EDCP 318L – Adaptive Strategies for Multicultural Leadership and Dialogue

Fall Semester, 2009

Section 0101
Tuesdays, 3:30 – 6:15 PM  2102 Tydings

Instructor

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Guest Instructor

Dr. Carlos E. Cortés
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Guest Instructor/Visiting Scholar

Class Texts and Readings

Required Texts:


Additional required readings will be assigned in class.
Recommended/Optional Texts:


Class Description

As U.S. society becomes increasingly complex along multiple and continually evolving dimensions of individual and group identities, successful leaders will benefit from learning adaptive strategies and practices that will help them to navigate this complexity and adapt effectively in a climate of constant change. This class will focus on specific strategies, concepts, and insights for successful leadership and dialogue in twenty-first century U.S. multicultural society.

Areas of emphasis will include major dimensions of multicultural identity in the U.S., key multicultural dynamics and the complex ways in which they play out, opportunities and benefits associated with multicultural diversity, study and consideration of multicultural dilemmas, and the role and practice of constructive dialogue in creating positive interactions, opportunities for problem-solving, and possibilities for achieving common ground. There are four major elements:

1. Developing an understanding of major dimensions of multicultural identity;
2. Developing an understanding of constructive leadership practices for effective leadership in a multicultural society;
3. Developing an understanding of dilemmas and tame and wicked problems that arise in a multicultural society; and
4. Developing an understanding of the role and practice of constructive dialogue in a multicultural society.

To achieve these elements, we will emphasize active participation of students in on-going class discussions and dialogues about class content.

This class is being offered through a collaboration and partnership between the Department of Resident Life, the Department of Counseling and Personnel Services within the College of Education, and the Adele H. Stamp Student Union Center for Campus Life at the University of Maryland.

Foundation for Future Peer Dialogue Training in the Common Ground Dialogue Program

This class will be a foundational experience for students who may be interested in pursuing further training as a Peer Dialogue Leader in the Common Ground Multicultural Dialogue Program in the Department of Resident Life. More information about this opportunity will be provided in class.

Class Objectives

- Students will develop an understanding of **nine dimensions of twenty-first century multicultural identity**: race/ethnicity, gender, religion, sexual orientation, ability/disability, age, class/socio-economic status, language, and citizenship.

- Students will learn about multiple dimensions of, and the relationships between, **individual and group identities**.

- Students will develop an understanding of the five dynamics of **perception, balance, equity, interaction, and limits** in the context of a multicultural society.
• Students will examine **six constructive leadership practices** that are important to successful leadership in twenty-first century U.S. multicultural society.

• Students will gain an increased understanding of the complexities and multiple perceptions associated with **dilemmas** that arise in twenty-first century U.S. multicultural society.

• Students will understand the **role of constructive dialogue in a multicultural society** and will have opportunities to engage in dialogues about current multicultural issues and dilemmas.

• Students will gain knowledge about **definitions of dialogue, participant behaviors and reactions in dialogues**, and **basic skills and considerations for effective leadership of multicultural dialogues**.

**Class Requirements** _______________________________________________________________________________________

1. **Attendance, Preparation, and Participation**

   Class attendance is mandatory. Students are expected to arrive on time and stay for the entire class session. Attendance will be taken at the beginning of each class. Campus policy requires that students who are absent due to illness or injury must provide documentation to the instructor. Contact me by e-mail or phone before the start of class to indicate that you will be missing a class due to illness or injury. Supporting documentation should be submitted before or on the first day of class upon your return. All other absences must also be excused in advance. Any unexcused absence may endanger your final grade.

   In order for us to achieve the class objectives, it is critical that students prepare for and participate actively in class discussions. Class members will learn much of what this class has to offer through interchange, discussion, and dialogue with other class members. Therefore, **15% of your class grade will be based upon attendance, preparation, and participation**. To facilitate this interchange, **laptops may not be used during this class**.

2. **Reading Assignments, Papers, and Homework**

   Students are expected to complete all reading assignments, homework, and papers prior to the class session for which they are assigned. Readings and homework assignments are designed to complement class discussions and facilitate optimal learning of the class material and objectives. In discussion-oriented classes it becomes obvious when students have not adequately prepared. **Students who frequently demonstrate a lack of preparation will endanger the portion of their final grade for attendance, preparation, and participation.**

   Your work on your e-mail journals will be included in your final grade for attendance, preparation, and participation. Specific guidelines for the journals will be provided in class.

3. **Journals**

   Each student is expected to write at least five **e-mail journals** over the course of the semester, approximately **one journal every two to three weeks** **(due by Sunday at 11:59 PM, dates noted on the syllabus)**. The primary topic for each journal will be aspects of the class during the preceding class sessions that stood out as meaningful to you and the potential relationships of those observations to aspects of your identity. **Journals will be sent to both the instructor and to Nicole or your assigned TA. Journal content is between the individual student and the instructor/TA and is not graded.**

   Your work on your e-mail journals will be included in your final grade for attendance, preparation, and participation. Specific guidelines for the journals will be provided in class.

4. **Participation in Blackboard Discussions**

   Each student is also expected to contribute to and participate in Blackboard discussions throughout the course of the semester. This will include posting articles on topics that are relevant to the class material and discussions and reading articles that other students have posted and writing comments.
Your contributions to the Blackboard discussions will be included in your final grade for attendance, preparation, and participation. Specific expectations for the Blackboard discussions will be provided in class.

Assignments and Grading

In addition to the assigned readings noted on the syllabus, the following are required:

1. **Paper 1**: Personal views on a controversial multicultural issue (Due 9/22) 15%
2. **Paper 2**: Topic to be discussed later in class (Due 12/1) 15%
3. **Midterm Exam** (10/27) 20%
4. **Common Ground Dialogue** (TBD) or **Group Project and Presentation** (In class 12/8) 15%
5. **Final Exam** (Date TBA) 20%
6. **Attendance, Preparation, and Participation** 15%

Your attendance/preparation/participation grade will include the five required e-mail journals and your contributions to the class Blackboard discussions.

Grading Criteria:

Each student’s grade will be based on how successfully he or she achieves the class objectives. In deciding upon a grade, the following will be considered:

- **Understanding of the class material**: The degree to which the student indicates recall and understanding of the material and concepts covered in the class; the student’s overall success in applying class concepts to hypothetical and/or actual situations.

- **Contribution and participation**: The extent to which the student makes active and relevant contributions to class activities, discussions, and dialogues.

- **Form**: The care and clarity with which the student completes papers and presentations. Written assignments should be of very high quality. Papers are expected to be excellent in appearance and form. Grammar, syntax, punctuation, and structure of written assignments should support and enhance the concepts the student intends to convey. Style guidelines for papers will be discussed in class.

- **Introspection**: The degree to which the student is thoughtful, insightful, innovative, and self-aware in the application of class concepts to his or her individual learning and experiences.

- **Elaboration**: The degree to which the student provides detail, depth, and development in written work. Specifically, we will be looking for the student’s ability to reason and provide rationales for conclusions, the extent of critical thinking, and the development of examples and analogies.

- **Synthesis**: The degree to which the student “brings it all together” and incorporates class material into the creation of new insights, unique products, and/or creative solutions to hypothetical or actual situations studied in the class.

Academic Integrity

The University of Maryland has a student-administered *Code of Academic Integrity* and *Honor Pledge*. The *Code* prohibits students from cheating on exams, plagiarizing papers, giving or receiving unauthorized
assistance on academic assignments or exams, submitting the same paper for credit in two classes without authorization, buying papers, submitting fraudulent documents, forging signatures, and other forms of academic dishonesty.

We will not tolerate any form of academic dishonesty in this class and will actively investigate any alleged or apparent incident. Consistent with the spirit and intent of the University of Maryland Honor Pledge, students in this class will be asked to write the following signed statement on each assignment and exam: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Compliance with the Code of Academic Integrity at the University of Maryland is administered by the Student Honor Council. For additional information about the Code, the Honor Council, or the Honor Pledge, see the Office of Student Conduct’s website at www.studentconduct.umd.edu.

Religious Observances

The University System of Maryland policy on religious observances provides that students should not be penalized in any way for participation in religious observances and that, whenever feasible, they be allowed to make up academic assignments that have been missed due to such absences. The policy requires that the student must personally provide the instructor with written notification of the projected conflict within two weeks of the start of the semester. For more information, please refer to the Online Undergraduate Catalog Policy on Religious Observance. Efforts have been made to schedule assignments and due dates for this class around major religious holidays.

If you experience any conflict in this class due to your personal religious observances, please consult with me so I can give careful consideration to your needs.

Students with Disabilities

Students with physical, psychological, emotional, and/or learning disabilities are encouraged to contact me if reasonable accommodations can be made to assist your learning and/or evaluation in this class. If you have such a disability and anticipate requesting accommodation, University policy requires that you inform the instructor at the beginning of the semester.

I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form that has been updated for the Fall 2009 semester. This form must be presented to me by October 1, 2009.

Disability Support Services (0126 Shoemaker Building, 301-314-7682) provides a variety of services to students with disabilities; staff members are available to consult with students at any time. Students are encouraged to take advantage of this resource if needed.

Class Cancellations/Delays

Check with 301-405-SNOW or the university website (www.umd.edu) for information about cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts (www.alert.umd.edu), to receive text messages about cancellations and delays. We will comply in this class with any university cancellations or delays.

CourseEvalUM

CourseEvalUM will be open for you to complete your evaluation of your Fall 2009 classes between Tuesday, December 1 and Sunday, December 13. Go directly to the website (www.courseevalum.umd.edu) to complete your evaluation of this class. You are strongly encouraged to participate in this evaluation system; your feedback on this class and others will help instructors revise courses for future years and will contribute to the overall success of Maryland’s academic programs.
Class Calendar

Week 1  Introduction to the Class
Tuesday 9/1  Introductions, Overview of Syllabus
           Introduction to Dimensions of Identity
           Identity Exercise

IDENTITY – OVERALL CONTEXT

Week 2  Continue Identity Exercise
Tuesday 9/8  Continue Identity Exercise
            Concepts of Identity
            
            Reading:
            ● Class Introduction (Handout)
            ● Identity (Handout)

Week 3  Film: Skin Deep & Labels
Tuesday 9/15  Film: Skin Deep
              Introduction to Labels
              Obama’s Speech on Race
            
            Reading:
            ● Cortés, Part 2 – Chapter 10 (pp. 159-165)
            ● Barack Obama’s Speech on Race – March 18, 2008 (Handout)

By Sunday 9/20  E-MAIL JOURNAL 1 DUE

BALANCE

Week 4  Balance & Leadership Practice 1
Tuesday 9/22  Leadership Practice 1
            Strengths of Diversity
            Balance Case Study
            
            Reading:
            ● Achieving Balance – Community and Communities (Handout)
            ● Cortés, Part 2 – Chapter 9 (pp. 150-158)
            ● Balance Case Study (Handout)

PAPER 1 DUE
### PERCEPTION

**Week 5**  
**Media Context:** Challenge of Perceptions of Self and Others  
**Guest Instructor:** Dr. Carlos Cortés

**Tuesday 9/29**  
Mass Media as Diversity Educators  
Creation, Content, and Reception

**Reading:**  
- Cortés, Part 2 – Chapter 4 (pp. 103-110)  
- Cortés, Part 2 – Chapter 11 (pp. 166-182)  
- Cortés, Part 2 – Chapter 12 (pp. 183-191)  
- Cortés – Example of a Media Journal (Handout)

**By Sunday 10/4**  
*E-MAIL JOURNAL 2 DUE*

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**Week 6**  
**Perception, Constructivism, & Leadership Practice 2**

**Tuesday 10/6**  
Stereotypes and Generalizations  
Perception and Constructivism  
Leadership Practice 2  
Perception Case Study

**Reading:**  
- Stereotypes and Generalizations (Handout)  
- Perception in Multicultural Environments (Handout)

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### EQUITY/EQUALITY

**Week 7**  
**Equity/Equality & Leadership Practice 3**

**Tuesday 10/13**  
Equity and Equality  
Equity Case Study

**Reading:**  
- Weighing Equity and Equality in Modern Multicultural Society (Handout)

**By Sunday 10/18**  
*E-MAIL JOURNAL 3 DUE*

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### IDENTITY GROUP INTERACTIONS

**Week 8**  
**Identity Group Interactions & Leadership Practice 4**

**Tuesday 10/20**  
Leadership Practice 4  
Climate  
Empathy and Sympathy  
Identity Group Interactions Activity

**Reading:**  
- Climate – The Context for Interaction (Handout)  
- Leading to Foster Constructive Intercultural Interaction (Handout)
Week 9

Tuesday 10/27  MIDTERM EXAM

TAME AND WICKED PROBLEMS

Week 10  Tame and Wicked Problems, Multicultural Dilemmas
& Leadership Practice 5

Tuesday 11/3  Tame and Wicked Problems
Multicultural Dilemmas
Case Study
Leadership Practice 5

Reading:
- Multicultural Dilemmas and the Nature of Wicked Problems (Handout)

LIMITS

Week 11  Limits & Leadership Practice 6

Tuesday 11/10  Limits
Leadership Practice 6

Reading:
- Cortés, Part 2 – Chapter 8 (pp. 145-149)

CONSTRUCTIVE DIALOGUE IN A MULTICULTURAL SOCIETY

Week 12  Defining Dialogue

Tuesday 11/17  A Definition of Dialogue
Dialogue vs. Debate
Obligations as Foundational
Process and Content
The Role of Constructive Dialogue in a Multicultural Society

Reading:
- Stone, Patton & Heen, chapters to be assigned
- Additional readings to be assigned

By Sunday 11/22  E-MAIL JOURNAL 4 DUE
Week 13  Participants in Multicultural Dialogues

Tuesday 11/24  How Participants Engage in Dialogue
Cognitive Development and Complexity
Hot Buttons & Comfort Zones
Emotion in Dialogue
Barriers to Constructive Dialogue

*Reading:*
- Stone, Patton & Heen, chapters to be assigned
- Additional readings to be assigned

Week 14  Leading Multicultural Dialogues

Tuesday 12/1  Basic Dialogue Leader Skills
Importance of Self-Reflection
Handling Constructivism and Personal Biases
Critical Thinking

*Reading:*
- Stone, Patton & Heen, chapters to be assigned
- Additional readings to be assigned

PAPER 2 DUE

Week 15  Putting It All Together

Tuesday 12/8  Synthesis and Reflection
Challenges and Opportunities
Group Presentations and Reflections on Common Ground Experience
Class Wrap Up

By Sunday 12/13  *E-MAIL JOURNAL 5 DUE:*
*Reflections on the Common Ground group and/or group presentations*

**FINAL EXAM**  During the scheduled exam time

As our class is held at a non-standard time, the date and time of the final exam will be announced later in the semester

*Note that this syllabus is subject to change at any time during the course of the semester. Students will be notified if any changes occur.*