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

Course Title:  
Cultural Diversity in Human Relations

Course Number:  
HR 5113-104

Course Description:  
This course focuses on all key dimensions of cultural and cross-cultural diversity and relations (including but not restricted to race, ethnicity, nationality, class, gender, religion, sexual orientation, disability, and age) in various forms of organizations, with implications for problem-solving, conflict resolution, human resource development, leadership development, and organizational development.

Class Dates, Location and Hours:  
Location: 3281 Sheridan Road, Fort Sill, Oklahoma.  
Hours:  Fri 5:30-9:00 p.m., Sat 9:00 a.m.-5:00 p.m.; Sun 12:00-4:00 p.m.  
Last day to enroll or drop without penalty: September 20, 2012

Site Director:  
Anita Bailey. Phone: 580-355-1974; Fax: 580-442-2741; E-mail: apftsill@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 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. Representative 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.).


2. Supplementary materials will be provided on the course website. Please email the professor a few weeks before class begins to get the URL, username, and password.
3. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at 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.

Course Objectives:
This course has theoretical and experiential components to enhance the students’ cognitive and affective understanding of the major concepts covered in the course.

Course Outline:

Session 1 Introduction; logistics of course; overview of cultural diversity and relations; discuss first paper (collaborative exercise). Due (no exceptions): Initial personal understanding of cultural diversity and relations (either US or global)

Session 2 Dimensions, concepts, and issues of cultural diversity related to race and ethnicity in US society, the world, the workplace, and other types of formal and informal organizations (mini-lecture, personal assessment, class discussion, and a video presentation)

Session 3 Concepts and issues related to social class and sexism (mini-lecture, collaborative exercise, and video presentation).

Session 4 Issues related to ageism, religious diversity, and sexual orientation (collaborative exercise, class presentations, and a video presentation).

Session 5 Issues of physical and mental disability, weight and appearance, and concept of reasonable accommodation (collaborative exercise, case studies, video presentation, and a simulation exercise).

Session 6 Possible resolution of cultural diversity issues; development of cultural diversity education and training (mini-lecture, class discussion, and a collaborative exercise). Due: Three mini-reports

Assignments, Grading and Due Dates:
Consistent with the tradition of a graduate seminar, the course has been designed to be highly-interactive, providing the students with plenty of opportunities for active student learning and participation, which is considered critical to the success of the course. The course will consist of open class discussions, collaborative learning exercises, team and individual presentations, lectures, PowerPoint presentations, video presentations, and relevant simulation exercises.

1. Consistent with pre-class expectations, read the required textbook prior to the first class session.

2. Based on the readings from the textbook and/or your personal knowledge and experience with any form of cultural diversity, write a three to four paged report explaining your personal understanding of the topic (e.g., how do you see or assess the current status of cultural diversity or relations in the US or elsewhere; why do you think cultural conflicts are common place in the US or elsewhere; and how do you think peoples may begin to alleviate or resolve some of the issues you have articulated. These essays will form the bases for initial discussion about cultural diversity and relations. Due: This assignment must be turned in to the professor at the first class session.

3. Search in the literature base for three separate scholarly pieces of work involving theories, concepts, or issues related to cultural diversity or relations in the US or elsewhere. Each paper should deal with a different aspect of cultural diversity (such as race, religion, gender, social class, or nationality). These materials may be from refereed and non-referred journals, books, monographs, magazines, or well-circulated newspapers, training documents, and even the internet (use your discretion when using this medium).

4. Using the results of the literature search, you are required to write a three to four paged mini-report on all three scholarly pieces, totaling about 9-12 pages. In each mini-report, give a brief discussion of the points raised (no more than one paragraph) and then analyze the points using the concepts of
cultural diversity and relations discussed in class or covered in the textbook. You may, for example, explain why these points make or do not make sense to you, the logic or completeness of their arguments, and the potential implications of these concepts for understanding, managing, improving, or resolving cultural diversity issues in the workplace or globally.

This exercise is calling for your analysis of the points rather than a journalist reporting of the article or book. **Due: This assignment will be due at the last class session. This exercise, in essence, serves as your final exam.**

5. In order to enhance your understanding of cultural diversity issues on a self-directed basis, you have two options for the required term paper for the course. You may be required to seek additional scholarly resources beyond the required textbook to complete this assignment.

(a) You may write a paper based on an eye-ball account (real-life account or experience) of an important aspect of **cultural diversity or relations** in any sociological or organizational setting (e.g., informal sub-groups, businesses, military, state or federal educational agencies, colleges or universities, the United States or another country, or transnational). You should use concepts and issues of cultural diversity or relations covered or discussed in the textbook and in class and include additional scholarly resources to support your arguments or analyses. You should address the following points in your paper:

- How is the collective entity or sociological group organized? Who are its people, leaders, and followers? What is the objective of the entity?
- How do its leaders, managers, opinion makers, followers, and other constituents communicate?
- What cultural diversity issues and problems are currently happening and confronting them? How are these issues defined, and by whom?
- How are some of these issues eliminated, 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?
- 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?

(b) You may write a conventional term paper on a cultural diversity or relations issue. You should have at a minimum **six** bibliographic references in your paper, not including the textbook. In this option, you should address the following points:

- What is the cultural diversity issue you are addressing?
- How did this issue come about? What is the historical or evolutionary background of this issue?
- Why is this issue important or significant for peoples, organizations, or countries?
- What are all the relevant perspectives, theories, or opinions, on the issue?
- What are the possible resolutions of this issue?
- What are the implications of this issue for peoples, organizations, or countries?

In either case, your term paper should be between seven and ten double-spaced pages. Please send in your paper as an e-mail attachment (MS Word document), not as an email message. My e-mail address is dltan@ou.edu. This paper will be due two weeks from the last day of class.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.
Assessment: The criteria for the student’s final course grade are as follows: **10%** is based on your scholarly writing in Items 2, **30%** in Item 4, and **40%** in Item 5; and the remaining **20%** is based on the quality of your active participation in class. At the end of class, there will be an opportunity for you to offer intra- and inter-team evaluations relative to other students’ performances in collaborative activities.

The quality of your class participation is determined by three factors: (1) your active participation in open class discussions; (2) your participation in collaborative work based on intra- and inter-team evaluations; and (3) the quality of your class presentations. The penalty for late papers will be a 10% reduction to your overall course 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
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)