DPLS 759 Leadership & Diversity

Summer 2012    3 Credits

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Dates: June 4-14 [June 4-7 and June 11-14: 6 p.m.-10 p.m.]

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

OTHER READINGS: (Please see also References at the end of this syllabus)

OBJECTIVES
At the end of this course, you will be able to:
1. Explore the meaning of emotional intelligence and its relationship to working with diversity;
2. Examine different ways of managing diversity in the workplace and other communities;
3. Find 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. Increase knowledge of how to engage 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:
Gather and explore information for analysis of current issues regarding leadership and diversity. 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.

Build vocabulary and increase language to facilitate 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 person, a citizen, and as a leader; what is your takeaway; 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). Not to exceed 25 minutes.
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, three-page (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 or reaction to it? b) What would you do (action) about it? c) What are at least two implications for leaders? Actions will consist of strategies you would devise and implement both as a citizen and as a leader, teacher, nurse (you choose).

There will be in-class, impromptu writing assignments.

1. Scholarly Papers-Aim:
   1. Critique one of the following films: “I Am Sam,” or “Rabbit Fence,” or “Crash” or a similar film. You are expected to use material from the texts, other resources, with references, applying APA criteria, not to exceed 10, double-spaced, word-processed pages, not including references.
   2. In your final paper, use Mor Barak’s four levels of inclusion and detail how you would implement the levels. This may include cultural, racial, ethnic, religious, thinking, and other differences; include your vision, mission, and strategies for implementing the levels. You may use course materials as well as documentation from your field experience to support. Not to exceed 15 double-spaced word-processed pages, not including references.

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 culturally diverse others?
   b. What do you (personally) want to do about diversity?
   c. What do you want leaders to do about diversity?
   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

<table>
<thead>
<tr>
<th>Date - Session</th>
<th>Topics/Focus</th>
<th>Text &amp; Deliverables</th>
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| June 4         | • Introduction  
                 • Make Business Case | • Respond to preliminary questions  
                                                             • Make case for discussing differences  
                                                             • Discuss the Developmental Model of Intercultural Sensitivity (DMIS)  
                                                             • Summarize this class on BB |
| June 5         | Explore the meaning of Emotional Intelligence | Gardenswartz, et al.  
First Book (chapter/article) Summary is due.  
• Affirmative introspection  
• Self-governance  
• Intercultural literacy  
• Social architecting  
Be prepared to do activities as time permits. |
| June 6         | More Emotional Intelligence | Goleman  
• Emotions  
• The nature of EI  
• Emotional literacy  
• Emotional intelligence applied Second Book (chapter/article) is due. |
| June 7         | Managing Diversity  
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More Managing Diversity | Mor Barak  
• Ch 1: Challenges  
• Ch 2: Equality and Fairness in Employment (global)  
• Ch 3: Discrimination, Equality, etc.  
• Ch 4: Global Demos, Trends,  
• Ch 5: Socioeconomic Transitions  
• Ch 6: Defining Diversity (globally)  
• Ch 10: Div Mgt: Paradigms  
Start Short Presentations  
Summarize this Class on BB |
| June 11        | Mor Barak  
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• Ch 7: Vive la Difference  
• Ch 8: Culture & communication (global workplace)  
• Ch 9: Interpersonal relationships (global)  
Start Short Presentations  
Summarize this Class on BB |
| June 12        | More Managing Diversity  
Note: The four levels of | • Ch 11: Overview of inclusive workplace |
**Reference**


