EDCP 418I – LGBTQI Leadership, Leaders, and the Movement
Wednesday: 9-11:45am in Hornbake 0115

This course has been developed through a collaboration and partnership of the College of Education and the Adele H. Stamp Student Union – Center for Campus Life

Instructors (Spring 2010: Section 0101)
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Office Hours: M 2pm-5pm, W 12pm-2pm

Course Description:
This course will define how different leadership models provide insight into creating major social change and personal growth with an emphasis on queer identity in its intersection with concepts of race, class, religion, ability and other areas of social privilege. The focus of the course discusses what leadership has provided historically to the LGBTQI civil rights movement, current successes of LGBTQI institutions and how that history can empower future leaders. This course will allow students to connect to their personal experiences in making social change and to find the insight and value in defining their own leadership goals.

Course Goals
Students who critically engage, challenge and apply themselves in this course will be able to:
- Engage a variety of leadership models with clarity and awareness of their meaning, history and application.
- Connect ideas of social privilege, issues of stratification and identity-based intersections to the nature of social activism and advocacy.
- Identify, discuss, and write about topics and issues that face LGBTQI activists and professional in dealing with a complex democratic society.
- Understand the influences of different institutions, such as government, non-governmental organizations (NGOs), universities and religious organizations, to serve as catalysts for social change.
- Develop and demonstrate communication skills for engaging within and across social identities as active participants in our diverse democracy.
- Make a relationship between personal goals for furthering the LGBTQI community and a larger target for reaching communities within each student’s area of influence.

Required Texts

**Participation**
Class members are expected to participate actively in class sessions. Class members will benefit most when the class atmosphere is one characterized by active and honest discussion. Leadership skill development in those areas described in the class objectives is maximized by frequent and active participation in role-plays and group exercises. Since the experiential aspects of the class are important, class members are expected to cooperate and comply with directions and feedback from instructors during these activities. An overall participation grade will be assigned by instructors upon completion of the class, which is based on attendance, engaged contributions to class discussion, active listening and involvement, and other factors that contribute to the positive development of class community.

**Journal Entries**
You will be asked to keep a leadership journal throughout the semester. The purpose of the journal is to give you an opportunity to reflect upon your learning in this class and develop your insights. It is important that your entries reflect thoughtful engagement with the course material.

**Facebook Page**
An exciting and innovative new addition to the course will be the use of the social networking program, [www.facebook.com](http://www.facebook.com), to allow students to post information on current events in the LGBTQI movement. Students will be required to provide weekly posting on the course’s facebook page with a link (Article, Blog Entry, Song, YouTube Video) that discusses a contemporary issue in the LGBTQI movement. Some of the posts will be assigned, while others will be creative opportunities to share your findings. When posting a link, you must comment on your post, explaining in two to five sentences why this link is meaningful. You are also required to comment on at least one other student’s posting as to how that link challenged/supported your conversations in the classroom.
*All Postings are due Monday night, the week of class.*

**Leading Class Readings and Discussions**
One of the areas of being an involved and effective leader is developing group discussions and preparing effective presentations. You will be asked several times to lead material in the course both as an individual and as a group. You may want to include visual aids, handouts, or class exercises helpful to creating a clear vision for your chosen topics. This should not be a repackaging of the subject researched; instead it should be a creative and insightful development of both the topic and the themes of the course.

**Atmosphere**
Class members are encouraged to demonstrate an open attitude toward dealing with views presented by fellow students. Class members are expected to act in a supportive manner with respect to fellow class members’ participation in class activities and discussion. Class members are expected to be open to learning the acceptance of alternate cultural perspectives, values, positions, and lifestyles. This open posture to diversity is considered imperative for work around issues of leadership.

In order to foster an atmosphere of learning free from distractions, students are asked to turn off all lap top computers, mobile phones, personal pager devices, and personal data organizers during class time.
Class Expectations

- Students will come to class prepared for active participation. A quality learning experience in this leadership course rests heavily upon interaction and exchange of ideas among students and the instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining your final grades.
- The classroom will be an authentic environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values and voice. Students and the instructors are expected to treat each member with respect.
- Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all class written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language.
- Students should be prepared to experience learning through many different avenues and participate in each to his or her fullest capacity.
- Students are expected to posted and commented on the class’ facebook page weekly.

Expectations for Instructors

Students can expect their instructors will arrive on time and be prepared for class, respond in a timely fashion to student work, and take students’ interests and experiences into consideration when preparing for class. Instructors will be available to students outside the class period and be willing listeners with regard to student concerns. Students are encouraged to make extensive use of instructors in and outside class sessions to provide additional help or support.

Attendance

Attendance at all class sessions is expected. Unexcused absences from class sessions will impact your participation grade. Absences from a portion of a class session (i.e., late arrivals or early departures) will also be factored into your participation grade. Three excused absences will be provided on a limited basis for illness (self or dependant), religious observations, participation in university activities at the request of university authorities, or compelling circumstance beyond the student’s control. Absences will only be excused with prior notice, in writing, except in case of emergency. For both excused and unexcused absences, students are still responsible for course work missed and turning in assignments on time.

Religious Observations

Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students’ requests for excused absences and make-up test requests due to reasons of religious observances. Be mindful that it is the student’s responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided as soon as possible.

Course Cancellations/Delays:

Please check with 301-405-SNOW or the university website (www.umd.edu) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays. (alert.umd.edu). This course will comply with any university cancellations or delays accordingly.
Academic Integrity

In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating, fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course.

The Honor Pledge is a statement all undergraduate students are asked to write by hand and sign on examinations, papers, or other academic assignments not specifically exempted by the instructor. Students will be asked to re-affirm The Pledge on all written assignments submitted for grades as well as on the midterm and final. The University does not require that the pledge be written, but we ask that you do so. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

More information about academic integrity and the Honor Pledge is available online at www.shc.umd.edu

Students with Disabilities

Students are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff is available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

Course Requirements and Grading

Students should be prepared to raise questions, share ideas, and contribute to conversations (grounded in the readings). Students have the opportunity to earn up to 56 points, (4 per day for 14 days) for class participation. Class participation includes:

- **Attendance** (will be graded on the following rubric daily):
  - Arrive on time and present until class is dismissed = 4 points
  - Arrive late or leave early = 2 points
  - Excused absence (up to three) = 4 points
  - Unexcused absence = 0 points

- **Leading Class Discussions**: You will lead class discussion two times. You may want to include visual materials, handouts or class exercises helpful to processing the material for the discussion. Instructors are available to consult and students are strongly encouraged to meet with one or both of the instructors before leading class discussion. Leading should not be a regurgitation of the material covered in the material but instead engages
the class is a conversation requiring all the members of the class to draw conclusions about the readings each student has done independently before class begins. (20 points: two times leading discussion, 10 points each)

- **Journaling:** Throughout the semester, students will reflect on readings, classroom content, and world events through journals. Journals will be turned in monthly during class session. Journals should be typed and approximately two to three pages. Journals should be reflective of personal experience, knowledge gained and impact of class activities. This is not to be merely a summary of events (20 points: 4 journals, 5 points each).

- **Facebook:** (will be graded on the following rubric weekly):
  - Posted link, commented on link and commented on one student’s posting = 2 points
  - Posted link, commented on link = 1.5 points
  - No Link or Comments = 0 points

- **Presentations:** Students will make two presentations to the class. One presentation will be an analysis of an off-campus LGBTQI organization the other will be a presentation on an LGBTQI leadership mentor/activist. Information will follow. (20 points; two presentations, 10 points each).

- **Final Project** The course final project will be a culmination of personal experiences and leadership theory. Students will create a professional presentation that covers a current issue or topic in LGBTQI Leadership. Using leadership theory and course materials, students will present the issue, provide a comprehensive analysis of the situation and make future recommendations. Presentation should last ten to 15 minutes with 10 minutes for question and answer. Students will turn in a paper in addition to their presentation. (Total project is worth 34 points: 12 points for presentation, 12 points for paper, 10 points for response to question and answer)

**Final Grade**

Students will be evaluated on attendance, participation, and the completion of all other assignments. To make sure that content is discussed in a neutral way, we encourage students to challenge the instructors and to provide the instructors with materials to discuss on the topics. Please make these materials available to the instructors with enough time for evaluation. Final decisions are ultimately up to the instructors.

This is a 3-credit, letter-graded course, based on the following grade scale:

- A+ = 97-100% = 173-178 points
- A = 93-96% = 167 -172 points
- A- = 90-92% = 161 -166 points
- B+ = 87-89% = 155 -160 points
- B = 83-86% = 149 -154 points
- B- = 80-82% = 143 - 148 points
- C+ = 77-79% = 137-142 points
- C = 73-76% = 131 -136 points
- C- = 70-72% = 125 -130 points
- D+ = 67-69% = 119 -124 points
- D = 63-66% = 113 -118 points
- D- = 60-62% =107 - 112 points
- F = 0-59% = 0 - 106 points
Class Participation: total points possible: 56
Presentations: total points possible: 20
Journaling total points possible: 20
Facebook Postings Total Points: 28
Leading class discussion total points possible: 20
Final Project: total points possible: 34

Course Outline:

January 27th, 2010: Class One
EXPLORING WHAT MAKES A LEADER
  o Sheet of Terms
  o Leadership Exercises: Part II Exploring Leadership

Speaker: Craig Slack

February 3rd, 2010: Class Two
SOCIAL IDENTITY: LGBTQI IDENTITY AND LEADERSHIP
  o Part I, II and III of Making Gay History
  o American Gay Rights and Feminist Movements by Meagan Murphy
  o Leadership Exercises: Part 3.1 and Part Exploring Leadership

Speaker: Craig Alimo

February 10th, 2010: Class Three
SOCIAL IDENTITY: LGBTQI IDENTITY AND LEADERSHIP
  o Bisexual Spaces by Clare Hemming
  o Transsexualism in America by Gordene Olga MacKenzie
  o Part IV Making Gay History

February 17th, 2010: Class Four
SOCIAL IDENTITY AND INTERSECTIONALITY
  o We’re “Not About Gender”: The Uses of “Transgender” By David Valentine
  o Where Rhetoric Meets Reality: The Role of Black Lesbians and Gays in “Queer” Politics by Keith O. Boykin

Speaker: James Mcshay
February 24th, 2010: Class Five

CONNECTING HISTORY TO LEADERSHIP- PRESENTATIONS

- Part V and VI Making Gay History
- Part 7.III and 9.III Exploring Leadership

Speaker: Brandon Dula
Evaluation: James Mcshay/Brandon Dula

March 3rd, 2010: Class Six

CURRENT ORGANIZATIONS PART I: POLITICS AND POLICY

- Cycles of Change, Questions of Strategy: The Gay and Lesbian Movement after Fifty Years by John D’Emilio
- Beyond Political Mainstreaming: Reflections of Lesbian and Gay Organizations by Craig A. Rimmerman
- Part 8.III, 10.III Exploring Leadership

Possible Speaker: Representative of an LGBT Organization

March 10th, 2010: Class Seven

CURRENT ORGANIZATIONS PART II: POLITICS AND POLICY

- Part VII Making Gay History
- Sex and the Supreme Court: Gays, Lesbians and Justice by Sarah Brewer, David Kaib and Karen O’ Connor
- DOMA and ENDA: Congress Votes on Gay Rights by Gregory B. Lewis and Jonathan L. Edelson
- Gays and AIDS: Democratizing Disease? By Mark Carl Rom

Possible Speaker: Representative of an LGBT Organization

March 24th, 2010: Class Eight

CURRENT ORGANIZATIONS PART II: STUDENT PRESENTATIONS

- Postscript Making Gay History
- Part IV Exploring Leadership

Evaluation: James Mcshay/Brandon Dula

March 31st, 2010: Class Nine

OUT AT WORK

- Part V of Exploring Leadership

Speaker: Karess Taylor-Hughes
Craig Slack
James Mcshay/Brandon Dula
April 7th, 2010: Class Ten

CAMPUS ACTIVISM

- The Silence Is Broken: A History of the First Lesbian, Gay, and Bisexual College Student Groups by Brett Beemyn
- LGBT Student Leaders and Queer Activists: Identities of Lesbian, Gay, Bisexual, Transgender, and Queer Identifies College Students and Activists by Kristen A. Renn

Speaker: Luke Jensen

April 14th, 2010: Class Eleven

RELIGION AND LGBT LEADERSHIP

- The Gay Agenda Is the Devil’s Agenda: The Christian Right’s Vision and the Role of the State by Didi Herman
- Watch Trembling Before G-d

Speaker: Rev. Peter Antoci

April 21st, 2010: Class Twelve

GLOBAL SEXUALITIES, MIGRATION AND IDENTITY – PRESENTATION

- Migration challenges views on sexuality by Nader Ahmadi
- Well Founded Fear: Political Asylum and the Boundaries of Identity in U.S. Mexico Border lands by Alexandra Minna Stern
- Sexile by Jaime Cortez

Speaker: Ramsey Jibadi

Evaluation: James Mcshay/Brandon Dula

April 28th, 2010: Class Thirteen

PROPOSITION 8 AND THE CURRENT CRISIS OF LEADERSHIP

MENTOR PRESENTATION PART I

Speaker: Damien Clark

May 5th, 2010: Class Fourteen

- Final Presentation

MENTOR PRESENTATION PART II – EVALUATION: James Mcshay/Brandon Dula

Caveat for Changes: Please note that this syllabus is subject to change at any time during this course. All students will be notified if any changes occur.