SYLLABUS FOR MLSX 5380: Leadership in Diverse Cultures

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8-10 p.m. (CST) and by request

A NOTE FROM DR. WITHERSPOON: WELCOME TO MLSX 5380. MY GOAL IS TO CREATE AN ENVIRONMENT THAT ENCOURAGES AND REWARDS ENGAGEMENT...WITH ME AND YOUR FELLOW STUDENTS. IF MY OFFICE HOURS ARE NOT CONVENIENT FOR YOU, PLEASE FEEL FREE TO REQUEST A DIFFERENT TIME FOR US TO EMAIL OR TALK. FOR HELP WITH BLACKBOARD, GO TO:


YOU MAY ALSO CALL THE UTEP HELP DESK WITH PROBLEMS OR QUESTIONS:
915/747-5257. I WILL CHECK INTO BLACKBOARD AT LEAST ONCE A DAY, AND WILL CHECK MY EMAIL, WITHERSP@UTEP.EDU SEVERAL TIMES A DAY, TO ANSWER QUESTIONS. I’LL USE BLACKBOARD TO GIVE YOU FEEDBACK ON ASSIGNMENTS AND YOUR POSTS ON OUR DISCUSSION BOARDS. ALWAYS FEEL FREE TO CONTACT ME WITH CONCERNS, QUESTIONS, IDEAS, AND OPINIONS.

COURSE OVERVIEW

The purpose of this course is to study the enactment of leadership to value and facilitate diversity, and the effect of diversity on the process of leadership. There are many faces of diversity that go beyond gender, race, culture and ethnicity. People in organizations and societies differ in how they were raised, who raised them, whether they are from urban and/or rural areas, the religious practices they observe if they observe such practices, and political beliefs, to name just a few sources of diversity. In the 21st Century, major demographic changes are occurring in the United States and organizations, nations and societies are undergoing globalization, caused by rapid and substantive changes in economic and political relationships as well as communication technologies. These phenomena require an understanding of the effect of diversity on leadership, and the importance of valuing diversity in organizational and societal life.

COURSE LEARNING OUTCOMES

The learning outcomes for this course include, but are not limited to, the following stated outcomes. Upon completion of this course, you should be able to:
- Define and compare the terms “diversity” and “globalism.”
- Describe the notion of “intersectionality” and its relationship to diversity leadership.
- Describe the notion of self-awareness and its relationship to diversity leadership.
- Describe and analyze at least 3 diversity leadership styles.
- Compare and contrast the notions of “labyrinth” and “glass ceiling” as concepts related to
women’s professional success in organizations.
- List and describe at least three influences cited by African-American leaders that have affected the development of African-American leadership in the U. S.
- Describe at least three Latino leadership principles, as presented and discussed by Latino leaders in the U. S.
- Describe and analyze three sets of skills possessed by culturally competent global leaders.
- Describe and analyze at least three elements of organizations that affect the leadership of diversity within them.
- Describe and analyze at least three elements of community/societal contexts that affect the leadership of diversity within those contexts.

**COURSE TOPICS**

March 25—Leadership and Diversity—Defined and Applied
April 1—Gender and Leadership
April 8—Race and Leadership
April 15—Ethnicity and Leadership
April 22—Leadership and Intersectionality
April 29—Leadership as Influenced by Globalization
May 6—Leading Diversity in Organizational Contexts
May 13—Leading Diversity in Communities and Societies

**READINGS, BY WEEK**


March 25—HBR essays on pp. 1 and 47
   Chin & Trimble, Chapt. 1, 2, 3
April 1—Chin & Trimble, Chapt. 4 and 5
April 8—Chin & Trimble, Chapt. 8
April 22—HBR essay on p. 35
   Chin & Trimble Chapt. 9 and 10
April 29—HBR essays on pp. 75, 85, 117, 129
May 6—Chin & Trimble, Chapt. 6
   HBR essays on p. 17 and 139
May 13—Chin & Trimble, Chapt. 7

**MINI-LECTURE TOPICS BY WEEK**
March 25—The Depth and Breadth of Leadership and Diversity
April 1—Gender and Leadership
April 8—Race and Leadership: African American Leadership
April 15—Latino/a Leadership
April 22—Ethnicity and Gender: One Look at Intersectionality and Leadership
April 29—Leadership and Globalism
May 6—Enacting Diversity Leadership in Organizations: Key Factors
May 13—Enacting Diversity Leadership in Communities and Societies: Key Influences

COURSE ASSIGNMENTS

- Assigned readings from texts

- Viewing of videos accessed through Blackboard

- Reading of mini-lectures prepared by Dr. Witherspoon

- 2 Discussion Posts per week (for 7 weeks). (EACH POSTING SHOULD BE THE EQUIVALENT OF ONE TYPED PAGE.) ONE POSTING WILL ADDRESS A QUESTION PROVIDED BY DR. WITHERSPOON. THE OTHER POSTING WILL BE A RESPONSE TO A POSTING THAT WEEK FROM ANOTHER STUDENT.

- Four Response Papers (EACH 3-4 PAGES IN LENGTH) on a topic from that week’s reading or mini-lecture. Students will select the topic on which they wish to write.

- An Essay due the last day of class. Students will select one question on which to write from those provided by Dr. Witherspoon.

METHODS OF EVALUATION

There will be seven discussion posts in this course, each worth 5% of the final grade, for a total of 35% of the final course grade. These posts will respond to a question posed by Dr. Witherspoon at the beginning of each week. Each student also should respond each week to another student’s post. These posts among students will not be graded, but they will enhance interactive learning within the class.
There will be four response papers, on a topic discussed in the readings or minilecture for that week. Students can select the topic and offer his/her opinions/ideas/solutions, etc. on that topic. Each paper is worth 10% of the final grade (total of 40% of final grade). Citing material from the class is not required for the response papers.

Finally, there will be an essay due on May 17, the last day of class, worth 25% of the final grade. Questions will be provided during the first week of class, and each student can select the question he/she wishes to address. The essay should include information from the readings, mini-lectures, videos to support the student’s opinion. This essay is to assess your analysis of, and ability to address, questions related to the readings and mini-lectures. The essay should be a minimum of 4 typed, double-spaced pages.

Grading Scale:  
A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 0-59
OUR LEARNING SYSTEM: BLACKBOARD LEARN
YOU’LL NEED A COMPUTER WITH BASIC AUDIO/VIDEO OUTPUT EQUIPMENT, A
STRONG INTERNET CONNECTION, AND MICROSOFT OFFICE OR SIMILAR
SOFTWARE.

ACADEMIC DISHonestY

Academic dishonesty is prohibited and is considered a violation of rules articulated in UTEP’s
Handbook of Operating Procedures. It is also contrary to the process of organizational
leadership itself, and includes, but is not limited to, cheating, plagiarism, and collusion.

- *Cheating* may involve copying from or providing information to another student,
  possessing unauthorized materials during a test, or falsifying research data on
  laboratory reports.
- *Plagiarism* occurs when someone intentionally or knowingly represents another
  person’s words or ideas as his or her own.
- *Collusion* involves the unauthorized collaboration with another person or group to
  commit any academically dishonest act.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be
tolerated. Violations will be taken seriously and will be referred to the Office of Student
Conduct and Conflict Resolution for possible disciplinary action. Students may be suspended or
expelled from UTEP for such actions. More information can be found in the UTEP Handbook of
Operating Procedures, under the heading “Alleged Student Scholastic Dishonesty” and the UT
System Regents’ Rules and Regulations.

AMERICANS WITH DISABILITIES ACT AS APPLICABLE TO THIS CLASS

This law requires that all materials needed for a course be made available to all students in that
course, whether it is a face-to-face class or an online course. Please contact me at the beginning
of the semester if you need accommodations; I am happy to work with the office on campus
that provides accommodations to students with disabilities. That office is the Center for
Accommodations and Support Services (CASS) at 747-5148, or you can contact staff via
email at cass@utep.edu. The office is located in UTEP Union East, Room 106.

For additional information, please visit the CASS website at www.sa.utep.edu/cass.

LIBRARY INFORMATION

Access the UTEP Library by visiting http://libraryweb.utep.edu/