

LEAD 4350: Concepts of Social Justice and Ethical Leadership

Spring 2023

Instructor: Art A. Aguirre, Ph.D. (aaaguirre@utep.edu)
Office: Kelly Hall, RM 220
In Person & Online Office Hours:
Mondays 2:00 - 4:00pm
Other days by appointment

Online office hours will be available via a Zoom link you can find on Blackboard. I'm also available on other online platforms like Facetime, Google Hangouts, Skype, etc. Just let me know what works for you.

Course Description:

This course is a study of leadership theory and its relationship to and function within social justice while adhering to a set of ethical standards. MLS 4350 is designed to help those interested in leadership more effectively understand this complex topic and to use that knowledge to ensure all voices and identities within the served community are seen, heard, respected, and included. Additionally, this course will introduce you to a broad range of social justice and ethical leadership issues and topics that will include the following: investigating major leadership theories and paradigms, identifying effective leadership strategies for social change, comparing the effectiveness of leadership development techniques, and applying leadership theory to case studies and news stories.

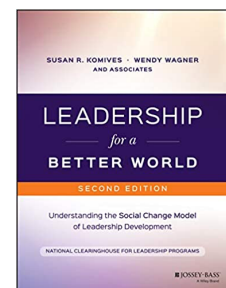
Learning Outcomes:

- Develop an understanding of the role of leadership in affecting social justice
- Analyze how communication and identity affect the formation of leadership styles
- Discuss tools for building and sustaining effective and forward-thinking teams
- Examine the role of ethics in successful leadership
- Analyze leadership case studies to identify key determinants of success/failure outcomes

Required Text:

Komives, S. R., Wagner W., & Associates (Ed.). (2017) *Leadership for a better world: Understanding the social change model of leadership development*. Jossey-Bass.

Access to a computer, a printer, the internet, an active UTEP e-mail address, and an active Blackboard account are necessary. I will be posting additional course materials online for students to access.



****Please note - This syllabus is a guide and may be changed by the instructor, but notice will be provided. Guest presenters for lecture presentations may be added to the schedule and other tentative additions to the syllabus.****

Course Requirements:**Participation and Attendance: 100 points**

Be a present and active member of class. You get three free absences and then lose 10 points per absence.

Weekly Reflection: 200 points (20 points each x 10)

Each Tuesday, you will need to turn in a short reflection about that week's readings. You will answer the following prompts:

- 1) What was your biggest takeaway from the reading?
- 2) What key word, definition, or sentence stuck out to you the most and why?
- 3) What connection did you make between the readings and your own life?

Leadership Synthesis: 200 points (100 points each x 2)

In a 3-5-page essay, as well as a 15-minute in-class review/discussion, you will be finding the connections between the texts we have read up to that point in the semester and a real life or mediated (TV/Film/Literature) example. The written assignment should be short and concise while still reading as an academic effort. There is no need for an abstract or title page, but you do need a reference page.

Mid Semester Assignment: 200 points**[Choose one of the following]****1) Leadership Interview**

You will conduct a 15 to 25-minute interview with a leader in the community. The session will briefly cover some key concepts in leadership and engage in a discussion over how that leader succeeds in their specific field. The interview can be either an audio or a video format. I encourage you to be creative with your interviews and try to choose a leader that clearly incorporates the concepts from the course in their leadership style. Each interview will be graded on how well you are able to communicate (both effectively and ethically), how well you administer the procedures of the task/project, & how well you incorporate concepts into the interview. I will need to review your interview questions.

2) Leader Profile

You will complete a 4 to 5-page paper on a current leader and how their innovation, communication, leadership style, unorthodox approach, etc. has led to their success in their field. You can use newspaper/magazine articles, leader/community testimonies, and even personal experience to make your argument. However, this still should read as an academic effort.

3) Create Your Own

I welcome all learning styles, so if the options above don't suit your needs or preference, submit an idea to me for what you would like to do for your mid-semester assignment. We can work together to make it comparable to the assignments above. And don't hesitate to be creative. If you're good at graphic design or illustration, you can complete a short graphic story. If you're good at video editing, you can create a video profile on a leader. Feel free to pitch your idea within the first 2-3 weeks so we can finalize the details.

Final Paper & Presentation: 300 points (200 points paper; 100 points presentation)

In this 10-15-page essay you will make your final conclusions/arguments about ethical leadership and social change. These 9 to 15 pages CAN INCLUDE YOUR PREVIOUS SYNTHESIS ASSIGNMENTS. You will be graded on your ability to elaborate on key issues in leadership, demonstrate ethical and effective leadership skills in your responses, and synthesize concepts in leadership with real world issues. Must be in APA format with a reference page.

Assignments

Points

| | |
|----------------------------|--|
| Attendance/Participation | 100 points |
| Weekly Reflection (10) | 200 points (20 points each) |
| Leadership Synthesis (2) | 200 points (100 points each) |
| Mid-semester Assignment | 200 points |
| Final Paper & Presentation | 300 points (200 points for paper 100 points for presentation) |

1000 Total Points

Grading Scale

A= 1000-900 points

B= 899-800 points

C= 799-700 points

D= 600-699 points

F= 599 points and below

Instructor Policies

Coursework/Participation/Attendance

All assignments and major projects are to be presented on the due date. I understand that at times, there may be an emergency, and I will consider extreme cases, however, reasons like not being able to access internet, personal travel, or illness should not impede you from planning with me to get work done on time.

Academic Dishonesty Policy

Scholastic/academic dishonesty is prohibited and considered a violation of the UTEP Handbook of Operating Procedures. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials produced by another person, taking an examination for

another person, and any act designed to give unfair advantage to a student or even the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students on the homepage of the Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

Plagiarism

Plagiarism is academic dishonesty and will likely ensure failing the class. Plagiarism means using another person's ideas, language or other original (not common-knowledge) material without proper acknowledgement of its source. This includes taking information or ideas out of books, from articles, off the Internet, your telephone, from a friend or instructor, and so on. If the ideas or words come from a source or person other than you, you must indicate it in your writing or speech. **Never use another student's work.** A plagiarized assignment will result in failure, and even further disciplinary action in accordance with UTEP policy is possible. Please become familiar with the guidelines outlined by the student handbook, and if there is any question about this topic, please contact me to schedule a meeting.

Plagiarism Detecting Software

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COVID-19 Precautions

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

CASS Policy

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu. Or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

Participation Norms and Expectations

You are expected to treat the instructor and classmates with respect. I seek to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating in all my classes. *If I find that you consistently disrespect anyone or any group of people in the class, I will speak with you one-on-one to discuss how to remedy the situation. If the problem persists, I will drop you from the course.*

Student-Teacher Communication

I do not use the Blackboard messaging function. I like to respond as quickly as I can to any student questions I may get, so please be sure to use my email for course messaging. And of course, you have the communication options listed above for my online and in-person office hours. Additionally, my job as your instructor is to help and guide you. However, I won't know you need help or guidance if you do not communicate that to me. I try make myself available as often as possible, so please make sure you're reaching out when you need help.

Other Policies

Students are expected to know and observe the published deadlines for (a) dropping the course and (b) withdrawing from the course. These deadlines are published on the Academic Calendar, which is available in the my.utep.edu site, the course catalogue, and is in the Dean's Office.

| Course Schedule | | | |
|---|---|---|--|
| Week | Objectives | Readings to be covered this week | Assignments |
| Week 1 Jan 17 Jan 19 | Introduction, course syllabus, class expectations. Discussion of leadership experience, expectations. | Syllabus | |
| Week 2 Jan 24 Jan 26 | Transitions and Transformations in Leadership | Chapter 1 | <u>Weekly Reflection #1 (1/24)</u> |
| Week 3 Jan 31 Feb 2 | An Overview of the Social Change Model of Leadership | Chapter 2 | <u>Weekly Reflection #2 (1/31)</u> |
| Week 4 Feb 7 Feb 9 | Consciousness of Self | Chapter 3 Keltner article (BB) Return on Character article (BB) | <u>Weekly Reflection #3 (2/7)</u> |
| Week 5 Feb 14 Feb 16 | Congruence | Chapter 4 Bazerman & Tenbrunsel article (BB) Beer article (BB) | <u>Synthesis #1</u> <u>due on Thursday, February 16</u> |

| Week | Objectives | Readings to be covered this week | Assignments |
|---------------------------------|-------------------------------|---|--|
| Week 6 Feb 21 Feb 23 | Commitment | Chapter 5 | <u>Weekly Reflection #4 (2/21)</u> |
| Week 7 Feb 28 Mar 2 | Collaboration | Chapter 6 | <u>Weekly Reflection #5 (2/28)</u> |
| Week 8 Mar 7 Mar 9 | Common Purpose | Chapter 7 | <u>Midsemester presentations & assignment are due on Thursday, March 9</u> |
| Week 9 Mar 14 Mar 16 | SPRING BREAK | NO CLASS | HAVE FUN & BE SAFE |
| Week 10 Mar 21 Mar 23 | Controversy with Civility | Chapter 8 | <u>Weekly Reflection #6 (3/21)</u> |
| Week 11 Mar 28 Mar 30 | Citizenship | Chapter 9 | <u>Weekly Reflection #7 (3/28)</u> |
| Week 12 Apr 4 Apr 6 | Diversity & Intersectionality | Ely & Thomas article (BB) Federman article (BB) Burrell article (BB) Deaton article (BB) | <u>Synthesis #2 due on Thursday, April 6</u> |
| Week 13 Apr 11 Apr 13 | Change | Chapter 10 | <u>Weekly Reflection #8 (4/11)</u> |
| Week 14 Apr 18 Apr 20 | Examining Social Change | Chapter 11 Livingston article (BB) Ingram article (BB) | <u>Weekly Reflection #9 (4/18)</u> |

| Week | Objectives | Readings to be covered this week | Assignments |
|--|----------------------------------|----------------------------------|---|
| Week 15 Apr 25 Apr 27 | Applying the Social Change Model | Chapter 12 | <u>Weekly Reflection #10 (4/25)</u> |
| Week 16 May 2 May 4 | Final Presentations | | <u>Final Presentations due on Thursday, May 4</u> <u>Final Paper due on Monday, May 8 at 11:59pm</u> |

Grading Rubric

| Grade | Content | Form | Mechanics |
|-------|---|---|---|
| A | Shows outstanding comprehension of material covered; exceptional insight and originality. "This was awesome." | Superbly organized; reflects a logical, coherent flow within paragraphs and major sections. "A joy to read." | Contains no major errors in grammar and form (including spelling, punctuation, word usage, sentence structure, paragraphing). |
| B | Shows very good coverage of material; "competently done" but not "exceptional." "This was good." | Reflects an overall logical flow, although it could be clearer and more coherent. "A good read." | Contains few major errors in grammar and form |
| C | Shows adequate coverage of material. "You completed the task." | Suffers from problems in coherence and organization. "I had to work to get through it." | Contains several major errors in grammar and form. |
| D | Shows some knowledge of material, but coverage is inadequate (incomplete or shallow). "You put forth an effort." | Suffers from major problems in organization and coherence. "I really struggled to follow you." | Contains serious, persistent problems in grammar and form. |
| F | Coverage of material is unacceptable, indicating little or no comprehension of what is covered. | Problems in organization render the paper virtually incoherent. | Contains numerous major problems in grammar and form. |