Course Title:
Diversity and Justice in Organizations

Course Number:
HR 5053-222

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.

Class Dates, Location and Hours:

Dates: July 10-15, 2012
Location: Ramstein, Germany. Classes held at Bldg. 2784 Room 301, Kapaun Air Station.
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: June 11, 2012

Site Director:
Kendra Burnside. Assistant: Janee LeFrere. Phone: DSN 480-6807, Civilian 06371-476807; Fax: 06371-479839; E-mail: apramstein@ou.edu

Professor Contact Information:
Course Professor: Dr. Brenda Lloyd-Jones
Mailing Address: 4205 E 41st Street
             Tulsa, OK 74135
Telephone Number: 918-660-3483
E-mail Address: blloydjones@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 405-325-7140 (outside the U.S.).


3. 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.

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.

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:**

We have a limited number of class sessions 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:**

**Session One: Getting Started**

Examining diversity, justice and equality in organizations?

**Session Two: Managing diversity - inclusion**

Pragmatic actions involved in implementing a diversity management approach
Session Three: Issues and Applications
Applications and case studies
Gender issues

Session Four: Disability issues
Sexual orientation issues
Work and family issues

Session Five: Diversity Management beyond Race and Gender
Beyond race & gender: An expansionist model

Session Six: Diversity management and diversity training in practice
Intergenerational issues

Assignments, Grading and Due Dates:
Students are expected to complete the assigned readings and be familiar with course content as a means to demonstrate that course objectives have been met.

Reading and writing assignments
As with many courses taught in the traditional classroom format, there will be required reading and writing assignments. Students are required to upload the first paper to D2L prior to the first evening of class.

Reflective Paper Pre-course: 25%
After reading both required course texts, write a 5-7 page paper that explicates the specific ways in which each book addresses the notions of diversity and justice. Also compare and contrast the ways in which the authors describe these two concepts (theoretical) and practices (application). Conclude the paper with a synthesis that identifies the ways in which the books complement each other. These papers will form the bases for initial discussion about cultural diversity and social justice.

Case study paper and presentation: 25% each
Choose one of the following options and report back to class (~30 minute presentation, including Q&A). Partner with someone and work together on the same project. Each individual is expected to present for ~15 minutes. We will schedule these in-class presentations for the last two sessions (July 14 & 15). In addition to presenting what you learn to the class, each individual will submit a 5-7 page paper that summarizes your findings.

   a. Present actual training curriculum or any documents pertaining to diversity management or strategic plan for a particular organization.

   b. Photo voice – Record ten to fifteen photos (color, or black and white) that reflect diversity and/or justice in organizational contexts. The idea is that your photos “give voice” to the unspoken justice violations or disregard for diversity and inclusion. This is a very subjective, yet powerful exercise. Your photo presentation may be accompanied by music, but ultimately you will be expected to lead the class through an interpretive process to communicate what “you” saw and how the photos you present are relevant to the course topic.

   c. Interview someone in a human resources department at an organization, agency, or company of your choice. Find out what are the most pressing issues in that organization. The person you interview should be someone who is responsible for dealing with EEOC, ADA, and related issues and/or diversity training in the organization. You are responsible for developing the structured interviews. Among other things, you need to ask what are the goals of diversity management, effectiveness of the program(s), evaluation outcomes, etc. Consider using the structure and
perhaps some of the questions from the examples of two different Interview Guides presented in Thomas (1991; 61-71, 133-138).

d. Perform a SWOT analysis of an actual diversity management plan including information about diversity training within a particular organization (SWOT stands for Strengths, Weaknesses, Opportunities, and Threats). For information on how to perform a SWOT analysis see the wealth of information available online. One valuable resource can be found at: http://rapidbi.com/created/SWOTanalysis.html

Note: Regardless of which option you choose for the case study assignment a substantial proportion of your presentation and paper must include implications for the development and/or improvement of a diversity management plan or a diversity training program. The case study assignment is NOT simply a descriptive exercise. You must integrate what you learn and use the information that you gather to make decisions and plan for the future.

Analytical paper: 25%

Discuss issues of diversity and justice as reflected in the video, A Class Divided. This 5-7 page analytical paper will be due July 23, 2012. View the video titled, A Class Divided (Parts 1 & 2), which is accessible via the included link. http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02s42cq66&continuous=1

Paying close attention to the primary themes, key messages, and concepts and theories within the required textbooks, write a 5-7 page paper that analyzes the video (focusing on the adult section and the use of a diversity training program). APA style required. Upload the paper to D2L dropbox.

Grading: This is a letter-graded course: A, B, C, D, or F.

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Reflective Paper</td>
<td>July 10, 2012 – Upload via D2L prior to class</td>
<td>25%</td>
</tr>
<tr>
<td>Paper &amp; Presentation</td>
<td>July 14-15, 2012</td>
<td>50%</td>
</tr>
<tr>
<td>Analytical Paper</td>
<td>July 23, 2012</td>
<td>25%</td>
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In general, 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 for the fundamental 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% of total points possible
B = 80% - 89%
C < 80%

Policy for Late Work: Late papers will be penalized one letter 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. 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. Advanced Programs does not provide duplicating services or office supplies.

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

Brenda Lloyd-Jones, Ph.D.

Education

Ph.D., Education Administration and Research with an emphasis on Leadership

Current Positions

Associate Chair and Professor of the Department of Human Relations

Frequently Taught Advanced Programs Courses

- Introduction to Graduate Study in Human Relations
- Leadership in Organizations
- Group Dynamics and Interpersonal Skills
- Diversity and Justice in Organizations

Major Areas of Teaching and Research Interest

My main research area is in the field of diversity and inclusion, focusing on race/ethnicity, gender, ability, and age/generation in the contexts of leadership and organizations. I also engage in research in the area of volunteerism in communities of color. Here, I follow volunteers’ sense of altruism and their patterns of volunteering. Finally, my current research on women in higher-education administration examines leadership paradigms and ways in which leadership theories serve as guiding frameworks for identifying and selecting individuals to occupy leadership positions.

Representative Publications and Presentations

Books


Book Chapters


Articles: Peer-Reviewed Journals


Representative Honors and Awards Received

- 2011 President Leadership Award for Community Engagement – University of Oklahoma, Tulsa
- 2011 Social Justice Honorable Mention Award – University of Oklahoma
Major Professional Affiliations

- American Education Research Association (AERA)
- Association for the Study of Higher Education (ASHE)
- The Association for Women in Communication
- Women in Educational Leadership (WEL)