MLS 5380: Border Leadership
Syllabus Spring 2018 (May–July)

Online
Instructor: Michael Lechuga, PhD
E-mail: malechuga@utep.edu
Tel: 210-639-6835

Digital Office Hours (MT Time Zone, USA)
Monday and Wednesday 11:00 am to 12:00 pm and 9:00 to 10:00 pm
Tuesday and Thursday 12:00 to 4:00 pm
Saturday Morning and Sunday Evening by appointment

I am available on skype, google hangout, telephone, email, or text message for these office hours (please begin all text messages with "MLSX 5380"). If you wish to video conference with me, please set up a time with me via email or text prior to our meeting so that I can be prepared.

COURSE DESCRIPTION
This Section of Leadership Communications (MLS 5380) is designed for us to study leadership expressions, processes, and values within the context of the US/México Border. Students will develop and analyze the processes of leadership, including but not limited to, engagement, value-sharing, motivation, and decision-making that occur within organizations whose members span the border. We will engage in the study of leadership practices, theories, and questions involving by defining and discussing how people on the border connect with others, how people on the border consider leaders and their capacity to produce change, and how people on the border become aware of the many factors that affect leadership in their communities. This course focuses on making sense of how to build better relationships with others in groups in our border communities.

LEARNING OUTCOMES
- Understand the cultural and national influences that shape organizations
- Develop messages to an identified audience that motivates change agents, creates context for decision-making; inspires organizational members to work toward identified goals
- Demonstrate ability to compare competing perspectives and approaches to communication theories to improve the lives of those on the US/México border.

TEACHING PHILOSOPHY
I believe that students at this level of learning are on a self-guided path to knowledge. This means that no longer are students being told what to learn and how to learn it; students make choices that have real consequences that can affect the outcome of their careers. I expect students to communicate in class, whether as an entire class or in small groups. This class will involve a lot of discussion and problem solving, so I ask that students are prepared to add to lively discussions.

I encourage people to speak about topics and opinions openly in the class. However, I will not tolerate violent, degrading, or derogatory language directed at other learners, other community members, or myself. I foster a safe environment for discussion, but if there are contentious moments, I may intervene. Students are encouraged to collaborate in the learning process, and there will always be opportunities to raise concerns in class or in private.
REQUIRED TEXT AND TOOLS


Access to a computer, a printer, the internet, an active UTEP e-mail address, and an active Blackboard account are necessary. I will be posting additional course materials online for students to access.

COURSE REQUIREMENTS

Blackboard Discussions (200 Points (25pts. x 8 weeks))
Each Sunday, I will be posting two discussion topics to Blackboard with an invitation to offer your thoughts on an issue relating to the readings. Each student must respond to the discussion threads no later than 11:59 p.m. Saturday of the same week. Each response should address both my prompt and invite a dialogue between yourself and the others. I will be looking for you to contribute with ideas from the readings as well as your personal experience with leadership. The more responses with worthwhile discussions you make, the better your grade.

Leadership Interview (300 Points)
During the semester, each student will be conducting a 20-25 minute interview with a leader. The session will briefly cover a key concept in Border Leadership and engage in a discussion over how that leader succeeds on the border. The interview can be either an audio or a video format. I encourage students to be creative with their interviews and try to choose a leader that clearly incorporates the concepts from the course in their leadership style. Each interview will be graded on how well each student is able to effectively and ethically communicate, how well they administer the procedures of the task/project, and how well they incorporate concepts into the interview. Each student will submit to me a list of their 10 interview questions by the end of week 3 (50 pts.).

Class Participation (100 Points)
You are expected to attend every class. Your participation grade will be directly and negatively affected by your lack of attendance, tardiness, or early departure. More than many other courses, this is a highly interactive class. Not only will you be providing the class with information and input, but you will also be asked to interact with classmates and me regularly. Please be here ready to talk.

Final Paper (400 Points)
This 10 to 12-page essay will ask you to synthesize concepts and theories from the course with a case study, personal experience, or other extended example. You will be graded on your ability to elaborate on key issues in Border Leadership, demonstrate ethical and effective leadership skills in your analysis, and synthesize concepts from the course with real world issues. Students will be graded on the quality of the writing, the depth of critical thinking presented in the essay, and on the overall organization of the essay’s main ideas. I ask that you use proper citation formatting (MLA or APA).
INSTRUCTOR’S POLICIES

COURSEWORK
All assignments and major projects are to be presented on the due date. An absence means forfeiting the grade for those assignments. If you cannot attend class, you should plan to submit your written work on time. I understand that at times, there may be an emergency, and I will consider extreme cases, however, reasons like not being able to access internet, personal travel, or illness should not impede you from planning with me to get work done on time. If the homework is late, it will NOT be given a grade. For written assignments, I expect that students will consult APA, MLA, or Chicago style manuals for the guidelines required for college-level academic writing. I expect that the course’s major speaking assignments will be well researched, rehearsed, and prepared with ample time. I will provide specific guidelines for each assignment in the course.

PLAGIARISM
Plagiarism is academic dishonesty and will likely ensure your failing the class. Plagiarism means using another person’s ideas, language or other original (not common-knowledge) material without proper acknowledgement of its source. This includes taking information or ideas out of books, from articles, off the Internet, your telephone, from a friend or instructor, and so on. If the ideas or words come from a source or person other than you, you must indicate it in your writing or speech. Never use another student’s work. A plagiarized assignment will result in failure, and even further disciplinary action in accordance with UTEP policy is possible. Please become familiar with the guidelines outlined by the student handbook, and if there is any question about this topic, please contact me to schedule a meeting.

Grading Scale
90-100% = A
80-89% = B
70-79% = C
60-69% = D

OTHER POLICIES
- Students are expected to know and observe the published deadlines for (a) dropping the course and (b) withdrawing from the course. These deadlines are published on the Academic Calendar, which is available in the my.utep.edu site, the course catalogue, and is in the Dean’s Office.
- Official UTEP email accounts are encouraged of every student. All business not dealt with in class will be conducted through UTEP email accounts and students are responsible for checking their accounts for course updates and notifications.

ACADEMIC MISCONDUCT
The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

ATTENDENCE
Students who miss two weeks of class will earn a failure in the course. There are no excused absences (includes illnesses, athletic competition, school retreats, etc.) Therefore, it is imperative that you attend class unless you are seriously ill, have a death in your family, are called for jury/military duty, or any other such event absence.

**STUDENTS IN NEED OF ACCOMMODATIONS AND OTHER SUPPORT SERVICES**
If you have a documented disability that may influence your performance in this class, please consult with The Center for Accommodations and Support Services. They will help determine appropriate, reasonable accommodations. Following the meeting, please make an appointment me during the first weeks of the class, in person, and provide documentation from Center. I will make any reasonable accommodations necessary to assure your success in this course.
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<th>MODULE</th>
<th>OBJECTIVES</th>
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<th>TIME</th>
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<td>Week 1</td>
<td>Introductions, syllabus questions, define the borderlands and the systems of power that are present at the border. Discuss who borders bodies are.</td>
<td>Read CHs 1—3 in Anzaldúa. Listen to Interview #1.</td>
<td>2 Discussion Board Posts.</td>
<td>ME: Email, Video Chat, Phone, etc.</td>
<td>Group Unity, Clear up all questions about the course. Set foundations for understandings of borders.</td>
<td>4-5 hours</td>
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<td>May 27- June 2</td>
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<td>CLASS: BB Discussion</td>
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<td>Week 2</td>
<td>Understand identity and resistance to power in border spaces, make sense of self-reflection and breaking harmful nationalist paradigms.</td>
<td>Read CHs 4—7 in Anzaldúa. Listen to Interview #2.</td>
<td>2 Discussion Board Posts.</td>
<td>ME: Email, Video Chat, Phone, etc.</td>
<td>Extract concepts from text,</td>
<td>4-5 hours</td>
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<td>June 3 - 9</td>
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<td>CLASS: BB Discussion</td>
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<td>Week 3</td>
<td>Make sense of why identity matters. Discussion of In-group/Out-group dynamics. Question why borders matters.</td>
<td>Read Introduction and Part 1 (CHs 1-3) of Ernst &amp; Chrobot-Mason, Listen to Interview #3.</td>
<td>2 Discussion Board Posts. Interview Questions due by email by June 16th.</td>
<td>ME: Email, Video Chat, Phone, etc.</td>
<td>Synthesize leadership concepts with border experiences. Adopt new leadership skills. Select topics and questions for the interview.</td>
<td>6-7 Hours</td>
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<td>June 10-16</td>
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<td>CLASS: BB Discussion</td>
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<td>Week 4</td>
<td>Understanding how to manage boundaries. Creating safe environments. Valuing the Other and fostering cross-border respect.</td>
<td>Read Part 2 (CHs 4-5) and Part 3 (CHs 6-7) of Ernst &amp; Chrobot-Mason, Listen to Interview #4.</td>
<td>2 Discussion Board Posts.</td>
<td>ME: Email, Video Chat, Phone, etc.</td>
<td>Synthesize leadership abilities with border consciousness concepts. Obtain intercultural leadership skills.</td>
<td>4-5 Hours</td>
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<td>June 17-23</td>
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<td>CLASS: BB Discussion</td>
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| Week 5  
June 24 - 30 | Shifting Borders. Understanding how new technologies shape new frontiers. Challenging borders. The value of invention. | Read Part 4 (CHs 8-9) and Part 5 (CHs 10 and Epilogue) of Ernst & Chrobot-Mason, Listen to Interview #5 | 2 Discussion Board Posts. | ME: Email, Video Chat, Phone, etc. | Wrap up Ernst & Chrobot-Mason. Create action as a leader and support change. Acquire network-building skills. | 4-5 Hours |
|-----------------|----------------------------------------------------------|-------------------------------------------------------------|-----------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Week 6  
July 8 -14   | Define and Describe what inclusivity is. Understand the role of inclusivity and diversity in Leadership. Compare/Contrast Inclusivity and Border Consciousness. | Read Introduction and Part 1 (CHs 1-6) of Sweeney & Bothwick; Listen to Interview #6. | 2 Discussion Board Posts.  
INTERVIEWS DUE by 11:59 pm MT Time SAT JULY 14 | ME: Email, Video Chat, Phone, etc. | Talk about in-group/out-group politics in the context of the everyday leadership. Learn a new set of leadership vocabulary. | 7-8 Hours |
| Week 7  
July 15 - 21  | Building Diverse Teams, Holding Diverse Teams together, Assessing skills and weaknesses of Team Members. Remaking the organizations through inclusive processes. | Read Part 2 (CHs 7-12) and Part 3 (CHs 13-16) of Sweeney & Bothwick; Listen to Interview #7. | 2 Discussion Board Posts. | ME: Email, Video Chat, Phone, etc. | Utilize inclusivity to manage others. Adopt leadership Skills that engage 21st demands. Consider how to shape organizations that maximize potential. | 4-5 Hours |
| Week 8  
July 21 - 28  | Course Recap and Describe the Major Take-Aways. Making meaningful and Impactful Change. | Read Part 4 (CHs 17-20) and Conclusion of Sweeney & Bothwick; Listen to Interview #8. | 2 Discussion Board Posts;  
FINAL ESSAY DUE by 11:59 pm MT Time SAT JULY 28 | ME: Email, Video Chat, Phone, etc. | Write an essay on an academic level. Review course materials. Synthesize concepts of Border Consciousness, Border-Spanning, and Inclusivity. | 7-10 Hours |

*I reserve the right to alter this schedule or syllabus at any time during the course. Students will be informed with enough time to adjust to the changes.*