
Spring 2019
COURSE CRN: 34885

PPPM 494: Practice of Leadership and Change

Tuesday and Thursday
10:00am – 11:50am
Villard Hall (Vil) 300
October 01, 2019 - December 16, 2019

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Wed. 2:00-3:30 pm and by appointment.
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All email communication between students and the professor should be done from official uoregon.edu accounts. Please do not use other email accounts for communication (I will refrain from responding to emails from other accounts). **It is students' responsibility to check their uoregon.edu accounts and Canvas in a timely manner for class updates and communication.**

*Please note that the syllabus is subject to change as needed throughout the term. Students will be informed in a timely manner of any changes.

CS200 Course Overview

Description

As advanced students, this course is an opportunity to apply both knowledge and experiences you have learned from the program so far, in addition to challenging you to think beyond college. As such, this course will explore leadership across cultures, contexts, and purposes, including organizational (non and for profit), community, and political spheres. Key questions covered in this class will include: What is Leadership? Is leadership a thing, a person, a quality or something else? How has leadership varied across time and places? How do leadership norms and expectations impact organizations, communities, and policies? Answers to these questions relate to what we envision leadership to be as well as what leadership we may dismiss depending on our cultural and historical backgrounds. Students in this class will gain cultural and historical understanding of how leadership is practiced across different cultural places and context. This includes the processes used to create “followers” and “others” who are excluded. Students will also go through the Hate and Bias Prevention and Response Toolkit training series developed by the City of Eugene. Facilitators of the workshops will be a range of individuals from city employees, community leaders, and graduate and undergraduate students. Towards the second half of the term, students will also engage in creating a mini-module training that aims to educate others in a key current event topic that has been touched on in class. As such, fieldwork and site visits will be expected to collect data for students' final projects.

Structure

The class will be structure as a Socratic seminar. It is my hope that the class time will be spent in high quality dialogue that critically engages with the readings, which are typically divided between theory, case studies, and methods. As such, coming prepared for class is not only about having done the readings and any related assignments, (that is a low standard), but students should be ready to engage with one another, participating in conversations, being open to being called on throughout the course, and to volunteer to model and lead activities. Critical Thinking is the ability to read, write, **and** speak about issues. This requires both the ability to critical discuss class readings and ideas, but also the ability to relate to personal experiences and practice. Therefore, this class should be seen a brave space to take risks, to make mistakes, fail miserably, learn from practice, and try again. Please note how this level of engagement is geared towards active learning, aimed at achieving Praxis.

Teaching Philosophy

My teaching is an extension of my community-based research and work, as I engage students with a pedagogical approach that bridges real-world community-based case studies to students' experiences and content knowledge. As an instructor, I use this approach to provide students with a framework for interdisciplinary and integrative learning and to guide students in engaging as agents of change. This process of *praxial* education helps students relate content knowledge to their own experiences and to ask questions about equity and participation in larger social issues. *Praxis* is coming to an understanding of one's social reality and being compelled to take social action. Thus, *praxial* education purposefully connects learning to community settings and civic action. This framework provides valuable practical experiences for students to draw on who are interested in a variety of careers in business, non/for profit organizations, government agencies, and academic fields.

Course Learning Objectives

Students should be able to:

1. Explain the differences between various leadership styles and the purpose they serve
2. Differentiate when and how leadership excludes or includes individuals and communities
3. Define the difference between hate crimes and bias incidents, and practice different intervention and prevention strategies
4. Compare and contrast strengths and weakness of different communication, facilitation, and presentation skills
5. Practice creating learning objectives & map out a training module that describes a learning process

Course Learning Outcomes

Students should be able to:

1. Describe at least 3 different types of leadership styles/approaches
2. List and explain at least two ways that bias and privilege play a role in leadership interactions
3. Articulate their abilities to identify, intervene and report hate crimes and bias incidents and apply prevention strategies
4. Describe differences in communication, facilitation, and presentation skills, while practicing different approaches
5. Design and implement mini-module training incorporating theory, concepts, and skills from class

Required Textbooks

- Heiko, R., & Marianne, K. (2008). *Mapping dialogue: Essential tools for social change*. Taos Inst Publications.
- Meyer, E. (2016). *The culture map: Breaking through the invisible boundaries of global business*. PublicAffairs.
- Additional readings available at <http://canvas.uoregon.edu>.

Grade Evaluation:

This class is offered on either a graded or pass/no pass basis. Your grade will be determined based on the following:

<u>Assignment</u>	<u>Percentage of Grade</u>
1. Attendance	10
2. Participation	10
3. Discussion Board	20
4. Hate & Bias Toolkit Reflections	30
5. Mini-Module Training	30
TOTAL	100

A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; F 0-59

Classroom Policies and Expectations

Attendance (10 Points)

Research indicates that students who attend class are more likely to be successful. As our course meets twice a week, it is to your advantage to attend every class. Each class is worth .5 point of your attendance points. In special circumstances that include sickness, and family emergencies please make sure to email me in advance of the class time. Other circumstances not covered by university policy as excusable absences will not be accepted (this includes parents visiting, vacations, etc.)

Class Etiquette

Class etiquette is taken into account in your participation grade. Please be respectful of each other's points of views. Casual conversation outside the main discussion is rude and will not be tolerated. To maintain academic integrity, freedom, and protect the privacy of your fellow classmates no recordings of any kind should be taken without prior written approval from the professor and your fellow classmates. Do not read for other courses during class. Turn off cell phones and anything else that might ring during class. Do not look at your phone or text people in class. Do not surf the Internet during class. These are disrespectful to the class and to your peers. If there is an emergency that requires you take a phone call or respond to a text, please excuse yourself and use your phone outside the classroom. Thank you.

Late Assignment Policy

If you are unable to make it to class on the day an assignment is due, you may post to Canvas or email your assignment to the instructor prior to the class time and date that assignment is due. Late assignments *will* receive only partial credit (**1 point off for every 24 hours late and I will not accept any assignments after three days**). If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when "the quality of work is satisfactory, but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor."

Electronic Communication and Devices

If you email me a question during normal working hours (9-5pm, Monday through Friday) I will do my best to respond within 24 hours. Inquiries made during the weekend will take me longer to respond to. Please remember that email correspondence is a reflection of your professional skill and maturity; therefore, take time to compose thoughtful and polite emails to myself and your other instructors.

You may use electronic devices to access course texts and assignments, or to complete in-class work. The use of electronic devices in the classroom should be considered in light of one overarching rule: be courteous and respectful of others and should only be on class content. If this guidance is not followed, I reserve the right to ban any and all electronic devices for any or all students in the class.

Academic Misconduct

A student who submits work, at any stage of the writing process, which in whole or in part has been written by someone else, or which contains passages quoted or paraphrased from another's work without acknowledgment (quotation marks, citation, etc.), has plagiarized. Maintain your integrity when completing assignments and be overzealous to give credit where it is due. If you are ever unsure about what constitutes plagiarism, ask me in advance. Students who are found to have plagiarized work may be subject to various disciplinary actions, starting with a failing grade on a particular assignment, failure of the entire course, and possible expulsion from the university. In cases of academic dishonesty, my policy is to file a complaint with the Office of the Dean of Students. Please do not take this lightly. For more information about violating academic integrity and its consequences, consult the University Student Conduct Code (available at <http://dos.uoregon.edu/social-misconduct>) By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. **This includes any of the online essays-for-hire industry related services**

Plagiarism

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas). If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <http://researchguides.uoregon.edu/citing-plagiarism>.

Accessibility

The University of Oregon is working to create inclusive learning environments. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first week of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>: 164 Oregon Hall at 541.346.1155 or uoac@uoregon.edu.

Inclusion Statement and Anti-discrimination Policy

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the University community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity and expect it from others

- Promote the diversity of opinions, ideas, and backgrounds which is the lifeblood of the university
- The College of Design promotes the strengths of our multicultural community through the Equity & Inclusion Committee. For more information about the Equity & Inclusion Committee and other student resources, please see: <https://blogs.uoregon.edu/design/deans-office/committees/equity-inclusion-committee/>
- Additionally**, any student who has experienced sexual assault, relationship violence, stalking, and/or sexual harassment may seek information and help at <https://safe.uoregon.edu>. A student can also call 541-346-SAFE, UO's 24 hour hotline to be connected to a counselor. **Please note that I myself am not a Designated Reporter.**

Schedule of Classes

Week 1 **Welcome & Introduction**

Tuesday, October 1st

In-class Activities: Review Syllabus, Introductions, Expectations, Leadership Analysis, and Group norms

Required Reading

- A short interview of Malala Yousafzai will be emailed to students before the first day of class. She is a Pakistani activist for female education and the youngest Nobel Prize laureate.

Thursday, October 3rd

In-class Activities:

- Review Class Rules/Norms
- Where are you in the culture map? Facilitation Training
- The History of Race/Talking About Race

Required Readings

- Meeting the Challenge of Leading in the 21st Century: Beyond the 'Deficit Model' of Leadership Development
- A leader's journey to engage the Culture Map, Introduction: Navigating cultural differences and the wisdom of Mrs. Chen (pgs. 1-27).

Assignments for the week: **None**

Week 2 **Geographies of Hate, Facilitation skills building**

Tuesday, October 8th

In-class Activities: Facilitation skills building

Required Reading

- Medina, R. M., Nicolosi, E., Brewer, S., & Linke, A. M. (2018). Geographies of organized hate in America: a regional analysis. *Annals of the American Association of Geographers*, 108(4), 1006-1021.
- Documentary on the Rise of Hate
- Detour-Spotting by Jona Olsson

Thursday, October 10th

In-class Activities: Hate & Bias Training Session 1: Introduction

Required Readings

- **Chapter 1 & 2 of Hate & Bias Prevention and Response Toolkit**
- *The Culture Map*: Listening to the air: Communicating across cultures (pgs. 29-60).

Assignments for the week: **1. Discussion Board (Tuesday, October 8th)**

Week 3 **Analyzing Social Interactions; History; Bias/Privilege**

Tuesday, October 15th

In-class Activities: Lecture/discussion,

Required Reading

- Achieving relational authenticity in leadership: Does gender matter
- Can an Agentic Black Woman Get Ahead? The Impact of Race and Interpersonal Dominance on Perceptions of Female Leaders
- Building bridges from the margins: the work of leadership in social change organizations

Thursday, October 17th

In-class Activities: Hate & Bias Training: Session 2 The History of Oppression

Required Readings

- Hate & Bias Toolkit Appendix 1
- Washington Post articles:
 - Teaching America's Truth
 - Quiz: Test your knowledge on the History of U.S. slavery
- NYT article:
 - How Italian's Became White

Assignments for the week: **1. Discussion Board (Tuesday, October 15th)**
2. Hate & Bias reflection on Detour Spotting & Introduction (Thursday the 17th)

Week 4 **Group Projects: Creating a training for social conscious**

Tuesday, October 22nd

In-class Activities: Assign Groups, generate ideas for trainings

Required Reading

- *The Culture Map*: Why versus How: The art of persuasion in a multicultural world (pgs. 89-114),
- *The Culture Map*: How much respect do you want?: Leadership, hierarchy, and power (pgs. 115-142)
- *Mapping Dialogue*: Pgs. 11-36

Thursday, October 24th

No Class Conference

In-class Activities: Take the time to meet with your groups during class time.

Required Readings

- Mapping Dialogues: Pg. 37-78

Assignments for the week: **1. Discussion Board (Tuesday, October 22nd)**
2. Hate & Bias reflection on Appendix 1 (Thursday October 24th)

Week 5 **Decisions, Power, and Trust**

Tuesday, October 29th

In-class Activities: Lecture/discussion/group updates

Required Readings

- *The Culture Map*, Big D or little d: Who decides and how? (pgs. 143-161)
- NYT articles:
 - I wanted to know what white men thought about their privilege. So I asked.
 - The bipartisan cry of not in my backyard

Thursday, October 31st

In-class Activities: Hate & Bias Training: Session 3 Identity and Social Groups

Required Readings

- *The Culture Map*, The Head or the Heart: Two types of trust and how they grow (pgs. 163-194)
- Hate & Bias Toolkit Appendix 2
- Hate & Bias Training: Session 2

Assignments for the week: **1. Discussion Board (Tuesday, October 29th)**

Week 6 **Commitment/How to Give Feedback/ Collaboration/ Common Purpose**

Tuesday, November 5th

In-class Activities: Lecture/ Group workshop

Required Readings

- *The Culture Map*: The many faces of Polite: Evaluating performance and providing negative feedback (pgs. 61-88)
- What Google Learned from Its Quest to Build the Perfect Team

Thursday, November 7th

In-class Activities: Student-led discussion/activities

Required Readings

- Hate & Bias Toolkit Appendix 3
- Hate & Bias Training: Session 3 How to Support People Who Experience Hate

Assignments for the week: **1. Discussion Board (Tuesday, November 5th)**
2. Hate & Bias reflection on Appendix 2 (Thursday, November 7th)

Week 7 **Hands on Practice on How Best to Intervene**

Tuesday, November 12th

In-class Activities: Hate & Bias Training: Session 5 Upstander/Bystander Intervention Part 1

Required Readings

- *The Culture Map*: The needle, not the knife: Disagreeing productively (pgs. 195-218)

Thursday, November 14th

Hate & Bias Training: Session 5 Upstander/Bystander Intervention Part 2

In-class Activities:

Required Readings

- Hate & Bias Toolkit Appendix 4

Assignments for the week: **Hate & Bias reflection on Appendix 3 (Thursday, November 14th)**

Week 8

Authentic Leadership and Ethics

Tuesday, November 19st

In-class Activities: Discussions/Group Workshop

Required Readings

- George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. *Harvard business review*, 85(2), 129.
- Mapping Dialogue: Pgs. 122-145.

Thursday, November 21st

In-class Activities: Aligning your ethics/group workshop

Required Readings

- Ethics and Leadership (pgs. 1-6)
- NYT articles:
 - Jeff Flakes Op-ed in the NYT
 - *Business Schools Now Teaching #MeToo, N.F.L. Protests and Trump*
 - Cheating, Inc.: How writing papers for American college students has become a lucrative profession overseas

Assignments for the week: **1. Final Toolkit Reflection (Thursday, November 21st)**
2. Draft of Mini-Module (Friday November 22nd)

Week 9

Embracing Complexity for Life

Tuesday, November 26th

In-class Activities: Breaking down and building up logic/group workshop

Required Readings

- *The Culture Map*, How late is late?: Scheduling and cross-cultural perceptions of time (pgs. 219-241) & Epilogue (pgs. 243-253).
- NYT article on Burning Man
- PBS Newshour Video on the Trucking Industry

Thursday, November 28th Thanksgiving: NO CLASS

Week 10 **Mini-Module Trainings and Class Evaluation**

Tuesday, December 3rd

In-class Activities: Students' Mini-module trainings

Thursday, December 5th

In-class Activities: Students' Mini-module trainings
Class Evaluation

Assignments: **Mini-module trainings**

Week 11 **Final Papers & Remaining Students' Mini-module trainings**

Assignments

Individual

Attendance (10 %)

You registered for this class because you were interested in learning more about leadership and change, so the best way to accomplish that goal is to attend every class. If you can't be present, **you should coordinate with your classmates** to ensure you are current with class content. You can have one unexcused absence before it affects your grade in this class.

Discussion Board and Participation (30 %)

Although all students are expected to do all readings before class, every week students will post discussion questions and answer other students' questions on the board. All students are asked to post 2 questions related to the Tuesday readings by Sunday at noon (1 point). Then by 1pm on Tuesdays, students need to post a response to 2 of their classmates' questions across readings (in other words, when more than one reading you need to ask questions and answer questions of at least 2 different readings). Both question responses need to be at least 150 words **not counting direct quotes** (3 points). Grading will consider the following factors when reviewing class discussions: staying on topic, direct references to readings, logic of argumentation, providing evidence with claims, being concrete and specific as opposed to general when appropriate, moving beyond summarizing to analysis, and synthesis.

Students will be expected to be able to refer to online discussions in class and engage in discussion related to themes that come up on the discussion boards. The ability to do so in class will be counted towards your participation grade. The research evidence demonstrates that students learn more and develop critical thinking skills through participation in discussion, so I include it as a course requirement. You will also be expected to proactively manage your use of the class' and your group's time to help prevent anyone from overly dominating our discussions.

Hate & Bias Prevention and Response Reflections (30%)

During this class you will take part in a series of Hate & Bias Prevention and Response workshop sessions designed by the City of Eugene staff from the Office of Human Rights & Neighborhood Involvement. Reflecting on and integrating this material is critical for growth and learning about how this applies to leadership. After each session you will be expected to write a one-page reflection. There will be 5 reflections total. Your reflection should include:

- 1) What was challenging and why (You need to do this by connecting it to two of the following: your personal experience, identity, or a connection to a class reading);
- 2) How does the learning from this session integrate with the previous session, draw connections (for the first reflection there will be none, for the last you will be expected to synthesize what you have learned through all 5 sessions);
- 3) Lingering questions you may have.

Team Project

You will work as part of a team to complete a mini-module training on a current topic covered in class that is chosen by your team. We will create teams of 4-5 students in the 4th week, and you will work with the same team throughout the project. We will spend time during the 4th week developing team agreements to ensure the success of your team in completing the group assignments with minimal discord among team members. More detailed description will be given during week 4.

Mini-Module Training (Total of 30 %)

For this project, each team will strategize about what topic covered in class they are interested in developing into a mini-module training for a group or community (e.g. a sport team, residence dorm, community organization they work with, etc.). Part of this work will be on identifying what might be some challenges or opportunities for bringing this kind of resource to your identified group or community. This will require having discussions with members from the group or community about the topic and idea.

In order to support your work around this project, you will have read, be introduced to, and practice different kinds of activities for group learning. Part of your job will be to identify what are the key learning objectives you want your training to cover and then develop a plan for how to achieve those learning objectives. This will include resources needed to use during the training, designing activities, and developing some form of evaluation to see if the learning objectives have been met. All of these various components will need to be logically described and explained so that someone not in your group could implement it if they wish.

This project is divided into three different components:

1. Draft of your mini-module (5%) will be due on **Friday November 22nd by 11:59pm**. This should include a draft of your learning objectives, resources you are planning to incorporate and explanation of why, draft of activities with descriptions, and a proposed evaluation. This can be as long or as short as your group wants it to be, depending on how much you want to take advantage of my feedback before your final submission.
2. Mini-Module Trainings (15%) will happen during week 10 and if needed during week 11 when we have our scheduled final time (8:00 Wednesday, December 11). This training will be 45 minutes, when your group will lead the class through the mini-module training.
3. Final Mini-Module submission (10%). Having done the trainings and having received feedback from me and your fellow classmates you now have to submit the final version of your mini-module. Remember, this has to be clearly described and explained, taking into account that anyone should be able to take your document and implement it. **Due by 11:59pm, December 12th**.

Additional Class Components

Spontaneous Presentations

Being an effective public speaker is an essential leadership skill, but most people don't like to do it. One way to become more comfortable is through practice. During the second half of the term, students will have the opportunity to talk to the class about a topic with little or no preparation. This will be an opportunity to get additional experience with public speaking in a low-stress, supportive environment.

Facilitation Practice

There will be several opportunities during the last few weeks of class for students to volunteer to facilitate in-class activities.

Class Collaboration with the City of Eugene

This term will provide the unique opportunity of having Lorna Formoe, the Equity & Access Planner for Human Rights & Neighborhood Involvement, come to class to introduce students on Hate and Bias Training. Other community, graduate and undergraduate student facilitators will be joining us throughout the term.