

LEADERSHIP STUDIES PROGRAM

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The Leadership Studies (LDRS) Program offers an academic 24 credit minor to select students who are committed to becoming inclusive leaders and community change makers that create a more equitable and just world. There are 3 programs through which DU undergraduates can obtain the minor: 1) the historic Pioneer Leadership Program (PLP) begun in 1995; the Colorado Women's College Leadership Scholars Program, which is a legacy program of the historic CWC; and the newest ROTC minor pathways for Army ROTC and Air Force ROTC undergraduates.

PLP students apply as incoming first year students, from which 88 are selected to live together in Dimond Family Residential Village and take a 2 cr. course each quarter leading to a minor in leadership studies. Students also serve in a non-profit, educational or government agency during their first year to test out and practice concepts learned in the classroom. In the second year, PLP students learn about leading community change and enact a year-long project that is undergirded by a course on collaborative and inclusive leadership each quarter. Students finish the minor in their junior or senior year with a leadership ethics course and 6 electives from across the DU curriculum and/or from studying abroad.

The Colorado Women's College Leadership Scholars Program selects 15-20 incoming first-year students who identify as first generation college students and/or come from underrepresented communities, and believe in advancing women's leadership at DU and beyond. Our cohort-based program offers a scholarship for students with financial need and develops diverse, thoughtful, inclusive leaders. Students complete 2 cr. courses each quarter in their first year and identify and develop a mentor relationship with peers and CWC alumnae. In the second year, students complete a year-long Partners in Community Service (PICS) project with a local community partner to address a significant social issue and need. Students finish the minor in their junior or senior year with a capstone course focused on leadership ethics and reflection on their learning, along with completion of 6 electives from across the DU curriculum and/or from studying abroad. The program harnesses the open and supportive environment that is the legacy of the Colorado Women's College.

ROTC Army and Air Force students experience broad leadership training and course work in their military training and service while studying at the University of Denver. Pre-approved ROTC leadership course credits are transferred into a student's transcript and can be applied with additional Leadership Studies coursework to complete the academic LDRS minor. These programs of study enlarge the military leadership training and experience ROTC students already receive, equipping leaders who will serve their country with empathy, inclusive leadership practices, ethical decision making and community mindedness.

Minor Requirements - PLP

The minor requires 24 credits.

Code	Title	Credits
First year		
LDRS 2017	Inclusive Leadership	1,2
LDRS 2019	Teaming for Social Change	1,2
LDRS 2021	Leadership and Social Movements	1-2
Second year		
LDRS 2040	Leading Community Change	4
LDRS 2050	Collaborative Leadership: Local Perspectives	2
LDRS 2060	Collaborative Leadership: Global Perspectives	2
40 service hours		
Third and/or fourth year		
LDRS 3000	Capstone: Leadership Ethics	4
6 credits at the 2000 level or above ¹		6
Total Credits		23-24

¹ Additional credits can come from a combination of elective courses, internships and/or independent study. These credits must be approved by the program director.

Minor Requirements - CWC Leadership Scholars

The minor requires 24 credits.

Code	Title	Credits
First year		
LDRS 2017	Inclusive Leadership	1,2
LDRS 2019	Teaming for Social Change	1,2
LDRS 2070	Envisioning & Enacting Anti-Racist, Feminist Leadership	1,2
Second year		
LDRS 2040	Leading Community Change	4
LDRS 2050	Collaborative Leadership: Local Perspectives	2
LDRS 2060	Collaborative Leadership: Global Perspectives	2
Third and/or fourth year		
LDRS 3000	Capstone: Leadership Ethics	4
6 credits at the 2000 level or above ¹		6
Total Credits		23-24

¹ Additional credits can come from a combination of elective courses, internships and/or independent study. These credits must be approved by the program director.

Minor Requirements - Army ROTC

The minor requires 24 credits.

Code	Title	Credits
LDRS 2000	Foundations of Leadership	4
RTC1 2031	Methods of Leadership and Management 1	4
RTC1 2041	Methods of Leadership and Management 2	4
RTC1 3072	Adaptive Leadership	4
RTC1 3082	Leadership in a Complex World	4
LDRS 3000	Capstone: Leadership Ethics	4
Total Credits		24

Minor Requirements-Air Force ROTC

The minor requires 24 credits.

Code	Title	Credits
LDRS 2000	Foundations of Leadership	4
RTC2 3010	Leading People and Effective Communication 1	4
RTC2 3020	Leading People and Effective Communication 2	4
RTC2 3030	National Security, Leadership Responsibilities/Commissioning Preparation 1	4
RTC2 3031	National Security, Leadership Responsibilities/Commissioning Preparation 2	4
LDRS 3000	Capstone: Leadership Ethics	4

RTC 3010/3020 and RTC 3030/3031: These courses are two semester courses, and total credits for the minor must be equal or greater than 24 credits.

Total Credits		24
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Approved Elective Courses

Code	Title	Credits
CUI 3055	Human Rights & Education	3
CUI 3990	Service Learning in Community	1-4
CUI 3996	Urban Youth Development	5
GEOG 3420	Urban and Regional Planning	4
COMN 2130	Introduction to Organizational Communication	4
COMN 2300	Fundamentals of Argumentation	4
COMN 2470	Gender and Communication	4
COMN 3020	Conflict Management	4
COMN 3140	Advanced Intercultural Communication	4

COMN 3230	Principles of Leadership	4
COMN 3300	Principles of Persuasion	4
COMN 3315	Public Deliberation	4
COMN 3680	Gender and Communication	4
COMN 3770	Mediated Communication and Relationships	4
COMN 3850	Communication Ethics	4
HIST 2530	American History: 20th Century	4
HIST 2570	Civil War & Reconstruction	4
HNRS 2400	Honors Seminar	1-4
INTS 2975	Global Issues Research Practicum	4
INTS 3385	Migrants and Refugees: Humanity on the Move	4
INTS 3952	Human Rights in the Global World	4
INTZ 2501	Exploring Global Citizenship	1-2
LGST 3510	CEOs and Corporate Governance	4
MGMT 2040	Managing Human Resources	4
MGMT 2420	Global Management	4
MGMT 3100	Business Ethics and Social Responsibility	4
MGMT 3270	Negotiation and Dispute Resolution	4
MGMT 3280	Business Plan	4
MGMT 3700	Topics in Management	1-8
PHIL 2180	Ethics	4
PHIL 2200	Social & Political Philosophy	4
PHIL 2785	Environmental Ethics	4
PLSC 1110	Comparing Politics around the World	4
PLSC 2001	Law and Politics	4
PLSC 2420	American Presidency	4
PLSC 2430	Political Parties & Interest Groups	4
PLSC 2820	Constitutional Law: Civil Rights and Liberties	4
PPOL 1910	Introduction to Public Policy	4
SOCI 2190	American Communities	4
SOCI 2320	Race and Ethnic Relations	4
SOCI 2420	Social Inequality	4
SOCI 2719	Social Movements	4
THEA 3760	Stage Management	4

COMN 2040 Inclusive Community: Cross-Cultural Collaboration in Action (4 Credits)

This course is an experience of cross-cultural collaboration and communication with internal DU partners and local community leaders. Through the encounters provided in the course, you will serve the public good and make a difference through unity and diversity modeled on the Sikh Langar, an expression of shared humanistic values in the public sphere resisting division, violence, and bigotry. This dynamic experience incorporates a multi-disciplinary, community-based approach reflecting proven new product launch, service delivery, project management, and implementation business frameworks. You will develop a critical and compassionate lens into how and why dialogue, as a communicative construct, enables cross-cultural connection in service of meaningful public collaboration. The course culminates with the Langar@DU on DU's campus, providing an immersive experience realizing the values of diversity, peace and co-existence through communication in action. Each student will share in the experience of unified community and actively participate in Langar@DU's preparation and success. Upon completion of the course, you will have gained practical skills to engage professionally and effectively with external partners in order to enhance business and civic relationships and maximize the value of shared goals. This course counts toward the Applied Communication in Personal & Public Contexts requirement.

COMN 2130 Introduction to Organizational Communication (4 Credits)

This is a theory-driven course which will introduce students to the major approaches to the study of organizational communication, including classical, managerial, systems, cultural, and critical perspectives. The course uses these perspectives to deepen students' understandings of the organizational communication topics developed in COMN 1550, teaching students how to recognize and approach organizational communication issues from a variety of perspectives. This course counts toward the Scientific Inquiry: Society and Culture requirement.

COMN 2300 Fundamentals of Argumentation (4 Credits)

This class offers a survey of approaches to the study of argumentation. We are going to examine and evaluate how argument is understood from various perspectives within the discipline of communication studies. We will engage theoretical concerns related to argumentation with a commitment to test their applicability to current events and issues. We will also explore how arguments are practiced in areas such as the arts and the media, legal contexts, interpersonal communication, public deliberation, and the sciences. The course will focus on expanding your contextual knowledge of how arguments operate within our culture and on cultivating your ability to read critically and creatively, make cogent arguments, assess opposing arguments charitably, and communicate your judgments effectively. This course counts toward the Applied Communication in Personal & Public Contexts requirement. This course counts toward the Analytical Inquiry: Society and Culture requirement.

COMN 2470 Gender and Communication (4 Credits)

Sex differences in communication behavior, treatment of women in language, women on public platforms and women's portrayal in media.

COMN 3020 Conflict Management (4 Credits)

Substantive and relational types of conflict, various strategies for conflict resolution.

COMN 3140 Advanced Intercultural Communication (4 Credits)

This course is designed to study the intersection of communication and culture. In this course, culture is defined broadly to include a variety of contexts, such as race, ethnicity, nationality, gender, age, and class. Students gain theoretical and practical understanding of the opportunities and obstacles that exist as individuals and communities communicate within and across cultures.

COMN 3230 Principles of Leadership (4 Credits)

Roles, functions, behaviors that influence and direct; emphasis on interpersonal effectiveness; theories and methods.

COMN 3300 Principles of Persuasion (4 Credits)

This course involves a social scientific approach to persuasion and social influence. Some of the topics included in this approach are the relationship between attitude and behavior; characteristics of the source, message, and receiver of a persuasive appeal; and models and theories that explain the effects of persuasive communication. By the end of the course, students should be able to think more critically about the persuasive messages they encounter in everyday life, to apply theoretical models of persuasion, and to construct persuasive messages.

COMN 3315 Public Deliberation (4 Credits)

During the last two decades public deliberation has emerged as the centerpiece of theoretical and practical accounts of liberal democracy. This course begins by setting out the nature and functions of public deliberation. We will then track how deliberative democrats respect the traditional accounts of inclusion, equality and reason in an attempt to meet the demands of the deep cultural diversity that marks social life in advanced industrial societies. Specifically we will ask if public deliberation as portrayed in these accounts is sufficient to meet these demands or do we need to expand our understanding of political argument to include a diversity of rhetorical practices? And, once we do expand our account of deliberation how does this transform the traditional problematics of both democratic and rhetorical theory?.

COMN 3680 Gender and Communication (4 Credits)

This course focuses on the interactive relationships between gender and communication in contemporary U.S. society. This implies three priorities for the class. First, the course explores the multiple ways communication creates and perpetuates gender roles in families, media, and society in general. Second, the course considers how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Third, the course connects theory and research to our personal lives. Throughout the quarter, the course considers not only what IS in terms of gender roles, but also what might be and how we, as change agents, may act to improve our individual and collective lives. Cross listed with GWST 3680, HCOM 3680.

COMN 3770 Mediated Communication and Relationships (4 Credits)

This course examines how people develop, define, maintain, and manage interpersonal relationships through their use of mediated communication. We will examine communication in relationships that occur through the internet, text-messaging, cell phones, chat rooms, gaming, and virtual communities. This is a seminar type course where students guide and are guided through their own study of mediated relationships.

COMN 3850 Communication Ethics (4 Credits)

This class is not just about how to be ethical communicators but it is also about how to discover ethics—the good life and care for others, answerability and responsibility—deep within the structures of human communication itself. The course is committed to a mixture of theory and practice but practice is at the heart of the matter. Half of our sessions will be devoted to dialogue or conversation about ethics in life. There we will try to work as close as we can with ethics in our own lived experience. In the other half, we will explore theory: the ethical/philosophical/communicative ground of ethics.

GEOG 3420 Urban and Regional Planning (4 Credits)

Historical evolution of planning theory and practices; comprehensive planning process; legal, political, economic, social, environmental aspects of urban planning; urban design; urban renewal and community development; transportation planning; economic development planning; growth management; environmental and energy planning; planning for metropolitan regions; national planning.

HIST 2530 American History: 20th Century (4 Credits)

This course surveys the major political and social developments in the United States since the turn of the century, including the Progressive Movement, World War I, the Depression and New Deal Liberalism, World War II, the Cold War and American internationalism, the Civil Rights Movement and the growth of feminism, the Great Society, the Vietnam War, and the Watergate crisis.

HNRS 2401 Adventures in Fellowships (2 Credits)

This course is designed to empower students to develop their personal narratives and to pursue “good-fit” fellowship competitions that create pathways to impact. Students will explore external fellowships, parse funding organizations’ criteria and priorities, and work through applications to tell a coherent narrative with attention to common application components such as personal statements; letters of recommendation; and reflections on leadership, service, and impact. Class sessions and assignments will guide students through reflection about interests and goals, telling the story of their experiences, and identifying and preparing for competitive fellowships that will help them drive change on the issues that matter to them. Students will gain a foundation for expanded knowledge and growth in line with the 4D Experience as well as practical tools and strategies for crafting competitive applications for external opportunities. Cross-listed with LDRS 2920. This course counts as an Honors Seminar (HNRS 2400) for the University Honors Program and as an elective towards the Leadership Studies Minor.

INTS 3385 Migrants and Refugees: Humanity on the Move (4 Credits)

This course begins with the pre-history and history of human migrations and moves to cover the era of European colonization and forced dispersal (and in some cases aggregation) of peoples in the Americas, Southeast Asia, and Africa. The “contemporary” (i.e., post-WWII) era then covers not only the movements of peoples from Central Africa, Southeast Asia, the Balkans, and elsewhere, but will highlight the achievements of immigrants and refugees in such areas as technology, the arts, and the field of human rights. Issues of ethnicity, nationalism, and political diasporas will bring the contemporary era to a close. Prerequisites: INTS 1500 and INTS 1700.

INTZ 2501 Exploring Global Citizenship (1-2 Credits)

Examining questions of identity, globalization, cross-cultural communication and ethical engagement, this course is required of all students at DU intending to study abroad. The intent of the class is to help give students the tools and knowledge needed to be able to benefit from their experience abroad. The course is normally taken within the year prior to study abroad and is followed while abroad by the second course in the sequence, INTZ 2502, also required for students on unaffiliated programs. This is a 2 credit course. To take the course for 1 credit, students must provide documentation forwarded by academic and major advisor(s) directly to the course director that they have not been able to nor would be able to take the course for 2 credits prior to study abroad based on required (non-elective) course selection for the entire year prior. The department will then review the materials and determine whether the petition process is warranted.

INTZ 2502 Global Citizenship in Practice: Maximizing Study Abroad (1 Credit)

Examining questions of identity, globalization, and cross-cultural communication, this is a pilot course that may eventually be required of all students at DU to be taken while studying abroad. The intent of the course is to help give students the tools and knowledge needed to be able to benefit from their experience abroad. The course is normally taken during a student's study abroad experience and is preceded by INTZ 2501.

LDRS 2000 Foundations of Leadership (4 Credits)

LDRS 2000 focuses on developing an understanding of the foundations of leadership through an overview of leadership theories and definitions, an exploration of the present and future contextual demands on leaders, and in-depth self-assessment which includes identification of strengths, weaknesses, social identity, and leadership practices. The course will also explore the role of leadership and followership in teams. LDRS 2000 is designed to broaden your understanding of what constitutes leadership while challenging you to understand yourself better and begin to apply civically engaged leadership in new ways. This course is designed to broaden your understanding of “who” and “what” constitutes leadership.

LDRS 2017 Inclusive Leadership (1,2 Credit)

In this academic entree to the study of leadership, we explore the fundamental nature of leadership and how to develop as students of leadership in a diverse world. This course encourages students to discover their personal identities, values, preferences, risk-taking propensity and other characteristics as these relate to their leadership potential. Students integrate learning in a Personal Leadership Statement, declaring what they stand for as an inclusive leader. We explore the idea of “community” and our obligations to take on a leadership role in the community with whom we identify. Service as an act of leadership will be expected both as a course requirement and overall program requirement in the Pioneer Leadership Program. Prerequisite: membership in the Pioneer Leadership Program (PLP), or permission of PLP faculty.

LDRS 2018 Leadership: Theory to Innovation (1,2 Credit)

This course continues the process of learning about leadership as a process and the role of the leader and follower in that process. Particular attention will be paid to developing passions, self-interests and facilitation skills that allow leaders and followers to innovate and create change. Service as an act of leadership continues both as a course requirement and overall program requirement in the Pioneer Leadership Program. Prerequisites: LDRS 2017 and membership in the Pioneer Leadership Program (PLP), or permission of PLP faculty.

LDRS 2019 Teaming for Social Change (1,2 Credit)

Teams are the primary vehicle by which many, if not most, complex tasks are accomplished in our society. As a result, there is an increasing demand for leaders who can build, lead and participate in effective teams. With this course, you are completing your first-year sequence as a student of leadership. It will help lay the theoretical and conceptual foundations you need to prepare you to (a) reflect on teams of which you have been a part; (b) develop strategies for making your teams more effective, whether you are a leader or a team member; and (c) help you develop skills for your sophomore service project. Prerequisites: LDRS 2018 and membership in the Pioneer Leadership Program, or permission of PLP faculty.

LDRS 2021 Leadership and Social Movements (1-2 Credits)

This course continues the process of learning about leadership as a process and the role of the leader and follower in that process. Particular attention will be paid to developing passions, self-interests and facilitation skills that allow leaders and followers to innovate and create change. Service as an act of leadership continues both as a course requirement and overall program requirement in the Pioneer Leadership Program. Prerequisites: LDRS 2017, LDRS 2019 and membership in the Pioneer Leadership Program (PLP), membership in the Colorado Women's College or permission of PLP faculty.

LDRS 2040 Leading Community Change (4 Credits)

This course builds on the themes we began in the first-year PLP sequence. Specifically, we continue to expand your understanding of community, citizenship, and spheres of influence. Last year, you explored theories of leadership as well as your own assets and passions you carry into leadership. During the second-year course series we learn how to think strategically and act purposefully to make change happen in a larger context—the community. This course asks you to look at and practice leadership as a relational process that brings people together around common interests in order to effect positive change within institutions and/or communities. We will examine and practice key leadership concepts including self-interest, power, and collaboration. We will also practice specific leadership strategies, including 1-1 interviewing techniques, issue research, developing mission statements and action plans, and conducting community research. Prerequisites: LDRS 2017, LDRS 2018, LDRS 2019 and membership in the Pioneer Leadership Program (PLP), or permission of the PLP faculty.

LDRS 2050 Collaborative Leadership: Local Perspectives (2 Credits)

This course is a continuation of LDRS 2040 and the exploration of the topics of collaborative leadership and community change. In this course you will begin the implementation of the Community Change Initiatives you developed in LDRS 2040. To effectively enact community change, “change agents” must manage project logistics, continually develop as leaders, and be competent communicators. By the end of this course, you will further develop your abilities to effect community change through knowledge and awareness of strategies to effectively impact these areas. Prerequisites: LDRS 2017, LDRS 2021, LDRS 2019, LDRS 2040 and PLP membership or approval.

LDRS 2060 Collaborative Leadership: Global Perspectives (2 Credits)

This course is a continuation of LDRS 2040 and LDRS 2050. We will pursue the exploration of leadership and community change adding a focus on global cultural differences. In LDRS 2050, much of our class was devoted to communication, particularly “crucial conversations,” where we applied new ideas and skills to leadership and followership in CCI teams. This quarter, we will focus on communication skills in diverse cultures and how leadership is enacted and perceived in different cultures around the globe. Students in this course will also finalize the implementation of their CCI developed in LDRS 2040 and LDRS 2050. Community change initiatives require students to understand the communities where they live and work, to be confident in the appropriateness of their community change efforts, and to fairly and conceptually assess their efforts and impacts. By the end of this course, you will develop a deeper understanding of the community change process. Prerequisites: LDRS 2050 and PLP membership or PLP approval.

LDRS 2070 Envisioning & Enacting Anti-Racist, Feminist Leadership (2 Credits)

This course explores the complex intersections of race, gender, and the complexities of setting life goals for leadership. Students will consider race and gender as socially constructed concepts and discuss the biases and systemic barriers in which these constructs have developed and how this may influence their understanding and enactment of leadership. The course focuses on practical application of goal setting, career planning, and tools for navigating systemic barriers to leadership. To address these perspectives, the course reviews research from a variety of disciplines, including education, social psychology, sociology, economics, and management and organizational science.

LDRS 2120 Mentorship: Theory to Practice (2 Credits)

Whether being mentored, or mentoring another person, understanding how to make the most of the experience is important. This course will explore the theory and practice of mentoring. Students will explore mentoring philosophy, design, implementation and assessment, as well as the potential benefits and pitfalls of mentoring relationships. They will examine diversity and inclusion in mentoring and the impact of mentoring in different academic pursuits and professional capacities. Students will have the opportunity to hear from professionals who have utilized mentoring in their careers, research important elements of mentoring for their desired career paths, design their “ideal” mentoring experience from both the mentee and mentor experience, and learn how assessment can help evaluate the effectiveness of mentoring programs.

LDRS 2130 Listening and Discernment (2 Credits)

Leadership scholars and practitioners alike name listening as an essential practice of creating change and building sustainable and healthy relationships. The ability to hold a listening-first disposition aids a leader's ability to engage with the volatile, uncertain, complex, and ambiguous (VUCA) modern world. Without listening and discernment practices, the distinction between one's intention/impact, power over/power with, and tyranny/leadership is unknowable. In this course, students will learn about different models of effective, active, and embodied listening. True listening and discernment is an active practice, which can be grown and developed into a generative habit. By learning practices and approaches for listening and discernment as a means of enriching one's capacity to create generative social change.

LDRS 2310 Leadership in a Virtual World (4 Credits)

Distributed organizations are commonplace in the high-tech world in which we now find ourselves living and working. Leading in private and public settings requires a developed set of skills to utilize the virtual environment to advance a shared goal. Technical skills and communication take on new importance for leading virtually. This course focuses on these new realities of today's work and community environments. Through readings of current research on virtual work and team leadership as well as online assignments to recognize, practice and develop needed skills, students gain a strong foundational understanding of what constitutes effectiveness in virtual work and community leadership.

LDRS 2360 Leadership in Film (2 Credits)

This course initiates a thoughtful consideration about the nature of leadership by ways of film analysis of narrative-based films. A focus on discernment regarding the personal, organizational, systemic, and global levels of leadership lends this course's use of narrative analysis and semiotic film analysis. However, students are encouraged to use whatever analysis styles they resonate with the most to delve into the elusive and complex emergence of leadership of the film and the making of the film. Through seeking understanding in dialogue with fellow learners, students are encouraged toward greater discernment of the person, the collective, and the context with regard to the dynamic systems involved in leadership. Film provides unique insights to investigate character and motive, as well as culture, allowing us to access meaning and significance through theoretical, analytic and dialogic inquiry. The course helps form in students the ability not only to be leaders, but in the words of Robert Frost, “awakeners.” Through the time spent viewing films and entering into discourse, we will become more sophisticated observers and practitioners of leadership as we seek to understand the essence of leaders through artistic representation.

LDRS 2370 Leading with Development in Mind (4 Credits)

Leadership is an emergent phenomenon predicated on relationships and power. It is imperative for leaders and leadership scholars to understand social construction to be sensitive to, recognize, and hopefully utilize generative power dynamics that influence individuals, collectives, and systems. Robert Kegan's constructive development model aptly outlines the social constructivist epistemology and has been found to coach and develop more effective leaders and organizations for volatile, uncertain, complex, and ambiguous (VUCA) situations. The course itself is a deep dive into different methods using social constructivist epistemology and a constant evaluation, or reevaluation, or how different paradigms influence our social behaviors. While the structure appears to separate theory with practice, the deep connections between the two realize the applied praxis of a leadership philosophy. Beginning with an overview of the theory and epistemology of Robert Kegan's cognitive development theory and social construction. The second half of the course will focus on integration of the theory into personal practice.

LDRS 2400 Leadership and Sustainability in Belize (4 Credits)

Every day, decisions are made by leaders in business, government, and non-profit settings that impact sustainability in its many forms. This course explores multiple meanings and interpretations of sustainability. The course location of Belize provides a perfect learning laboratory to examine how one country is attempting to balance the sometimes competing demands of economic, cultural, and environmental sustainability. Course activities include staying at a low-environmental impact conference center in the rainforest, visiting a model environmentally sustainable island community, hearing guest lectures from various country experts, and exploring Mayan ruins. Through these activities students examine the role that leadership plays in contributing to small and large scale sustainability efforts. Students must apply and receive instructor permission to register for this course.

LDRS 2430 Leadership, Peace, and Conflict in Northern Ireland (4 Credits)

Much can be learned from the journey toward peace amidst the conflict in the Republic of Ireland and the United Kingdom of Great Britain and Northern Ireland. Through an intensive study of historical events and their resulting sociopolitical outcomes today, students will gain a deep understanding of the role of leadership, peace, and conflict studies in Irish history. Students will visit multiple sites, explore Irish historical resources, and learn about leaders and their legacies from multiple national experts. From these experiences, students will reflect upon and draw connections between historical movements and those of today. Ireland provides the ideal context for deep study of understanding leadership through conflict and efforts for peace. The history of Ireland is a history of seeking independence, and many would say that complete independence was never truly achieved. Indeed, when the Irish Free State was declared in 1921, only 4/5 of Ireland became independent, with six remaining counties becoming a part of the United Kingdom as Northern Ireland. A significant contingent of Irish Republicans disagreed with many provisions of the Anglo-Irish Treaty and started a Civil War lasting almost a year. Struggles for Irish independence continued in many ways, most specifically with "The Troubles", through most of the 20th Century until the Good Friday Agreement in 1998. Today, Ireland maintains an open border with Northern Ireland and although peace in Northern Ireland is present, it remains tenuous with wounds that are still raw, and divisions that exist between Catholics and Protestants to this day. This course will focus on the period of the Troubles and examine how conflicts from the past inform current contexts for the leadership needs of our time.

LDRS 2440 Natures Lessons for Leadership (4 Credits)

What can we as human beings learn from nature? How do we lead in a way that is responsible to our vision and can echo out to our communities? Students will explore these questions together at the Kennedy Mountain Campus through an intensive hands-on approach. Grounded in theoretical perspectives such as nature's principles for living, process leadership, and relational cultural theory, students will deepen their leadership practice through interactive exercises related to mindfulness, presence, and embodiment. Various activities, like art creation, using senses to connect with nature, and strengthening empathy through listening, students will explore the interconnection of humanity while deepening awareness to self and others.

LDRS 2450 Decolonisation and Leadership in Aotearoa (New Zealand) (4 Credits)

The north island of Aotearoa (New Zealand), home of the Māori, Pacific Islanders, and Pākehā (white New Zealanders), is host to unique cultural, political, and societal paradigms. Due to the history of settle colonialism on Aotearoa by the British Empire, Te Tiriti (Treaty of Waitangi) which granted Māori chiefs mana and rangatiratanga over their lives and lands, and 1975 Treaty of Waitangi Act, Aotearoa is at the forefront of decolonisation activism, scholarship, and praxis. Auckland, specifically, is the most integrated city in New Zealand with Te Reo Māori (the Māori language) on most signage and communications. Aotearoa is a society working diligently on multiple levels to honor members of a diverse ethnic, racial, religious, or social groups maintain and develop their traditional culture or special interests within a common civilization. There is a transcendent Māori saying about creating change: "we, as leaders, step into the future together walking backwards." To invite ourselves to be better neighbors, we require the strength and support from the collective, while always looking back at our past actions, relationships, and progress already made. Leadership, entangled with the co-construction of an emerging future, ought to learn a great deal from anti-colonial dispositions. Inspired by Patrick Wolfe's words, "setttler invasion is a structure, not an event" this course aims to engage in critical consciousness about our participating with settle colonialism as an act at unsettling our minds, relationships, behaviors, and systems. As Lorenzo Veracini explains, "I am a settler, but indigenous resurgence is in my interest. It will make me a better human being and a worse settler." To actively engage in humanist socially just and inclusive leadership, we must follow genuine decolonisation.

LDRS 2460 Leadership in Prague History (4 Credits)

The Velvet Revolution, Franz Kafka, Prague Spring, Vaclav Havel, and International Students Day are all significant movements and figures in the history of what is now Czechia (Czech Republic). Travel with other DU students to Prague to gain a deep perspective of the dynamics of the leadership movements exhibited in this rich and unique history. Students will explore examples of leadership in literature, historical leaders, and nonviolent protest movements.

LDRS 2470 Stories of Leadership and Immigration in New York City (4 Credits)

How can we best understand the role that leadership played in the immigrant experience in the United States? This New York City travel interterm course will explore this question through temporal, hegemonic and cultural lenses. Learners will gain deep insight into how immigration has shaped our country and culture through a variety of experiences and visits in the city that is known the world over as the heart of immigration.

LDRS 2920 Adventures in Fellowship (2 Credits)

This course is designed to empower students to develop their personal narratives and to pursue “good-fit” fellowship competitions that create pathways to impact. Students will explore external fellowships, parse funding organizations’ criteria and priorities, and work through applications to tell a coherent narrative with attention to common application components such as personal statements; letters of recommendation; and reflections on leadership, service, and impact. Class sessions and assignments will guide students through reflection about interests and goals, telling the story of their experiences, and identifying and preparing for competitive fellowships that will help them drive change on the issues that matter to them. Students will gain a foundation for expanded knowledge and growth in line with the 4D Experience as well as practical tools and strategies for crafting competitive applications for external opportunities. Cross-listed with HNRS 2401. This course counts as an Honors Seminar (HNRS 2400) for the University Honors Program and as an elective towards the Leadership Studies Minor.

LDRS 3000 Capstone: Leadership Ethics (4 Credits)

This course completes the leadership studies minor as an undergraduate at DU. It is designed to help students think in a structured, reflective way about the philosophical and behavioral ethics as relates to inclusive leadership. Students will gain a greater understanding of their own and others’ ethical perspectives and develop stronger ethical decision making skills to navigate ambiguous situations and conflicting interests associated with future roles in society. A final leadership statement and code of ethics paper will allow students to summarize their learning, values and hopes for future leadership development and impact. Prerequisites: LDRS 2017, LDRS 2018, LDRS 2019, LDRS 2040, LDRS 2050, and LDRS 2060.

LDRS 3650 Co-Learning as Co-Leading: Critical Reflection on Development Praxis in South Africa (4 Credits)

Co-Learning as Co-Leading: Critical Reflection on Development Praxis in South Africa is a virtual summer module offered over a period of four weeks. It is a 4-credit elective focused on Development, Leadership, and Gender in faith-based organizations in Southern Africa. The class is a collaboration between the University of Denver leadership studies department and the University of KwaZulu-Natal department of theology in Durban, South Africa. The course offers a space for reflection and deliberation to activists, community organizers, and students in leadership, theology, and community/non-profit development. It is designed as a productive learning space for students, researchers, and activists committed to harnessing feminist, queer, race-critical, and indigenous approaches to development in Southern Africa in general, and in faith-based NGOs in particular. The course uses a collaborative and decolonial learning approach that draws on the knowledge and methods of all the participants. The course will offer a mix of classroom learning, facilitation, community-based service-learning and application, and praxis reflection in collaboration with the Alan Paton Struggle Archives at UKZN. The course comprises of two sets of participants: (1) student-participant who will be doing the course as part of a university/college degree, and (2) activists-participants who will do the course as a way to reflect on their development praxis as it relates to the organization or social movement they are attached to. Course participants will be collaborators and co-teachers/learners within the learning environment.

LDRS 3980 Internship (1-6 Credits)

The PLP Internship program provides individualized opportunities to gain valuable professional experience and build leadership skills. This hands-on program complements a student’s academic major or a specified interest area that supports the student’s leadership development through careful placement in community based learning. All three sectors of government, not-for-profit and private enterprise are available for internship learning opportunities.

MGMT 2040 Managing Human Resources (4 Credits)

This course focuses on the administration of human resources, including the processes of personnel management and personnel systems in complex organizations, both public and private. Techniques for recruiting and staffing; orienting, training and development; motivation, performance management, employee relations, compensation systems, and reward and retention systems; and safety and health issues will be addressed. Prerequisite: C- in MGMT 2100 and admission to Daniels.

MGMT 2420 Global Management (4 Credits)

Introduction to multinational corporations and management of international profit and non-profit organizations; how management theory and practice are impacted by particular cultural contexts; analysis of current issues related to international trade and investments, and problems and opportunities of multinational operations. Prerequisites: C- in MGMT 2100 and admission to Daniels.

MGMT 3100 Business Ethics and Social Responsibility (4 Credits)

This course introduces students to ethical concepts, theories and issues as they relate to business and managerial decision making, including the social responsibilities of business. Case studies, group projects and lecture format. Cross listed with LGST 3100. Prerequisites: MGMT 2100 and admission to Daniels.

MGMT 3280 Business Plan (4 Credits)

For both startups and established companies, innovation is a critical capability, driving customer satisfaction, competitive advantage, and growth. This course provides rich, comparative exposure to alignment tools to research a customer opportunity. The course uses a combination of interactive class discussion, real-world case analysis and a team project to explore a critical thinking approach to innovation and product development, incorporating both quantitative and qualitative perspectives. As capstone this integrative course leverages accumulated coursework in application to create, design, evaluate, and analyze strategic opportunities. Also, presentations and idea challenges center on defining target customers, understanding customer needs, generating and evaluating concepts, forecasting demand, designing products and services, and confirming your hypothesis.

MGMT 3708 Topics in Management (4 Credits)

Exploration of various topics and issues related to management. Course open to Colorado Women’s College students only.

PHIL 2180 Ethics (4 Credits)

Alternative theories of morals and values, ethical problems and solutions offered by classical and contemporary thinkers. This course counts toward the Analytical Inquiry: Society and Culture requirement.

PHIL 2785 Environmental Ethics (4 Credits)

A study of current issues and controversies regarding the natural environment from a variety of philosophical and ethical perspectives, including anthropological, animal rights, "land ethic," deep ecology, eco-feminism, and postmodern approaches.

PLSC 2001 Law and Politics (4 Credits)

Introduces the relationship between law and politics, describing the basic principles of legal conduct in political contexts and explaining how social scientific methods are used to understand these underlying principles. Questions explored may include the following: Where does the law come from? Whose interests does it reflect? Does formal legal change lead to practical political and social change? Why do we comply with the law? What are the limits of enforcement? This course counts toward the Scientific Inquiry: Society and Culture requirement. It also satisfies the department distribution requirement in law. Prerequisite: sophomore standing & either PLSC 1000, 1110, 1610, or 1810.

PLSC 2420 American Presidency (4 Credits)

Historical development and current role and powers of the U.S. presidency. Prerequisite: sophomore standing.

PLSC 2430 Political Parties & Interest Groups (4 Credits)

Evolution and structure of political parties; how they mobilize voters and provide leadership of political issues. Satisfies the department distribution requirement in American politics. Prerequisite: sophomore standing.

SOCI 2320 Race and Ethnic Relations (4 Credits)

Relationship of racial and ethnic minority groups to systems of social stratification; emphasis on United States. Prerequisite: SOCI 1810 or permission of instructor.

SOCI 2420 Social Inequality (4 Credits)

Dimensions of social class and its effect on economic, political and social institutions as well as style of life. Cross listed with GWST 2420.

Prerequisite: SOCI 1810 and sophomore standing or permission of instructor.

SOCI 2719 Social Movements (4 Credits)

Studies in range of perspectives and research issues pertinent to understanding of social movements (groups operating without clear-cut direction from established social structure and culture). Prerequisite: SOCI 1810 or permission of instructor.

THEA 2885 Directing I (4 Credits)

Theory and practice of staging plays. Prerequisites: THEA 1861, THEA 1862, THEA 2870.

THEA 3760 Stage Management (4 Credits)

Survey, exploration, and application of the component parts of the stage manager's role, based upon current methods practiced by professional theatre companies in the United States. Stage managers facilitate the creation of a fully-realized work of theatrical art, born of the collaboration of numerous artists, craftspeople and technicians.