**I. ASCRC General Education Form (revised 1/27/11)**

Use to propose new general education courses (except writing courses), to change existing gen ed courses and to remove designations for existing gen ed courses.

Note: One-time only general education designation may be requested for experimental courses (X91, previously X95), minor counts, or semester taught. A NEW request must be submitted for the course to be a subsequent general education status.

<table>
<thead>
<tr>
<th align="left">Group (submit separate forms if requesting more than one general education group designation)</th>
<th>III. Language</th>
<th>VII: Social Sciences</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left"><em>III Exception: Symbolic Systems</em></td>
<td>VIII: Ethics &amp; Human Values</td>
<td>IX: American &amp; European</td>
<td></td>
</tr>
<tr>
<td align="left">V: Literary &amp; Artistic Studies</td>
<td>X: Indigenous &amp; Global</td>
<td></td>
<td></td>
</tr>
<tr>
<td align="left">VI: Historical &amp; Cultural Studies</td>
<td>XI: Natural Sciences w/ lab</td>
<td>w/out lab</td>
<td></td>
</tr>
</tbody>
</table>

*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement.*

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Educational Leadership</th>
<th>Course #</th>
<th>U 295</th>
</tr>
</thead>
</table>

**Course Title**
Special Topics in Educational Leadership: *Leadership for a Diverse World*

**Prerequisite**
n/a

**Credits**
3

**II. Endorsement/Approval**

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Liz Roosa Millar</td>
<td>E. Roosa Millar</td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243.5638/liz.roosamillar@mso.umt.edu</td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>John Matt</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Roberta Evans</td>
<td></td>
</tr>
</tbody>
</table>

**III. Type of request**

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>Change</th>
<th>Remove</th>
</tr>
</thead>
</table>

Reason for Gen Ed inclusion, change or deletion
Experimental Course

**IV. Description and purpose of new general education course**

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives. See Preamble:

http://umt.edu/faculty/genreducation/Pages/ge_preamble.aspx
Course Work Overview

*Leadership for a Diverse World* explores a model of leadership in which students use theoretical, personal, and practical approaches to study the characteristics and obligations of contemporary leaders, including themselves. Students will explore the intersections and commonalities of identity development, leadership, and social justice through five phases: Identity Development Theory, Leadership Theory, Social Justice Movements, Theoretical Intersections, and Social Justice Agency and Ally Development. In each phase, students will study literature and complete assignments that correspond to learning rubrics and stages of development in the areas of identity development, leadership development, and multi-cultural intelligence.

In readings, classroom discussion and analysis, collaborative activities, and projects, students will integrate theory with personal identity recognition and leadership skill enrichment. Students complete weekly written reflections about course work. Students will work in groups to complete research and presentation projects highlighting examples of social justice leadership. Students will practice leadership skills in their group work. Students will develop analytic and strategic capacities to infuse leadership with social justice practices in a variety of settings.

**Phase I, Identity Development Theory:** Students will review the evolution of identity development theories and examine their own identities in the context of social hierarchies.

**Phase II, Leadership Theory:** Students will review the evolution of leadership theories and begin to explore their own leadership history, skills, and opportunities.

**Phase III, Social Justice Movements:** Students will draw from their knowledge of identity development and leadership theory to examine social justice movements, focusing on leadership in historic movements.

**Phase IV, Theoretical Intersections:** Students will identify commonalities and intersections between Identity Development and Leadership theories and Social Justice movements.

**Phase V, Social Justice Agency and Ally Development:** Students will study social justice agency and alliance theories and practices and will examine historical examples of effective social justice movements. Students will reflect on individual opportunities for social justice agency and alliance in leadership capacities. Students will apply learning through written reflections and in-class assignments. Contemporary leaders must be prepared to act as allies to effectively engage diverse others in their efforts.

V. Criteria: Briefly explain how this course meets the criteria for the group. See: 
http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx
| 1. Systematically study individuals, groups, or social institutions; | - The course progresses through the study of identity development and leadership theories to an examination of social justice in theory, history, and their own lives.  
- Through course readings and assignments, students will examine theory and practice at the personal, social, and institutional levels. |
| --- | --- |
| 2. Analyze individuals, groups, or social problems and structures; and/or | - Through course readings, assignments, classroom activities, and a research project, students will analyze themselves as citizens and leaders.  
- Students will analyze leadership in the context of social inequality.  
- Students will complete weekly writing assignments, providing analysis of the readings and classroom discussions. |
| 3. Give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis. | n/a |

**VI. Student Learning Goals:** Briefly explain how this course will meet the applicable learning goals. See: [http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx](http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx)

| 1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships; | Students who complete the course will be able to:  
- Apply theories of identity development to recognition of personal identities.  
- Describe one’s personal identity and social status in the context of marginalized groups, groups with power and privilege, and histories of oppression.  
- Describe social justice histories and movements of particular groups. |
| 2. Use theory in explaining these individual, group, or social phenomena; and/or | ▪ Describe the evolution of leadership theories.  
▪ Analyze the intersection of identity development and leadership theories.  
▪ Describe the meaning of social justice agency and alliance at the personal, institutional and societal levels.  
▪ Apply strategies for infusing leadership in all disciplines and activities with social justice principles and practices. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Understand, assess, and evaluate how conclusions and generalizations are justified based on data</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**VII. Justification:** Normal [general education] courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100/200 level. If the course has more than one pre-requisite, carry lower than three (3) if lower division (numbered above the 200 level), provide rationale for exception(s).

n/a

**VIII. Syllabus:** Basic syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see http://studentaffairs.gatech.edu/academic-syllabus.html

Attached

Please note: Approved general education changes will take effect next fall.
Course Syllabus

EDLD 295: Special Topics in Educational Leadership: Leadership for a Diverse World

Fall 2013

Days TBD  Time TBD  Location TBD

Instructor:

Liz Roosa Millar, Ph.D.
Office: 232 University Center
(P): 243-5638 (weekdays during business hours)
Email: liz.roosamillar@mso.umt.edu

Office hours: by appointment

I. Course Overview

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II. Desired Learning Outcomes

Students who complete the course will be able to:

1) Apply theories of identity development to recognition of personal identities.
2) Describe the evolution of leadership theories.
3) Describe one's personal identity and social status in the context of groups with power and privilege, marginalized groups, and histories of oppression.
4) Analyze the intersection of identity development and leadership theories.
5) Describe social justice histories and movements of particular groups.
6) Describe the meaning of social justice agency and alliance at the personal, institutional, and societal levels.
7) Apply strategies for infusing leadership in all disciplines and activities with social justice principles and practices.

III. Civil Classroom Discourse and a Positive Learning Environment

Many of the important learning outcomes associated with a college education are advanced when students and faculty freely and enthusiastically engage in a robust exchange of ideas during class discussions. Students enrolled in this class are encouraged to challenge the points of view expressed by others, always with an interest in maintaining civil discourse free from personal invective or intimidation. The following classroom guidelines and foundational assumptions serve as context for classroom discussions.

Classroom Guidelines
- We listen respectfully to each other.
- We strive to understand different points of view.
- One speaker at a time.
- No trashing people or groups of people.

Foundational Assumptions
- Leadership can be learned.
- A leader is “one who is able to affect positive change for the betterment of others, community and society.” (Komives, et al.)
- Social Change Model of Leadership:
  Leadership is concerned with affecting change on behalf of others and society.
  Leadership is collaborative.
  Leadership is a process rather than a position.
  Leadership should be values-based.
  All students are potential leaders.
Service is a powerful vehicle for developing students’ leadership skills.

- Some social groups are politically, economically, institutionally, socially, and personally dominant. Others are subordinate or marginalized. Members of dominant groups possess privileged access to resources, opportunities, and authority simply by being members of those groups. Likewise, members of marginalized groups have limited access to resources, opportunities, and authority simply by being members of those groups.
- Dynamics of dominance and oppression are expressed at all levels of human interaction -- institutional, social, and personal -- and in interactions between humans and the natural world.
- Examination of oppressor/oppressed, privilege/marginalization is essential to the discussions of both social justice and leadership.
- Leaders can effect positive change on behalf of their own groups and on behalf of marginalized groups.
- Effective leaders are prepared to recognize, adapt to, and incorporate a multiplicity of values, experiences, and behaviors in their work with individuals, groups, and organizations.
- We are all in varying stages/statuses of understanding our identities, leadership roles, and social systems. We “meet each other where we are” and recognize the value in each others’ perspectives and experiences.

IV. Academic Honesty

Students are expected to do their own work. Academic honesty is required and expected at all times during the course. Please review the Student Conduct Code at http://life.umt.edu/vpsa/student_conduct.php

V. Strategies for engaged learning in this class

One of the goals of this course is to invite students to actively explore their own capacity for engaging in active forms of learning.

"Claiming" versus "receiving" an education

"... you cannot afford to think of being here to receive an education; you will do much better to think of yourselves as being here to claim one. One of the dictionary definitions of the verb ‘to claim’ is: to take as the rightful owner; to assert in the face of possible contradiction. ‘To receive’ is: to come into possession of: to act as receptacle or container for, to accept as authoritative or true. The difference is that between acting and being acted-upon...”

- Adrienne Rich, 1977, convocation speech at Rutgers University Douglass College

Active learning
In 1987, the AAHE Bulletin published "Seven principles of Good Practice in Undergraduate Education" and the list included active learning as one of the key principles:
Good Practice in Undergraduate Education Encourages Active Learning

"Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

**Examples:** Active learning is encouraged in classes that use structured exercises, challenging discussions, team projects, and peer critiques."

Excerpted from: *Seven Principles for Good Practice in Undergraduate Education*

By Arthur W. Chickering and Zelda F. Gamson

From the March 1987 *AAHE Bulletin*

Available online at: http://acpa.nche.edu/pgp/principle.htm

Content memorization is generally an ineffective way to learn and is quickly lost. Only through active participation in higher level learning behaviors (analysis, synthesis, and evaluation) will meaningful and long-term learning result.

**Active reading of assigned text chapters, periodicals, and journals**

Active reading requires a reader to list items such as important ideas, questions, inconsistencies, topics of particular interest, and topics that relate to other readings or experiences.

**Active preparation for class discussions**

A student who actively prepares for class discussions has reviewed notes from previous classes, jotted down questions for discussion, and has read all assigned materials for the next class. Students who 'claim' their education engage other students in out-of-class discussions about classroom topics, read independently and actively seek experiences to tie in with classroom work.

**Active participation in class discussions**

Active participants in classroom discussions share their insights about the topic of discussion. They also listen carefully and think reflectively about other ideas. Active participants also respond and challenge ideas as appropriate and verbalize connections that arise among the ideas that are under discussion.

*(Acknowledgement to Prof. Holly Belch, IUP Student Affairs in Higher Ed dept. for sharing her ideas adapted for this section of this syllabus.)*

**Opportunities for active learning in Leadership for a Diverse World** include classroom discussions and activities, Moodle forums, weekly reflections, and group projects.

**VI. Equal Educational Opportunity**

*Statement of Equal Opportunity Policy, U of M President Royce Engstrom*

The University of Montana–Missoula provides to all people the equal opportunity for education, employment, and participation in University activities without regard to race,
color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, political ideas, marital or family status, physical or mental disability, or sexual orientation.

Responsibility for effectsing equal opportunity accrues to all University administrators, faculty, and staff. This responsibility includes assurance that employment and admission decisions, personnel actions, and administration of benefits to students and employees rest exclusively upon criteria that adhere to the principle of Equal Opportunity. The University prohibits retaliation against a person for bringing a complaint of prohibited discrimination, for assisting someone with a complaint of discrimination, or for participating in any manner in an investigation or resolution of a complaint of discrimination.

The Office of Equal Opportunity and Affirmative Action (EO/AA) is available to provide you with more information about the application of this policy. The EO/AA Web site, http://www.umt.edu/oe/, provides additional information and resources about Equal Opportunity at The University of Montana. The EO/AA Office is located at 020 University Hall, Missoula, MT 59812. The phone number is (406) 243-5710.

Accessibility

The intention is to make this class accessible to students with all levels of ability. Students may request reasonable modifications by contacting the instructor. The University of Montana assures equal access to instruction through collaboration between students, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications (for other options go to http://www.umt.edu/disability).

VII. Communications with the instructor

Students may contact the instructor during weekday business hours either by email or phone.

VIII. Course assignments and evaluation

Class attendance: Students are expected to attend all classes. One absence will be permitted without notice. Additional unexcused absences will result in point deductions from the final grade.

Class discussions and activities: (20% of grade) Students are expected to complete scheduled class preparation (reading and other assignments) prior to class. Students are expected to participate fully in interactive class discussions and activities and share experiences to learn with and from others. Students are expected to complete all assignments by scheduled due dates. Late assignments are subject to point deductions from the final grade.

Readings: A number of course readings are taken from Readings for Diversity and Social Justice, second edition, Maurianne Adams, et al., Editors. Students may choose to purchase this
book. Chapters from the book and additional readings will be posted on Moodle. Below is a complete list of course readings and a bibliography listing additional/optional readings.

Weekly Reflections: (30% of grade-2 points per assignment) Students will participate in weekly online discussions, answering questions posed by the instructor which are designed to encourage reflection about the current topics. Students will post weekly comments or other presentations, to be determined by the instructor. Weekly reflections will be evaluated based on students’ ability to integrate class discussions, course readings, personal experiences, and course work from other classes into your own learning, understanding, and development. Students will reflect on how your thoughts and ideas have developed, changed, been challenged, or affirmed through your personal, academic, and professional experiences.

Evaluation of reflections will be based on style, grammar, punctuation, and spelling. Appropriate and accurate citation of the work of others will be considered a critical component. The rubric to be used in the evaluation of weekly reflections is below.

Students are expected to complete all assignments by scheduled due dates. Late assignments are subject to point deductions from the final grade.

Project: (30% of grade-30 points) Students will work in small groups to study particular social justice movements of their choosing. Students will draw from class readings and discussions to describe how leadership played a role in the movement. Did/Does the movement create change in the status of a group? If so, what is the mechanism for change? What leadership model best describes leadership in the movement? How did leadership play a role in the movement? Students may choose to become involved in a social justice action or community project. Students will submit a written summary and produce short class presentations on their research and findings. Students may use any appropriate formats and media and will be encouraged to be innovative in their presentations.

Students will practice leadership in their project groups by taking on tasks and responsibilities and participating in decision-making. Students are expected to complete all assignments by scheduled due dates. Late assignments are subject to point deductions from the final grade.

Class presentations will be evaluated based on:
- Project Quality: includes all factors related to overall quality (content, relevance, clarity, organization, supporting materials).
- Delivery: ability to effectively communicate ideas, eye contact, voice tone, non-verbal.
- Time management: including the ability to pace the presented material.

Final Examination: (20% of grade-20 points) Take Home. Students will complete a written examination at the end of the course. Students will describe a personal theory of leadership, providing three or more references to class readings, discussions, and projects. The theory will include these elements:
1) One-sentence definition of leadership
2) Elements of effective leadership
3) Goals of leadership
4) Personal qualities of an effective leader  
5) Resources for an effective leader  

**Campus Activities:** (extra credit) Students will be encouraged to attend lectures and other campus events related to course work for extra credit.  

**Evaluations:** Students will complete pre- and post-course self-evaluations about their identities, leadership development, and cultural intelligence.  

**Extra Credit:** Students may earn extra credit for participation in extra-curricular leadership activities. Extra credit terms will be agreed upon between the student and instructor.  

**IX. Reflective Writing Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Depth of reflection/self-assessment</strong></td>
<td>Demonstrates self-authorship; identifies further plans for learning; identifies challenges; connects to development as a student affairs profession</td>
<td>Demonstrates the ability to reflect on own work; begins to demonstrate self-authorship; demonstrates growth; provides moderate amount of connection to development of student affairs professional</td>
<td>Provides some reflection on own work and experiences; does not connect cognitive, interpersonal, and intrapersonal; little self-assessment; minimal connection to development as a student affairs professional</td>
<td>Only reports on work; does not reflect; no examples provided; no self-assessment and no connection to development as student affairs professional</td>
</tr>
<tr>
<td><strong>Intellectual engagement</strong></td>
<td>Provides strong application of theory to practice, connects to outcomes and provides robust examples</td>
<td>Provides some application of theory to practice and connection to outcomes; minimal examples provided</td>
<td>Minimal connection of theory to practice; sparse connection to outcomes; very few examples</td>
<td>No examples of learning and connection to outcomes; minimal application of theory to practice</td>
</tr>
<tr>
<td><strong>Contextual Awareness</strong></td>
<td>Is very aware of the impact that context has on the production of meaning and how it influences interpretation</td>
<td>Demonstrates an awareness of the context and how this influences the meaning made</td>
<td>Demonstrates an awareness of the context surrounding the experience and makes minimal comment</td>
<td>Is not aware of role context plays in the construction of meaning</td>
</tr>
<tr>
<td><strong>Language use/conventions</strong></td>
<td>Consistent use of appropriate</td>
<td>Generally uses appropriate</td>
<td>Language could be more precise;</td>
<td>Lack of organization of</td>
</tr>
<tr>
<td>language, style, grammar, punctuation, and spelling; natural flow of ideas providing deep insight</td>
<td>language, style, grammar, punctuation, and spelling; ideas connect</td>
<td>some errors in grammar, punctuation, and spelling; lapses in coherence</td>
<td>writing; poor language use and conventions</td>
<td></td>
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</tbody>
</table>

Adapted from: http://www.uaa.alaska.edu/cafe/portfolios/difficultdialogues/upload/414ReflectiveWritingRubric.pdf
### X. Class Activities and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Class Readings and Assignments</th>
<th>Assignments</th>
<th>Assignment Details</th>
<th>In-Class Assignments</th>
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<tbody>
<tr>
<td><strong>Identity Theory</strong></td>
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<tr>
<td>Week 1</td>
<td>Identity Development lecture &amp; discussion</td>
<td>Adams: Tatum, Kirk, Johnson: Identity</td>
<td>Weekly Reflection #1</td>
<td>Describe the social identity groups to which you belong.</td>
<td>Class I: Define Terms; Class II: Ex: Power Line (Bishop) or Up/Downs (NCBI)*</td>
</tr>
<tr>
<td>Week 2</td>
<td>Identity definition exercise &amp; discussion</td>
<td>Abes/Jones/McEwan: Identity Development Privilege 101</td>
<td>Weekly Reflection #2</td>
<td>Discuss your primary identity(ies).</td>
<td>Class I: Discussion Ex: Light &amp; Dark (Bishop) Class II: Ex: Caucuses (NCBI), Oppression/Privilege (Bishop) or Blue eyes/Brown eyes (Bishop)*</td>
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<tr>
<td><strong>Leadership Theory</strong></td>
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<tr>
<td>Week 3</td>
<td>Evolution of Leadership Theories lecture &amp; discussion</td>
<td>Bolden: Review of Leadership Theories Komives: Leadership Identity Model</td>
<td>Weekly Reflection #3</td>
<td>Describe someone in your personal life whose leadership you admire. Describe the social context of their leadership- how their leadership reflects or relates to their social group(s).</td>
<td>Class I: Discussion Class II: Speaker</td>
</tr>
<tr>
<td>Week 4</td>
<td>Leadership style inventory</td>
<td>Komives, ch2: Social Change Model of Leadership</td>
<td>Weekly Reflection #4</td>
<td>Describe an experience you've had in which you took a leadership role. What did leadership mean to you? What did you appreciate about how you led? What would you do differently?</td>
<td>Class I: Leadership Style Inventory* Class II: Discussion</td>
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<tr>
<td><strong>Social Justice</strong></td>
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<tr>
<td>Week</td>
<td>Movements</td>
<td>Reading Sources</td>
<td>Weekly Reflection</td>
<td>Activity/Assessment</td>
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<tr>
<td>6</td>
<td>Social Justice in Action exercise &amp; speaker</td>
<td>Shapiro: People with Disabilities &amp; Civil Rights Van Jones: Climate Change &amp; Equity Adams: Roppolo: Symbolic Racism</td>
<td>Weekly Reflection #6</td>
<td>Class I: Discussion Class II: Speaker</td>
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<tr>
<td>7</td>
<td>Theory Integration</td>
<td>Dill: Critical Thinking About Inequality Torres: Identity Development Hill: The Future of Intercultural Competence</td>
<td>Weekly Reflection #7</td>
<td>Class I: Project Group Organization, Expectations Class II: Project Group Assignment: assign roles, tasks, responsibilities</td>
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<tr>
<td>8</td>
<td>Intersections, continued</td>
<td>McLaughlin, Wilson, Fowler, Foster: Social justice in the arts</td>
<td>Weekly Reflection #8</td>
<td>Class I: Discussion Class II: Discussion / Presentations on readings.</td>
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<tr>
<td>9</td>
<td>Leader as Visionary- Agents and Allies</td>
<td>Bishop: Becoming an Ally Reason: Social justice attitudes &amp; actions Davis: Men and social</td>
<td>Weekly Reflection #9</td>
<td>Class I: &quot;Taking Root&quot; Class II: Discussion</td>
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<tr>
<td>Week 10</td>
<td>Social Justice Allies in History exercise &amp; speaker</td>
<td>O'Brien: Challenging Institutional Racism Rudwick: Interracialism in the US civil rights movement</td>
<td>Weekly Reflection #10</td>
<td>Describe challenges facing your primary identity group at the societal level. Va</td>
<td>Class I: Discussion Class II: Speaker</td>
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<td>Week 11</td>
<td>Agents and Allies lecture &amp; discussion speaker</td>
<td>Barton: Co-opting science spaces Adams: Evans &amp; Washington: Becoming an ally</td>
<td>Weekly Reflection #11</td>
<td>Describe challenges facing your primary identity group at the personal level.</td>
<td>Class I: Discussion Class II: Speaker</td>
</tr>
<tr>
<td>Week 12</td>
<td>NCBI</td>
<td>Project group - presentation prep Ally Dos and Don’ts</td>
<td>Reflection #12</td>
<td>Describe challenges facing your primary identity group at the institutional level.</td>
<td>Class I: NCBI Class II: Discussion</td>
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<tr>
<td><strong>Presentations</strong></td>
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<tr>
<td>Week 13</td>
<td>Student Presentations discussion</td>
<td>Project group - presentation prep Group Evaluation</td>
<td>Weekly Reflection #13</td>
<td>Describe how you addressed a challenge you faced in your project group work.</td>
<td>Classes I + II: Student Presentations, discussion</td>
</tr>
<tr>
<td>Week 14</td>
<td>Student Presentations discussion</td>
<td>Adams: Johnson: Next steps</td>
<td>Reflection #14</td>
<td>Describe how different perspectives, experiences and values contributed to your project group work.</td>
<td>Classes I + II: Student Presentations, discussion</td>
</tr>
<tr>
<td><strong>Wrap-Up</strong></td>
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<tr>
<td>Week 15</td>
<td>Leadership Opportunities discussion &amp; speaker</td>
<td>Explore a leadership opportunity in your life: Take on tasks &amp; responsibilities; mentor another</td>
<td>Reflection #15</td>
<td>Describe a leadership opportunity in your life and steps you will take to pursue this opportunity.</td>
<td>Class I: Evaluate Project Group work Class II: Discussion: leadership opportunities</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exam</td>
<td>Final Exam</td>
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</table>
XI. Course Readings

Week 1


Week 2


Week 3


Week 4

Week 5


**Week 6**


**Week 7**


**Week 8**
Students will select one of the following four articles to read, view websites related to the readings, and discuss in class.


**Week 9**


Week 10


Week 11


Week 12

Week 14

Acknowledgement to Philip J. Burlingame, Ph.D. for syllabus template
XII. Bibliography for Supplemental Reading and Research


