

**Indiana University, Bloomington, Indiana**  
**School of Health, Physical Education and Recreation**  
**Department of Recreation, Park, and Tourism Studies**  
**R310: Leadership Strategies and Diversity Applications**  
**Fall 2011**

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**Purpose of the Course:**

“As long as one people sit on another and are deaf to their cry, so long will understanding and peace elude us.” Chinua Achebe

Diversity is an important concept within accredited leisure studies departments in the United States. The Council on Accreditation (COA) of the National Recreation and Park Association has stated that, “[4.03] The background of the academic unit faculty serving the curriculum shall be diverse with respect to academic institutions attended, age, gender, and ethnic background. Where diversity is lacking, documentation must be provided to show effort to achieve the standard.” Although this point is left for interpretation by accredited programs and the accreditation evaluation teams, an assumption of this point within the COA documents is that in having a diverse faculty allows the possibility for a range of perspectives in governance, discussion, and development. The COA further requires academic programs to have courses that address an understanding of the management of delivery systems that equally addresses an “[8.10] Understanding of the importance of leisure service delivery systems for diverse populations (Content to consider: The impact of leisure service delivery systems on a wide diversity of populations (i.e. mental, physical, aged, youth, multicultural etc.)” and “[7C.05] Understanding of people within social groups and the relationship of such groups.” For example, although there are small areas within the United States that are either very homogenous such as a Hamilton, IN or predominantly of one racial and ethnic representation such as Gary, IN these areas are increasingly becoming rare as population migration from one location to another, immigration from Central and Latin American countries increases, and birth rates of children from populations of color or mixed marriages ensures that the future of America will be quite diverse, racially and ethnically. This reality requires students today as well as tomorrow to be beyond familiar with these populations but ready to serve, employ, and program for their needs as COA point [9C.03] states that students must be prepared with the “Ability to conceptualize, develop and implement recreation programs for various populations, marshaling diverse community and human services resources.” Not only should the faculty of academic programs and course content prepare students to program for diverse populations but also diversity should be a mission in the hiring, retention, and promotion of employees in their future employment environments. This is a matter that crosses all disciplines, majors, fields, and career paths.

With this in mind and a social justice perspective, HPER R310 “Leadership Strategies and Diversity Applications” approaches diversity as the equitable access and provision of resources to the nine federally classified and protected groups of people based on: gender, race, national origin, sexual orientation, disability, age, religion, political affiliation, and veteran status. This equitable access and provision is at the heart of the historical critique and social action of social justice (Allison, 2000).

**Instructor Information:**

Dr. Rasul Mowatt

HPER 147A

Office: 855-4711

Office Hours: Tuesday & Thursday 9:30 am – 11:00am; Wednesday by appointment

[ramowatt@indiana.edu](mailto:ramowatt@indiana.edu)

**Course Information:**

Class Days and Times: Tuesday & Thursday 2:30pm – 5:00pm (Second Eight Weeks)

Class Location: BH 242

Credits: Three (3) hours

- There could be times when class will meet at a location other than BH 242. Advance notice will be given.

## **Course Background and Description:**

This course is an exploration into the nature of diversity within oneself and society. There is an expanded attention on diversity placed within workplaces, work practices, and policies. Furthermore, the issues that arise from a need for diversity will be examined. This exploration and examination will be done through introspection and the development of an understanding of theoretical models of leadership, diversity, and social interaction, a review of case studies and readings, and group research and discussion. Additionally, a comprehensive diversity plan (policy, procedure, or curricula) will be developed in order to make practical, the needs of diversity. It is felt that leadership can be enhanced with diversity within groups and organizations. The intent of class discussions, reading assignments, writing activities, service-learning exercises, and presentations is to foster within students a sense of the need for, and role of, diversity in enriching their lives and future places of work.

## **Course Learning Outcomes & Assessment:**

Coupled with social justice, diversity can be an effective way to make equitable hiring, promotion, pay, marketing, service provision, and programming in any workplace. The course goal is that, students will summarize and develop a working plan for diversity implementation that demonstrates the most ideal form of ethical leadership for contemporary society. Based on this, R310 learning outcomes are as follows:

### *Global Learning Objectives*

- Identify and differentiate between the variety of definitions and theories of diversity and leadership, and the benefits and issues that are associated with both.

### *Unit Specific Objectives*

- Delineate the definitions used in describing each protected class (Race, National Origin, Gender, Sexual Orientation, Disability, Religion, Veteran Status, Economic Status, and Political Affiliation) that diversity efforts seek to empower or support.
- Develop an operational definition of how an effective leader can foster and nurture an environment of diversity for the ideal purpose of achieving individual and group potential.
- Examine and evaluate the extent of diversity in an agency, and the issues that impact the extent of diversity in an agency.
- Develop a model diversity plan (policy, procedure, or curricula).

## **Course Readings:**

Articles: Readings are available on Oncourse.

## **Course Requirements:**

- *Class Attendance* – Students have a professional obligation to attend all classes unless prevented from doing so because of an illness or extenuating personal or work-related circumstance. **Failure to attend all regularly scheduled classes will compromise students' mastery of the material, and adversely affect their performance and grade in the course.** Each student will be granted two unexcused absences without the need to inform the instructor for any reason. Any absence beyond this other than a religious observance and a family or personal emergency will reduce your grade in this area. Should students' miss class, it should not be assumed that the instructor would cover material presented in class on an individual basis. Students are responsible for all material and announcements made in class. Announcements may include changes in dates and/or content, changes in reading assignments, or other important material. **Lack of awareness of an announcement made in class will not be an acceptable excuse for any failure to meet course requirements.** This class will be conducted in a seminar-type (lecture-discussion) format as well as in peer learning groups. The course is intended to provide a forum for students to exchange ideas with other students. Students are expected to actively contribute to this exchange of ideas by posing questions, discussing issues, and giving presentations. **Attendance will be noted and graded.**
- *Service-Learning* – Class involvement also includes the service-learning component at either the Shalom Community Center, at 620 S. Walnut, Bloomington, IN 47402, Midwest Pages to Prisoners Project, at 118 S. Rogers Suite #2, Bloomington, IN 47404, Monroe County Urban Ministries, Inc., 847 W. 14<sup>th</sup> Court, Bloomington, IN 47404.

- The Shalom Community Center, through a range of services, seeks to relieve the experience that homelessness brings to people of all backgrounds (<http://shalomcommunitycenter.org/>).
- Midwest Pages to Prisoners Project, by providing free reading materials, strives to encourage self-education among those incarcerated with an all volunteer effort geared towards rehabilitation rather than punishment. (<http://www.pagestoprisoners.org/>)
- Monroe County United Ministries, Inc., provides affordable childcare, basic needs assistance, and food pantry to area residents. (<http://www.mcum.org/>)

Your work/time at the agencies must **total 20 hours** (either at one or a combination of both agencies). Hours cannot be fulfilled in a one-week period but must be performed over the course of the semester as assignments and course content are tied to the experience the overall out of class learning experience. **Attendance and involvement at the sites will be noted and graded separately from in-class attendance.**

- *Diversity Reaction Writing Assignments* – Students will be assigned, throughout the course, a writing assignment on selected topics that will be initiated by class discussion, instigated by current events featured in various media outlets, or learning experiences at the service-learning sites. **Guidelines for writing will be explained in class only. All papers will be due in class. There will be no make-up opportunities.** Students will be asked to complete five one-page writing exercises, there will be seven given, from which students can select five (that will be based on assigned readings with APA-American Psychological Association citation style). During these exercises, students will be asked to respond to questions related specifically to the readings. Papers that demonstrate a clear and comprehensive grasp of the topic, answer all elements of the question(s), and meet basic grammatical standards will receive ten points. Papers that demonstrate a partial grasp of the topic will receive four points. **Students will be graded on five of seven assignments. Since the two lowest scores are dropped, students may NOT make up any missed in-class writing exercise for ANY reason. Due to the relationship with the assigned weekly readings, late papers will not be accepted.**
- *Diversity Plan* – Students will be required to develop a cohesive plan (policy, procedure, or curricula) for an agency/organization/department. The plan should be both theoretical and practical to provide an agency/organization/department a philosophy on diversity as well as concrete steps for implementation and evaluation. The last week at the service-learning sites should be used to gain a grasp of the policies, procedures, and or curricula used by those agencies to service as a working model for your plan. **The plan should be in a three-ring binder with dividing sections covering: overview of philosophy, background/justifications, mission and vision, goals and objectives, action steps, and evaluation (method for, and timeline). This assignment will be the last graded item for the course and must be submitted via Oncourse.**

\*Extra Credit: There may be extra credit opportunities that could involve attendance at events and presentations, additional readings and reaction papers, or written observations.

### **Course Evaluation:**

Attendance	20 points
Service-Learning Project	40 points
Diversity Reaction Writing Assignments (5; 10 points each)	50 points
Diversity Plan	100 points
TOTAL	210 points

- **Grading Scale**

>210	A+
209-203	A
202-197	A-
196-191	B+
190-185	B
184-179	B-
178-173	C+
172-167	C

166-161 C-  
160-149 D  
148-0 F

### **Course Policies:**

**Personal Misconduct** – Misconduct in class is defined and dealt with according to the procedures outlined in the Code of Student Rights, Responsibilities, and Conduct available at <http://dsa.indiana.edu/Code/index.html>

**Plagiarism and Cheating** – Plagiarism and cheating result in serious academic penalties. Definitions and procedures as outlined in the Code of Student Rights, Responsibilities, and Conduct - <http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>. All long essay or paper submissions are subject to Turnitin - <http://www.turnitin.com/static/index.php>

**Punctuality** – Tardiness and early departures are expressions of disrespect to the instructor and student colleagues. If either is necessary, please inform the instructor prior to class.

**Attendance** – Regular attendance in class is expected. Students who regularly attend score higher on course requirements based on knowledge of course content, and attendance is required for class and service-learning projects. Also, **instructions will only be explained for assignments in class.**

**Accommodations for Religious Observances** – Students needing accommodations for observance of religious holidays not provided in the university calendar should contact the instructor according to instructions at the website: <http://www.indiana.edu/~deanfac/holidays.html>

**Accommodations for Disabilities** – Accommodations (extended time for exams, alternative exam administrations, readers, scribes, etc.) are provided on an individual basis however, early notice of the need is required. Contact Disability Services for Students, Franklin Hall 006, 855-7578.

**Environment of Fairness** – Despite differing opinions based on background, religion, etc. this course is taught in such a way to promote fairness and openness to sexual orientation, economic class differences, religious diversity, and racial or ethnic background. Specifically in regards to sexual orientation students are encouraged to access further information on resources at IU: <http://www.indiana.edu/~gibt/friends-resources/>.

**Course Evaluation** – The course evaluation is conducted at the end of the semester in a manner that maintains the integrity of the process and the anonymity of student evaluators. There may be times during the class that formal and informal feedback on the course will be solicited as well as other forms of assessment for research on teaching and learning.

**Electronic Devices** – Any electronic devices that disturb the learning experience for students or the teaching experience for the instructor are not allowed in class. This includes everything that makes noise or causes you to make noise. In addition any text messaging or any computer use unrelated to the course will be considered a class and infraction and will be handled as prescribed in the personal misconduct procedures of the campus. Laptop computer use is encouraged for in-class activities but this opportunity can be ended at any point if there is a profound abuse.

**Grade Availability** – You may review your grades almost 24/7 online via Oncourse at: <https://oncourse.iu.edu/portal>

**Correspondence and Communication** – Please feel free to email me at anytime, however, consideration should be given on response time. There is a preference on emailing directly to email address as opposed to Oncourse messages. Please be clear in subject line or file title what the email or attachment is concerning. In general, office hours are highly encouraged and should be used for content questions, grade concerns, or other inquiries. The Oncourse chat room should be used for general peer-to-peer communication. However, any course work that is submitted via email, messages, and HPER mailbox without permission will count as not submitted.

**Revision of Syllabus** – Based on an emphasis on student learning there may be times that the syllabus, course requirements, and course schedule could be altered or revised to improve performance of students within the course and foster an atmosphere of competency of course material. These alterations or revisions will be announced both in class and on Oncourse, if they arise.

## **R310: Leadership Strategies and Diversity Applications**

### **Tentative Course Schedule**

### **Fall 2010**

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October  
Week One

Pre-Course Reading:

Allison, M.T. (2000). Leisure, Diversity, and social justice. *Journal of Leisure Research*, 32(1), 2-5.

**Pre-Course Assignment: One-page single space paper providing me with your definition of diversity, your reaction to the reading, and how you see diversity being important for future career**

Introduction and course overview

The Question of Diversity (Definitions/Concepts)

The Question of Diversity, Part II

Introduction to Service-Learning: Site Orientations

November  
Week Two

Theoretical Models of Leadership and Diversity

Reading for discussion today:

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision.

*Organizational Dynamics*, 18(3), 32-43.

Understanding Race

Reading for discussion today:

Simpson, J. S. (2006). Reaching for justice: The pedagogical politics of agency, race, and change. *The Review of Education, Pedagogy, and Cultural Studies*, 28(1), 67-94.

Mowatt, R. (2009). The king of the damned: Reading lynching as leisure. *Policy Futures in Education*, 7(2), 185-199.

Understanding Culture and Ethnicity

Reading for discussion today:

King, C. R. (2008). Teaching intolerance: Anti-Indian imagery, racial politics, and (anti)racist pedagogy. *The Review of Education, Pedagogy, and Cultural Studies*, 30(5), 420-436.

McAvoy, L. (2002). American Indians, place meanings and the Old/ New West. *Journal of Leisure Research*, 34(4), p. 386-396.

**Diversity Reaction Writing Assignment #1**

Week Three

Understanding Gender

Reading for discussion today:

Harper, K.V. (1990). Power and gender issues in academic administration: A study of directors of BSW programs. *Affilia*, 5(1), 81-93.

Giapponi, C.C. & McEvoy, S.A. (2005). The legal, ethical, and strategic implications of gender discrimination in compensation: can the fair pay act succeed where the equal pay act has failed? *Journal of Individual employment Rights*, 12(2), 137-150.

Understanding Sexual Orientation

Reading(s) for discussion today:

Johnson, C.W. & Samdahl, D.M. (2005). "The night they took over": Misogyny in a country-western Gay bar. *Leisure Sciences*, 27(4), 331-348.

Day, N. E. & Schoenrade, P. (2000). The relationship among reported disclosure of sexual orientation, anti-discrimination policies, top management support and work attitudes of gay and lesbian employees. *Personnel Review*, 29(3), 346-363.

### **Diversity Reaction Writing Assignment #2**

#### Week Four

Understanding Disability

Reading(s) for discussion today:

Welch, S. J. (2006). Not so accessible. *New York Times*, 155 (53609), C5.

McMahon, B.T. & Shaw, L.R. (2005). Workplace discrimination and disability. *Journal of Vocational Rehabilitation*, 23(3), 137-143.

Understanding Religion and Spiritual Practice

Reading(s) for discussion today:

Copan, P. (2003). Christophobia: Confronting the problem of religious discrimination on campus. *Christian Research Journal*, 26(1).

### **Diversity Reaction Writing Assignment #3**

#### Week Five

Plan Development

Problems with Theory and Practice, Conflict Management, and Other Issues, Part I

Reading(s) for discussion today:

Lewis, A. E. (2001). There is no "race" in the schoolyard: Color-blind ideology in an (almost) all-white school. *American Educational Research Journal*, 38(4), 781-811.

Rangarajan, N., & Black, T. (2007). Exploring organizational barriers to diversity: A case study of New York state education department. *Review of Public Personnel Administration*, 27(3), 249-263.

Jehn, K.A., Northcraft, G.B., & Neale, M.A. (1999). Why differences make a difference: A field study of diversity, conflict, and performance in workgroups. *Administrative Science Quarterly*, 44(4), 741-763.

### **Diversity Reaction Writing Assignment #4**

#### Week Six

Plan Development

Problems with Theory and Practice, Conflict Management, and Other Issues, Part II

Reading(s) for discussion today:

Prasad, A. (2001). Understanding workplace empowerment as inclusion: A historical investigation of the discourse of difference in the United States. *Journal of Applied Behavioral Science*, 37(1), 51-69.

Shumaker, S. (2010). Untold stories from America's National Parks: Segregation in the National Parks. *A Film by Ken Burns: The National Parks Americas Best Idea*.

Swami, V., Chan, F., Wong, V., Furnham, A. & Tovee, M.J. (2008). Weight-based discrimination in occupational hiring and helping behavior. *Journal of Applied Social Psychology, 38*(4), 968-981.

**Diversity Reaction Writing Assignment #5**

**Diversity Plan Topic Due\***

**Thanksgiving Break**

Week Seven

Diversity Plan Individual Meetings or Service-Learning Site Visits

December

Week Eight

Impact of Diversity in Work settings

Reading(s) for discussion today:

Allison, M.T. (1999). Organizational barriers to diversity in the workplace. *Journal of Leisure Research, 31*(1), 78-101.

Impact of Diversity in Work Settings, Part II

Reading(s) for discussion today:

Allison, M.T. & Hibbler, D.K. (2004). Organizational barriers to inclusion: Perspectives from the recreational professional. *Leisure Sciences, 26*(3), 261-280.

**Diversity Reaction Writing Assignment #7**

Week Nine

**Service-Learning Reflection Session** and Course Evaluation

**Diversity Plan Due by 5:00pm on Oncourse (no Exceptions)**

**NRPA Accreditation Standards**

The following standards for continuing accreditation by the NRPA of the undergraduate curriculum are met by this course:

- 7A.02 Understanding of the management role, including organizational behavior and relationships, politics of organization, strategic planning, policy development and implementation, decision-making, cooperative problem solving and managing conflict (primary).
- 7A.03 Understanding of the relationship of business, society and the economy, including the role of the entrepreneur (partial).
- 8.06 Understanding the concept of professional and professional organizations as related to leisure services (partial).
- 8.09 Understand the ethical principles and professionalism as applied to all professional practices, attitudes and behaviors in leisure service industry (primary).
- 8.10 Understanding of the importance of and resources for professional development (partial).
- 8.11 Understanding of and ability to use diverse community, institutional, natural, and human service resources to promote and enhance the leisure experience (primary).
- 8.27 Ability to formulate, plan for implementation and evaluate extent to which goals and objectives for the leisure service and for groups and individuals within the service have been met (partial).
- 8.29 Understanding of the concepts of organizational behavior, accountability, interpersonal relations, and decision-making strategies (primary).
- 8.30 Understanding of and ability to apply personnel management techniques, including job analysis, recruitment, selection, training, motivation, career development and evaluation of staff members (primary).
- 8.34 Ability to utilize effectively the tools of communication, including technical writing, spread sheets, specialized programs related to leisure services (partial).

- 9A.01 Understanding of and ability to apply organizational and political techniques to foster meaningful and principled relationships with boards, commissions, staff, governmental, non-profit, and private organizations; and the public to enhance leisure service opportunities (partial).
- 9A.05 Understanding of and ability to apply techniques of program evaluation and policy analysis which measure service effectiveness and the extent to which programmatic and organizational goals and objectives have been achieved (partial).

