EDCP 318L – Adaptive Strategies for Multicultural Leadership and Dialogue

Fall 2013

Section 0101
Tuesdays, 3:30 – 6:15 PM  JMZ 2123

Instructor
Nicole Mehta
Program Director, Common Ground Multicultural Dialogue Program
Department of Resident Life
2101 Annapolis Hall
(301) 314-4838
nmehra@umd.edu

Office hours by appointment or stop by between 9:00 AM – 5:00 PM

Teaching Assistants

Kenny Bayton
Kenneth.a.bayton@gmail.com
(410) 375-5700

Guest Instructor

Dr. Carlos E. Cortés
Professor Emeritus of History, University of California – Riverside
Campus Address: 2101 Annapolis Hall, (301) 314-7608
Guest Instructor/Visiting Scholar

Class Texts and Readings

Required Texts:


Additional required readings will be assigned in class and will be available on Blackboard. Students are responsible for downloading all assigned readings in advance and bringing them to 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, contemporary 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 in 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 Leader (PDL) Training in the Common Ground Dialogue Program

This class serves as a foundational prerequisite for students who are 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 multicultural identity in twenty-first century U.S. society: race/ethnicity, gender, religion, sexual orientation, ability/disability, age, class/socioeconomic 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 balance, perception, 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 contemporary dilemmas in U.S. multicultural society.
• Students will understand the role of constructive dialogue in a multicultural society and will have opportunities to engage in dialogue 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. Class Attendance, Preparation, and Participation

15% of your grade in this class will be based on attendance, preparation, and participation.

Attendance and Excused/Unexcused Absences

This class is designed as a discussion-based experience; class attendance is essential and expected. Attendance will be taken at the beginning of each class. Students are expected to arrive on time and stay for the entire class session.

The general university attendance policy is available at http://www.testudo.umd.edu/soc/atedasse.html. Additionally, the university has instituted a new attendance policy related to medical absences (available at http://www.president.umd.edu/policies/docs/V-100G.pdf). In general, absences will only be excused when the student has made a reasonable effort to inform the instructor prior to the class, except in cases of emergency. Depending on the circumstances, the instructor may also request written documentation verifying the reason for the absence. Unexcused absences and absences from a portion of a class session (e.g. late arrivals or early departures) will be factored into your attendance grade. For both excused and unexcused absences, students are responsible for class content covered that day and for turning in assignments on time.

In the event that a class must be missed due to illness or medical emergency, the policy is as follows:

1. For every medically necessary absence from class, a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, the student must bring a self-signed note that includes the date, the reason for the absence, and an acknowledgement that the information in the note is accurate.

2. If, in the instructor’s opinion, a student begins to establish a prolonged pattern of absences due to illness or medical issues, the instructor may require documentation signed by a health care professional.

3. If a student is absent on days when tests are scheduled or papers, major assignments, or presentations are due, he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

Preparation & Participation

In order for us to achieve the objectives for this class, 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 the instructor, TAs, and other class members.

To facilitate this interpersonal discussion, 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. Some readings and assignments will be provided on Blackboard; students are responsible for downloading them in advance and bringing them to the assigned class. 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 their final grade for attendance, preparation, and participation.

3. **Journals**

Each student is expected to write at least six e-mail journals over the course of the semester, approximately one journal every two to three weeks (due by Sunday at 11:59 PM, due dates noted on the syllabus). The primary topic for each journal will be elements of the class during the preceding class sessions that stood out as meaningful to you, and the potential relationships of those observations to specific aspects of your identity. Journals will be sent to both the instructor and 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 and the TA assignments 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, 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**: Multiple perspectives on a controversial multicultural issue (Due 9/24) 15%
2. **Paper 2**: Topic to be discussed later in class (Due 12/3) 15%
3. **Midterm Exam** (10/22) 20%
4. **Common Ground Dialogue** (TBD) or **Group Project and Presentation** (In class 12/10) 15%
5. **Final Exam** (Date to be determined and announced later in the semester) 20%
6. **Attendance, Preparation, and Participation** 15%

Your attendance/preparation/participation grade will include the six 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, written work, and presentations. Written assignments must be of very high quality. Papers are expected to be excellent in form and appearance. Grammar, syntax, punctuation, and structure of written assignments should support and enhance the concepts the student intends to convey. Papers must clearly adhere to a specific style guideline; the style may be based on the student’s major or field. Guidelines 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, demonstrate critical thinking, and develop relevant 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 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, 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 the instructor 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 accommodations, University policy requires that you inform the instructor at the beginning of the semester.

We will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and provide me with a University of Maryland DSS Accommodation form. This form must be presented to me by October 1, 2011.

Disability Support Services (0106 Shoemaker, 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.

CourseEvalUM

CourseEvalUM will be open at the end of the semester for you to complete your evaluation of your Fall 2011 classes. 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 about this class and others will help instructors and will contribute to the overall success of Maryland’s academic programs.

Class Schedule

Week 1  Introduction to the Class

Tuesday 9/3  Introductions, Overview of Syllabus
            Introduction to Dimensions of Identity
            Begin Identity Exercise

IDENTITY – OVERALL CONTEXT

Week 2  Continue Identity Exercise

Tuesday 9/10  Continue Identity Exercise
             Concepts of Identity

Reading:
* Class Introduction (Handout & on Blackboard)
* Identity (Handout & on Blackboard)
Week 3  
Labels & Application of Identity Concepts

Tuesday 9/17  
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 (Blackboard)

By Sunday 9/22  
E-MAIL JOURNAL 1 DUE

PERCEPTION

Week 4  
Perception & Constructivism  
Guest Instructor: Dr. Carlos Cortés

Tuesday 9/24  
Perception & Constructivism  
Mass Media as Diversity Educators/ The Role of the Societal Curriculum  
Creation, Content, and Reception  
Stereotypes and Generalizations

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)

PAPER 1 DUE

Week 5  
Leadership Practice 1 – Perception  
Guest Instructor: Dr. Carlos Cortés

Tuesday 10/1  
Leadership Practice 1  
Perception Case Study

Reading:
- Perception in Multicultural Environments (Blackboard)

By Sunday 10/6  
E-MAIL JOURNAL 2 DUE
## BALANCE

### Week 6

**Balance & Leadership Practice 2**

**Tuesday 10/8**

- Leadership Practice 2
- Strengths of Diversity
- Balance Case Study

**Reading:**
- *Achieving Balance – Community and Communities* (Blackboard)
- *Cortés, Part 2 – Chapter 9* (pp. 150-158)
- *Balance Case Study* (Handout)

## EQUITY/EQUALITY

### Week 7

**Equity/Equality & Leadership Practice 3**

**Tuesday 10/15**

- Equity and Equality
- Equity/Equality Case Study

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

**By Sunday 10/20**

- E-MAIL JOURNAL 3 DUE

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### Week 8

**Tuesday, 10/22**

**MIDTERM EXAM**

## IDENTITY GROUP INTERACTIONS

### Week 9

**Identity Group Interactions & Leadership Practice 4**

**Tuesday 10/29**

- Leadership Practice 4
- Climate & Spokesperson Issues
- Empathy and Sympathy
- Identity Group Interactions Activity

**Reading:**
- *Climate – The Context for Interaction* (Blackboard)
- *Leading to Foster Constructive Intercultural Interaction* (Blackboard)
## TAME AND WICKED PROBLEMS

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

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

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

*By Sunday 11/10*
E-MAIL JOURNAL 4 DUE

## LIMITS

**Week 11**
*Limits & Leadership Practice 6*

**Tuesday 11/12**
Limits
Leadership Practice 6

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

## CONSTRUCTIVE DIALOGUE IN A MULTICULTURAL SOCIETY

**Week 12**
*Defining Dialogue*

**Tuesday 11/19**
A Definition of Dialogue
Dialogue vs. Debate
Obligations as Foundational in Dialogue
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*
Week 13  
Participants in Multicultural Dialogues  
Tuesday 11/26  
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  

By Sunday 12/1  
E-MAIL JOURNAL 5 DUE  

Week 14  
Leading Multicultural Dialogues  
Tuesday 12/3  
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 12/10  
Synthesis and Reflection  
Challenges and Opportunities  
Group Presentations and Reflections on the Common Ground Experience  
Class Wrap Up  

By Sunday 12/16  
E-MAIL JOURNAL 6 DUE:  
Reflections on the Common Ground group and/or group presentations  

FINAL EXAM  
During the scheduled exam time  
Because our class is held at a non-standard time, the date and time of the final exam will be determined and 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.