



Chaminade
University
OF HONOLULU

EDUC 861 Course Syllabus

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 861

Course Title: Indigenous Leadership and Organizational Management

School/Division: School of Education and Behavioral Sciences

Term: Spring 2024 / April 8 – June 17

Credits: 3

Instructor Name: Dr. Erika K. Cravalho-Meyers

Email: erika.cravalho-meyers@chaminade.edu

Office Hours: Available by appointment

University Course Catalog Description

Building on the Leading Across Cultures course, students will examine cultural influences on leadership and organizational management policies and practices. This course will investigate what constitutes effective leadership and organizational management from indigenous groups including Native Hawaiian and Pacific Islander perspectives.

Mission Statement for Doctorate of Education in Organizational Leadership for Adaptation and Change

The program's mission is based on Marianist values and focused on developing strong leaders who use their knowledge and skills to value diversity, promote social justice, and help organizations adapt and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program builds on a program of leadership that promotes continuous self-reflection and personal growth.

Marianist Values

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice, peace, and the integrity of creation
5. Educate for adaptation and change

Program Learning Outcomes (PLO)

1. Apply advanced knowledge and competencies of research and evaluation methods utilized by organizations.
2. Utilize advanced knowledge and competencies of leadership and innovation which are grounded in social justice, ethical practices, and cultural awareness.
3. Use advanced knowledge and competencies related to how organizations and the people within them develop.
4. Integrate advanced knowledge and competencies of scholarly behaviors for designing, implementing, evaluating, and communicating research relevant to effective organizations.

Course Learning Outcomes (CLO)

1. Examine organizational development as an ongoing process that invests in learning and growth, creating a culture where everyone can reach their full potential. (PLO 2, 3)
2. Interpret the role of leadership in using culture as a tool to sustain a high-performance organization. (PLO 2)
3. Interrogate the beliefs and behaviors that organizations function to produce disproportionate outcomes and integrate practices that can address these inequalities. (PLO 4)

4. Apply qualities of regenerative and liberatory culture into the ways we lead and engage within organizations. (PLO 2, 4)

Learning Materials

- Learning materials will be provided.

Assessment

Assignments	Points	Due Date
Discussion #1: Guts on the Table	5	Sunday, April 14
Reflection: Organizational Development and Culture	15	Sunday, April 21
Discussion #2: Supremacy Culture/Regenerative Practices	7.5	Friday, April 26 (main response due) Sunday, April 28 (participation due)
Simulation: Supremacy Culture/Regenerative Practices	15	Sunday, May 12
Case Study: Suppression of Hawaiian Culture	15	Sunday, May 19
Discussion #3: Oppression, Liberation, and Power Dynamics	7.5	Friday, May 26 (main response due) Sunday, May 26 (participation due)
Reflection: Oppression, Liberation, and Power Dynamics	15	Sunday, June 2
Culminating Assignment: Leadership, Culture, and Organizational Development	20	Sunday, June 16
Total	100	

Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. Unexcused late assignments will not be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

Grading scale

100-90%	A
89-80%	B
79-70%	C
69-0%	F

Schedule

Week	1 st Day of Week	Topic(s)	Readings	Other Activities
1	Monday, April 8	Organizational Development and Culture	<ul style="list-style-type: none"> • Syllabus, Course Site Overview, Intro to the Course • <i>Building the Beloved Community: A Life's Practice</i> (Puanani Burgess) 	Discussion: Response to reading due April 14
2	Monday, April 15	Organizational Development and Culture	<ul style="list-style-type: none"> • <i>I am This Land,, and This Land is Me</i> (Pualani Kanahale) • <i>What is Organizational Development</i> (Richard Beckhard) 	Reflection: due April 21
3	Monday, April 22	Institutionalized Standards of Professionalism	<ul style="list-style-type: none"> • <i>Supremacy Culture- Still Here</i> (Tema Okun) • <i>Qualities of Regenerative and Liberatory Culture</i> (Daniel Lim) 	Discussion: Response to Reading due April 26 Discussion: Response to a Peer due April 28

		Regenerative and Liberatory Practices		
4	Monday, April 29	Regenerative and Liberatory Practices	<ul style="list-style-type: none"> • <i>Building Resilient Organizations</i> (Maurice Mitchell) 	Simulation: 10 days due May 12
5	Monday, May 6			
6	Monday, May 13	Suppression of Hawaiian Culture	<ul style="list-style-type: none"> • <i>Suppression of Hawaiian Culture</i> (Kawika Eyre) 	Case Study: due May 19
7	Monday, May 20	Oppression and Liberation Power Dynamics	<ul style="list-style-type: none"> • <i>Five Levels of Oppression and Liberation Definitions</i> (Equity Meets Design) • <i>Six Bases of Power</i> (French and Raven) 	Discussion: Response to Reading due May 24
8	Monday, May 27			Reflection: due June 2
9	Monday, June 3	Leadership, Culture, and Organizational Development	<ul style="list-style-type: none"> • <i>Leadership in the Age of Complexity: From Hero to Host</i> (Margaret Wheatley with Debbie Frieze) 	Culminating Assignment: due June 16
10	Monday, June 10			

May be subject to change based on the dynamics of current events. Other learning materials are provided in the course modules on Canvas.

Online Course Guidelines

- Students should communicate with each other using common courtesy, politeness, and appropriate behaviors. Inappropriate behavior, including, but not limited to the following, are unacceptable: bullying in any form, harassment in any form, making demeaning and/or derogatory comments, other aggressive behaviors in-person or virtually and/or other forms of communication.
- Discussion Participation: You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a response that is relevant and contributes to moving the discussion forward, transcends simply stating "I agree," and demonstrates in-depth thinking.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

- Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- Develop ideas, themes, and main points coherently and concisely.
- Adopt modes and styles appropriate to their purpose and audience.
- Be clear, complete, and effective.
- Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

While AI technologies can be useful tools for research and learning, the Academic Honesty policies apply when using these technologies. The use of AI is not permitted to compose essays or produce content for assignments and exams. Students should give proper credit to sources when using information obtained through AI tools or other sources. It is essential that we uphold academic integrity while fostering a culture of creativity and critical thinking.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 55 hours on reading and other course materials, 15 hours on the discussions, 30 hours on the reflections, and 15 hours on the simulation and 20 hours on the culminating assignment.

Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in

which they are registered. Students are expected to attend all classes in which they are registered. The student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

Excused Absences

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

Unexcused Absences

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.