

THE WOMEN'S COLLEGE OF THE UNIVERSITY OF DENVER

LDRS 3700 Multicultural Leadership

DRAFT

This syllabus is subject to modification following first class meeting on March 21, 2016. Supplementary materials, including rubrics for assignments, are posted on Canvas.

Spring 2016: Day/Time

Class will meet Mondays from 6:00-9:50 PM

Class Session Dates: March 21, 28; April 4, 11, 18, 25; May 2, 9, 16, 23

INSTRUCTOR'S NAME: Sheryl A. Ludwig, Ph. D.

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OFFICE HOURS are scheduled prior to each face-to-face class meeting and by appointment, email, text and/or phone contact

I will make every effort to respond to email or voicemail messages within 48 hours.

PREREQUISITES: LDRS 2517, 2518, 2540

COURSE DESCRIPTION:

The purpose of this hybrid course is to examine the knowledge, underlying concepts and self-awareness needed to provide leadership in our increasingly diverse and multicultural society. Course content and activities will focus on personal perceptions of diversity, organizational practices of diversity, and multicultural leadership from a community perspective.

LDRS 2701 STUDENT LEARNING OUTCOMES , MEASURES and ALIGNMENT WITH CWC LEARNING OUTCOMES:

LDRS 2701 LEARNING OUTCOMES	MEASURE OF LEARNING	ASSOCIATED CWC LEARNING OUTCOMES
Students will reflect upon personal diversity perceptions and leadership competencies in their everyday and workplace lives.	Discussion Posts Written Assignment One Class Presentation	#1 Epistemology and Inquiry #3 Communication #4 Intellectual Engagement and Reflection
Students will understand and articulate diversity from a macro perspective, including demographic trends, legislation and policy, and the global economy.	Discussion Posts Written Assignment Two Class Presentation	#3 Communication #4 Intellectual engagement and Reflection #5 Engagement with Human diversity

Students will analyze, evaluate and apply principles of diversity from an organizational perspective, including individual and group aspects of diversity, culture and communication, and interpersonal cross-cultural relations in the workplace.	Discussion Posts Written Assignment Three Class Presentation	#2 Quantitative and Qualitative Reasoning #3 Communication #4 Intellectual Engagement and Reflection #5 Engagement with Human diversity #7 Disciplinary Knowledge
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ACADEMIC INTEGRITY:

The Women’s College fully endorses the University of Denver’s Honor Code and the procedures put forth by the Office of Citizenship and Community Standards. Academic dishonesty—including plagiarism, cheating, and falsification of data and research—is in violation of the code and will result in a failing grade for the assignment or for the course. As student members of a community committed to academic integrity and honesty, it is your responsibility to become familiar with the DU Honor Code and its procedures (www.du.edu/honorcode).

COURSE TEXTS AND MATERIALS:

1. **REQUIRED TEXT: Juana Bordas. Salsa, Soul and Spirit. San Francisco: BK (Berrett-Koehler Publishers, Inc.). 2012.**

We will read this book early in the class. It will provide a multicultural leadership model and sources for discussion.

2. **REQUIRED READINGS AVAILABLE ON E-RESERVES:**

Michalle E. Mor Barak. Managing Diversity: Toward a Globally Inclusive Workplace. Thousand oaks, CA: Sage Publications, 3rd Edition, 2014.

- Chapter 2, Diversity Legislation in a Global Perspective: Equality and Fairness in Employment, pp. 17-53.
- Chapter 4, Global Demographic Trends: Impact on workforce Diversity, pp. 77-98.
- Chapter 5, Socioeconomic Transitions: The New Realities of the Global Workforce, pp. 99-117.

3. **Additional resources as posted on Canvas**

COURSE REQUIREMENTS

1. Timely and relevant class participation in online postings and discussions as well as in face-to-face meetings (30 points for each Discussion Posting and responses)
2. Thoughtful responses to reading assignments as demonstrated in discussion postings and responses to colleagues’ postings
3. Independent or collaborative research for case study (Written Assignment Three)
4. Submission and Presentation of following three papers (Papers 100 points each; presentations 40 points each):
 1. **Written Assignment One** will focus on your personal perceptions of diversity. Write a personal essay that responds to the general intent of questions distributed on first night of class (no more than 5 pages).

2. **Written Assignment Two** will focus on organizational diversity in an organization that you know about. In this paper you will (a) describe the organization using criteria described in Mor Barak, (b) evaluate the organization with respect to employment fairness and inclusion for diverse employees, (c) recommend (conceptually and/or operationally) changes in policy and practice that would help the organization achieve criteria, and (d) discuss current or projected circumstances that might contribute to or impede your suggestions from taking place.
3. **Written Assignment Three** will focus on multicultural leadership from a community perspective. This paper will be a case study of an individual with whom you are familiar. In the paper describe how your subject exemplifies multicultural leadership in the community, state, nation or world. Analyze how this person exemplifies multicultural leadership and why it is effective in the context where practiced. Conclude this paper with an evaluation of multicultural leadership, a thoughtful reflection about what resonates with your own leadership approach and why (or why not), and general recommendations. Please use test references to document your evaluation and recommendations with relevant journal articles, organizational information (reports or reputable web sites), and personal interviews. Include a bibliography of all sources.

Please note grade scale:

Percentage	Grade
95-100	A
90-94	A-
87-89	B+
(84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

ATTENDANCE AND PARTICIPATION

Attendance is mandatory in all class sessions. Active participation in class and online discussions is also required and will be a determiner in a student's final grade. An absence, for any reason, will result in forfeiting points for in-class student presentations. These may not be made up in another class session. If an emergency arises, it is the student's responsibility to contact her instructor.

A grade of incomplete will not be granted under any circumstances.

<http://www.du.edu/registrar/records/incompletepolicy.html>

DIVERSITY, INCLUSIVENESS, RESPECT

CWC has a core commitment to fostering a diverse learning community that is inclusive and respectful. Our diversity is reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates

expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up AND listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

TECHNOLOGY USE IN THE CLASSROOM

In order to create and maintain an optimal learning environment in the classroom, students should use technology appropriately as directed by the instructor for the purposes of the course. Work done on laptops, cell phones, and other devices that is not relevant to the class can hinder the process of communication and shared discussion of ideas that require full engagement by all participants.

ADA ACCOMMODATIONS

Students who require accommodations under the Americans with Disabilities Act must contact the instructor to discuss their needs. Failure to notify the instructor immediately may hinder the college's ability to accommodate accordingly. Students with learning disabilities should also contact the University Disability Services Program at <http://www.du.edu/studentlife/disability/>. University Disability Services houses the Learning Effectiveness Program (LEP) and the Disability Services Program (DSP).

OBSERVATION OF RELIGIOUS HOLIDAYS

Students wishing to observe a religious holiday not celebrated on the academic calendar may do so provided advanced written notice is given the instructor during the first two weeks of the quarter. With advanced written notice, the absence will be considered an excused absence. For additional information, contact DU's Center for Religious Services (<http://www.du.edu/crs/>).

COURSE SCHEDULE (SUBJECT TO MODIFICATION AFTER FIRST CLASS MEETING)

- ***NB> Please note the following requirement for the first class:***
- ***Prior to first class meeting, Please read Bordas, pp. 1-45. Please think carefully about your experiences with diversity and the impact they have had (or are having) on you and your practice of "egalitarian pluralism" Bordas, 2012, p. 211.***
- ***BRING AN OBJECT THAT REPRESENTS SOMETHING IMPORTANT ABOUT YOURSELF THAT YOU ARE WILLING TO SHARE WITH THE CLASS. Please read Chapter 2 carefully (pp. 23-43), reflecting upon "sankofa" and its influence upon how you identify yourself and your core values.***
- ***Please bring your computer to class***

Class Date

Class Topics and Assignments

March 21, 2016

(Face to Face) Introductions; course expectations; orientation to Canvas course management system; overview of global demographic trends and implications, and positioning leadership and yourself as a leader in a diverse and multicultural world. Explanation of written Assignment One and handout.

- March 28, 2016 (Face to Face)) Overview of diversity in a global perspective: **Prior to this week's Discussion Post #2, please read:**
- **Mor Barak, Chapter 4**, Global Demographic Trends: Impact on workforce Diversity, pp. 77-98.
 - **Bordas, (2012) Parts One and Two, pp. 46-137.** *As you read these two parts of the Bordas book, compare the model of leadership Bordas advocates with your conceptions and practices of leadership*
- April 4, 2016 (Face to Face) Student **presentation of Written Assignment One.** Multicultural approaches to leadership. Explanation and review of Module Two and documents for Written Assignment Two.
- April 11, 2016 (Online))) Equality and fairness in employment. Investigations and collaborative discussion of organizations that promote fairness and inclusion. Preparation for Written Assignment Two. **Prior to this week's Discussion Post #3, Please read:**
- **Mor Barak, Chapter 2**, Diversity Legislation in a Global Perspective: Equality and Fairness in Employment, pp. 17-53.
 - **Bordas (2012), Parts Three and Four, pp. 138-213.** *As you read these final two section of the Bordas book, please be thinking about how Bordas' model of inclusive leadership based on a principle of egalitarian pluralism does or could work in U.S. business and government – and in your own leadership style.*
- April 18, 2016 (Face to Face) Investigations and collaborative discussion of organizations that promote fairness and inclusion. Preparation for Written Assignment Two. **Prior to this week's Discussion Post #4, please read:**
- **Mor Barak Chapter 5**, Socioeconomic Transitions: The New Realities of the Global Workforce, pp. 99-117.
- April 25, 2016 (Face to Face) **Student Presentations of Written Assignment Two.** Explanation of Module Three and review of materials for Written Assignment Three
- May 2, 2016 (Online) Investigations and collaborative discussion of community leaders and their practices. Preparation for Written Assignment Three. **Discussion Post #5 due this week**
- May 9, 2016 (F2F) Student/Instructor Appointments. **Discussion Post #6 due this week**
- May 16, 2016 (Face to Face) Discussion of students' investigations and collaborative dialogue of community leaders, their practices., and what is/isn't working. (Preparation for Written Assignment Three)

May 23, 2016

(Face to Face) **Student Presentations of Written Assignment
Three.** Class debrief and evaluation.