



# AGLS 2307

**Leadership & Diversity  
in Organizations and Communities**  
Department of Agricultural Education and Communications  
Spring 2023: Tuesdays from 2:00-4:50 PM

**Dr. Jason Headrick (He/Him)**

**Assistant Professor of Leadership & Community Development**



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859-608-5686 (Text & Phone call welcome between 8 AM-8 PM)



214 B Agricultural Education & Communications Building

**Office Hours: By appointment**

**How to Describe this Class to Others and Sound Sophisticated:** This class is an exploration toward understanding principles of diversity and inclusion as they relate to leader development, followership, organizational culture, leadership education, and practical application in the agricultural and natural resources industry.

**How Dr. Headrick Describes this Course:** Can you believe we get to learn how to work with people from across cultures, identities, and to engage with diversity and inclusion to better understand society and the agriculture industry? Me either! The agricultural field is known for its passion and zeal to be the leaders across the world. We will channel that passion, understanding, and commitment to the ag industry into our devotion to diversity and inclusion across the board. This is one of those courses that you will get out what you put into it. We will have tough conversations along the way, but I know you are up for the challenge of learning how to be a better, more informed, and more inclusive version of yourself. I am so excited to grow in this space with you!

**What You Will Gain from This Course:** In this course, we focus on the study of leadership through the lens of diversity and inclusion to better understand the field of agriculture and beyond. You will gain a deeper understanding of yourself as a leader and examine how your life

has shaped your approach and understanding of leadership, diversity, equity, and inclusion. You will analyze how leaders create inclusion in the workplace and in communities. You will also use advanced concepts of leadership theory and apply them to diverse environments. This is a heavy interaction course that will require ongoing commitment to the content before, during, and after class. Students will be required to do a service-learning component that enables the student to try on the content learned.

## Course Objectives

After completing this course students will be able to:

1. Better understand your personal beliefs and values regarding diversity and cultural differences and participate in the work necessary to reach that understanding.
2. Explain and apply developmental readiness for engaging with diverse populations in agriculture, organizations, and communities.
3. Engage in difficult conversations around diversity and inclusion while creating a safe environment for others to contribute (this is part of being a balanced leader).
4. Explain research on leadership as it applies to diverse organizations and communities and understand how you have engaged in research through this course.
5. Apply leadership and diversity theories in a variety of agricultural, organizational, and community settings like a true professional.
6. Explain leadership and diversity theories and models of intervention in the final project to show your understanding.

## Important Resources

### Blackboard

**All students will be automatically enrolled in Blackboard for this course once they have paid registration.** All readings, assignments, grades and resources will be posted on the course page throughout the semester. **Students are expected to check Blackboard frequently and are responsible for monitoring their grades on the system.**

### Required Textbooks

1. Gardenswartz L., Cherbosque J., & Rowe A. (2008). **Emotional Intelligence for Managing Results in a Diverse World:** The Hard Truth about Soft Skills in the Workplace
2. Fagan, H. (2021). **Becoming Inclusive: A Worthy Pursuit of Leadership**

### Your Instructor

**Dr. Jason Headrick** is an Assistant Professor of Leadership and Community Development in the AEC Department at TTU. I have been a faculty member for 2.5 years. I am originally from Tompkinsville, Kentucky and grew up on a tobacco and timber farm. 4-H played a large part in my life and led me to the University of Kentucky (always a Wildcat), where I received my B.S. in Agricultural Communications and M.S. in Community & Leadership Development. I graduated with my Ph.D. in Human Sciences (Leadership Studies) from the University of Nebraska (Go Huskers!). I've worked in student affairs between my bachelor's and Ph.D. and have engaged in diversity work during that time. I am excited to have you in class and want you to view me as a resource outside of the classroom.

**Expectations from the Professor:** Come to class ready to engage in the material. This means you have read and completed all assignments. We will have discussions and other assignments that require you to be vulnerable with the class and I already appreciate how brave you might be this semester. You might learn things about yourself (I sure hope so!), things about others (always respectful), and you might be challenged (in a good way). I am excited to learn from you this semester and this is a team effort!

## *Course Policies*

### *Written Assignments*

Unless otherwise noted, all assignments must be typed, double-spaced, with one-inch margins, using 12-point Times New Roman or similar font. Assignments, unless notified otherwise, are submitted via Blackboard. The references used in students' written assignments should be scholarly – APA Format. At times, however, it may be appropriate for students to use sources from the popular media (e.g. Internet, newspapers, magazines, etc.). Students should critically assess the worth of said sources and assess potential biases.

### *Attendance Policy*

Attending class is important to your success and your level of participation. Remember that your attendance is part of your participation. We are a course focused on real-world learning and we should consider this a training ground for a full-time job.

While participation is strongly encouraged for each class meeting, each student will have 1 (One) “*Me Day*” for their use. You may use your *Me Day* to work on an assignment, schedule an internship/job interview, meet family, or hang with your roommates. All you need to do to use your *Me Day* is to email [Jason.headrick@ttu.edu](mailto:Jason.headrick@ttu.edu) and inform me you will be using your *Me Day*. We do not need an explanation as to why you are using it, but remember you only get 1. This excuses you from class for the one day but does not excuse you from submitting an assignment that might be due on the same day.

University approved field trips, competitive events, leadership development events, and illnesses are considered legitimate absences **with documentation**. I expect to be notified in advance (at least three days ahead, if possible) for university-sponsored activities.

This is an upper-level undergraduate course. It is expected that students will come to class prepared to discuss the readings and actively participate in class activities.

### *Late Assignment Policy*

I understand that this is not the only class you are taking, and that you have other responsibilities. Because of this, late assignments will be accepted for this class. However, you determine the % of points you are eligible for. The information below is provided to help you determine the points you are eligible for based on the timestamp when you submit your assignment:

- 100% of the total points available: Assignment is submitted by the deadline
- 75% of the total points available: Assignment is submitted late between 1 hour to 1-week
- 25% of the total points available: Assignment is not submitted within 1-week of the due date

**NOTE:** ALL late work (even work submitted within an hour of being due) must be emailed to the instructor. Their email addresses are located at the beginning of the syllabi.

If you are traveling for a University-sanctioned event, please provide documentation in advance. If an emergency arises, please contact the instructor (email and phone # are at the top of this document). Communication is so important when you get a job, so let's use this as a training ground.

### *Academic Honesty* ([OP 34.12](#))

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

For detailed information regarding these policies, see:

**Be careful to not self-plagiarize. That would be anything that you've written before.**

<http://www.depts.ttu.edu/studentconduct/academicinteg.php>

The University's official statement on academic integrity reads as follows:

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers.

Here are some forms of academic dishonesty:

- *Cheating:* Dishonesty on examinations and quizzes or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination or quiz, obtaining information during an examination from the examination paper or otherwise from another student, assisting others to cheat, alteration of grade records, illegal entry to or unauthorized presence in an office are instances of cheating.
- *Plagiarism:* Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or an essentially identical impression of material taken from books, encyclopedias, magazines,

and other reference works, or the themes, reports, or other writings of a fellow student, is guilty of plagiarism.

- *Collusion*: The unauthorized collaboration with another person in preparing academic assignments offering for credit or collaboration with another person to violate any section of the rules on scholastic dishonesty.

As a result of completing registration at Texas Tech University, every student agrees to the following statement: “I understand that Texas Tech University expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

### ***ADA Accommodations (OP 34.22):***

Any student who, because of a disability, may require special arrangements to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

### ***Mutual Respect***

Given the content of the course, we may discuss topics that may be challenging or uncomfortable for some individuals. Please respect one another’s prior experiences, identities, and viewpoints. When we speak about our opinions, we should speak only for ourselves – please refrain from speaking on behalf of a group of people or from asking peers to speak on behalf of a group of people. We are asked to listen respectfully to the opinions and beliefs of others even if we do not agree with them.

### ***Respect for Diversity***

It is the intention to conduct this course in such a manner that a clear respect for diversity is maintained. This includes respect for the treatment of materials related to gender, sexual orientation, disability, age, socio-economic status, ethnicity, race, culture, and other differences. Feedback and suggestions from students are welcome at any time.

### ***Technology***

You are an adult. You can send the occasional text, Snap, Insta story, tweet, or email. Don’t make this habitual behavior in class. Don’t post it if it’s not my good side. But in all honesty, even a vibrating phone is a distraction.

Laptops and tablets are permitted in class for notetaking and academic purposes. If the instructor observes their use for shopping (no matter how good the sale), this will be addressed and there will be a technology timeout during class for everyone. Don’t be “that” Red Raider.

Where/who to call if you have technical difficulties:

IT Help Central: 806-742-HELP or email [ithelpcentral@ttu.edu](mailto:ithelpcentral@ttu.edu)

Blackboard 24/7 Student Support: <https://studentservices.elearning.ttu.edu/>

### **Here's a helpful way for you to save and submit your files!**

- Assignments need to be submitted in a Word file.
- For individual assignments, the name of the file should be IndividualAssignmentName\_Last name.
- For group assignments, GroupAssignmentName\_Group Name. Please make sure to add a cover page with the name of all the participants of the group.

### ***Religious Day Statement***

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

### ***Discrimination, Harassment, & Sexual Violence Statement***

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University.

Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](http://titleix.ttu.edu/students). Faculty and staff members at TTU are committed to connecting you to resources on campus.

Some of these available resources are:

- TTU Student Counseling Center, 806- 742-3674, <https://www.depts.ttu.edu/scc/>(Provides confidential support on campus.)
- TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.)
- Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, [voiceofhopelubbock.org](http://voiceofhopelubbock.org) (24-hour hotline that provides support for survivors of sexual violence.)
- The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742- 3931, <http://www.depts.ttu.edu/tpd/> (To report criminal activity that occurs on or near Texas Tech campus.)

### ***Civility in the Classroom***

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university

business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university ([www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php](http://www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php)).

### *LGBTQIA Support Statement*

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, [www.lgbtqia.ttu.edu](http://www.lgbtqia.ttu.edu), 806.742.5433.”

### *Office of the Ombudsman*

The Office of the Ombudsman is available to assist students with any conflict or problem that has to do with being a student at Texas Tech University. You may visit the Ombudsman in 237 Student Union Building or call 742-4791.

### *Recommendations for Success:*

1. Come to class prepared.
2. Communicate with the instructor. If you have outside things pulling your attention, schedule office hours or a coffee with Dr. Headrick. Let’s talk about it!
3. Read the paper and watch the news. How can you be more informed about what’s going on in the world?
4. Read the syllabus a few times. It’s full of secrets for success.
5. We are all learning as we go through the semester, so be ready to learn and embrace the opportunity you have.
6. I will be emailing you – it is your responsibility to check Blackboard and your E-mail regularly. Challenge yourself to checking it at least twice a day to make sure you are not missing out on great opportunities.
7. Repeat after me: “The world needs leadership, and I am ready to lead in it.”



## Grading

### Grading Criteria and Scale

Each assignment will be graded on the following criteria:

- Organization and clarity of thought.
- Development of ideas and synthesis of course material.
- Writing style and quality (formatting, grammar, punctuation, etc.).
- Soundness of analysis and/or depth of reflections.

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-97%	96-93%	92-90%	89-87%	86-83%	82-80%	79-77%	76-73%	72-70%	69-67%	66-63%	62-60%	<60%

## Learning Activities and Assessment

A maximum of 650 points is available for this course

Course Requirements	Points	Due Dates	Your Points
1. Presence & Participation (100)	100		
2. Identity Story Presentation	50		
3. Culture/Media Reflection Paper (Movie Assignment)	100		
4. Diversity Action Project: <u>Total 150 points</u> a. <u>Part One</u> : Proposal Paper b. <u>Part Two</u> : Investigation Paper	75 75		
5. Course Synthesis Paper & Clip	100		
<b>TOTAL POINTS</b>	<b>500</b>		

### 1. Presence/Participation/Completing Reading Activities – 100 points

Thorough class preparation, and participation are vital to the learning process. Students are expected to attend the class and to contribute and participate in all activities and discussions and complete all assignments in each workbook or others as assigned.



**Participation and Presence means you COME TO CLASS HAVING COMPLETED ACTIVITIES. If you are completing the activities in class, you WILL LOSE POINTS.**

Cumulative points	A (90-100 points)	B (80-89 points)	C (70-79 points)	D ( $\leq$ 69 points)
<b>Discussion</b>	Attends class regularly and <i>always contributes</i> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions & perspectives.	Attends class regularly and <i>sometimes contributes</i> to the discussion in the aforementioned ways.	Attends class regularly but <i>rarely contributes</i> to the discussion in the aforementioned ways.	<b>Attends class regularly but never contributes to the discussion in the aforementioned ways.</b>
<b>Activities</b>	Always has activities done prior to class.  Has taken the time to thoughtfully complete then activities after readings.  Always applies the introspective process to responses they've written. Evident by the quality of information shared.	Sometimes has activities done prior to class.  Has most questions answered.  Sometimes applies introspection process to responses they are writing.	Rarely has activities done prior to class.  Takes time to complete the activities while others are talking or right before class.  Skips responses to questions to look like it is done.  Rarely applies introspection process to responses they are writing.	<b>Never has activities done prior to class.</b>  <b>If student decides to complete the activity at all, it is done while others are talking instead of listening to team members.</b>  <b>Just talks without introspection.</b>
<b>Readings</b>	<b>Always has completed the readings and is evident by their contributions during discussion.</b>	<b>Sometimes completes the readings and is prepared for discussion.</b>	<b>Rarely completes the readings. Mostly rambles to sound good.</b>	<b>Doesn't even purchase or rent or borrow books. Sidetracks discussion.</b>

## 2. Identity Story Presentation – 50 points

One of the best ways to understand diversity is to connect it to your own experience and to your own identity. I want you to think about the content as it relates to how you see yourself. This content along with the content of the first four chapters in LDME book, and the first two chapters in the EID book, should shape your identity story. As you read these books, think about who you are as cultural being and what traditions, rituals, customs, relationships, and experiences have helped shape you into the person you are right now.

## 3. Culture and Media Reflection Paper – 50 points

The media's impact on the human condition cannot be ignored. In the absence of real experience with people from all walks of life, it is easy for us to believe what we see in media. A movie that engages the audience well in this area is the movie Crash. You will be given a list of movies that you can watch and then will answer questions focused on how culture, media, and other content intersects. Watch the movie, **consider the objectives of this course** and write a (3 pages) reflection paper (in APA FORMAT) **about how the media has influenced your personal attitudes and belief systems in addition to addressing the positive or negative consequences of the media's influence on your worldview.**

## 4. Diversity Action Project – All 3 parts: 150 points total

The Diversity Action Project (DAP) is a mechanism through which students can identify personal, professional, social, and/or educational goals relative to diversity and inclusion, and to develop specific objectives and activities designed to achieve those goals. Through this action project it is hoped that students will achieve an increased awareness of themselves as emerging leaders working with diverse populations. Further, it is hoped that students will enhance their knowledge, thus their attitude, towards individuals from different walks of life.

To meet the objectives of the DAP, a range of experiences from the LEAST to the MOST Challenging have been designed. Students are expected to select experiences with maximum potential for awareness, knowledge, and skill development given their current Intercultural Development level as measured by the IDI assessment. In other words, students are expected to stretch beyond their typical comfort zone to maximize understanding as they work through the Intercultural Development Plan and complete the three components of the DAP. DAP Requirements are as follows:

### Part One – Proposal (Reflective Paper) – 50 points

The first step in the Diversity Action Project is the development of the proposal. Students must identify a group of people they would like to learn more about. The proposal serves as a blueprint for the goals, objectives, and activities to be achieved this semester and, hopefully, for the future. *Activities or experiences that students have already had are unacceptable. The work must occur in the present semester.*

The proposal should contain information about the group students plan to study and the reasons ***why*** this particular group is specific to your growth and development personally and professionally. The proposal must also contain specific steps for completing Parts Two and Three of the Diversity Action Project:

- Part Two: Who, what, where, when, and how will the additional information be collected?

- What are students hoping to learn from this group and how will that information be useful personally or professionally?

Proposals will be a minimum of **3 pages** (in APA Format); and will be evaluated for the appropriateness of the immersion experience selected and its overall effect on student as it relates to the overall course objectives.

### **Part Two – Investigative Report – 50 points**

The second part of the Diversity Action Project requires gathering additional information about the group of the student's choice. Observations and/or interviews will provide a safe learning environment in which students can gather additional information about the group. The additional information should include the mission, vision, purpose, goals, objectives, etc., of the group, relevant statistical/demographic information, challenges or barriers the group may face, stereotypes that may exist, etc.

After gathering the additional information through observations and/or interviews, students are required to write a paper (**minimum 4 pages**) in APA Format reflecting on the following questions: What was learned? What was gained? Have perceptions changed? Have attitudes changed? How will this impact future interaction with other culturally diverse groups? What growth was experienced? How does this experience relate to class discussions, readings, etc.?

Investigative Report will be evaluated for thoroughness of investigation and reflection on information as it relates to the overall course objectives.

**IMPORTANT:** Include a reference page of all your resources!

### **MUST HAVE**

1. A minimum of 5 sources (reputable sources like journals, podcasts, and websites that you would use to write your investigation).
2. Must be in APA (like your Investigation).
3. A minimum of 4 pages in length (not counting cover page).

Note: To learn more about how to cite using APA format, you can visit TTU Libraries page to get more information: <https://writingcenter.ttu.edu/files/apastyle7thedition.pdf>.

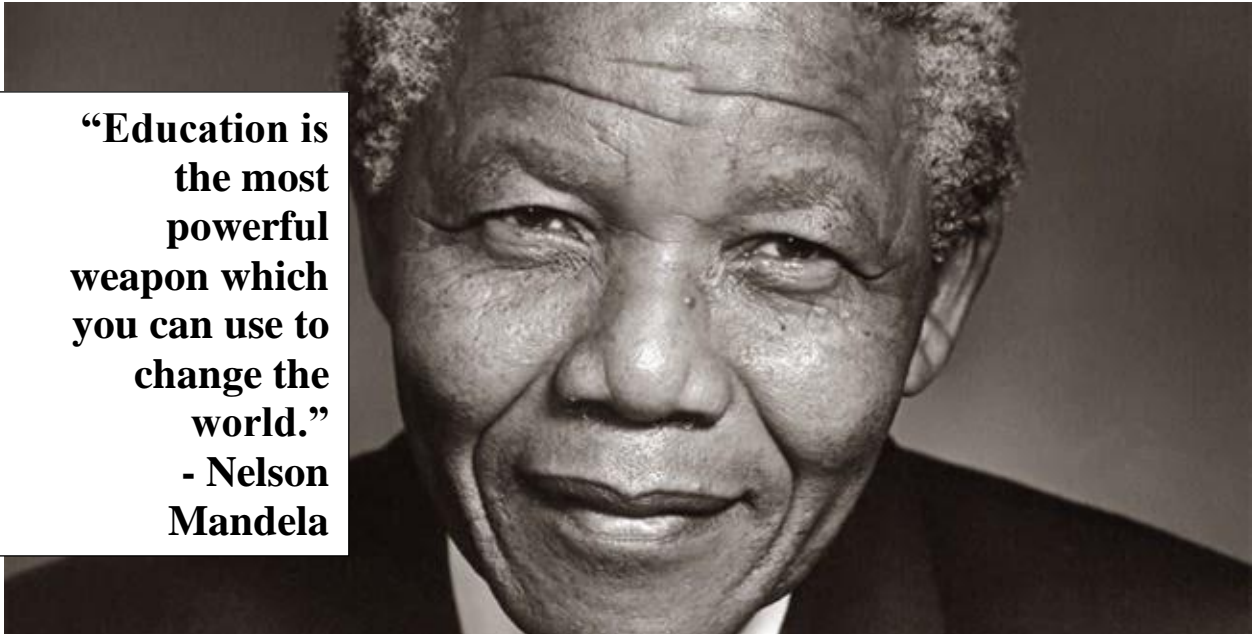
### **5. Course Synthesis Paper & Instagram Reel/Story – 100 points**

During the semester you've had to do a lot of introspection, dialogue, reading, and challenging your own thinking. Now is the chance to think about the "so what". So what that we did that? So what have you learned? So how has this impacted you? So what kind of legacy do you want to have as a leader in this diverse, multicultural, and complex world? Not only will you write about this, you will also create an Instagram reel or story (30 seconds or less) that will tell the story of you this semester through the lens of the content of this class. **This would be the kind of presentation that you could share as evidence of your knowledge, expertise, and passion to a potential employer. A TED Talk level of quality. It helps to write it down and practice it until it feels like you aren't reading off a paper as you are sharing.**

**Must Have:**

1. Professional video presentation with professional attire
2. Include specific examples (minimum of 3) from Intercultural Development Plan (IDP), readings, activities, videos, etc.
3. Reference List of sources used for presentation

**“Education is  
the most  
powerful  
weapon which  
you can use to  
change the  
world.”  
- Nelson  
Mandela**



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## Spring 2022 Class Schedule

<b>Week</b>	<b>Content Covered</b>	<b>Assignments/ Readings Due</b>
Week 1 Jan. 17	Class introductions/ Expectations  Establishing a Common Language	Read the syllabus.  “Introduce Yourself” PowerPoint Slide due at 11:59pm Monday, January 23  For next week: Read Emotional Intelligence Chapter 1 & 2

Week 2 January 24	Identity and identity development/Defining Terms  What is Culture?	For next week: Read Emotional Intelligence Chapter 3 & 4
Week 3 January 31	Why should we care?: Emotional Intelligence	For next week: Read Becoming Inclusive Chapter 1
Week 4 Feb. 7	Identity Story Presentations	For next week: Read Emotional Intelligence Chapter 5 & 6
Week 5 Feb. 14	Intercultural Literacy and Social Achitecting	For next week: Read Becoming Inclusive Chapter 2 & 3
Week 6 Feb. 21	Social Justice, Diversity, and Multiculturalism	Diversity Action Plan A due  For next week: Read Becoming Inclusive Chapter 4 & 5 and Blackboard Reading
Week 7 Feb. 28	Equity vs. Equality	For next week: Read Becoming Inclusive Chapter 6 & 7
Week 8 March 7	Cultural Competence	Culture & Media Paper Due
Week 9 March 14	Spring Break	No Class
Week 10 March 21	Socioeconomic Status & Family  Film: A Place at the Table	For next week: Read Becoming Inclusive Chapter 8 and Blackboard Reading
Week 11 March 28	Race and Place Gender & Sexuality	For next week: Read Becoming Inclusive Chapter 9 & 10
Week 12 April 4	Models for Change	
Week 13 April 11	Intersectionality, Positionality, & Identity	Diversity Action Plan B due  For Next Week: Read Blackboard Reading
Week 14 April 18	Ability & Disability	For Next Week: Read Becoming Inclusive Chapter 11 & 12
Week 15 April 25	History, Power, & Citizenship	Submit Your Questions for the Semester in Review
Week 16 May 2	Semester in Review	

Week 17: FINALS

Final Course Synthesis Paper  
& Clip Due: Monday, May 8 at  
2 PM via Blackboard