DPLS 706 Leadership & Diversity

Fall 2010 3 Credits

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Dates: Sep 3, 10, Oct 1,15, 29, Nov 12, 19, Dec 3 [Fridays 6-10]

COURSE OVERVIEW

Leaders are in a privileged position to effect a transformation of perspectives on race, ethnicity, lifestyle, and understanding, etc. This course gives participants the opportunity to explore this potential, and, through life experiences and current literature, to assess their personal leadership styles and attitudes toward diversity. For administrators, managers, trainers, and leaders in any context, the goal will be to develop well-articulated positions and strategies for shaping a just response to issues surrounding leadership and diversity.

REQUIRED TEXTS, OTHER MATERIALS, AND RESOURCES


OBJECTIVES

At the end of this course, you will be able to:
1. Explore the meaning of emotional intelligence and it relationship to working with diversity;
2. Examine different ways of managing diversity in the workplace and other communities;
3. Explore the nexus between diversity and social justice;
4. Explore strategies to look at cultural, ethnic, and racial differences and how that relates to your leadership and citizenship;
5. Gather information to be able to analyze current issues regarding diversity including culture, race, gender, ethnicity, sexual orientation, physicality, religion, politics, and thinking;
6. Improve understanding of how we deal with or with cultural differences via the Intercultural Developmental Inventory (IDI);
7. Develop strategies for just and effective leadership and decision-making regarding issues of diversity;
8. Articulate a personal position on leadership and diversity that expresses values of justice, equality, and fairness for all.
LEARNING ACTIVITIES
Diversity is a politically and socially sensitive subject; it can also be emotional. Joining this course implies a willingness to be open and honest in sharing your experiences and to be respectful of others' experiences. Please note that others may not share your values and opinions. Part of living in a democracy is accepting divergent points of view. This class presents an important opportunity to grow in the ability to disagree with and yet respect the beliefs and values of others. Growth in understanding and acceptance of others begin and end with reciprocity. The goal of learning activities will be to support and develop this mutuality and strengthen commitment to social justice.

Readings - Aim:
• To gather and explore information for analysis of current issues regarding leadership and diversity;
• To review assignments before class as indicated on the calendar. Discussions will focus on the integration of themes from the various readings and hopefully from lived experiences. Participation in the discussions of readings potentially contributes to the growth of all members and is an important requirement for this course.
• To build vocabulary and language to facilitate intercultural communicative competence, enhancing our ability and courage to discuss differences;
• Gonzaga University Blackboard-to share ideas, discussions, points of view, etc. This is part of class participation.

Presentations - Aim:
To synthesize theories, concepts, and strategies leading to improved understanding of cultural, racial, ethnic, and other differences
a. Short Presentation-link up with one other class member (or solo); select one of the following from Readings for Diversity and Social Justice: Racism, Classism, Sexism, Transgender Oppression, and Religious Oppression. Share your summary of the article, to include: what it means to you as a citizen and as a leader; what is your take-away; what do you do with it? Not to exceed 15 to 18 minutes
b. Long presentation-This is a regular presentation with not more than two other persons (not to exceed 3 class members).

Writing Assignments - Aim:
To develop strategies for just and effective leadership and decision-making regarding issues of diversity in your workplace, community, or other entity. Submit four 3-page, double-spaced summaries, using the four texts, select one article/chapter from each text and answer the questions: a) what did the piece mean to you? What is your response to it? What would you do (action) about it? Actions will consist of strategies you would devise and implement both as a citizen and as a leader.

There will be in-class, impromptu writing assignments.

Final Project - (Two Options) Aim:
Option 1: Critique either film: "I Am Sam," or "Rabbit Fence," or a similar film. This will be a
scholarly paper; use material from the texts, other resources, with references, applying APA criteria, not to exceed 20, double-spaced, word-processed pages, not including references.

**Option 2:** In a final paper, detail your position on how leaders can transform perspectives on diversity: specifically cultural, racial, ethnic, religious, and other differences; include your personal goals and strategies for addressing the issue(s). This will be a scholarly paper with citations as well as documentation from your field experience to support your position. Not to exceed 20 double-spaced word-processed pages.

**OTHER READINGS:**

**Summary of Deliverables:**
- a. Summaries from the four texts: 20%
- b. Short presentation: 15%
- c. Scholarly Paper 30%
- d. Group Presentation 25%

Class Participation: 10%

TOTAL: 100%

NOTE: There will be cases as time and discussions permit.

**CALENDAR OF ASSIGNMENTS**

BEFORE OUR FIRST CLASS: Please jot down your responses to the following questions and post them under the Discussion Board (on Blackboard):
- a. What is your strategy for working with cultural differences?
- b. What do you (personally) want to do about diversity?
- c. What do you want leaders to do about it?
- d. What would you like to see happen in workplaces or communities regarding diversity?
- e. What about diversity doesn't work for you? Why?
- f. What about diversity does work for you? Why?

**Order of Topics, Reading, and Study**

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<thead>
<tr>
<th>Date - Session</th>
<th>Topics/Focus</th>
<th>Text &amp; Deliverables</th>
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<tbody>
<tr>
<td>September 03</td>
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<tr>
<td>Session 1</td>
<td>• Introduction, Make Business Case</td>
<td>• Respond to preliminary questions. Make case for discussing differences Discuss IDI Summarize this class on BB</td>
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<tr>
<td>September 17</td>
<td>Explore the meaning of Emotional Intelligence</td>
<td>Gardenswartz, et al. First Book (chapter/article) Summary is due. Affirmative introspection</td>
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<td>Session 2</td>
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<td>Date</td>
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<td>October 01</td>
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<td>More Emotional Intelligence</td>
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<td>October 15</td>
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<td>Managing Diversity</td>
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<td>October 29</td>
<td>5</td>
<td>More Managing Diversity</td>
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<td>November 15</td>
<td>6</td>
<td>More Managing Diversity</td>
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<td>November 19 Session 7</td>
<td>Explore the nexus between diversity and social justice</td>
<td>Adams, Blumenfeld, et al.</td>
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<td>• Section 35-migrant tomato workers</td>
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<td>• Start Presentations</td>
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<td>• Section 10-working for S. J. vision &amp; strategies for change</td>
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<td>• Selection No. 6-Heterosexism: cycle of socialization</td>
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<td>• Selection No. 137-Unite and rebel: building alliances</td>
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<td>Final Scholarly Paper is due.</td>
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<td>December 3 Session 8</td>
<td>Summary &amp; wrap-up</td>
<td>Finish Presentations</td>
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<td>Fourth Book (chapter/article) Summary is due.</td>
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