



**AGLS 2307**  
**Leadership and Diversity in**  
**Organizations and Communities**  
Spring 2024  
Room - TBA

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**About this Course:**

This class is an exploration of understanding principles of belonging, diversity, and inclusion as they relate to leader development, followership, organizational culture, leadership education, and practical application in the agricultural and natural resources industry. The agricultural field is known for its passion and commitment to being leaders across the world and for its wide range of career offerings and people engaged in the industry. We will channel that passion, understanding, and commitment to the agricultural industry into our devotion to belonging and inclusion across the board. This is one of those courses you will get from 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.

**Meeting Time:**

Tuesday and Thursday, from 2:00 to 3:20 pm

**Meeting Location:**

Agricultural Education Building Room 107

**Instructor Information**

Kameron S. Rinehart, MS  
211 Agricultural Education & Communications Building  
Lubbock, TX  
Cell: 740-505-2805  
Email: [Kameron.rinehart@ttu.edu](mailto:Kameron.rinehart@ttu.edu)

**Teaching Assistant**

Alexa Salinas  
Email: [Alexandra.Salinas@ttu.edu](mailto:Alexandra.Salinas@ttu.edu)

*Office hours: Tuesday & Thursday mornings by appointment (In-person or Zoom)*

**Required Text (Available at the University Bookstore, Amazon, and other retailers)**

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

3. Other readings, as assigned by the instructor. (Popular press articles)

## **Expected Student Learning Outcomes**

After completing this course, students will be able to:

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

## **Course Design**

This in-person, hands-on course will require you to attend class to obtain the best experience. We will meet every Tuesday and Thursday from 2:00 p.m. to 3:20 p.m. in AGED 107. Tuesdays will primarily focus on the content of the course and will be the prerequisite to the activities and discussions we will have on Thursdays regarding the application. Therefore, attending class both days each week will be imperative to your success in this course. I will update BlackBoard every Tuesday at 8:00 a.m., and the content to be covered that day will be posted if you wish to print it out for note-taking during class.

## **Communication and Participation**

**Class Participation:** You've heard the saying, "You get out of what you put in," something? The same is true with this class. This class will be a combination of classroom activities and discussions, including taking leadership assessments and developing new skills. It is essential to be an active participant in class while being respectful of others' views. Mutual respect for your peers and classmates is something that I hold to a very high standard. Mutual respect is one of the best lessons you can develop as a leader.

## **Class Guidelines**

- You will be given a due date for every assignment. I do expect that each assignment will be submitted on time.
- Participation will be key for a successful course.
- Students should expect a response within 24-48 hours from the lead instructor and/or teaching assistant. To practice our professional behaviors, a response from you is expected within 24-48 hours.

- Communication is critical, and students are expected to maintain clear communication with the instructor.
- All questions relating to grades, group work, missing work, etc., should be directed to the lead instructor, Mr. Kameron Rinehart.
- All Attendance and Red Raider Days emails should be directed to Ms. Salinas.
- All students should respect others and the views shared in class.
- We will have guest speakers in class. I expect you to have 2-3 questions ready for speakers that you can ask them related to the topic or their own experiences.

### **Developing a Positive Perspective:**

- Be open to new ideas. We will have difficult conversations in this course. Listen to what others say and use it to shape and sharpen your thoughts and perspectives. Different perspectives can further everyone's understanding of the issue or concept being discussed –they represent opportunities for learning.
- Enjoy yourself. Learn from your peers and from your instructor. Use class time productively to hone lifelong skills and refine your ideas about effective leadership.
- Learn to look at the glass as half-full instead of half-empty. Smile- it increases your face value! If you know this movie, then you will love this class.

### **Student expectations:**

Come prepared for each week with your reading done and ready to engage in conversation regardless of education mode. This means you have read the reading materials, taken notes, completed the activities, and are ready to discuss the topic. Students are expected to be respectful, active, and tolerant of fellow classmates and instructors. To maintain a classroom environment that is conducive to learning, we will have a limited cell phone space, meaning you are permitted to have your phones, tablets, and laptops out during class.

### **Communication Plan:**

In this course, we will utilize the following communication plan to ensure accurate and timely communication between the instructor and students. Email is the preferred method of communication, and students should expect a response within 48 hours of their email. Please be sure that if you email Mr. Rinehart or Ms. Salinas, you use **AGLS 2307** in your subject line so he is aware that it is regarding this specific course.

All emails must include **AGLS 2307** in the subject line. Emails will be answered Monday through Friday between the hours of 9:00 a.m. and 5:00 p.m.

## **Assessments and Grading**

### ***Journal Reflections (10 points each: 90 points total)***

Bi-weekly journal reflections will be submitted via BlackBoard beginning in week two of the semester. Students will be given prompts and/or questions to answer and provide their own reflections on. Students will be expected to write 5-8 sentences per question or prompt in each bi-weekly journal reflection.

### ***Identity Story Presentation (50 points)***

One of the best ways to understand diversity is to connect it to your experience and identity. I want you to think about the content as it relates to how you see yourself. This content and the content of the first four chapters in the 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 a cultural being and what traditions, rituals, customs, relationships, and experiences have helped shape you into the person you are.

### ***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 the media. A movie that engages the audience well in this area is the movie Crash. You will be given a list of movies you can watch and then will answer questions about how culture, media, and other content intersect. Watch the movie, consider the objectives of this course, and write a (3 page) reflection paper (double-spaced in APA 7<sup>th</sup> Edition 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.

### ***Belongingness and Inclusion In Agriculture Project (150 points total)***

The Belongingness and Inclusion In Agriculture Project is a mechanism through which students can identify personal, professional, social, and/or educational goals relative to belonging, diversity, and inclusion and develop specific objectives and activities designed to achieve those goals within the agricultural industry. Through this project, it is hoped that students will achieve an increased awareness of themselves as emerging leaders working with diverse populations within the agricultural sciences and natural resources field.

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 step outside of their comfort zone to maximize understanding as they work through the Intercultural Development Plan and complete the components of this project.

Project Requirements are as follows:

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

The first step in the Belongingness and Inclusion Agriculture Project is the development of the proposal. Students must identify a group of people they would like to learn more about related to agricultural sciences and natural resources. 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 or entity students plan to study and why this particular group is specific to their personal and professional growth and development. The proposal must also contain specific steps for completing Parts Two and Three of the Belongingness and Inclusion in Agriculture Project:

- Part Two: Who, what, where, when, and how will the additional information be collected?
- What are students hoping to learn from this group or entity, and how will that information be useful personally or professionally as you think about your future careers?

Proposals will be a minimum of **3 pages** (in APA 7<sup>th</sup> Edition Format). Proposals will be evaluated for the appropriateness of the immersion experience selected and its overall effect on students as it relates to the overall course objectives.

### **Part Two – Investigative Report – 100 points**

The second part of the Belongingness and Inclusion in Agriculture Project requires gathering additional information about the group or entity 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 in agriculture? What growth was experienced through this project? How does this experience relate to class discussions, readings, etc.?

#### **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 7<sup>th</sup> Edition Formation with a cover page
3. A minimum of 4 pages in length (not counting the cover page or references).

### *Final Course Paper (100 points total)*

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 why did we do 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? So what will you do within the agricultural and natural resources sector to promote a higher sense of belonging and inclusion? This paper should be a minimum of five pages in length, double-spaced in APA 7<sup>th</sup> Edition formation. The five-page requirement does not include your cover page or references. More detailed instructions will be posted on BlackBoard and given out in class four weeks before the deadline.

### *Semester Participation (100 points)*

This class centers on your active participation in the leadership development process. Your participation will be assessed as follows:

- *Readiness and Engagement:* You come to class prepared and ready to work. *The student* initiates thoughtful contributions at least once per week.
- *Active Listening:* The student listens attentively to others and responds constructively.
- *Quality of Comments:* Students’ comments are insightful and appropriate, reflecting a balance between general impressions, opinions, and thought-provoking criticisms (of ideas – not people) or reflections.

Points will be awarded as follows:

<b>Assignment</b>	<b>Points Available</b>
Leadership Journal Reflections	90
Identity Story Presentation	50
Culture and Media Reflection Paper	50
Belongingness & Inclusion In Ag Project	150
Course Synthesis Paper and Video	100
Participation	100
	<b>Total Points: 540 points</b>

**Extra Credit:** No extra credit is currently planned. However, if the instructor deems that extra credit opportunities are beneficial, it is possible.

**Late Assignments:** 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: The assignment is submitted by the deadline.
- 75% of the total points available: The assignment is submitted up to 1 week late.

- 25% of the total points available: The assignment is submitted after 1 week of the due date.

**NOTE:** ALL late work (even work submitted within an hour of being due) must be emailed to the course's lead instructor. Their email addresses are located at the beginning of the syllabi. Please provide documentation in advance if you are traveling for a university-sanctioned event. If an emergency arises, please contact the instructor (email and phone number 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.

## Course Policies

### Attendance

Attending class is important to your success and your level of participation in this course. Remember that your attendance is part of your participation grade. Quizzes, case study work, and other assignments will be completed during class and are major components of your overall grade, so being there during each class setting is critical to your success in this course.

**After five total absences, students fail this course.** This will also factor into your overall participation and weekly discussion grade in this course.

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 class periods ahead, if possible) for university-sponsored activities.

While participation is strongly encouraged for each class meeting, each student will have 1 (**One**) Red Raider for your use. You may use your Red Raider Day to work on an assignment, schedule an internship/job interview, meet family for lunch, or hang with your roommates. All you need to do to use your *Red Raider Day* is to email Mr. Rinehart or Ms. Salinas (emails at the top of the syllabus) and inform him or her you will be using your Red Raider 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 **one** day **but** does not excuse you from submitting an assignment that might be due on the same day. Red Raider Days cannot be used on presentation days, guest speaker days, and the final class meeting of the semester.

### 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 intellectual honesty and responsibility standards. 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:

<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 intellectual honesty and responsibility standards. 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 that 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.”

## **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/whom 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/>

**ADA Statement ([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.

**Statement of Accommodation for Pregnant Students:**

Any pregnant student will be provided reasonable accommodations as would be provided to a student with a temporary medical condition, including:

1. ability to maintain a safe distance from hazardous substances, areas, or activities;
2. excused absences;
3. ability to make up missed assignments or assessments;
4. additional time for assignment completion, and access to instructional materials and recordings of classes for which the student has an excused absence.

Any student who is pregnant or parenting a child up to age 18 may contact Texas Tech's designated Pregnancy and Parenting Liaison to discuss support available through the University. The Liaison can be reached by emailing [titleix@ttu.edu](mailto:titleix@ttu.edu) or calling 742-7233. Additional information is available [online](#).

**Religious Holy 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.

**For Statements on the following topics, please visit the link below:**

1. Discrimination, Harassment, & Sexual Violence Statement
2. Recovery Service Statement
3. Civility in the Classroom Statement
4. Plagiarism Statement
5. Student Support Statement
6. Statement About Food Insecurity

Link: <https://www.depts.ttu.edu/tlpdc/RecommendedSyllabusStatements.php>