Fall 2022
COURSE CRN: 34894

Mondays and Wednesdays
September 27 – December 4, 2022
12:00pm – 1:50pm Allen Hall 140

PPPM 494: Practice of Leadership and Change

José W. Meléndez, Ph.D.
email: jmelende@uoregon.edu
During the following times I will be available office hours:
In person in my office, Hendricks 111 on Mondays 4:00 PM-5:30 PM & Fridays from 12-2:00pm via Teams or Zoom. Students can also schedule other times for individual appointments.

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.

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

If the instructor of this course has to quarantine, this course may be taught online during that time.

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 place? 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 contexts. This includes the processes used to create "followers" and "others" who are excluded. Since leadership has the potential to both inspire and divide, we will turn our analytical lens to focus on the use of language and communication as a tool that can create, divide, or unite communities. Students will also go through the Hate & 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 students. Towards the second half of the term, students will be creating a training module that aims to educate others on a key current event topic that has been touched on in class.

Structure

The current "times of trouble" that we are experiencing requires that we are flexible, improvise in the moment, and allow grace with one another. Indeed, this class will provide a form of experiment in the moment to practice our leadership abilities. Pulling from research and experience, I also know that in moments when things seem uncertain, providing anchors to structure routines is key to focus our attention. Students should feel comfortable wearing masks during class should they wish to, while others may choose to go maskless. Regardless of choice, students should be mindful of their social interactions so as to create a supportive community during our term together.

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, participate in conversations, and be open to being called on throughout the course. Critical thinking is the ability to read, write, **and** speak about issues. This requires both the ability to critically discuss class readings and ideas, but also the ability to relate to personal experiences and practice. Therefore, this class should be seen as 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 to draw on for students who are interested in a variety of careers in business, non/for profit organizations, government agencies, and academic fields.

Required Textbooks

- Allen, B. J. (2010). *Difference matters: Communicating social identity*. Waveland Press.
- Meyer, E. (2016). *The culture map: Breaking through the invisible boundaries of global business. Public Affairs*.

Additional readings available at http://canvas.uoregon.edu.

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. Compare and contrast how language is used to communicate about a variety of social differences

4. Identify the components of your moral/ethic compass, and reflect on what it can be used for in your professional practice

5. Define the difference between hate crimes and bias incidents, and practice different intervention and prevention strategies

6. Compare and contrast strengths and weakness of different facilitation, and presentation skills, that includes creating a scientific poster

7. 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. Describe different limitations and strengths for communicating across social differences

4. Differentiate between different ethical dilemmas that students may encounter

5. Articulate their abilities to identify, intervene and report hate crimes and bias incidents and apply prevention strategies

6. Describe differences in facilitation, and presentation skills, while practicing different approaches

7. Design and implement training module incorporating theory, concepts, and skills from class

Grade Evaluation:

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

	Assignment	Percentage of Grade
1.	Attendance	10
2.	Discussion Board	25
3.	Reflection Papers	30
4.	Difference Facilitation	5
5.	Training Module	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

This is an in-person course: that means that, unlike asynchronous online/WEB courses, we will meet during scheduled class meeting times in Allen Hall 140. I will accommodate illness and absences as described below. If you need additional flexibility UO encourages you to consider WEB courses. If you need accommodation related to a medical or other disability, you can set those up through AEC.

Research indicates that students who attend class are more likely to be successful. Yet, given the unique circumstances we are in, I am cognizant that being present during our in person class meeting time may at times be a barrier (unforeseen circumstantial emergency). Yet, the ability for you to engage with your classmates and the content is no less important. To try to accommodate these circumstances the following will be done during this term: Students will have to record a 4-6 minute think out loud of the class material that was covered during the missed session. This recording can be questions on specific points covered in the materials, points to build on or add to our discussions, challenges or other considerations raised. Specific items from the missed class readings will need to be referenced. This recording will need to be posted on the Canvas class page within 48 hrs. of the missed class for others to view. This structure is designed with the intent of creating an ongoing virtual dialogue between students across time and space. If the recording is not posted within 48 hrs., the missed class will be counted as an absence, and can be counted as .5 off your participation grade for every missed session without a recording. If you need additional time, it is your responsibility to communicate with me to come up with an agreed upon date.

Class Etiquette

Class etiquette is taken into account in your participation grade. Please follow the CDC and UO campus guidelines for Covid-19.

Good Classroom Citizenship

- Wear your mask over your nose and to your chin, and make sure it fits you well
- Stay home if you're sick
- Get to know your neighbors in class, and let them know if you test positive
- Get tested regularly
- Watch for signs and symptoms with the daily symptom self-check
- Wash your hands frequently or use hand sanitizer
- Complete the UO COVID-19 case and contact reporting form if you test positive or are a close contact of someone who tests positive

Please also be respectful of each other's points of view. 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, only the formal recording of class by the professor is allowed. Any other recordings without prior written approval from the professor and your fellow classmates will be considered in violation of FERPA regulations. Additionally, 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 to answer your phone, please excuse yourself politely and appropriately. Thank you.

Late Assignment Policy

All assignments in this class are due through Canvas on the date that assignment is due. Late assignments *will* receive only partial credit **(.5 point off for every 24 hours late and I will not accept any assignments after five days)**.

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 or Melina a question during normal working hours (9am-5pm, Monday through Friday) we will do our 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 during class time should be considered in light of one overarching rule: be courteous and respectful of others and should only be on class content.

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 student's 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.

Basic Needs and Your Well Being

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

The UO Basic Needs Resource Guide includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Your safety and wellbeing impacts learning. Please contact resources that can help you to thrive and let me know if you need any help connecting.

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 uoaec@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.**

Week 1 Joint Class   **Welcome, Introduction, & New Conceptions of Leadership**

Wednesday, September 28th
   Activities:

- Review Syllabus, Introductions, Expectations, Leadership Analysis
- Review Class Rules/Norms
- Where are you in the culture map? Facilitation Training
- The History of Race/Talking About Race

   Required Readings
- Please read the New York Time's obituary of Justice Ruth Bader Ginsberg: https://www.nytimes.com/2020/09/18/us/ruth-bader-ginsburg-dead.html
- 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, Hate & Bias Toolkit, & Understanding Differences**

Assignments for the week: 1. Discussion Board (Monday, October 3)

Monday, October 3
   Activities: Discussion Board Unpacking and facilitation skills building
   Required Reading
- Meeting the Challenge of Leading in the 21st Century: Beyond the 'Deficit Model' of Leadership Development
- 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

Wednesday, October 5
   Required Reading
- Chapter 1: Difference and Other Important Matters, pg. 1-22.
   Difference Matters / Communicating Social Identity / About Me / Overview of the Book
- *The Culture Map*: Listening to the air: Communicating across cultures (pgs. 29-60).
- **Chapter 1 & 2 of Hate & Bias Prevention and Response Toolkit**

   Activities: Introduction to Hate & Bias Toolkit (Guest Facilitators) **Assign Groups, generate ideas for training modules**

Week 3 **History, Power/Privilege, Persuasion, and Respect**

Assignments for the week: **1. Discussion Board (Monday, October 10)**
                                     2. 1ˢᵗ Reflection Paper (Saturday, October 15)

Monday, October 10
        Activities: Facilitation skills building activity: Curiosity Keepers (Guest Facilitators)

- Detour-Spotting by Jona Olsson
- Difference Matters Chapter 2: Power Matters, pgs. 23 – 40.
  Conceptions of Power / Control in Organizations / Communicating Power

Wednesday, October 12
        Activities: Hate & Bias Training: The History of Oppression (Guest Facilitators)
        Required Readings
After workshop, students should take the time to meet with your groups to begin strategizing on ideas for your project.

        Required Reading
- 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

Week 4 **Gender and Facilitation Training**

Assignments for week 4: **1. Discussion Board (Monday, October 17)**
                               2. 2nd Reflection paper (Saturday, October 22)

Monday, October 17
        Activities: Discussion Board Unpacking
        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
- New York Times Article: Ambition has Always been lady like.
  https://www.nytimes.com/2020/08/10/us/politics/kamala-harris-veepstakes-ambition-sexism.html

Wednesday, October 19
        Activities: Student Facilitation on Difference
        Required Readings
- Chapter 3: Gender Matters, pgs. 41- 64
  What Is Gender? /Why Gender Matters / Constructing Gender in the United States / Gender and Divisions of Labor / The Role of Education / Power Dynamics and Gender / Communicating Gender in Organizations
- *Mapping Dialogue*: Pgs. 11-36

Week 5 Group Decisions, Authority, Trust, Privilege, and Race

Assignments for the week 5: **1. Discussion Board (Monday, October 24)**
                                                 2. 3rd Reflection paper (Saturday, October 29)

Monday, October 24
   Activities: Discussion Board Unpacking, student facilitation on the Culture Map
   Required Readings
   - *The Culture Map*, Big D or little d: Who decides and how? (pgs. 143-161)
   - *The Culture Map*, The Head or the Heart: Two types of trust and how they grow (pgs. 163-194)

Wednesday, October 26
   Activities: Student Facilitation on Difference, Facilitation skills building using the privilege iceberg activity (Hate and Bias training: Appendix 2)
   Required Readings
   o Chapter 4: Race Matters, pgs. 65-92.
      What Is Race? / Why Race Matters / Constructing Race in the United States / Race and Labor / Communicating Race
   o NYT articles:
      - The bipartisan cry of not in my backyard
      - Hate & Bias Toolkit Appendix 2

Week 6   **How to Give Feedback, Collaboration, & Social Class**

Assignments for the week 6: **1. Discussion Board (Monday, October 31)**

                                                 2. 4th Reflection Paper (Saturday, November 5)

Monday, October 31
   Activities: Discussion Board Unpacking, Student Facilitation on creating psychological safety, Student Group Workshop time
   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
   - The History of Anti-Asian-American Violence, by Isaac Chotiner, *The New Yorker*

Wednesday, November 2
   Activities: Professor Meléndez is at a conference. Student groups should meet during the class time to make progress on their training modules.
   Required Readings
   - None

Week 7   **Ethics, Values, and Morals, & Sexuality**
   Assignments for the week 7: **1. 5th Reflection Paper (Saturday, November 12)**
   Monday, November 7

Activities: Student Facilitation on Difference, Hate & Bias Training: Session 3 How to Support People Who Experience Hate (Allyship)
Required Readings
- Chapter 5: Social Class Matters, pgs. 93-114
  What Is Social Class? / Why Social Class Matters / Constructing Social Class in the United States / Communicating Social Class
- Hate & Bias Toolkit Appendix 3

Wednesday, November 9
  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
- 2 NYT articles on Coronavirus price gouging

Week 8   **Career Development, Disagreement, Creating Scientific Posters and Disability**

Assignments for the week 8:   **1.** Draft of Training Module **(Friday, November 18)**

Monday, November 14
  Activities: Student Facilitation on Difference
  Required Readings
- Chapter 6. Sexuality Matters, pgs. 115-136.
  What Is Sexuality and Why Does It Matter? / Constructing Sexuality in the United States / Acquiring Information about Sexuality / Communicating Sexuality in Organizations
- Hate & Bias Toolkit Appendix 4

Wednesday, November 16
  Activities: Student Facilitation on Difference, student group workshop time

  Required Readings
- Chapter 7: Ability Matters, pgs. 137-160.
  Why Ability Matters / What Is Disability? / Constructing Disability in the United States / Communicating Ability / Inter-ability Interactions at Work / Promising Practices

Week 9   **Career Development continue, Age**

Assignments for week 9: None
Monday, November 21

  Activities: Student Facilitation on Difference, student group workshop time

  Required Reading
- Chapter 8: Age Matters, pgs. 161-182.
  What Is Age? / Why Age Matters / Constructing Age in the United States / Communicating Age /

Communicating Age in Organizations
- Visual Communication PowerPoint

Wednesday, November 23
   Activities: Career Development Activities

   Required Readings
   - *The Culture Map*: The needle, not the knife: Disagreeing productively (pgs. 195-218)
   - *Job Searching Tips*

Week 10   Training Module presentations, Class Evaluation, Closure

Assignments: Training Module Presentations

Monday, November 28
   Activities:
   Career Development Activities

   Required Reading
   - 2 short pdfs on "New insights into multipliers and diminisher, Are you a multiplier or a diminisher?" & "Leadership lesson from multipliers and how to deal with Diminishers" by Liz Wiseman

Wednesday, November 30
   Activities: Students' Training module presentations
   Class Evaluation

Assignments: None

Week 11 Final Training module Papers 12/7 by 11:59pm; Reflection Papers Self-Evaluation by 12/8 by 11:59pm

Assignments

Attendance (10 %)
Research indicates that students who attend class are more likely to be successful. Yet, given the unique circumstances we are in, I am cognizant that being present during our in-person class meeting time may at times be a barrier (unforeseen circumstantial emergency). Yet, the ability for you to engage with your classmates and the content is no less important. If you can't be present, you should coordinate with your classmates to ensure you are current with class content and if you like to make up the miss point, you need to submit a 4-6 minute video or audio talk out loud of the class content that was covered during class. Each class of the 10-week term is worth .5 points.

Discussion Board (25 %)
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 (5x5=25points). All students are asked to post 2 questions related to the Monday readings by Friday at 11:59 pm (1 point). Then by 9:59 am on Monday, 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 responses need to be at least 150 words **not counting direct quotes** (4 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, making connections across readings and class discussions as appropriate.

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 is evidence of you engaging with the materials and your classmates together to make sense of ideas. The research evidence demonstrates that students learn more and develop critical thinking skills when engagement in discussions are another venue for making sense of readings. You will also be expected to proactively manage your use of the class' time to help prevent anyone from overly dominating our discussions.

Difference Facilitation

Reflection Papers (30%)
1. Between reading chapters from Difference Matters Communicating Social Identity and your exposure to the Hate & Bias Prevention and Response Kit, this course will expose you to several topics that are currently playing a key role in society. The readings, discussions, and trainings around these topics should be a point of departure for your 5 reflection paper. Each reflection paper should engage with the following questions: 1) What was challenging and why (You need to do this by connecting it to at least 2 class readings, and either your personal experience or identity(ies). 2) What was engaging or disconcerting and why (You need to do this by connecting it to at least 2 class readings (same or different from above), and either your personal experience or identity(ies). 3) What was missing that you wish had been included? 4) At least 2 questions you still have.

   The reflection papers should be between 550-750 words single spaced. This submission will be due on Saturdays by 11:59pm on the weeks indicated. This submission should be anonymous, to support your ability to dive deeper should you wish to. The 5 reflection papers will be worth 6 points each, for a total of 30 points of your grade. I will grade the first paper and provide you with feedback. At the end of the term, you will self-assess the rest of your reflection papers. Detailed instructions will be provided to you on how to conduct your self-reflective assessment, which will be due by Thursday, 12/8 by 11:59pm.

Team Project (Total of 35 %)
You will work as part of a team to complete a training module on a current topic covered in class that is randomly assigned to your team. You will be placed into teams during week 2 of 5-6 students, and you will work with the same team throughout the project. We will spend time during the 2nd 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 2.

Training Module
For this project, each team will start with the readings that relate to the topic given to them. During the week of the term when the topic is covered, students will need to come up with about a 45-minute activity that will be the first draft of the training module curriculum that they will be submitted at the end of the term. Part of this assignment is thinking about a particular group or community (e.g. a sport team, residence dorm, community organization they work with, etc.) that they think would benefit from this training. 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 four different components:
1. On assigned dates, students lead a discussion on an assigned reading for about 45 minutes. The facilitation of the chapter discussion will be worth 5 percent. 24 hours before your group is to facilitate, you are to email the professor an outline of how you will spend your time, and the kind of format you will use, including activities and some discussion prompts that you plan on using. This outline will be worth 2 points, while the actual facilitation will be worth 3 points. You will receive detailed feedback from me to inform the further development of the training module curriculum.
2. Draft of your training module (10%) will be due on **Friday, November 18** 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.
3. Training Module Scientific Poster presentation (10% points) will happen during week 10 to your classmates (5 %). Team members should divide between themselves on who will be doing the presentation. Each presentation should be no more than 10 minutes.
4. Final training module submission (10%). Having done the trainings, the scientific poster, and having received feedback from me and your fellow classmates you now have to submit the final version of your training 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, Wednesday, December 7.

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 Flormoe, 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.