

LDE 311 - Leadership & Social Identity

Instructor:

Office:

Office Hours:

Phone:

Email:

Course Description

Critically examines the leadership studies field and explores the role that identity plays in defining, framing, studying, and enacting leadership. Exploration of identity, socialization, critical theory, critical race theory, and intersectionality. Link personal identities and leadership practice, develop the ability to critically consume and re-author leadership literature.

Learning Outcomes

As a result of actively participating in this course, you will...

- **analyze how identity influences leadership practice** by critically reading, discussing, and observing how members of identity groups (race, ability, sex, gender, sexual orientation, nationality, and religion) conceptualize leadership through an immersion experience, personal and professional identities panel, and in-class assignments.
(UULO: *Global/Multicultural Knowledge and Awareness, Communication*)
- **explore how personal identities shape perceptions of leadership** by reflecting on salience, socialization, intersectionality, and systemic barriers to leadership enactment through class discussions, written assignments, and engagement with an in-class panel.
(UULO: *Communication, Global/Multicultural Knowledge and Awareness*)
- **understand principles of multicultural leadership** by discussing the “story most often told” in leadership studies, reading about approaches to leadership from Latinx, Black, and American Indian communities, participating in and reflecting on an immersive experience, and navigating dialogue across cultural difference.
(UULO: *Global/Multicultural Knowledge and Awareness, Intellectual Breadth and Lifelong Learning*)
- **interrogate the historical exclusion of identity from dominant narratives of leadership** by critically deconstructing “Great Man” leadership, reading about critical race theory, and presenting counter-narratives to contemporary leadership issues.
(UULO: *Global/Multicultural Knowledge and Awareness, Citizenship and Ethics*)
- **refine your personal philosophy of leadership** by revising previous reflection papers and integrating a critical understandings of personal identity, social location, multicultural leadership, and critical race theory.
(UULO: *Intellectual Breadth and Lifelong Learning, Global/Multicultural Knowledge and Awareness*)

Instructional Methodology

Because of the interactive nature of this course, a variety of instructional methodologies may be used, including but not limited to: Lecture, group discussion, group activities, guest speakers, exploration activities, small group work, and in-class assignments.

Missed Class(es)

As a general rule, a student missing a class or assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the first week of class to be assured of this opportunity. Note: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es). Accommodations will only be made in accordance with the official UNLV policies for students away for an official UNLV event with prior notification, or for a documented medical emergency.

Attendance Policy

- 3 unexcused absences = drop a letter grade on final assignment (e.g., A to B)
- 4 unexcused absences = drop two letter grades on final assignment (e.g., A- to C-)
- 5 or more unexcused absences on final assignment = F
- 6 or more total absences on final assignment (i.e., total excused and unexcused) = F
- Tardies (late to class or leaving early) = 1/3 absence

If you have a recurring challenge that might be an issue for this attendance policy, please see the instructor right away to discuss options.

Respect Differing Views

Students should be respectful of differing views. At times we will discuss sensitive and challenging issues or current topics. Honest and sincere differences of opinion will be respected, however, personal attacks directed to a specific individual will not.

Class Participation

It is expected that each student will be adequately prepared for class, participate in large group and small group discussions, and provide evidence of having read the assigned materials through class discussions and by turning in weekly chapter questions. For most class sessions, preparation shall consist of completing the assigned readings and chapter questions. Students are expected to be prepared to discuss salient issues, questions, and problems emerging from the readings, the in-class discussions, and guest speakers on selected topics.

To develop and establish a learning community, active participation is vital. Class participation consists of (1) attendance; (2) active and thoughtful participation in class discussions based on a thorough and critical analysis of readings; (3) active and full participation in small group work; and (4) completion of assignments and activities.

Required Text

Bordas, J. (2012). *Salsa, soul, and spirit: Leadership for a multicultural age*. San Francisco, CA: Barrett-Koehler.

Tatum, B. D. (2017). *“Why are all the Black kids sitting together in the cafeteria?” and other conversations about race* (Revised). New York: BasicBooks.

Additional readings posted to WebCampus.

Assignments, Projects, and Class Contributions

Grade Breakdown

- In-class assignments (8) - 200 points, 20% of total grade
- Saliency paper - 100 points, 10% of total grade
- Leadership in a multicultural age reflection - 100 points, 10% of total grade
- Immersion Experience - 200 points, 20% of total grade
- Panel Response paper - 100 points, 10% of total grade
- Counter Narrative assignment - 175 points, 17.5% of total grade
- Revisiting your personal leadership philosophy paper - 125 points, 12.5% of total grade

Grading Scale

Grades will be based on total points possible (1000):

950-1000 = A	800-839 = B-	680-699 = D+
900-949 = A-	780-799 = C+	640-679 = D
880-899 = B+	740-779 = C	600-639 = D
840-879 = B	700-739 = C-	below 600 = F

Late Work

Assignments submitted after the due date will be docked 10 points per day.

Description of Assignments:

Use APA style for all written assignments. This includes use of in-text citations and proper APA formatting (double-spaced with 1” margins in 12pt Times New Roman typeface).

In-class Assignments (8) - 200 points, 20% of total grade

- These 10-15 minute assignments are designed to assess your comprehension of assigned readings and encourage synthesis of course material. Examples of assignments include quick writes, case studies, activities, debates, and group quizzes.
- Each of the eight in-class assignments is worth 25 points.

Saliency paper - 100 points, 10% of total grade

Following readings and in-class discussions about the complexity of identity and the Cycle of Socialization, reflect on your personal identities and discuss the ways identities shape leadership.

Consider the following questions:

- How did your multiple identities shape your socialization?
- Growing up, what messages did you receive (or not receive) about leadership?

- How might your identities shape the ways others perceive you as a leader?
- How might your identities shape the ways you perceive others as leaders?

Your reflection should be 4-5 pages. Due Tuesday, February 12th.

Leadership in a multicultural age reflection - 100 points, 10% of total grade

Based on your reading of *Salsa, Soul, and Spirit* by Juana Bordas, identify one of the nine principles that most resonates with your own philosophy of leadership and respond to the following prompts:

- Is this principle familiar/salient to your understanding of leadership?
- Where have you seen this principle enacted?
- What barriers exist to this leadership principle in dominant US culture? Where is this principle reinforced or valued?
- How can people learn from this principle without appropriating the culture(s) and history(ies) it comes from?

Your reflection should be 5-6 pages. Due Thursday, February 28th.

Immersion Experience - 200 points, 20% of total grade

Attend and observe an activity/event/experience on campus designed by a student group with whom you are unfamiliar. Prepare a paper and presentation critically examining your experience. Consider in your reflection:

- Who was the intended audience of this event? To whom was marketing accessible?
- In what physical space did the event take place?
- Whose voices were represented, both in the planning and attendance of this program?
- What did you learn from the event? What impact did it have?
- Where did you observe effective leadership?

Your paper should be 6-7 pages, and your in-class presentation should be 7-10 minutes in length. All papers and presentations are due Thursday, March 14th.

Panel Response paper - 100 points, 10% of total grade

After our in-class panel, reflect on what you learned about leadership from the stories of our panelists. Consider the following:

- What stories resonated with you?
- In what ways did the panelists' experiences reflect your own lived experiences? In what ways did they differ?
- What surprised or shocked you?
- Whose voice(s) were *not* represented on the panel?

For this reflection, you may choose to write a 4-5 page paper *or* create a 10-minute audio recording/video. Due Thursday, April 18th.

Counter-narrative assignment- 175 points, 17.5% of total grade

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Identify a contemporary leadership issue and consider the “story most often told” about this issue. Write a counter-narrative centering marginalized/underrepresented voices and present your story in a TED talk format. In selecting your contemporary issue, think about deficit stories that you believed in the past and/or still believe today. Include notions of both self-defeating and transformational resistance. Write, unpack, and rewrite in a manner that clearly brings forth a true counterstory, not simply an alternative. Students should weave in substantive attention to course materials (including but not limited to, the course texts, additional readings, etc.).

You will create a 15-minute TED talk and an outline of your presentation, due on Tuesday, April 30th.

Revisiting your personal leadership philosophy paper - 125 points, 12.5% of total grade

Incorporating what you have learned (and learned about yourself) in this class, you will revisit your personal leadership philosophy from the Introduction to Leadership course (or the most recent revision you have made in the certificate).

- Revise your original philosophy statement, maintaining the 1-page limit.
- In addition to this revision, write an accompanying 4-5 page reflection on your thought process and rationale for any changes made. Be sure to make connections between the course content and your resulting philosophy statement.

University Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Code of Student Conduct, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

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Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start

of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at <https://ask.library.unlv.edu/>.

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Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](#) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Course Schedule

The instructor reserves the right to amend this syllabus. Any changes will be announced and/or distributed in class and WebCampus. It is your responsibility to keep abreast of changes.

WK	Date	Class Topic(s)	Readings Due	Assignment Due
1	Tues 1/22	Introductions, Overview, and Creating “Brave Spaces”	Arao & Clemens: “From Spaces to Brave Spaces”	
	Thurs 1/24	“Great Man” Theory & the Story Most Often Told	Dugan: “Critical perspectives as interpretive frameworks”	
2	Tues 1/29	The Complexity of Identity	Tatum: <i>Why Are All the Black Kids Sitting Together in the Cafeteria?</i> - Chapters 1 & 2	In-class assignment 1
	Thurs 1/31	The Cycle of Socialization	Harro: “The Cycle of Socialization”	
3	Tues 2/5	Critical Race Theory	Delgado & Stefancic: “Critical Race Theory: Past, Present, and Future”	In-class assignment 2
	Thurs 2/7	Intersectionality	Watch TED Talk: “The urgency of intersectionality” by Kimberlé Crenshaw (linked on WebCampus) Tillapaugh, Mitchell, & Soria: “Considering gender and student leadership through the lens of intersectionality”	
4	Tues 2/12	Multicultural Leadership	<i>Salsa, Soul, and Spirit</i> : Introduction (p. 1-21)	Saliency Paper Due
	Thurs 2/14	Shifting from Individualism to Collectivism	<i>Salsa, Soul, and Spirit</i> : Principles 1 & 2 (p. 27-58)	
5	Tues 2/19	Generosity as a Leadership Value	<i>Salsa, Soul, and Spirit</i> : Principle 3 (p. 59-77)	In-class assignment 3
	Thurs 2/21	Collective Leadership	<i>Salsa, Soul, and Spirit</i> : Principles 4 & 5 (p. 79-117)	
6	Tues 2/26	Servant Leadership	<i>Salsa, Soul, and Spirit</i> : Principle 6 (p. 118-137)	In-class assignment 4

	Thurs 2/28	Intergenerational Leadership	<i>Salsa, Soul, and Spirit:</i> Principle 7 (p. 139-161)	Leadership in a multicultural age reflection Due
7	Tues 3/5	Cultivating Critical Hope	<i>Salsa, Soul, and Spirit:</i> Principles 8 & 9 (p. 162-193)	
	Thurs 3/7	Leadership for a Multicultural Age	<i>Salsa, Soul, and Spirit:</i> “Leadership for a Multicultural Age” (p. 195-213)	In-class assignment 5
8	Tues 3/12	Work on Presentation (NO CLASS)		
	Thurs 3/14	Immersion Experience paper and Presentations DUE		
9	Tues 3/19	No Class - Spring Break		
	Thurs 3/21	No Class - Spring Break		
10	Tues 3/26	White Identity Development	Tatum: <i>Why Are All the Black Kids Sitting Together in the Cafeteria?</i> - Chapter 6	
	Thurs 3/28	The Impact of Capitalism & Politics	Holcombe: “Political Capitalism”	
11	Tues 4/2	“Citizenship” as a Leadership Value	Komives, Wagner, & Associates: “Citizenship”	In-class assignment 6
	Thurs 4/4	In-class guest panel: personal and professional identities		
12	Tues 4/9	“Taking a Stand”: Ableism in Leadership Language	Cohen-Rottenberg: “Doing Social Justice: 10 Reasons to Give Up Ableist Language” and <i>Responding to Non-Inclusive Language</i> handout	In-class assignment 7
	Thurs 4/11	Feminist Leadership/Black Womxn Leadership	hooks: “Consciousness raising,” “Feminist education for critical consciousness,” and “Visionary feminism”	

13	Tues 4/16	UndocuAlly Training		In-class assignment 8
	Thurs 4/18	The Erasure of Queer & Trans Leaders	Jourian & Simmons: "Trans* Leadership"	Panel Response Paper Due
14	Tues 4/23	Re-Examining Leadership with an Identity Lens	Tatum: <i>Why Are All the Black Kids Sitting Together in the Cafeteria?</i> - Chapter 10 and Epilogue	
	Thurs 4/25	Leadership as a Spiritual Practice	Yasuno: "The Role of Spirituality in Leadership for Social Change"	
15	Tues 4/30	Counter-narrative assignments due and presentations		
	Thurs 5/2	Counter-narrative presentations <i>continued</i>		
<p>Finals Week - No Class</p> <p>Revisiting your personal leadership philosophy paper due on WebCampus by (May 14, 2019 at 11:59 pm)</p>				