



COURSE SYLLABUS

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SECTION 1: COURSE INFORMATION

Format: Eight weeks.

Course ID: LDRS 3033

Course Title: Leadership and Human Diversity

College: College of Unrestricted Education – Department of Business and Leadership

Prerequisites: LDRS 2123 or LDRS 2223

Credit Hours: 3

Instructor: See the online course in MyFIRE for instructor contact information and availability.

Course Description

This course examines the complex nature of leadership, culture and personal identity, explores populations at-risk, and encourages students to understand and appreciate diversity. Specific knowledge of leadership as it relates to individual cultures, awareness of the patterns of oppression experienced by those cultures, and skills relevant to developing a culturally competent approach to working with diverse people groups are addressed.

Course Overview

This course is intended to introduce students to Leadership concepts as it relates to Human Diversity. Students will discover relevant information about Race, Racism, Ethnicity and Inequality. The principles and concepts provided in this course will challenge you to examine leadership, society and the global melting pot.

Course Workload

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is 48 hours (6 hours per week).

Course Materials

1. Higginbotham, E., Andersen, M. (2009) Race and Ethnicity in Society, 3rd (Edition). Wadsworth Cengage Learning
2. Yancy, G., (2006). Beyond Racial Gridlock Inter Varsity Press

Required and optional textbooks are accessed and ordered through [SEU's bookstore](#).

Disclaimer: The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

Course Topics

The purpose of this course is to introduce, reinforce, and measure learning on the following topics:

1. What is Leadership?
2. Who is a Leader?
3. How should leaders address diversity within their organizations?
4. Race: Why It Matters
5. The Social Construction of Race and Ethnicity
6. Representations of Race and Group Beliefs
7. Prejudices and Racism
8. Race and Identity
9. Race, Nation, and Citizenship
10. Immigration, Race, and Ethnicity
11. Race Class and Inequality
12. Institutional Segregation and Inequality
13. Mobilizing for Change
14. Looking Forward and Learning from the Past
15. Four Secular Models of Dealing with Racism
16. Finding a Christian Approach to Dealing with Racism

Intended Learning Outcomes

As a result of reading, study, and assessments in this course, the student should be able to:

1. Identify the patterns, mechanisms, dynamics, and consequences of discrimination, economic deprivation, and oppression as it relates to diversity and leadership.
2. Apply an ecological, systems perspective to the analysis of the complex dynamics of oppression, discrimination, and its effects on social functioning and

leadership.

3. Identify and integrate Christian beliefs and values that influence attitudes regarding sensitivity to and appreciation of human diversity.
4. Apply a strengths perspective to the understanding of diverse cultures, ethnicities, and people groups.
5. Recognize the demographics, cultural characteristics, and general experiences of various minorities in the United States.
6. Develop awareness of one's own leadership style and its impact on cultural heritage in the context of other cultures.
7. Identify individual experiences, values, and biases that impede or enhance sensitivity to diverse people groups.
8. Identify culturally competent assessment and practice skills for working with ethnically and racially diverse groups.
9. Apply a lifelong commitment to be aware of how diversity influences the lives of people and to advocate for any changes necessary to decrease oppression and discrimination and enhance the well-being of all persons.

Key Performance Indicators

Students who successfully complete this course will demonstrate their learning through performance-based activities and assessments.

Successful students will:

1. Read chapters within each of the two selected texts: Race and Ethnicity in Society and Beyond Racial Gridlock.
2. Participate in weekly discussions showing a competent understanding of the material.
3. Complete individual assignments where you will further explore the fields of leadership and Human Diversity
4. Complete a critical analysis of a Human Diversity problem from a leadership perspective.
5. Complete Pop Quizzes and Examinations covering the course material.
6. Complete a course evaluation form at the end of the course.

Late Work

Late work is not accepted without reasonable extenuating circumstances.

Extra Credit

None accepted.

SECTION 2: SOUTHEASTERN POLICIES

Academic Policies

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.


SECTION 3: COURSE SCHEDULE

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by Module and include the due dates and point values.


Note: Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

AIM, LEARN, AND APPLY DESCRIPTIONS


Aim

 When you see the Aim icon, you will be introduced to topics and ideas that will be covered throughout this module. The AIM will also provide you with a glimpse into your learning objectives and an introduction to this module.

Learn

 When you see the Learn icon, all of your reading assignments will be listed and may include additional resources that your instructor is providing to help you complete the activities and assessments for the module.

Apply

 When you see the Apply Icon, it will be time to demonstrate your learning for the module. The items here are those in which you'll be graded and may include discussions, activities, assignments, quizzes, exams, and projects.

MODULE 1:
XX/XX/XX - XX/XX/XX



Aim:

Be sure you read the learning outcomes that your instructor has set for this week and then do your best to accomplish them.

- Race Why It Matters Professional
- The Social Construction of Race and Ethnicity
- Two Views of Racism
- White Responsibility
- Leadership Insights



Learn:

This section lists all your reading assignments and may include additional resources that your instructor is providing to help you complete the activities and assessments for the week.

- **Read:** Higginbotham & Andersen Text Chs 1–6
- **Read:** Yancy Text Chs 1& 5
- **Read:** Leadership Article



Apply:

Now you're ready to demonstrate your learning for the week. The items below are those on which you'll be graded this week and may include discussions, activities, assignments, quizzes, exams, and projects.

- Discussion Forum 1
 - Due: Friday, Tuesday

- Points: 25
- Discussion Forum 2
 - Due: Friday, Tuesday
 - Points: 25
- Quiz
 - Due: Tuesday
 - Points: 25

MODULE 2:
XX/XX/XX - XX/XX/XX



Aim:

- Identify concerns of Race and Identity
- Recognize the challenges of Color Blindness
- Identify key Leadership Insights and apply concepts to Human Diversity.



Learn:

- **Read:** Higginbotham & Andersen Text Chs 16-19
- **Read:** Yancy Text Chpt 2
- **Read:** Leadership Article



Apply:

- Discussion Forum 1
 - Due: Friday, Tuesday
 - Points: 25
- Discussion Forum 2
 - Due: Friday, Tuesday
 - Points: 25
- Quiz
 - Due: Tuesday
 - Points: 25
- Cultural Bag
 - Due: Tuesday
 - Points: 75

MODULE 3:
XX/XX/XX - XX/XX/XX



Aim:

- Identify the complexities of Race Class & Inequality
- Recognize the dynamics of Multiculturalism within American society as a whole



Learn:

- **Read:** Higginbotham & Andersen Text Chs 29-33
- **Read:** Yancy Text Chpt 4
- **Read:** Leadership Article



Apply:

- Discussion Forum 1
 - Due: Friday, Tuesday
 - Points: 25
- Discussion Forum 2
 - Due: Friday, Tuesday
 - Points: 25
- Quiz
 - Due: Tuesday
 - Points: 25
- Family Tree
 - Due: Tuesday
 - Points: 75

MODULE 4:
XX/XX/XX - XX/XX/XX



Aim:

- Identify the importance of defining race in America
- Recognize the importance of developing a Racial Formation



Learn:

- **Read:** Higginbotham & Andersen Text Chs 6 & 10
- **Read:** Leadership Article



Apply:

- Discussion Forum 1
 - Due: Friday, Tuesday
 - Points: 25
- Discussion Forum 2
 - Due: Friday, Tuesday
 - Points: 25
- Midterm Exam
 - Due: Tuesday
 - Points: 100

MODULE 5:
XX/XX/XX - XX/XX/XX



Aim:

- Identify the complexities surrounding Race, the Nation, and American Citizenship
- Recognize the importance of the history of Immigration, Race, and Ethnicity in America.



Learn:

- **Read:** Higginbotham & Andersen Text Chs 22-23, 24 & 27
- **Read:** Leadership Article



Apply:

- Discussion Forum 1
 - Due: Friday, Tuesday
 - Points: 25
- Discussion Forum 2
 - Due: Friday, Tuesday
 - Points: 25
- Quiz
 - Due: Tuesday
 - Points: 25
- Experiencing Different Cultures
 - Due: Tuesday
 - Points: 100

MODULE 6:
8/3/22 - 8/9/22



Aim:

- Identify Institutional Segregation and Inequalities
- Recognize ideas toward constructing a Christian Solution to the problem of Racism
- Comprehend the importance of mobilizing for Change: Looking Forward and Learning from the Past
- Identify the Sin Nature and European Americans
- Compare the Sin Nature and Racial Minorities
- Recognize that Jesus is the Ultimate Reconciler



Learn:

- **Read:** Higginbotham & Andersen Chs 34, 36, 38, 46, 48 & Chs 52 & 55
- **Read:** Yancy Chs 6-9



Apply:

- Discussion Forum 1
 - Due: Friday, Tuesday
 - Points: 25
- Discussion Forum 2
 - Due: Friday, Tuesday
 - Points: 25
- Quiz
 - Due: Tuesday
 - Points: 25
- Organizational Diversity Proposal
 - Due: Tuesday
 - Points: 50

MODULE 7:
XX/XX/XX - XX/XX/XX



Aim:

- Identify Biblical concepts in terms of Human Diversity
- Recognize what would A Christian Solution diversity challenges Look Like in America.



Learn:

- **Read:** Galatians 3:27-29



Apply:

- Discussion Forum 1
 - Due: Friday, Tuesday
 - Points: 25
- Discussion Forum 2
 - Due: Friday, Tuesday
 - Points: 25

MODULE 8:
XX/XX/XX - XX/XX/XX



Aim:

- Provide an in-depth analysis and solution to a critical issue confronting the diversity perspective.
- Plan a strategy for change that can further promote social justice issues related to human diversity



Apply:

- Discussion Forum 1
 - Due: Friday, Tuesday
 - Points: 25
- Discussion Forum 2
 - Due: Friday, Tuesday
 - Points: 25
- Final Paper
 - Due: Tuesday
 - Points: 200

SECTION 4: ASSESSMENTS

Quizzes and Discussions

Description

- Discussion Forums: Each Weekly Discussion Forum: Students will receive up to 15 points for their primary post due by Friday at 11:55pm. Students must post replies to at least two fellow students for which they will receive up to 5 points each for substantive posts. A total of 25 possible points can be earned each week for each assignment.
- Quizzes: During most weeks, students will complete a quiz, which will assess comprehension of the assigned reading. The weekly quizzes will be objective in nature (multiple choice, matching, fill-in-the-blank, and true/ false) and will cover specific terms, concepts, and facts outlined in the textbook. Students will complete quizzes in the MyFIRE course by Tuesday at 11:55 p.m.

Total Possible Points

525

Grade Weight

35%

Assignments

Description

- Cultural Bag: Each student is to produce a portfolio in PowerPoint of a variety of documents, family artifacts, i.e., family records, family photographs, reflection statements from relatives, all of which tell his or her ethnic cultural heritage, and his or her ethnic history.
- Family Tree: Students will create a family tree that extends back in history as far as research can support. Presentation will be made via PowerPoint and posted within MyFIRE.

- Midterm Exam: Students will be tested on their comprehensive knowledge gained as a result of both the reading assignments and topics discussed within the Discussion Forum.
- Experiencing Other Cultures: Students will provide a written account of experiencing another person's culture other than his or her own or one you/they are familiar. The purpose of this assignment is to expose students to cultural groups outside of their own. Create a 5 page (Content) paper with a number of valid sources used to support views/insights.
- Diversity Proposal: Prepare a 1 page proposal indicating the importance of diversity implementation at a local organization to which you are completely familiar. (A place where little to no diversity exist throughout the organization.)
- Citation Style:
 - Please use APA format/citation style if your major is within the College of Business. Students with other majors can follow their school's prescribed format.

Total Possible Points

400

Grade Weight

43%

Final**Description**

Through research and investigation, each student is to provide an in depth analysis and solution to a critical issue confronting the diversity perspective. The purpose of this assignment is to engage solutions which can be presented in a form a proposal. This proposal can take several forms. For example, a policy recommendation (i.e. affirmative action), a diversity curriculum for public schools, a diversity training curriculum for a non-profit agency, etc. The objective is to devise a strategy for change that can further promote social justice issues related to human diversity. Page length will vary; however, paper should be no less than 5 pages and no more than 12 pages excluding the Cover Page and References.

Total Possible Points

200

Grade Weight

22%

Selected Bibliography and Web Resources

Some books may not be in the Steelman Library but can be requested through the inter-library loan.

- National Association of Social Workers. (1995). Encyclopedia of Social Work, (19th ed.). Washington, D.C.: NASW Press.
- Barker. R. L. (1995). The Social Work Dictionary. Washington: NASW Press.
- Ginsberg, L. (1995). Social Work Almanac. Washington: NASW Press.
- Anda, D. D. (1984). Bicultural socialization: Factors affecting the minority experience. Social Work, 29(2), 101-107.
- Auerbach, S., & Moser, C. (1987). Groups for the wives of gay and bisexual men. Social Work, 6(3), 51-66.
- Bell, Sr., Rev. T.R., & Lester Bell, J. (1999). Help-seeking in the black church: An important connection for social work to make. SWC, 26(2).
- Bryant, S. A. (1999). Depression among African American nuns: A study on the integration of faith with social service. SWC, 26(2).
- Campbell, J. S. (1991). Social work practice with the young ethnic adolescent girl in a culturally pluralistic society: A place for faith, hope, and love. SWC, 18(2).
- Castex, G. M. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. Social Work, 39, 288-296.
- Chau, K. (1989). Socio-cultural dissonance among ethnic minority populations. social Casework, 70(3), 224-230.
- Chin, J. L. (1983). Diagnostic considerations in working with Asian Americans. American Journal of Orthopsychiatry, 53(1), 100-109.
- Chu, J. & Sue, S. (1984). Asian/Pacific Americans and group practice. Social Work with Groups, 7(3), 5-84.
- Congress, E. P. (1994). The use of culturagrams to asses and empower culturally diverse families. Families in Society: The Journal of Contemporary Human Services, November, 531-539.

- Carniol, B. (2005). Analysis of social location and change: Practice implications. In S. Hick, J. Fook, & R Pozzuto (Eds.), *Social work: A critical turn* (pp.153-165). Toronto, Ontario, Canada: Thompson Educational Publishing.
- Chang, V., Scott, S., & Decker, C. (2008). *Developing helping skills: A step-by-step approach*. Belmont, CA: Brooks/Cole.
- Depay, E., & Noble, S. (1992). The structure of lesbian relationships in response to oppression. *Affilia: Journal of Women and Social Work*, 7(4), 49-64.
- Delgado, R., & Stefancic J. (2001). *Critical race theory: An introduction*. New York: New York University Press.
- Engstrom, D. W., & Min, J. W. (2004). You just have to do a lot more for them: Perspective of bilingual social workers. *Journal of Ethnicity and Cultural Diversity in Social Work*, 13(2), 59-82.
- Engstrom, D. W., Piedra, L. M. & Min, J. W. (2009). Bilingual social workers: Language and service complexities. *Administration in Social Work*, 33, 1-19.
- Faver, C. A., Cavazos, A. M., Jr., & Trachte, B. L. (2005). Social work students at the border: Religion, culture, and beliefs about poverty. *Journal of Baccalaureate Social Work*, 11(1) 1-15.
- Furness, S. (2005). Shifting sands: Developing cultural competence. *Practice*, 17, 247-256.
- Gutierrez, L. (1990). Working with women of color: An empowerment perspective. *Social Work*, 35(2), 122-130.
- Herbert, D. (1993). *Frameworks for cultural and racial diversity*. Canadian Scholars Press.
- Jackson, A. P. (1994). The effects of role strain on single, working, black mothers' perceptions of their young children. *Social Work Research*, 18(1), 36-40.
- Jones, K. (2006). Valuing diversity and widening participation: The experiences of access to social work students in further and higher education. *Social Work Education*, 25, 485-500.
- Katlin, F. (1982). The impact of ethnicity. *Social Casework*, 63(2), 88-94.
- Kirst-Ashman, K. K. & Hull, G. H., Jr. (2009a). *Generalist practice with organizations and communities* (4th ed.). Belmont, CA: Brooks/Cole.

- Kirst-Ashman, K. K. & Hull, G. H., Jr. (2009b). Understanding generalist practice (5th ed.). Belmont, CA: Brooks/Cole.
- Lum, D. (1992). Chapter 1. In (Ed.), Social work practice and people of color: A process-stage approach (pp. 1-34). Pacific Grove: Brooks/Cole Publishing Co.
- Lum, D. (1992). Chapter 2. In (Ed.), Social work practice and people of color: A process-stage approach (pp. 35-79). Pacific Grove: Brooks/Cole Publishing Co.
- Perkins, John M. (1993) Beyond Charity: The Call To Christian Community Development. Grand Rapids: Baker Books.
- Pray, J. (1991). Respecting the uniqueness of the individual: Social work practice within a reflective model. Social Work, 36(1), 80- 85.
- Proctor, E. K., & Davis, L. E. (1994). The challenge of racial difference: Skills for clinical practice. Social Work, 39(3), 314-323.
- Weaver, H. (1998). Indigenous people in a multi-cultural society: Unique for issues for human services. . Social Work, 43, 203-212.
- Zambrana, R. E. (ed.). (1995). Understanding Latino families: Scholarship, policy and practice. Thousand Oaks, CA: Sage Press.

Books on ethnic identity, theology and struggles:

- Danticat, Edwidge. (1994). Breath, Eyes, Memory. New York: Vintage Books. (Haitian-American)
- Hacker, Andrew. (1995). Two Nations: Black and White, Separate, Hostile, Unequal.
- Hall, Edward T. (1990). The Silent Language. New York: Anchor Books. (How cultural factors influence the individual behind his back, without his knowledge)
- Issai-Díaz, Ada María. (1993). In the Struggle: A Hispanic Women's Liberation Theology. Minneapolis: Fortress Press.
- Lee, Jung Y. (1995). Marginality: The Key to Multicultural Theology. Minneapolis: Fortress Press. (Asian-American).
- Santiago, Esmeralda. ((1993). When I was Puerto Rican. New York: Vintage Books.
- Yan, M. C., & Wong, Y.-L. R. (2005). Rethinking self-awareness in cultural competence: Toward a dialogic self in cross-cultural social work. Families in Society: The Journal of Contemporary Social Services, 86, 181-188.

- Yancey, George A. (1996). *Beyond Black and White: Reflections on Racial Reconciliation*. Grand Rapids: Baker Books.
- Yee, J. Y., (2005). Critical anti-racism praxis: The concept of Whiteness implicated. In S. Hick, J. Fook, & R. Pozzuto (Eds.), *Social work: A critical turn* (pp. 87-103). Toronto, Ontario, Canada: Thompson Educational Publishing.
- Ying, Y. W. (2008). The buffering effect of psychological detachment against emotional exhaustion among social work students. *Journal of Religion and Spirituality in Social Work: Social Thought*, 27(1-2), 131-150.
- Zastrow, C. H. (2009). *Social work with groups: A comprehensive workbook* (7th ed.). Belmont, CA: Brooks/Cole.