

# LDE 314 - Leadership & Global Engagement

**Instructor:**

**Office:**

**Office Hours:**

**Phone:**

**Email:**

## Course Description

Considers the ways in which leadership theory and practice are changing in response to an increasingly globalized context. Examination of power, diversity, and systems literacy in a variety of social institutions; topics covered include sustainability, politics, media, the labor market, and security and conflict in a global environment.

## Learning Outcomes

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

- **articulate how our identities shape how we recognize and enact leadership** by integrating course content and concepts into a revised personal leadership philosophy statement  
*(UULO: Inquiry and Critical Thinking, Communication, Global/Multicultural Knowledge and Awareness)*
- **recognize your responsibilities as a global citizen** by exploring how we are all part of complex social and natural systems, how these systems shape the way we think and the decisions we make, and by reflecting on the ways in which these systems influence your life  
*(UULO: Inquiry and Critical Thinking, Communication, Global/Multicultural Knowledge and Awareness)*
- **critically examine the ways in which leadership theory and practice is shaped by a globalized context** by critically engaging with readings and actively learning from class discussions and peer facilitated sessions  
*(UULO: Inquiry and Critical Thinking, Global/Multicultural Knowledge and Awareness)*
- **articulate how dominant social narratives limit how we think of leadership** by critically examining major social systems and institutions  
*(UULO: Inquiry and Critical Thinking, Intellectual Breadth and Lifelong Learning)*
- **personalize global concepts such as human rights, diversity, systems, sustainability, security, and trade** by producing individual reflections as well as group projects linking the global and local scales  
*(UULO: Global/Multicultural Knowledge and Awareness, Intellectual Breadth and Lifelong Learning, Citizenship and Ethics)*

## 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. These will include traditional

classroom (face-to-face), technology based (e.g., YouTube, WebCampus), and hybrid (combination) interactions.

### **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; (4) preparation of discussion questions and chapter summary; and (5) completion of assignments and activities.

## Required Text

Johnson, A. (2017). *Privilege, power, and difference* (3rd ed.). New York, NY: McGraw-Hill.

Meadows, D. (2008). *Thinking in systems: A primer*. White River Junction, VT: Chelsea Green.

## Assignments, Projects, and Class Contributions

### Grade Breakdown

- Reading Reflections - 250 points, 20% of total grade
- Media Analysis Paper - 100 points, 10% of total grade
- Global Issue Analysis Paper & Presentation - 300 points, 30% of total grade
- Group Institutional Analysis Paper & presentation - 300 points, 30% of total grade
- Revisiting your Leadership Philosophy - 100 points, 10% 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:

Reading Reflections - 200 points (20 points each, 10 total), 20% of total grade

- For certain assigned readings (outlined in the course schedule), you will respond to a prompt asking you to reflect on and/or critique that week's reading.
  - Effort should also be made to make connections to earlier course material.
- These are short ( $\leq 2$  pages typed or  $\leq 5$  minutes recorded), concise, and thoughtful responses to prompts.
  - Written responses should be double-spaced with 1" margins in 12pt Times New Roman or Arial font, submitted on WebCampus.
  - Recorded responses should be in either video or audio format and submitted on WebCampus.

Media Analysis Paper - 100 points, 10% of total grade

- Listen to, watch, or read three different news pieces about one global leadership issue (examples could include healthcare, conflict, elections, human rights, business, trade,

sustainability, etc.). The three pieces of news media need to be from a variety of diverse sources (e.g., radio, podcast, newspaper, TV, etc.).

- *Describe*: Describe the issue from each of the three perspectives.
- *Compare*: How similar were they? What were the differences?
- *Investigate*: Research about the background of each of the news media sources. Who owns them? What commercials/ads are heavily incorporated into them? What perspectives do they typically represent?
- The paper should be the necessary length to effectively address all questions above. Double-spaced with 1" margins in 12pt Times New Roman or Arial font.

#### Global Issue Analysis Paper & Presentation - 300 points, 30% of total grade

- *Paper (200 points, 20%)*: Write a 6-8 page paper analyzing and critiquing a chosen global topic, selected by you and approved ahead of time by me. Use the following prompts to guide your analysis:
  - What messages about leadership are embedded in this topic?
  - What assumptions and biases are frequently present in debate about this topic?
  - Using three of the following lenses, critically analyze the leadership implications of this topic:
    - Class
    - Economic development
    - Gender
    - Hegemony/Ideology
    - Hero making
    - 'Matthew Effect'
    - Representation
    - Systems of power, privilege, and oppression
    - Social Location
    - Systems Thinking
- *Presentation (100 points, 10%)*: Present to the class for 7 minutes on the following:
  - Summary of the topic
  - Assumptions and biases frequently present in debate about this topic
  - Implicit leadership messages related to the topic
  - Summary of your analysis using three lenses on the topic
  - Content and format of the presentation is your choice as long as you address the requirements above. If using technology, it is important that you come early to class to prepare for smooth transitions between presentations.

#### Group Institutional Analysis Paper and Class Facilitation - 300 points, 30% of total grade

- In a group you will examine the leadership representation, practices, methods, trends, and implicit messages of one of the following global structures using a local discourse analysis:
  - Media
  - Government

- Military
- Labor market
- Social norms
- Your group and topic will be assigned at the beginning of the semester. You will choose, as a group, how to narrow your focus to a particular setting and topic.
- *Paper (150 points, 15%)*: You should incorporate both concepts learned in this as well as those from other classes (including the core LDE courses) to complete a 8-10 page group paper.
  - Papers should include the following three focus areas:
    - A thorough description of how leadership in your global institution is most often practiced
    - Analysis of how leadership is constructed or socialized within that institution
    - A critique of this construction and practice of leadership
- *Class Facilitation (150 points, 15%)*: Your group will facilitate class discussion/activities for 30 minutes in a discussion on your assigned institution and topic. You should focus the discussion/activities on the three lenses you utilized in your paper.
  - Email the instructor with an outline of your facilitation plans no less than two days before it is due.
- Paper and class facilitation are due on the following dates:
  - Media - 9/26
  - Government - 10/3
  - Military - 10/31
  - Labor market - 11/7
  - Social norms - 11/14

#### Revisiting your personal leadership philosophy - 100 points, 10% 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, keeping within the 1-page, single spaced constraints of the original.
  - In addition to this revision, write an accompanying 3-4 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

[Office of the Executive Vice President and Provost](#)

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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](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>.

#### 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

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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>.

### 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>, 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>, 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 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](#),

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<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/>, 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>.

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	Wed 1/23	Introductions, Overview, and Expectation-Setting		
2	Wed 1/30	Privilege, power, difference, and leadership	Johnson <ul style="list-style-type: none"> <li>● Chapter 1: "We're in trouble"</li> <li>● Chapter 2: "Privilege, oppression, and difference"</li> <li>● Chapter 3: "Capitalism, class, and the matrix of domination"</li> <li>● Chapter 4: "Making privilege and oppression happen"</li> </ul>	
3	Wed 2/6	Systems and our place in them	Johnson <ul style="list-style-type: none"> <li>● Chapter 5: "The trouble with the trouble"</li> <li>● Chapter 6: "What it has to do with us"</li> <li>● Chapter 7: "How systems of privilege work"</li> </ul> Stroh <ul style="list-style-type: none"> <li>● Chapter 1: "Why good intentions are not enough"</li> </ul> Meadows <ul style="list-style-type: none"> <li>● Chapter 1: "The Basics"</li> <li>● Chapter 3: "Why systems work so well"</li> </ul>	<b>Homework:</b> Reading reflection #1 due (Stroh & Meadows)
4	Wed 2/13	Reshaping systems	Johnson <ul style="list-style-type: none"> <li>● Chapter 8: "Getting off the hook: denial and resistance"</li> <li>● Chapter 9: "What can we do?"</li> </ul>	<b>Homework:</b> Reading reflection #2 due (Johnson & Meadows)  <b>Media Analysis</b>

			Meadows <ul style="list-style-type: none"> <li>Chapter 4: "Why systems surprise us"</li> </ul>	<b>paper due</b>
5	Wed 2/20	Critically consuming media	Machin & Mayr <ul style="list-style-type: none"> <li>"Making active choices: Language as a set of resources"</li> </ul> Hall <ul style="list-style-type: none"> <li>"The work of representation"</li> </ul>	<b>Homework:</b> Reading reflection #3 due (Machin & Mayr)  <b>Group 1 paper and presentation: Media</b>
6	Wed 2/27	Leadership and politics	Cronin & Genovese <ul style="list-style-type: none"> <li>Chapter 1: "The paradoxes of leadership"</li> <li>Chapter 8: "What politics teaches us about leadership"</li> </ul>	<b>Homework:</b> Reading reflection #4 due (Cronin & Genovese)  <b>Group 2 paper and presentation: Government</b>
7	Wed 3/6	Understanding globalization	Hopper <ul style="list-style-type: none"> <li>"Approaching cultural globalization"</li> </ul>	<b>Homework:</b> Reading reflection #5 due (Hopper)
8	Wed 3/13	<b>All Global Issues Analysis Papers and Presentations due</b>		
9	Wed 3/20	Leadership and sustainability	Redekop <ul style="list-style-type: none"> <li>"Introduction: Connecting leadership and sustainability"</li> </ul> Redekop, Gallagher, & Satterwhite <ul style="list-style-type: none"> <li>"Introduction"</li> </ul> Satterwhite, McIntyre Miller, & Sheridan <ul style="list-style-type: none"> <li>"Leadership for sustainability and peace: Responding to the wicked challenges of the future"</li> </ul>	<b>Homework:</b> Reading reflection #6 due (Redekop & Redekop, Gallagher, & Satterwhite)
10	Wed 3/27	Leadership and global conflict	Cronin & Genovese <ul style="list-style-type: none"> <li>Chapter 9: "What the military teaches us about leadership"</li> </ul>	<b>Homework:</b> Reading reflection #7 due (Cronin & Genovese)

			Harari <ul style="list-style-type: none"> <li>• “Prologue”</li> </ul>	<b>Group 3 paper and presentation: Military</b>
11	Wed 4/3	Leadership and the labor market	Sinclair <ul style="list-style-type: none"> <li>• “Why do leadership differently?”</li> </ul> Csikszentmihalyi <ul style="list-style-type: none"> <li>• “Leading the future”</li> </ul>	<b>Homework:</b> Reading reflection #8 due ( <b>Group 4 paper and presentation: Labor Market</b>
12	Wed 4/10	Leadership in changing social contexts	Heifetz <ul style="list-style-type: none"> <li>• “Anchoring leadership in the work of adaptive progress”</li> </ul>	<b>Homework:</b> Reading reflection #9 due
13	Wed 4/17	Leadership in changing social contexts	Metcalf & Murfin <ul style="list-style-type: none"> <li>• “Leadership, social development and political economy in the middle east: An introduction”</li> </ul>	<b>Group 5 paper and presentation: Social Norms</b>
14	Wed 4/24	Revisiting systems	Meadows <ul style="list-style-type: none"> <li>• Chapter 6: “Leverage points - places to intervene in a system”</li> <li>• Chapter 7: “Living in a world of systems”</li> </ul>	<b>Homework:</b> Reading reflection #10 due
15	Wed 5/1	What this means for you		
Study Week				
<b>“Revisiting your personal leadership philosophy” paper due on WebCampus by midnight, May 15</b>				