop a theoretical understanding of organizational behavior and the skill level necessary for proper application of theory in practice. Because of this time limitation, we will focus on becoming intelligent consumers of the current research on leading theories and best practices. This implies not only a need to operationalize what we mean by “best practices,” but also consider who determines what is “best” and how those determinations are made. With this in mind, we will aim to achieve the following goals:

1. Demonstrate a detailed understanding of historical accounts, experiences and treatment of diverse populations
2. Communicate critical frameworks for understanding diversity in organizations
3. Communicate critical frameworks for understanding social justices in organizations
4. Articulate understanding of the relationship between “social justice” and “organizational justice”
5. Identify research that examines diversity policies, initiatives and practices in organizations

Course Outline:

Unit One – Getting Started

Lesson 1 What is diversity, justice and equality in organizations?
Lesson 2 Managing diversity - inclusion
Lesson 3 Pragmatic actions involved in implementing a diversity management approach

Unit Two – Issues and Applications

Lesson 4 Applications and case studies
Lesson 5 Gender issues
Lesson 6 Individuals with disabilities
Lesson 7 Issues for sexual minorities

Unit Three – Diversity Management beyond Race and Gender

Lesson 8 Beyond race & gender: An expansionist model
Lesson 9 Diversity management and diversity training in practice
Lesson 10 Work and family issues
Tentative Schedule for Reading Assignments

- **BB** = Wright, R. (1937). *Black boy.*
- **Bezukova** K., **Joshi**, A., & **Jehn**, K. A., (2008). Diversity training research in organizational settings: A theoretical review and integration. Unpublished manuscript, received via email from third author on June, 2, 2008 [OB@AOMLISTS.pace.edu] Organizational Behavior Division Listserv. This will be provided in class.

See the course web site for details on all lesson assignments

- **Unit 1**
  - Assignment Due January 30
    - Lesson 1 - Introductions: What is diversity, justice and equality?
      - BRG- preface and pp. 1-33;
    - Lesson 2 - Managing diversity: Models and paradigms for practice
      - HBR- pp.1-66
      - Fassinger (2008)
      - Cascio and Aguinis (2005)
    - Lesson 3 - Pragmatic actions involved in implementing a diversity management approach
      - BRG pp. 34-59
- **Unit 2**
  - Assignment Due February 27
    - Lesson 4 - Applications and case studies
      - BRG pp. 72-96
      - HBR pp. 117-142
      - Begin reading *Black Boy*
    - Lesson 5 - Gender issues
      - HBR pp. 67-93
      - Triana (2011)
    - Lesson 6 – Individuals with disabilities
      - TBA
    - Lesson 7 - Issues for sexual minorities
      - HBR pp.189-207
- **Unit 3**
  - Assignment Due March 30
    - Lesson 8 - Beyond race & gender: An expansionist model
      - Barnett, 2001
      - Fassinger, 2008
    - Lesson 9 - Diversity management and diversity training in practice
      - Avery (2011)
      - Bezukova, et al. (2008)
    - Lesson 10 - Work and family issues
      - HBR pp. 95-116
Assignments, Grading, and Due Dates:
The primary goal of this course is learning, not evaluation. Students are expected to read the textbook and be familiar with its content.

1. Reading and writing assignments
   As with many courses taught in the traditional classroom format, there will be required reading and writing assignments.

2. Unit Project Assignments
   At the end of each month in the course, you will submit all of your work from each of the lessons that comprise the unit work for that month. **There are three unit project assignment due dates**, one for each of the units. Each unit includes three or four lesson assignments. There are a total of three units (see the course outline above). The lesson assignments are not necessarily cumulative but things that you learn in earlier units/lessons will need to be understood for later units/lessons.

   These project assignments are “open book” and “open notes.” They constitute 75% of your final grade. Your completed work for each lesson must be uploaded to the D2L webpage before midnight on the due date. Any late papers will have one letter grade deducted from its score, so please plan ahead. Don’t wait until 11:59 on the due date and then discover that your “computer is down” or that you “have the flu.” I strongly encourage you to complete each lesson assignment before moving on to the next lesson, and turn your work in early if at all possible. For each unit, I will post notes, reading assignments, and project assignments for each lesson on D2L in the week prior to the beginning of the unit. That will allow you to work ahead a little bit.

3. Reflection Paper: 25% Discuss issues of diversity and justice in organizational contexts as reflected in *Black Boy*, by Richard Wright. This will be due at the end of the course. Details about the assignment are available on the course web site.

In general, you should complete one lesson each week to stay on track for the course.

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>Unit 1</td>
<td>January 30, 2012</td>
<td>25%</td>
</tr>
<tr>
<td>Unit 2</td>
<td>February 27, 2012</td>
<td>25%</td>
</tr>
<tr>
<td>Unit 3</td>
<td>March 30, 2012</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>April 30, 2012</td>
<td>25%</td>
</tr>
</tbody>
</table>

Again, the goal of this course is learning, not evaluation. On the other hand, assessment and evaluation are necessary evils of our system of higher education. In this regard, let me assure you that a reasonable effort should result in an acceptable grade. This does not mean that showing up for class and submitting mediocre work entitles a student to an 'A' or even a 'B' for the course. As to the nitty-gritty details, superior performance on all check-ins and the other major assignments will result in a grade of 'A' for the course. Satisfactory completion of assignments with satisfactory performance elsewhere (e.g., class participation) will earn a 'B' for the course. Failure to adequately complete assignments in conjunction with merely adequate class participation and irregular class attendance will result in a grade of 'C.' I strongly urge you to avoid an incomplete 'I' at all costs.
The standard convention for assigning letter grades for the course will be followed:  
A = 90% or greater of total points possible  
B = 80% - 89%  
C = less than 80%

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.

**Policy for Late Work:**
Late papers will be penalized one letter grade.

**Institutional Statement and Academic Misconduct**
Each student is responsible for being aware of the information contained in the *Student's Guide to Academic Integrity* (Available online at: [http://www.ou.edu/provost/integrity/](http://www.ou.edu/provost/integrity/)).

The "Academic Misconduct Code" describes in detail a student's rights and responsibilities as a member of the OU academic community. The Code defines academic misconduct simply as *any* act which improperly affects the evaluation of a student's academic performance or achievement. Just as professionals are expected to know the rules of their profession, students have to know what counts as misconduct. Claiming ignorance of the rules is not a defense. So when in doubt, ask your professor!

For example: *Plagiarism* is presenting someone else's work or words as your own. When you use words that are verbatim (directly copied) from a book, article, newspaper, report or other source (e.g., internet), you must place them in quotation marks and cite the source. If the quotation is over two sentences long or about six lines in length, it should be single spaced and indented. It is not acceptable to use more than a few words verbatim from any source without quotation marks even if you cite the source. Failure to cite sources for even relatively brief passages from another's work may be considered plagiarism. In general, avoid extensive reliance on a few sources. Plagiarism is considered academic misconduct and may result in various penalties ranging from an "F" on the paper to an "F" in the course or even expulsion from the University. (Retrieved online at: [http://www.ou.edu/cas/psc/pa/Plagiarism.html](http://www.ou.edu/cas/psc/pa/Plagiarism.html)).

Submitting the same assignment for a second class violates the assumption that every assignment advances a student's learning and growth. Unless the second instructor expressly allows it, submitting an assignment already submitted for another class is also a form of academic misconduct.

**Students with Disabilities**
Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

Any student who responds to this announcement will be referred to the Office of Disability Services, (Goddard Health Center-Norman Campus, Room 166, telephone: 405-325-3852) to make a formal request for accommodation.

**Religious Holidays**
“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,” (The Faculty Handbook, Section 3.13.2)

Adherence to this policy will make it possible for students who wish to observe religious holidays to do so without adverse effects on their academic progress. Students who plan to observe a religious holiday should notify the course instructor as soon as possible in order to make appropriate arrangements for class work or rescheduling of examinations.
Attendance Policy:
In addition to interaction via Desire2Learn and E-mail contact, students are required to contact the instructor via E-mail or telephone BEFORE the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Desire2Learn, although students may contact the instructor via telephone, postal mail, e-mail, or fax as needed.

Incomplete Grade Policy:
A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:
If you experience technical problems, contact Information Technology by visiting their website at: http://webapps.ou.edu/it/ or contacting them by telephone at: (405) 325-HELP (4357).

Procedures for Completion of Course Evaluation:
Upon completion of the course students should go to the Advanced Programs Distance Learning webpage, http://www.goou.ou.edu/distance_learn.html. Students should click on the applicable semester link under “Course Evaluations” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.

Important information you should know about online courses:
- To sign on to Desire2Learn (D2L), log in using your 4+4 and your OU network password (note that this is the same 4+4 and password that you use to access your OU email). Once you are logged in, please look for “My Courses,” locate your course and click on it. Remember to check your course site on D2L every day.
- Students enrolled in online courses may be required to take the CAS student orientation in Desire 2 Learn. To take the orientation, sign-on to D2L and then click on “Self Registration” at the top left corner of the page. Information about and instructions for the orientation can be found at http://casweb.ou.edu/olr/public/students/orientation.htm
- If the course is using a course website, you will find a link for the website on the first page of this syllabus. Please click on this link to start your course.
- Course Materials are available at Follett/AP Bookstore. On this syllabus you will find a link to the Follett Bookstore.
- If you need to drop or withdraw from a course, please contact your Site Director. You can drop a course without a penalty up to the add/drop date. You can drop a course after the add/drop date through the first day of class with a penalty. There will be a 25% penalty if you drop 16-29 days before the start of class, 50% penalty if you drop between 15 days before and the start of the class, or 100% penalty if you drop on the first day of class or later.
- After the class has started, you can only withdraw from the course with the professor’s permission; you will not receive a refund for your tuition. You can only drop without a penalty after the add/drop date by providing proper documentation and receiving approval from the Advanced Programs Theater Director. Provide this documentation to your Site Director.
POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

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

Jody Worley, Ph.D.

Education

- 2006 Ph.D., Educational Psychology-Research Methods and Evaluation
  Oklahoma State University, Stillwater, OK

Current Positions

- Associate Professor, University of Oklahoma, Human Relations Department
- Advanced Programs Professor since 2007

Frequently Taught Advanced Programs Courses

- HR5023 Research in Human Relations
- HR5323 Organizational Behavior
- HR5113 Diversity and Justice in Organizations

Major Areas of Teaching and Research Interest

- Research Methods
- Advanced Research Methods
- Statistics
- Organizational Behavior
- Work/Life Integration
- Diversity and Justice in Organizations

Representative Publications and Presentations


**Representative Honors and Awards Received**

• 2010-2013 – Principal Investigator, “Juvenile Offender Re-entry Project” with Tulsa Youth Services, and the Oklahoma Office of Juvenile Affairs. Funding received through the US Department of Justice ($297,992).

• 2008-09 – Co-Principal Investigator on “Child Care Portfolio Project” with the State of Oklahoma, Department of Human Services ($20,000).

• 2007-08 – Co-Principal Investigator to evaluate the Positive Behavior Support (PBS) programs with Tulsa Public Schools ($31,728).

• 2007-08 – Co-Principal Investigator contracted to evaluate the Youth Philanthropy Initiative (YP) with by Schusterman Family Foundation ($9,995).

• 2006-07 – Tulsa Mayor’s Citizen Corps Contract Award to investigate volunteer engagement ($4,900).