Leadership in a Diverse Society (LDST 386-01)  
Spring 2009  
Instructor: Gill Robinson Hickman, Ph.D.

Contact Information
E-mail & Telephone: ghickman@richmond.edu - (try e-mail first); 287-6097 (telephone)  
Office Hours: Mondays and Wednesdays 12:30-2:00 p.m. & by appointment.  
Office Location: JH 128  
Class Hours: Monday and Wednesday, 2:45 - 4:00 p.m., JH 107

COURSE DESCRIPTION
We are inundated with data that inform us of the changing diverse or multicultural context within the U.S. and global context. Thus, we are aware that increasingly leadership is taking place in a diverse setting at school, work and in society.

“Diversity” is generally defined as understanding, respecting, valuing and accommodating human and cultural differences. Aspects of diversity include: race, gender, age, physical appearance, nationality, cultural heritage, personal background, functional experience, position in the organization, mental and physical challenges, family responsibilities, sexual orientation, military experiences, educational background, style differences, economic status, thinking patterns, political backgrounds, city/state/region of residence, IQ level, smoking preference, weight, marital status, non-traditional job, religion, white collar, language, blue collar and height.1

This course examines issues of diversity in the U.S. including historical and contemporary perspectives concerning multicultural or diverse settings, with emphasis on the workforce. Students explore the meaning and constructs of difference through a combination of readings, analysis, experiential learning, and projects with the ultimate goal of applying their knowledge and experience to the study and practice of leadership. The course draws from historical, societal, and organizational contexts.

COURSE OBJECTIVES
The overall objectives of this course are to:
• Foster a culture of open dialogue in which every voice is represented and celebrated (from the UR Common Ground initiative: http://commonground.richmond.edu).
• Understand constructs of difference in society;
• Analyze the construction of difference in America’s multicultural history;
• Examine contemporary perspectives on the meaning and experience of difference; and
• Establish a foundation of multicultural proficiency for leadership in diverse groups and environments.

REQUIRED TEXTS AND READINGS
• Blackboard Articles - Go to the Blackboard website (http://blackboard.richmond.edu). Click on “Assignments” under the Leadership in a Diverse Society course.

GRADING

20% Application Paper #1 *
20% Application Paper #2 *
C/NC Individual Immersion Paper – Credit/No-credit
20% Paper and Peer Teaching (on diversity topic)

30% DIVERSITY PROJECT AND PAPER (Includes interim reports, final paper & oral presentation)
Individual grade can be impacted by peer evaluations (given by members of each group) as indicated below
- Overall Peer evaluation: 79-75 lose 15 points from the final written paper and oral report grade; 74-70 lose 20 points; 69-65 lose 30 points; 64 and below lose all credit for the group project and paper.
- Site Attendance: In addition to the overall evaluation, poor attendance at the project site will lower the student’s grade for the group paper by 15 points.

10% ATTENDANCE AND PARTICIPATION
Attendance - Grading scale: 0-1 unexcused absence = 100; 2 unexcused absences = 80; 3 unexcused absences = 60; 4+ unexcused absences = 0
- Unexcused absences = No documentation from RC or WC dean or a physician.
  Students are allowed 1 unexcused absence for illness or a scheduled off-campus event in another course. The instructor must receive a notification of the reason for the unexcused absence by e-mail only. Simply telling the instructor about the absence is not adequate. All other unexcused absences are deducted from the attendance grade.
- Excused absences = Written documentation of absence from RC or WC dean or a physician for authorized university events, major illness or family loss.

Participation means that students must: complete the assigned readings prior to class; engage in class discussions and group activities; raise questions about the readings and assignments; and remain fully attentive and engaged in the class without distractions such as text messaging, telephone calls, using the Internet, and talking about matters unrelated to class.

*APPLICATION PAPERS - Equivalent to Midterm & Final Exams

**Grading Scale**
All graded assignments and final grades in the course will be based on the scale below.

University’s grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

CLASS POLICIES

HONOR CODE: The Jepson School supports and adheres to the provisions of the Honor System sanctioned by the School of Arts and Sciences. Every piece or written work presented by individual students must have the honor pledge with your signature on it. The pledge is: “I pledge that I have neither given nor received unauthorized assistance during the completion of this work.”

SERVICES FOR STUDENTS

OFFICE HOURS: My office hours are for you, whether you want to follow-up on class discussions, clarify course materials or assignments, or simply want to talk. Please feel free to drop in.

Academic Skills Center: The academic skills center offers free tutoring in a variety of subjects. Advising in study skills (i.e., test-taking, note-taking, information processing, concentration, etc.), stress management, and time management is also available. Call or visit their web site for more information (289-8626; http://oncampus.richmond.edu/student/affairs/office/asc/).

Counseling & Psychological Services (CAPS): The CAPS office offers a wide range of counseling and psychological services to full-time students at the University of Richmond. Call or visit their web site for more information (289-8119). http://oncampus.richmond.edu/student/affairs/caps/index.htm).

STUDENTS WITH DISABILITIES: If you have a verified disability and would like to discuss special academic accommodations, please contact me during the first week of class to arrange reasonable and appropriate accommodations.
### CLASS SCHEDULE AND ASSIGNMENTS
(NDST 386 – LEADERSHIP IN A DIVERSE SOCIETY)

**Symbols:**
- 📚 = Reading Assignment
- 🔴 = Due date reminder
- ✨ = Speaker (Required attendance)
- 🎬 = Film (in class or MRC)

#### LEADERSHIP AND MULTICULTURALISM

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, January 12</strong></td>
<td>Assignments - Complete <em>prior to</em> class session</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday, January 14</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is multiculturalism important for the study and practice of leadership?</td>
<td></td>
</tr>
<tr>
<td>Discussion of assignments</td>
<td></td>
</tr>
</tbody>
</table>

**Friday, January 16**
- 🌺 12:30-1:25, Think Tank, THC 202, Birmingham Children: Growing up in the Civil Rights Struggle – Dr. Gill Hickman and Dr. Del McWhorter (Brown bag lunch) |

#### THE MEANING OF DIFFERENCE IN MULTICULTURAL AMERICA

<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>Topic: Constructing categories of difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, January 19</strong></td>
<td>Assignments</td>
</tr>
<tr>
<td><em>Note: Class meets 3:45-4:25 p.m.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday, January 21</strong></td>
<td>Topic: Experiencing difference</td>
</tr>
</tbody>
</table>

**Rosenblum & Travis, Constructing categories of difference: Framework essay (pp. 2-36)**

#### HISTORICAL PERSPECTIVES: HOW WE BECAME MULTICULTURAL AMERICA

<table>
<thead>
<tr>
<th>WEEK 3</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, January 26</strong></td>
<td>A different mirror: The making of multicultural America</td>
</tr>
<tr>
<td></td>
<td>Concepts that “frame” our history</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday, January 28</th>
<th>Topic: Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Tempest in the wilderness</td>
<td></td>
</tr>
<tr>
<td>The hidden origins of slavery</td>
<td></td>
</tr>
</tbody>
</table>

**Takaki – Ch. 1**

**Rosenblum & Travis, The meaning of difference: Framework essay (pp. 304-320)**

**Takaki – pp. 23-25 & Ch. 2-3**

**Due - Submit individual immersion site to instructor for approval**

<table>
<thead>
<tr>
<th>WEEK 4</th>
<th>Topics: Contradictions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, February 2</strong></td>
<td>Assignments</td>
</tr>
<tr>
<td>From removal to Reservation</td>
<td></td>
</tr>
<tr>
<td>Slavery and its discontents</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday, February 4</th>
<th>Topics: Contradictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreigners in their own land: The war against Mexico</td>
<td></td>
</tr>
<tr>
<td>Strangers from a different shore</td>
<td></td>
</tr>
</tbody>
</table>

**Takaki – pp. 75-78 & Ch. 4-6**

**Takaki – Ch. 7-8**
WEEK 5

Monday, February 9
Topic: Transitions
- From reservation to reorganization
- From Japan to the land of money trees

Wednesday, February 11
Topic: Transitions
- Up from Mexico
- Blacks in the Urban North

Due – Bibliography for Paper on Diversity Topic & Peer Teaching – All groups

Takaki – pp. 209-213 & Ch. 9-11

Takaki – Ch. 12-13

Takaki – Ch. 16-17

WEEK 6

Monday, February 16
Topic: Transformations
- American dilemmas
- Clamors for change

Wednesday, February 18
Topic: Transformations
- Tempest-Tost
- We will all be minorities

Due - Paper #1

Takaki – pp. 339-340 & Ch. 14-15

Takaki – Ch. 12-13

RACIAL AND ETHNIC DIVERSITY

Week 7

Monday, February 23
Topics: Racial and Ethnic Diversity
- Connerley & Pederson, Ch. 4 & pp. 74-88

Wednesday, February 25
Topics: Racial and Ethnic Diversity
- Yoshino, Racial covering (pp. 111-141)
- Healey & O’Brien, Antiracist and feminist solutions, pp. 413-431 & 438-460 (Blackboard)

Thursday, February 26
- 4:00-5:30 Jepson Alumni Center, The Promise of the New South: A Community Conversation on Race, Reconciliation and Richmond – Christy Coleman and Linda Powell Pruitt (Reception to follow)

Week 8

Monday, March 2
Where are we now?
- Obama, A More Perfect Union (Blackboard)
- Woodson, Obama and a post-racial America
- Thompson, I’m not post-racial
- Yoshino, The new civil rights (pp. 184-196)

Wednesday, March 4
Topics: Racial and Ethnic Diversity
- Due: Group 1 – Racial Diversity in the Workforce/On-campus (Paper and Peer Teaching)

SPRING BREAK

Week 9

March 9 & 11

CROSS-CULTURAL DIVERSITY

Week 10

Monday, March 16
Topic: Cross-Cultural Frameworks
- Connerley & Pederson, Ch. 2-3 & pp. 69-74
- Chrobot-Mason, et. al., Illuminating a cross-cultural leadership challenge: when identity groups collide

Wednesday, March 18
Topic: Cross-Cultural Frameworks
- Due: Group 2 – Cross-Cultural Diversity in the Workforce/On-campus(Paper and Peer Teaching)
**GENDER DIVERSITY**

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Monday, March 23</th>
<th>Topic: Gender Diversity</th>
<th>Billittieri, Gender pay gap</th>
<th>Yoshino, Sex-based covering (pp. 142-164)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wednesday, March 25</td>
<td>Topic: Gender Diversity</td>
<td>Kimmel &amp; Messner, Change among the gatekeepers: Men masculinities, and gender equality in the global arena (Blackboard)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Monday, March 30</th>
<th>Topic: Gender Diversity:</th>
<th>Due: Group 3 – Gender &amp; Leadership (Paper and Peer Teaching)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wednesday, April 1</td>
<td>Immersion Experience</td>
<td>Due: Individual Immersion Paper</td>
</tr>
</tbody>
</table>

**SEXUAL DIVERSITY (LBGT)**

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Monday, April 6</th>
<th>Sexual Diversity</th>
<th>Yoshino, Gay covering (pp. 76-107)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wednesday, April 8</td>
<td>Sexual Diversity</td>
<td>Due: Group 4 – Sexual Diversity (LGBT) in the Workforce/On-campus (Paper and Peer Teaching)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Monday, April 13</th>
<th>Topic: Religious Diversity</th>
<th>Hicks, The changing American context</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wednesday, April 15</td>
<td>Topic: Religious Diversity</td>
<td>Due: Paper #2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Monday, April 20</th>
<th>Topic: Religious Diversity</th>
<th>Due: Group 5 – Religious Diversity in the Workforce/On-campus (Paper and Peer Teaching)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wednesday, April 22</td>
<td>Topic: Preparation for diversity project paper/presentation</td>
<td></td>
</tr>
</tbody>
</table>

**RELIGIOUS DIVERSITY**

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Monday, April 20</th>
<th>Topic: Religious Diversity</th>
<th>Due: Group 5 – Religious Diversity in the Workforce/On-campus (Paper and Peer Teaching)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wednesday, April 22</td>
<td>Topic: Preparation for diversity project paper/presentation</td>
<td></td>
</tr>
</tbody>
</table>

**PRESENTATION OF DIVERSITY PROJECT**

| Monday, April 27 – 9:00 am-12:00 | Diversity Project Presentations | Paper Due – Diversity Analysis | |
APPLICATION PAPERS 1 & 2

- The purpose of each paper is to allow you to demonstrate your understanding of the readings and present your best thinking and use of concepts to answer the question(s) provided by the instructor. The paper is not a summary of the readings.
- I will use the criteria below as “basic” standards of quality in the evaluation and grading of your papers.
  - **Components of the paper** - Your paper must answer all parts or components of the question(s).
  - **Quality of analysis and use of readings** - Choose the concepts and ideas from the assigned readings that best apply to the question. The quality of your analysis will be assessed based on your selection, explanation (of terms), understanding, and application of concepts from the course readings, lectures, and presentations.
  - **Citations** - Cite author and page numbers when you quote or paraphrase the textbooks. If you quote or paraphrase readings on Blackboard use proper citation format such as APA - author’s last name, date of publication and page number - (Burns, 1978, p. 22).
  - **Writing skills** – Clarity, grammar, and sentence structure are very important components of a well-written paper and will be factored into the grade.
  - **Length and format** - Prepare each paper as follows: approximately 1000-1500 words; double-spaced lines, 12 pt. Times Roman font; and 1” margins. Papers are due at class time on the day designated in the syllabus.
  - **Honor code** - Every piece of individual written work must have the honor pledge and the student’s signature on it. The pledge is “I pledge that I have neither given nor received unauthorized assistance during completion of this work.

IMMERSION EXPERIENCE AND REFLECTION REPORTS

This experience requires that you visit, participate in, and observe an organized group in which the participants are different from you (see examples below). You should complete a minimum of three visits and record your observations. Visit the site alone but use good judgment. Don’t place yourself in physically dangerous situations.

Write a reflection paper about your experiences. In your paper, address the issues below as well as any additional ones that you would like to discuss. The length of the paper will be determined by your response to each question.

- What were your initial reactions to and feelings about being in this group?
- What were your reactions or responses and feelings over time? Did they change or remain consistent? Explain.
- How did group members treat you initially and over time?
- Are there concepts from Rosenblum & Travis, The meaning of difference (pp. 2-37) and any other assigned readings that apply to this group and/or your involvement in this group? Explain.
- What did you learn about yourself as a result of your experiences?
- What insights did you gain about diversity that will be helpful in leadership of and participation in diverse groups?

Student Activities Web Site - [http://activities.richmond.edu/organizations/list.html](http://activities.richmond.edu/organizations/list.html)

**On-campus sites (examples):**
- African Student Alliance
- Asian-American Student Union
- Black Student Alliance
- Campus ministries – e.g., Hillel, Hindu/Sikh/Jain Ministry, Muslin League, [http://chaplaincy.richmond.edu/community/ministries.htm](http://chaplaincy.richmond.edu/community/ministries.htm)
- College Republicans
- International Club
- Multicultural Student Union
- National Student Partnerships
- Safe Zone (organizations to reduce homophobia and heterosexism on campus)
- Spanish and Latino Student Alliance
- Spiders for Life
- Student Alliance for Sexual Diversity
- Young Democrats

**Off-campus sites (examples):**
- Local houses of worship – (e.g., Buddhist, Friends/Quaker, Hindu, Muslin, Jewish, Sikh, Zen) [http://chaplaincy.richmond.edu/local.htm#worship](http://chaplaincy.richmond.edu/local.htm#worship)
- Center for Civic Engagement (Service sites – e.g., elderly, youth, civil rights) - [http://engage.richmond.edu/projects/.../directory/index.htm](http://engage.richmond.edu/projects/.../directory/index.htm)
PAPER AND PEER TEACHING - LEADING DIVERSE GROUPS IN THE WORKFORCE/ON CAMPUS

Members of the class have been assigned to one of the groups below:

- Racial and Ethnic Diversity and Leadership in the Workforce and on College Campuses
- Cross-Cultural Diversity and Leadership in the Workforce and on College Campuses
- Gender Diversity and Leadership in the Workforce and on College Campuses
- Sexual Diversity (LGBT) and Leadership in the Workforce and on College Campuses
- Religious Diversity and Leadership in the Workforce and on College Campuses

Each group will research and write a paper on its assigned topic. Based on your research, please explain:

1. **What are the most important issues or problems in the workforce and on college campuses for the group you researched?**
   - Find scholarly/peer-reviewed articles in research databases such as:
     - ABI-Inform,
     - Academic Search Complete, and
     - Wilson Business-Full Text, among others.
   - Also, search higher education journals such as:
     - The Chronicle of Higher Education,
     - ASHE Higher Education Report,
     - Black Issues In Higher Education,
     - Diverse Issues in Higher Education,
     - Hispanic Outlook in Higher Education,
     - International Higher Education,
     - Journal of Blacks in Higher Education,
     - Journal of Diversity in Higher Education,
     - Journal of Higher Education,
     - Women in Higher Education, among others.

2. **What are the most important issues or problems in the workforce and on college campuses for leaders/leadership of the group you researched?** Use the sources recommended in #1 above.

3. **What are the best practices in the workforce and on college campuses for the group you researched?**
   - Find articles and reports in sources such as:
     - Fortune (use Google)
     - Best Companies for Women
     - Best Companies for Minorities
     - Best Companies for GLBT or Best Gay-Friendly Companies
     - Working Mother

4. **What are your recommendations for leading the diverse group that you researched?**

**Getting started on the research for your group’s paper:**
- **✓** First read the articles and chapters for your group’s topic in the syllabus before you begin your search. These readings will give you a better understanding of your topic. You may use these articles in your paper in addition to (not instead of) the ones you research for the paper.
- **✓** Next identify keywords for your search. You will have to try several variations before you find the best results. If you need help talk to the librarian for leadership studies, Ms. Lucretia McCulley or meet with me during office hours.
- **✓** Schedule weekly meetings to work on all your group’s projects, including this one. Don’t wait until the last minute.

**Peer Teaching Session**
Each group will have one class session (75 minutes) to teach the class what you have learned.

- Distribute a summary sheet (bullet points) of your key points to the class
- Demonstrate how the issues or your findings and recommendations apply to real situations in the workforce or on college campus. Be creative.

To demonstrate the application of the material, the peer teaching group may use:
- **Case studies** - written cases, documentary or popular film based on real situations and people;
- **Problem-solving, role-plays, or debates** based on real situations and people the issues;
- **Narrative or current news stories** based on a real set of data (such as census or research data) to engage students in an activity; or
- **Other creative ideas** based on real situations and people.
Peer Teaching Evaluation

LDST 386

Group 1

Topic: ____________________________________________

1. Helped the class understand the issues of the group you researched and the leadership issues. (This includes your summary sheet)

2. Used of materials that demonstrated application of the theories. For example:
   - Case studies - written cases, documentary or popular film based on real situations and people.
   - Problem-solving, role-plays, or debates based on real situations and people the issues;
   - Narrative or current news stories based on a real set of data (such as census or research data) to engage students in an activity; or
   - Other creative ideas based on real situations and people.

3. Student interaction – Engaged students in activities and/or discussion

4. Overall evaluation

DIVERSITY ANALYSIS - CLASS PROJECT AND PAPER

Purpose
The purpose of this assignment is to immerse class members in the context of a diverse setting as participants in the work or a project of an organization. By participating in the work of the organization you will be able to observe first hand (i.e., participant observation) the visible and invisible aspects of difference and discover how leadership functions within a diverse group working toward a common goal. A complete project description will be distributed once the organization is selected.