LEADERSHIP & ETHNICITY  
EDCP 418D, SECTION 0101  
FALL 2009  
TUESDAY & THURSDAY 2:00 – 3:15 PM  
0110 COLE FIELD HOUSE  
BRANDON DULA, INSTRUCTOR

COURSE DESCRIPTION
This course will examine the concept of leadership from the standpoint of race, ethnicity, and culture. Specifically, we will explore the concept and differing meanings of “leader and leadership” within racial/ethnic communities in the United States. Issues of leaders and leadership will be examined as influenced by political, cultural, and historic events. The course will place particular emphasis on colleges and universities as a microcosm of the larger society and as a cultural site for exploring and assessing issues of race, ethnicity, diversity and leadership.

COURSE GOALS
Students who critically engage, challenge and apply themselves in the course will be able to:
1. Understand key concepts in leadership, race, ethnicity and culture.
2. Have an understanding of the historical experiences of various U.S. ethnic groups and how leaders and leadership have impacted these communities.
3. Understand the dynamics of majority-minority relations.
4. Develop and demonstrate intergroup dialogue skills for engaging within and across social identities as active participants in our diverse democracy.
5. Critically examine, discuss, apply, and write using concepts, theoretical frameworks, and research on personal and social identity, race, ethnicity and culture.
6. Raise their level of critical consciousness and use what they have learned to relate and address issues in a diverse society.

TEXTS AND READINGS
EDCP 418-D Course Packet  *Available at Maryland Book Exchange, 4500 College Avenue*

In addition readings will be available on the course ELMS Blackboard site and students will be asked to review information on the Internet.

CAMPUS ADDRESS & OFFICE HOURS
Address: 1120 Stamp Student Union  
Phone: 314-7167  
Fax: 314-2672  
E-mail: bdula@umd.edu  
Office Hours: By appointment only! Make appointment in class, e-mail or call.
ASSIGNMENTS

Class Exercises: Students must turn in all class written exercises.

Exams: There will be three short quizzes. Quizzes will cover information from the readings and concepts discussed in class.

Modules: Students will be asked to examine race/ethnicity/culture/diversity on campus by completing 4 modules that focus on these areas. Please refer to handout on modules for specific directions.

Class Projects: Students will be placed on teams; each team will lead a class discussion focused on leadership in a specific ethnic community.

Take Home Final: Students will complete a take home final essay exam. The exam questions will focus on course readings and class discussions.

GRADING

Class Attendance: 10 percent of grade
Class Participation: 10 percent of grade
Class and Written Exercises: 10 percent of grade
Class Team Presentation: 20 percent of grade
Quizzes: 10 percent of grade
Modules: 20 percent of grade
Take Home Final: 20 percent of grade

EXPECTATIONS

Attend Class!
Unlike larger classes that you may have taken in the past, this course is a seminar/discussion/dialogue. It is important that we develop a sense of “team” and “trust,” therefore it is crucial for group dynamics and the success of the class that you be present.

Complete All Readings Assignments!
Unless you are an expert on leadership and issues of race, ethnicity and culture, you will probably need to complete all of the assigned readings for this course. Students sometimes try to “get over” by skimming rather than engaging in the work of critical and comparative analysis that is required for this course. Having not read will be especially apparent when class topics/discussions are led by student teams. Some may feel that they do not have to read since others are presenting the subject matter for a particular class. This will undermine our class discussions and the learning that should occur. I ask that you not cheat yourself and your classmates out of your valuable and informed comments and thoughts on the subject matter.

Participate in Class Discussions and Exercises!
One of the core learning premises of this course is that individuals in this class serve as co-instructors. This is done through our class discussions. While we will read the work of
various scholars and learn theories of leadership, race, ethnicity and culture, you the student serve as a co-instructor by bringing your own heritage, worldviews and lived experiences to the classroom. You have much to teach us about you and much to learn from your classmates.

Respect the opinions and worldviews of your classmates!
I cannot stress enough the fact that at its core, this is a course about race, ethnicity and culture. All of us have views on the subject, but not many of us have had in-depth discussions with others over an extended period of time. “Race” as legal scholar Christopher Edley suggests, “is not rocket science… it’s harder than rocket science.” It is important to understand that there may be some topics and discussions that make us uncomfortable. You may also find that you disagree with the opinions of others in the class. Yet in spite of what you may view as controversial statements and opinions, I ask that you reserve judgment of your classmates in the understanding that others in the class may have difficulty grasping your views. I ask and hope that we consciously cultivate a spirit of compassion, because as Cornell West would suggest, “we are all racists, sexists and homophobes in recovery.”

Reflect on and think deeply about race, ethnicity, culture, and leadership!
This course does not seek a transformation of you the individual or that you become an ally for a specific group or cause. This course does seek and hope that you learn to listen, keep an open mind and learn to examine the issues of race, ethnicity and culture from varied perspectives as well as the willingness to engage with others despite differences.

CODE OF ACADEMIC INTEGRITY
Students will conduct themselves with the highest standards of academic integrity. The UM Code of Academic Integrity defines academic dishonesty as “cheating,” “plagiarism,” “fabrication,” or “facilitating academic dishonesty.” Academic dishonesty is a serious offense, which will not be tolerated in this class and may result in suspension or expulsion from the University.

RELIGIOUS OR CULTURAL OBSERVANCES
Some class times are in proximity to religious or cultural observances. If a class date or assignment creates a conflict, please let the instructor know so that appropriate arrangements can be made.

ADA STATEMENT
Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), the instructor would like to work with students who have a disability that impacts learning in the class. Students with a documented disability should inform the instructor as soon as possible to discuss academic accommodations.

INCLEMENT WEATHER
In the event of inclement weather, please check university website (http://ww.umd.edu/) and snow line (301-405-SNOW) as well as local radio and TV stations to ascertain if the
University is open. Should the University be closed, the course schedule will be adjusted accordingly.

COURSE READING ASSIGNMENTS

Class 1 September 1, 2009
Overview and Purpose of Course

Class 2 September 3, 2009
Getting to Know You Exercises
HOMEWORK: TRIPTYCH EXERCISE

Class 3 September 8, 2009
Views of Leadership, Race/Ethnicity and Culture (Triptych)
HOMEWORK: EXPLORING CULTURAL ETHOS EXERCISE

Class 4 September 10, 2009
Macro and Micro Culture…Exploring Cultural Ethos

Class 5 September 15, 2009
Exploring Cultural Ethos

Class 6 September 17, 2009 (First Look Fair)
Presentation Team Selection and Team Exercise
Module 1 Due: Self Reflection

Class 7 September 22, 2009
What is Leadership? Theories of Leadership
Readings Course Packet: The Problem with Leadership Studies & The Changing Nature of Leadership

Class 8 September 24, 2009
What is Leadership? Theories of Leadership
Readings Course Packet: The Problems with Leadership Studies and the Changing Nature of Leadership

Class 9 September 29, 2009
What is Leadership? Theories of Leadership
Readings: Handout

Class 10 October 1, 2009
What is Leadership? Theories of Leadership
Readings Course Packet:

Class 11 October 6, 2009
Inter-group Contact and its Outcomes
Readings: The Racial and Ethnic Mosaic

Class 12 October 8, 2009
Inter-group Contact and its Outcomes
Readings: The Racial and Ethnic Mosaic

QUIZ 1: Leadership Theories

Class 13 October 13, 2009
Inter-group Contact and its Outcomes
Readings Course Packet: Intergroup Contact and its Outcomes

Class 14 October 15, 2009
Inter-group Contact and its Outcomes
Readings Course Packet: Intergroup Contact and its Outcomes

MODULE 2 DUE: Diversity on Campus

Class 15 October 20, 2009
Inter-group Contact and its Outcomes
Readings Course Packet: Native Americans

Class 16 October 22, 2009
Inter-group Contact and its Outcomes

QUIZ 2: Theories of Race & Ethnicity

Class 17 October 27, 2009
Inter-group Contact and Its Outcomes
Readings Course Packet: English Americans

Class 18 October 29, 2009
Inter-group Contact and its Outcomes
Readings Course Packet: African Americans

Class 19 November 3, 2009
Inter-group Contact and its Outcomes
Readings Course Packet: Irish Americans

Class 20 November 5, 2009
Inter-group Contact and its Outcomes
Readings Course Packet: Mexican Americans

Class 21 November 10, 2009
Inter-group Contact and its Outcomes
Readings Course Packet: Jewish Americans

Class 22 November 12, 2009
Leadership, Race and Ethnicity
Readings Course Packet: Japanese Americans

**MODULE 3 DUE: Interviews**

*Class 23 November 17, 2009*
Leadership, Race and Ethnicity
Readings Course Packet: Puerto Ricans

*Class 24 November 19, 2009*
Leadership, Race and Ethnicity
Readings Course Packet: Arab Americans

*Class 25 November 24, 2009*
Leadership, Race and Ethnicity
Readings: (Handout) Diversity and College Campuses

*November 26, 2009*
**NO CLASS THANKSGIVING BREAK**

*Class 26 December 1, 2009*
Leadership, Race and Ethnicity
Readings: (Handout) Diversity and College Campuses

*Class 27 December 3, 2009*
Leadership, Race and Ethnicity
Readings: (Handout) Diversity and College Campuses

*Class 28 December 8, 2009*
Leadership, Race and Ethnicity
Readings: (Handout) Diversity and the United States
**Final Exam Questions Given Out!**

*Class 29 December 10, 2009*
Leadership, Race and Ethnicity
Readings: (Handout) Diversity and the United States

**MODULE 4 DUE: Cultural Immersion**

***ALL READING ASSIGNMENTS ARE TO BE COMPLETED FOR THE CLASS DATE UNDER WHICH LISTED***

***TAKE HOME FINALS WILL BE DUE ON TUESDAY, DECEMBER 15, 2009 AT 5:00 P.M.***
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DIVERSITY MODULES

**MODULE 1: SELF REFLECTION:** Write a 5 to 7 page autobiography. Describe yourself in terms of your race/ethnicity/culture. How has race/ethnicity/culture affected your life and worldview? How is your life different from that of your parents and other family members in terms of race/ethnicity/culture? What national historic events, ideas, cultural occurrences influence/affect you in terms of your race/ethnicity/culture? How does the University affect you in terms of your race/ethnicity culture? What issues are important for you in terms of race/ethnicity/culture? Describe someone you would identify as a leader of your racial/ethnic/diversity group. Why is this person considered a leader? What philosophy does/did this person hold that continues to influence you? In what ways do you believe that race/ethnicity/diversity and leadership will continue to affect your life?

**DUE: SEPTEMBER 17, 2009**

**MODULE 2:** Write a 1 to 2 page opinion piece on the state of diversity at the University of Maryland. This can be done either using your own views on this topic or you can review the University’s diversity plan and respond.

**DUE: OCTOBER 15, 2009**

**MODULE 3: INTERVIEWS:** Interview five students, (all 5 individually different from each other) who are different from yourself in terms of race, ethnicity, gender, or sexual orientation. Describe the subjects in terms of the listed categories. How has race affected the subject’s life and worldview? How are their lives different from their parents? What type of community did they grow up in racially segregated or integrated? What types of schools did they attend? What issues in terms of their identity affects them here on campus? What if any groups/organizations do they belong to that is related to their cultural identity? Have them tell you about someone they would identify as a leader of their group both from the past and in the present. Do they believe that their cultural identity will continue to affect their lives, if so how and why? Contrast their worldview with your own.

**DUE: NOVEMBER 12, 2009**

**MODULE 3: CULTURAL IMMERSION:** Attend a program or event given by a cultural student organization, a Provost Conversation, the UM Equity Conference or another program or activity related to diversity on campus. Fill out survey at the following website: [http://cgi.umd.edu/survey/display?MICA/CCIPEEDCP418DFall2009](http://cgi.umd.edu/survey/display?MICA/CCIPEEDCP418DFall2009)

**DUE: DECEMBER 10, 2009**