Course Title: Leadership in A Diverse World

Course Number: EP8030

Course credits: 3

Course Instructor: Michael L. Fischler

Guest Instructor: Mark J. Fischler (Spiral Dynamics, Integral Theory, Diversity and Leadership Module)

Contact Information: Michael L. Fischler, Professor, Education, Leadership and Learning, Plymouth State University; e mail mfischler@plymouth.edu telephone: (work/administrative assistant) 603-535-2461; (home) 603-536-2347, Mark J. Fischler, Chair, Criminal Justice Department, mjfischler@plymouth.edu.

Course Meeting Day/s/Approximate Times (“approximate,” meaning that all will end at closure, relative to content/process/scheduled/appropriate times for each day): Session 1, Saturday, September 28, 9-5; Session 2, Sunday, September 29. 9-5; Session 3, Saturday, October 26, 9-5; Final class, Sunday, October 27, 9-closure.

Course Description: Leaders often find themselves making decisions, facilitating programs, and mediating conflicts that emanate from the many ways humans differ, such as their ethnicity, race, religion, sexual orientation and cultural beliefs. In this course, attention will be given to central topics and critical issues that address global leadership competencies in working with diverse populations. Students will critically examine the complexity of culture, the building of community, and the promotion of social justice from the individual, community and global perspectives. Furthermore, students will consider and evaluate both reactive and proactive roles for leaders in educational, social and political settings.

Required Readings:


Relationship of Course to Hallmarks: The primary focus of “Leadership in a Diverse World” will be to deepen the participant’s awareness of how culture powerfully influences cognition, decision making, and behavior. Competencies will be developed that will increase the student’s global awareness and ability to actualize socially responsible behaviors. Toward those goals, students will engage in
processes that involve reflection, innovation, action/application, advocacy, and a commitment toward serving others.

**Essential Questions:**

1) What is diversity?
2) What essential themes does one need to focus upon in order to understand and adapt to diverse cultures?
3) How may I better excel at being a leader in a diverse world?
4) How might I apply theory relative to intercultural communication toward resolving intercultural conflicts?
5) Personally, what areas do I need to focus upon to become a more effective leader?

**Conceptual Framework**

**PSU College of Graduate Studies Program Hallmarks**

- Leadership and Advocacy
- Reflection and Innovation
- Scholarship and Application
- Professionalism and Service
- Global Awareness and Social Responsibility

**Process Outline**

**Areas of focus:**

a. Approaching diversity... “going into the dark”
b. Leadership

c. Ethnographic research

d. Diversity...concept/reflections/reality/Understanding culture... “18 Themes...”

e. Intercultural problem solving (applying the “18 Themes”).

f. Culture, beliefs, values, perceptions and behaviors

g. What is intercultural communication?

h. What are the essential cultural value patterns?

i. What are the keys to understanding cultural and ethnic identity?

j. What is culture shock?

k. What is the relationship between language and culture?

l. What are the major differences in intercultural verbal styles?

m. What are the different ways to communicate nonverbally across cultures?

n. What causes us to hold biases against out groups?

o. What are the best ways to manage intercultural conflict?

p. What are the challenges in developing an intercultural-intimate relationship?

q. What is the communication issues facing a global identity?

r. How can we become ethical intercultural communicators

s. Spiral Dynamics, Integral Theory, Diversity and Leadership

t. Emotional Intelligence, Diversity and Leadership

u. Essential spirituality and diverse spiritual/religious orientations

v. Personal reflections /assessments regarding “essential spirituality” and leadership

w. Discussion of conclusions/goals relative to the direction for change needed, if one is to become a more effective leader and fulfilled human being.

Course Goals:

The primary goal for the course is to develop the insight and skill necessary to manage cultural differences adaptively and creatively in a wide variety of situations. Areas of focus include global and domestic diversity; creative problem solving; conflict resolution; intercultural relationship satisfaction; understanding motives for bias; understanding the “values” line of human intelligence and the role it plays in cultural understanding; understanding the role Ken Wilber’s integral model can play in reducing conflict as it relates to intercultural awareness; and deepening ones’ self-awareness . Secondly, students will critically examine themselves as “leaders in a diverse world” (identifying targets for and processes that would lead toward important personal change and growth).

Assignments and Assessment
Active participation in all class processes (including completion of all readings and preparation/presentation of projects) as scheduled/assigned. See more detailed overview of specific assignments below:

a. Completion, as prescribed of the following assignment: “The Muslim Next Door.”
b. Completion, as prescribed of “Textual Review and Critical Incident Analysis”
c. Completion, as prescribed, of an in-class project (“Everyman....”) 
http://books.google.com/books?id=hZxsLq_7ZJ0C&pg=PA33&source=gbs_toc_r&cad=4#v=onepage&q&f=false

e. Presentation/completion of “final project.” (This project will focus upon completing and presenting a critical self-analysis, as prescribed, using data from Walsh’s text, Essential Spirituality.)
f. Attendance in all classes

Pre-class Reading Assignment #1

**The Muslim Next Door**

Review, Cultural Analysis and Thoughts

1) Complete reading Ali-Karamali’s text, The Muslim Next Door (2008). The text provides important insights into Islamic culture through providing “a refreshingly frank and wonderfully accessible account of what it means to be an American Islamic woman today” (Carole Hillenbrand, U. of Edinborough).

2) **Prior** to reading the text (this is “Section A”), ABSOLUTELY honestly, bluntly, forthright fully, and candidly share your current beliefs and attitudes toward Islam. (Your candid and specific feelings, thoughts, attitudes, beliefs and opinions should fill at least one single spaced page.)

3) While reading the text (this is “Section B” of the assignment) note comprehensively (i.e., list linearly: 1, 2, 3, etc., as you progress through the book), prominent elements of Islamic culture (important beliefs, values and behaviors). (This will become your personal reference guide that will provide you with a comprehensive, well focused overview of Islamic beliefs and culture that you might use for personal reference.)
4) Commit to paper (this is “Section C” of the assignment) at least a two page reflection (single spaced) comparing your initial beliefs and attitudes to what you learned regarding the Islamic religion and culture through reading the text, and how you might use your wisdom to be a more effective “leader in this diverse world.”

Pre-class Reading Assignment #2


Part I, Textual Review

Objective: To complete a focused, mindful, thoughtful review of key concepts, theories and data in Ting-Toomey and Chung’s text, Understanding Intercultural Communication, enabling you to develop the skill set necessary to identify variables that contribute toward creating intercultural problems, and variables related toward avoiding/resolving intercultural problems.

Process Overview/Format

Overview:

Consider the work you do, or the work you hope to do after completing your advanced degree. As you read through Ting-Toomey and Chung’s text, Chapters 1-15, list (linearly, i.e., 1, 2, 3, 4, 5, etc.) vital/key concepts, theories and data that may be helpful for you to remember, be cognizant of as you carry on your “work” (current or hoped for work) as a “leader in this diverse world.”

Your format will reflect the following:

1) Identify/select and record your work related role.
2) Beginning with Chapter 1, “Why Study Intercultural Communication,” move linearly through the chapter, numbering 1, 2, 3, 4, 5, etc., “listing” all relevant and pertinent “concepts, theories, data” that applies to your achieving intercultural competence in your current or desired/future work related role. Your “listing” statement will include identifying (i.e., providing the name/title of) the selected concept/theory/data, followed by a statement which both defines and applies the selected concept/theory/data to your work related role.
3) When you complete Chapter 1, you will move onto Chapter 2, “What Is Intercultural Communication Flexibility?” utilizing the same format, until your review of the entire text (through Chapter 13) is completed.
4) The process is intended to provide you with personal reference points that might help you to avoid the development of, and, when necessary, identify the nature of intercultural problems you may experience (professionally and personally), and direction for problem resolution.
5) Your final paper/overview (typed) will be utilized for reference, when necessary, during on-campus class meetings, and will be passed in at the conclusion of the course for evaluation.

Part II, Critical Incident Analysis (to be completed after the “textual review,” and passed in along with the above paper).

“Arrival of the In-Laws” (Conflict Critical Incident, Ting-Toomey)

Michael and Mabel have been married for 6 years. For most of those six years, they have been a happily married, loving couple. Michael is a 33-year-old German American and works at a high-tech firm in Silicon Valley. Mabel is a 30-year-old Chinese immigrant who is a pharmacist and works in a nearby hospital. The couple has a three-year-old son, Micky. For the past three years, Mabel has spent countless hours at the Immigration Office, applying for her parents and younger brother to emigrate from China to the U.S. Michael has been very supportive of Mabel throughout the immigration waiting process. At long last, her parents and younger brother finally gained entrance to the U.S. They have been here for eight months, living across the street from the couple. The grandparents are delighted to be reunited with their daughter, and they dote on their only grandson. While Michael and Mabel are at work, the grandparents babysit Micky. As the grandparents do not speak English, they only speak Chinese to Micky. To their delight, Micky has been picking up Chinese quickly.

Recently, Michael and Mabel had many tense moments and communication difficulties relating to the in-law issue. To begin with, Michael feels he is never alone with Mabel in the house anymore. His in-laws are always there. Mabel and her parents chatter constantly in Chinese. They also laugh in that strange Chinese tone. To make matters worse, Micky has now started to speak to him in Chinese, rather than English! Michael feels very “left out” in his own house. He hears the Chinese laughter from the kitchen and he feels like an outsider. He loves his family, and he wants things to be back to normal—the way it was. He decides to have an upfront, honest talk with Mabel about his frustrations.

He asks Mabel to please tell her parents to cut down their visits from every day to only on the weekends. Moreover, they should really call them ahead of time rather than just “popping in” to visit. He asks Mabel to register Micky in a nearby English-speaking preschool so that he can play with other English-speaking kids. While Mabel nods “uh, huh” to all his comments, nothing seems to change. Her parents continue to visit unannounced every day and often cook up “strange-smelling” Chinese food in the kitchen. Michael feels increased frustrations in his own house.

Meanwhile, from Mabel’s viewpoint, she cannot understand how Michael can be so “selfish.” Her parents are new immigrants to this country. They have no friends, and they do not drive. She is glad that Micky has a chance to learn Chinese from her parents. Before their arrival, she spoke to Micky in English only so that Michael could be included in the conversation. Now that her parents are here, she feels that her Chinese roots are taking hold again. She hopes that by ignoring Michael’s “ridiculous” requests, he’ll eventually forget about them and come to his senses. Although at one point she yells back at Michael for raising his voice and making another of his “off-the-wall” comments, often she ends up only staring at Michael in silence. She does not want to upset her parents who are playing with Micky in the next room. Inwardly, Mabel grows increasingly resentful. She loves Michael, but at the same time she feels that her marriage is spiraling out of control. She
feel s misunderstood all the time. She desperately needs some help and advice to handle her marital crisis.

How would you explain Michael’s frustration and Mabel’s stress? Draw upon pertinent, relevant, and applicable theory and content you have read in the “Ting-Toomey and Chung” text, “Intercultural Communication,” to help Michael and Mabel to understand each other’s cultural and interpersonal conflict viewpoints. Again, drawing upon pertinent, relevant, and applicable theory and content, what would you recommend Michael and Mabel do in order to deal with their conflicts constructively? (i.e., reference material throughout the text, striving to comprehensively identify all causal variables, and then, based upon the causal variables identified, develop a comprehensive process for effective conflict resolution.)

Note: Please provide a stamped, self-addressed mailer along with the papers (so that the papers can be returned expeditiously).

Pre-Class Reading Assignment #3

Integral Theory

Read in Integral Theory in Action, edited by Sean Hargen’s, the chapter entitled, “An Overview of Integral Theory, An All Inclusive Framework for the 21st Century,” (http://books.google.com/books?id=hZxsLq_7ZJ0C&pg=PA33&source=gbs_toc_r&cad=4#v=onepage&q&f=false), and prepare a written response to the following two questions:

1. What are the 5 elements that make up Wilber’s Integral Theory?

2. How can each of those elements play a role in developing an understanding of culture and intercultural conflict? Please write down your answers and bring them to class for discussion and analysis.

(Please bring your written response to Class #3, to be utilized for discussion and analysis. Your written paper will be collected during Class #3.)

Pre-Class Reading Assignment #4

Final Project (For “Leadership in a Diverse World”)

Read Roger Walsh’s, Essential Spirituality
1. As you are reading *Essential Spirituality*, take note of key concepts/lessons/parables/expressions of wisdom/etc. from the diverse religious/spiritual traditions, and how they relate to you personally (and ultimately influence the nature and quality of your intrapersonal/interpersonal/intercultural life, and your effectiveness as a leader in this diverse world. Be analytical and self-critical!

2. Based on your comprehensive self-analysis, identify specific targets (goals) for change and growth that will enable you to become a more effective leader in this diverse world.

3. Identify specific processes you may put into place that will enable you to reach your “targets/goals” for change.

4. Develop a brief paper that summarizes your targets/goals/processes for change. (The paper will be passed into the instructor on the final day of class.)

5. Lastly, using “art” as a medium (visual; musical; literary; a combination; etc.,) develop a 5-10 minute presentation in which you will share, with your fellow students and instructor, highlights (certainly, that you are “comfortable” sharing) from what you have learned, and the direction your life needs to take to become a more effective leader (and human being) in this diverse world...

### Leadership in a Diverse World: Rubrics

**Course EP 8030**

1. *The Muslim Next Door*

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>DOES NOT MEET TARGET 1</th>
<th>APPROACHES TARGET 2</th>
<th>MEETS TARGET 3</th>
<th>EXCEEDS TARGET 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current beliefs and attitudes toward Islam are shared (documented) honestly, forthright fully and candidly. (Section A)</td>
<td>Little depth, insight and disclosure in depicting attitudes and beliefs. (typewritten, single spaced)</td>
<td>Less than one page, lacking depth in depicting attitudes and beliefs. (typewritten, single spaced)</td>
<td>Detailed, one page, with an honest depiction of attitudes and beliefs. (typewritten, single spaced)</td>
<td>Detailed, exceeding one page, depiction of attitudes and beliefs. (typewritten, single spaced)</td>
</tr>
<tr>
<td>Important beliefs, values and behaviors relevant to Islamic culture are comprehensively listed. (Section B)</td>
<td>Superficial mention of Islamic culture is referenced in all or a majority of the textural review.</td>
<td>While major points and prominent elements relative to Islamic culture are listed, significant aspects of Islamic culture are</td>
<td>Major points and prominent elements relative to Islamic culture are comprehensively listed for all “chapters” (Introduction-Chapter</td>
<td>Major points and prominent elements relative to Islamic culture are exhaustively listed for all “chapters” (Introduction-Chapter</td>
</tr>
</tbody>
</table>
Reflection comparing initial beliefs and attitudes toward Islam with what the student has learned after reading the text, and how the student might use the wisdom as a leader. (Section C)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Does Not Meet Target 1</th>
<th>Approaches Target 2</th>
<th>Meets Target 3</th>
<th>Exceeds Target 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listing linearly all relevant theories, concepts, data that applies to the student’s achieving intercultural efficacy in their current or desired work related role.</td>
<td>Some chapters are reviewed; significant omission in inclusion of concepts, data, theories; little insight developed that would enhance intercultural competence in work role.</td>
<td>All chapters are reviewed including most major concepts and theories with marginal application to work role.</td>
<td>All chapters are reviewed, with pertinent data listed and related to work role.</td>
<td>Exhaustive listing of key concepts, theories, and data from all chapters that adds to the student’s intercultural competence and demonstrating how data relates to the student’s personal situation in identified work related role.</td>
</tr>
<tr>
<td>To thoroughly analyze a central incident “Arrival of the In-Laws”, identifying major causes of intercultural stress; and then developing a process for effective conflict resolution.</td>
<td>Significant causal variables are missing in the analysis of the critical incident. The strategy for conflict resolution fails to include essential process.</td>
<td>Most significant causal variables are included, but some important variables are omitted. The process for conflict resolution is missing key elements necessary for effective resolution, although a marginal process is in place.</td>
<td>Most all significant causal variables are identified, and an effective process for conflict resolution is presented.</td>
<td>All significant applicable variables that contribute toward understanding causation relative to intercultural conflict are identified, and a comprehensive process that will facilitate intercultural conflict resolution is presented.</td>
</tr>
</tbody>
</table>
3. Essential Spirituality

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>DOES NOT MEET TARGET 1</th>
<th>APPROACHES TARGET 2</th>
<th>MEETS TARGET 3</th>
<th>EXCEEDS TARGET 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key concepts, resources, parables and expressions of wisdom from diverse religious and spiritual traditions are listed and applied to self-identifying areas for needed growth in consciousness and self-awareness as a person and leader.</td>
<td>Significant deficits exist relative to inclusion of vital elements of diverse religious and spiritual traditions, and critical application of said elements toward self.</td>
<td>Most significant variables are recognized and included while application of said variables toward growth of self needs some augmentation to be complete.</td>
<td>Significant variables recognizing key spiritual and religious traditions are acknowledged, included, and applied toward positively evolving self as a leader.</td>
<td>Extensive and comprehensive overview of diverse wisdom traditions and extensive application of said traditions toward improvement of self as a leader in this diverse world.</td>
</tr>
<tr>
<td>Specific targets for personal growth are listed.</td>
<td>Growth targets are superficially listed with substantive deficits existing.</td>
<td>While some essential targets for growth are listed, significant targets fail to be included.</td>
<td>Targets for growth are comprehensively listed.</td>
<td>Comprehensive and extensive listing of targets for growth.</td>
</tr>
<tr>
<td>Processes for actualizing growth targets are articulated and presented.</td>
<td>Inadequate and superficial growth process is articulated.</td>
<td>Some significant growth facilitating processes are listed. Other processes that may be essential are not.</td>
<td>Comprehensive listing of processes to facilitate personal growth.</td>
<td>Extensive and comprehensive listing of processes directed toward facilitating personal growth.</td>
</tr>
<tr>
<td>Using “art” as a medium, the students constructs and delivers a 5-10 minute presentation sharing highlights from their “spiritual” growth process, and the direction that their life needs to take if s/he is to become a more effective leader and human being.</td>
<td>Few vital elements in the student’s spiritual growth process are included, and the presentation fails to coherently present the student’s personal growth process and adequately capture the attention of the audience.</td>
<td>While some vital elements in the student’s spiritual growth process are included, some vital elements are not. Presentation holds the attention of the audience.</td>
<td>Presentation reflects many vital elements in the student’s spiritual growth process, and the presentation is delivered adequately, thus holding the attention of the audience while encouraging some personal self-reflection and self-criticism.</td>
<td>Presentation includes most all of the vital and essential elements in the student’s &quot;spiritual&quot; growth process, and is delivered in an exceptionally stimulating and vital way capturing the deep and reflective attention of the audience. Audience members may utilize the data for personal (i.e., &quot;self&quot;) reflection criticism, and growth.</td>
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University Policies and Procedures

- **ADA Policy**: Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs. Course materials online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.

- **Academic Integrity**: Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations of academic integrity that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

- **Sensitive Materials**: Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

- **Plymouth State University Curtailed Operations Information**: Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University.

Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts

Following are the PSU curtailed operations and/or class cancellation notification procedures:
In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website.

Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

- **Lamson Library and Learning Commons**
  Access to the IT Help Desk is available at 603-535-2929. Log in to MyPlymouth to access all of the Lamson Library and Learning Common resources and services. The Writing Center and the PASS office are located in the lower level of Lamson; the Help De