

**Syllabus - Fall 2023**  
**Masters in Diversity, Leadership and Change Management Program (DLCMP)**  
**DIV 600 Program Integration**

**Cleveland State University**  
**Tuesday, 5:00 – 5:50p.m.**  
**UR 253**

**Instructors**

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**Office Hours**

**By phone or virtual**  
**6:30-7:30 am Mon., Wed., Thurs.**  
**6:30-7:30 pm Mon., Wed., Thurs.**

**Tues. 2:30 – 4:30 UR 244**  
**or virtual by appointment**

**Course Description**

This one-credit hour course which is offered in two successive semesters, will provide students with a weekly forum that enables them to fully engage with one another, and support the integration of new and existing levels of awareness, knowledge, and skills relative to diversity leadership and change management.

The diversity of backgrounds, experiences, and professional interests of students will be utilized to promote dialogue, and strengthen the capacity of students to examine issues of diversity, equity, inclusion and belonging from multiple perspectives while remaining fully present and engaged.

The course will use an experiential learning approach to encourage personal development and growth through the facilitation of self-reflection, socio-emotional awareness and management, systems thinking, conflict management and the empowerment of self and others.

**Course Objectives**

- 1) Provide a forum for defining DEI issues and their historical and contemporary contexts.**
- 2) Heighten the awareness and understanding of DEI issues and their intersection with and influence on all areas of human interaction.**
- 3) Create a platform for assessing the reciprocal impact of individual and group behavior when addressing DEI issues.**
- 4) Facilitate integration of existing and new knowledge about DEI issues, and strengthen the capacity for holding multiple perspectives.**
- 5) Acclimate and integrate students from diverse disciplines into the DLCM Program**
- 6) Form a learning community of DEI leader colleagues**

- 7) **Develop basic understanding of cultural competence and culturally competent leadership**
- 8) **Understand basic diversity and inclusion concepts including social identity development particularly, racial, gender and sexual orientation development and their impact on personal and professional interactions and workplace implications.**
- 9) **Articulate individual learning about your own differences, sources of identity and how these impact the way you see the world.**
- 10) **Develop an awareness of cultural differences and their influence on cognition, attitude, and behavior.**

### **Required Texts for the Course**

Goleman, D., Boyatzis, R., Davidson, R.J., Druskat, V., Kohlrieser, G., Building blocks of emotional intelligence: 12 leadership competency primers, Florence, MA: More Than Sound, LLC, 2017.

This series of 12 text booklets may be purchased directly from the publisher Key Step Media at: <https://www.keystepmedia.com/shop/12-leadership-competency-primers/>

or through Amazon.com at:

[https://www.amazon.com/gp/product/B078MHKZTZ?ref=dbs\\_p\\_pwh\\_rwt\\_anx\\_a\\_lnk&storeType=ebooks](https://www.amazon.com/gp/product/B078MHKZTZ?ref=dbs_p_pwh_rwt_anx_a_lnk&storeType=ebooks)

**NOTE:** These texts will be supplemented with additional required readings, videos, and handouts provided by the instructors. (See Blackboard Homepage for additional required readings.)

### **Course Requirements/Assignments**

1. Regular attendance and participation in class discussions and activities is of central importance to students' successful completion of the course. The course's experiential learning format requires and thrives on the willingness of each student to be present in class prepared to share their new learnings, insights, perspectives, biases, curiosities and questions regarding issues of DEI related to the personal and organizational contexts in which they interact daily.
2. Completion of online reflection journals in order to identify and strengthen personal application of the key concepts related to DEI related issues.
3. Complete online Discussion Boards
4. Family History – Write a brief two-page family history. Discuss your family's place of origin, racial/ethnic background, where your family immigrated or migrated from, and what brought them (or yourself) to the Greater Cleveland area or your current state/city of residence. Discuss family member's occupations, aspirations, and experiences. Interview older family members for information on your family's history (to the extent possible).
5. Implicit Association Test (IAT) Exercise – Go to the website <https://implicit.harvard.edu/implicit/>, read the instructions and take the racial preference

test and take one additional IAT of your choice, e.g., gender. Please record your test results and personal reflections on the Blackboard discussion page. (Do not be too alarmed by your test results, we all very likely harbor some preferences or biases that we are unaware of, may not reflect our personal values, or are uncomfortable acknowledging).

6. Completion of a 5-7 page paper regarding an organizational and/or personal/professional dilemma which the student has already, expects to, or is currently confronting related to some aspect of DEI. A minimum of 3-5 peer-reviewed references should be cited in the paper (not including the readings for the course) in accordance with APA style requirements.

**Students with Disabilities:** Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

**Academic Fraud & Plagiarism:** Plagiarism as described in the CSU Student Handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment” (CSU web: <https://www.csuohio.edu/writing-center/plagiarism>.) The procedures of reporting plagiarism will be followed as described in the Student Handbook (p.18).

The instructor reserves the right to require all students to submit papers to [www.turnitin.com](http://www.turnitin.com). The Code of Student Conduct with the academic honesty provisions is included here: <https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

If there is any incident with a student signing his/her name to any assignment that he/she did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such action shall be considered to be academic fraud.

Grading Scale	Percentage	Assignments	Percent of Grade
A	93-100%	Final Paper	30%
A-	90-92%	Reflections	25%
B+	87-89%	Discussion Board/IAT	25%
B	83-86%	Family History	10%
B-	80-82%	Class Participation	10%
C	70-79.9%		
F	<70%		

**COVID-19 Protocol:** COVID-19 is still present and transmittable. The wearing of mask is optional while you are in class on campus.

**Course format and schedule:** This is a hybrid course of in-person and online class sessions. The class will meet face-to-face on the following dates: August 29<sup>th</sup>, September 26<sup>th</sup>, October 24<sup>th</sup>, and November 28<sup>th</sup>. The remainder of the classes are scheduled to be held virtually via Zoom, however this may change due to unforeseen circumstances. The link for each Zoom class session, along with all class assignments and course communications will be provided in Blackboard.

**Course Schedule:**

Week/Class	Topic/Focus of Class Session	Required Readings	Assignments Due
1-August 29 <sup>th**</sup>	Introductions, Syllabus & Program Expectation	Course Syllabus	--
2- September 5 <sup>th</sup>	Use of Dialogue and the Creation of Multiple Perspectives -Develop Guidelines for Effective Dialogue	Reading from the book, <i>Dialogue</i> -Introduction & Chapter 1 "A Conversation with a Center, Not Sides"	Discussion Board Post on the Use of Dialogue
3- September 12 <sup>th</sup>	DEI Terminology & Emotional Intelligence	BBEI Primer #1 – Emotional Self Awareness -Reading from the <i>Diversity Handbook (First Edition)</i> - "Overview of the Field of Diversity Management" — focus on the content regarding terminology	Reflection Journal on Primer #1
4 -September 19 <sup>th</sup>	Social Identity & Intersectionality	Reading from the <i>Diversity Handbook (First Edition)</i> "Overview of the Field of Diversity Management" — focus on the content regarding social identity	Reflection Journal on Social Identity & Intersectionality
5-September 26 <sup>st**</sup>	Racial Identity Development	Reading from the <i>Diversity Handbook (First Edition)</i> "Overview of the Field of Diversity Management" — focus on content regarding racial identity development	Reflection Journal on Racial Identity & - The Family History Assignment
6-October 3 <sup>rd</sup>	Dimensions of Diversity	BBEI Primer #2 – Emotional Self Control	Reflection Journal on Primer #2

7-October 10 <sup>th</sup> Indigenous People's Day	No Class		
8-October 17 <sup>th</sup> Midterm Week	Understanding Bias Mid-course Review	Chapter 1 from the book Biased "Seeing Each Other" & Chapter 2 from <i>Biased</i> "Nurturing Bias" -Article by Nosek, Greenwald, & Banji article	Reflection Journal on the IAT Assessment & Readings
9- October 24 <sup>th</sup> **	Understanding Bias (continued)	BBEI Primer #3 -Adaptability	Reflection Journal on Primer #3
10- October 31 <sup>st</sup> Last date to withdraw from classes	The Process of Change	BBEI Primer #4 –Empathy	Reflection Journal on Primer #4
11-November 7 <sup>th</sup>	Understanding Resistance to Change	Reading from <i>The Wall of Resistance</i> -“The Nature of Resistance” & “Making Matters Worse”	<b>FINAL PAPER DUE</b>
12-November 14 <sup>th</sup>	The Concept of “The Johari Window”	Reading from <i>NTL Reader</i> “The Johari Window: A Graphic Model of Awareness in Interpersonal Relations”	Reflection Journal on Resistance to Change
13-November 21 <sup>st</sup>	Student Presentations	BBEI Primer #5 - Adaptability	Reflection Journal on Primer #5
14-November 28 <sup>th</sup> **	Student Presentations		Reflection Journal on “Take-Aways” from Presentations
15- December 5 <sup>th</sup>	Review of Learnings and Assimilation	--	Reflection Journal on Integration of Learnings & Course Evaluation
16-December 12 <sup>th</sup>	Closure/Evaluation	--	--

\*\*Denotes Face-to-Face (In Person) Classes on these dates.

## References

Adams, M. (2009). *Change your questions change your life 10 powerful tools for life and work*. San Francisco, Ca: Berrett-Koehler Publishers, Inc.

Dewane, C.J. (2005). Use of self: A primer revisited. *Clinical Social Work Journal*, Vol. 34, No. 4, Winter 2006.

Eberhardt, J.L. (2019). *Biased uncovering the hidden prejudice that shapes what we see, think and do*.

Goleman, D., Boyatzis, R., Davidson, R.J., Druskat, V., Kohlrieser, G. (2017). *Building blocks of emotional intelligence: 12 leadership competency primers*, Florence, MA: More Than Sound, LLC.

Isaacs, W. (1999). *Dialogue and the art of thinking together*. New York, NY: Doubleday

Maurer, R. (1996). *Beyond the wall of resistance. Unconventional strategies that build support for change*. Austin, Texas: Bard Press.

NTL Institute for Applied Behavioral Science. (1999). *Reading Book for Human Relations Training (8<sup>th</sup> Edition)*. New York, NY: Viking.

Nosek, B. A., Greenwald, A. G., & Banaji, M. R. (2007). The Implicit Association Test at age 7: A methodological and conceptual review. In J. A. Bargh (Ed.), *Automatic processes in social thinking and behavior*. Psychology Press.

Plummer, D.L. (Ed). (2003). *Handbook of diversity management beyond awareness to competency based learning*. Lanham, Md.: University Press of America, Inc.