EDCP 418C: Latino Leadership
Spring 2011 Thursday: 2-4:45pm – 2125 JMZ

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Appointments available upon request.

Course Description
This course will offer students the opportunity to develop skills and knowledge of leadership through a Latino context. The class explores social and cultural consciousness, critically analyzes leadership theories, and identifies methods of social change from social movements and Latino experiences. To accomplish this, the course will focus on U.S. national and local issues facing the Latino community and prepare students to consider how they could be positive agents for change in a variety of environments.

Before discussing leadership, we will explore and examine our experiences, heritage and upbringing to gain a better understanding of leadership in the Latino context. Underrepresented communities are often marginalized and exploited for the unique traits and tools we bring to the classroom, job, and other social contexts. This course is designed to reclaim and utilize these tools to positively change society and illustrate how such traits are sources of leadership.

The course is divided into the four following sections:
1. The Latino/Latina Context provides a brief survey of where Latinos are in education, politics, citizenship, and other areas, to equip students with a micro and macro understanding of issues affecting Latinos.
2. Social and Critical Consciousness intends to explore the constructs of society and the tools developed by oppressed communities for survival.
3. Leadership presents multiple leadership theories and concepts.
4. Movement, Change, and Action presents historical examples of social movements that illustrate leadership traits that may assist in affecting the Latino community.

Objectives of this Course
- To develop a critical and social consciousness
- Learn about the dynamic features and characteristics of our heterogeneous Latino experiences
- Critically analyze issues affecting the Latina/o community
- Empower oneself by understanding the dynamics of your experience and multiple identities and connecting your experience with larger social factors
- Critically analyze your own leadership style
- Gain a thorough understanding of theoretical frameworks of leadership and social justice
Examine the notions and influences of multiple identities (i.e. culture, family, peers, etc) on leadership and leaders
Develop, demonstrate, and apply basic leadership skills

Rationale and Purpose of Course Structure and Content
This class is designed with several assumptions in mind. First, we understand that the Latino experience is a very complex one with diverse histories, cultures, races, nationalities, and identities found within it. This heterogeneity informs us that there is no one definition of “Latino”; part of this class will involve defining it. Additionally, we will be exploring the complex nature of leadership through current models, and how leadership is seen and defined in our communities.

Second, Latinos, as an oppressed/targeted/social minority group in the United States, have developed strategies to survive. Critical consciousness, reappropriation, and activism are just some tools Latinos use to deal with these oppressions. This class seeks to embrace these strategies in order to create leadership models that are socially and culturally congruent with our legacy and culture.

Third, students have developed skills to survive their own experiences. Through dialogue, we can share our stories and learn from one another as texts and valid sources of knowledge. The instructors view themselves as facilitators, rather than teachers, to help critically analyze these texts. Through analysis, students can recognize their skills and leadership, give them names, and learn to control these techniques in a socially just and proactive manner. This format hopefully validates the contributions of all members of the class and makes us all teachers as well as students.

CLASS POLICIES & PROCEDURES

Course Expectations
The course will rely heavily on dialogue, experiential learning, and the open-mindedness of members of the class community. New knowledge will be gained through the diversity of ideas and equal participation amongst all members of the class. The following are other expectations that the instructors expect the community to uphold:

• Be prepared for every class; preparation includes having completed assignments and readings
• Engage in dialogue when in the class; this includes listening as well as speaking. Dialogue via the blog is also expected.
• Respect the entire learning community
• Be thoughtful and inclusive of all members of the learning community
• The classroom is a safe space to explore ideas and challenge others’ assumptions
• Collaboration among students in and out of class; thus group/team work is encouraged. Note, you should maintain academic integrity.

As we come together in this learning experience, you should expect an engaging and educational class that is comprised of diverse learning styles, and experiences. Students can expect that instructors will:
• Provide constructive, honest, and timely feedback on assignments
• Facilitate a supportive environment conducive of dialogue and interaction
• Respect and fair treatment of all students
• Sensitivity to the needs of individual learners
• Alter the syllabus throughout the course to fit the needs of students and facilitate class discourse and knowledge

University of Maryland Standards of Academic Integrity

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. Any of the following acts, when committed by a student, shall constitute academic dishonesty:

• Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
• Fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise
• Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate any provision of this Code
• Plagiarism—intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise

Any member of the University community who has witnessed an apparent act of academic dishonesty, or has information that reasonably leads to the conclusion that such an act has occurred or has been attempted, has the responsibility to inform the Student Honor Council immediately. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.shc.umd.edu](http://www.shc.umd.edu)

Americans with Disabilities Act Compliance

Students with disabilities 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 are available to consult with students at any time. ([www.counseling.umd.edu/DSS](http://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.

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. Excused absences will only 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.

**Course Evaluation:**
While we hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there are more formal ways we will engage in evaluation as a class. One of these is the university's campus-wide online course evaluation system, CourseEvalUM. Your participation in this system will make a real contribution to our academic program. We value this student feedback, and other students will benefit from having evaluation data for all courses readily available. CourseEvalUM will be open for students to complete their evaluations at the end of the semester and can go directly to the website (www.courseevalum.umd.edu) to do so. Students will be alerted via their official University e-mail account when the website is active for this semester. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate. More information regarding this system is available at www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

**Students in Need of Assistance:**
The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. **Learning Assistance Services** (LAS) - offers services and programs on writing skills, English as a second language, study and time management skills, math skill, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the Counseling Center or the Mental Health Service at the University Health Center for an appointment. The Counseling Center also offers on-line resources on a series of topics.
Learning Assistance Services (LAS) Counseling Center
2201 Shoemaker Hall Shoemaker Hall
Email – lasinfo@umd.edu Phone – 301-314-7651
Phone – 301-314-7693
Website - www.counseling.umd.edu/LAS

University Health Center, Mental Health Service
2nd Floor, University Health Center (across from The Stamp Student Union)
Phone – 301-314-8106
Website - www.health.umd.edu/services/mentalhealth.html

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

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**READINGS, ASSIGNMENTS & GRADING**

**COURSE BOOKS**
The books cited below will be the main course books. It is your responsibility to get these books and read them as indicated by your instructor.


**ASSIGNMENTS**
**Weekly Reflection Blog Post**
Due: By Tuesdays: 11:59pm.
Points: 50, Need to post 10
As part of your class participation you will be required to post on the blog a reflection on one of the week’s reading. Given the length of readings, it is important that you read for the main ideas and overall arguments. Please do not get bogged down on details unless they really interest you. This course aims for critical thinking, not coverage. To ensure that everyone is prepared for an informed discussion, each week, you are required to write a 5 to 7 sentence reflective comment that
- States the main idea(s) of the reading(s)
- Analyzes some dimension of the author’s argument, comments or perspectives, e.g., evidence, logic, implications, etc.
The focus of your comments should be on the author’s arguments. I am especially interested in seeing a dialogue among the main ideas of the author(s) and your interpretation and/or assessment of those ideas. Your reflections do not have to be elegant, just sincere and hopefully, interesting. Beyond the basic requirement that you annotate the reading’s main ideas, this is your space to experiment. You might compare how two different readings from the course grapple with one theme. You might select an issue that is missing in the reading and examine how its absence weakens the author’s overall arguments. You may select one theme that particularly interests you and follow it throughout several weeks of the course. You may also respond to another student’s posting, but do not repeat the content. All posting will be graded either as a strong post=5pts, a weak post=2.5pts, or no blog post=0pts. Further descriptions of this grading scheme are on the blog. No posting is needed on the week of March 10, 2011 because of the Student Organization Opinion Blog. Two extra credit blogs may be accepted and will be graded accordingly. The blog for the course is located at: http://latinoleadershipumd2011.blogspot.com/

Critical Lenses Exercise
Due: In Class, Once during the semester
Points: 20
On a certain week a student group of two will present their critique of that week’s class reading(s). You will have the choice of which week’s reading your group will be presenting. Do not give us a summary of the article, but analyze the readings in more detail. Be prepared to expand on your blog post or instance, or detailing the group’s position regarding the author’s arguments or points, logic, perspective and evidence. This exercise is to improve your oratory and critical thinking skills. You are required to present once during the semester. You have 10-15 minutes for this presentation.

Digital Story
Due: Wednesday, February 24, 2011:11:59pm
Points: 50
Our personal histories and experiences greatly influence how we view ourselves, others, the spheres in which we live in while influencing our daily decisions. Through the readings and discussions in the first section of class, we hope you have gained a deeper understanding and appreciation of your own experiences and those of your peers in this learning community. This deeper understanding allows us to become better leaders because we look introspectively at how our values are formed, ideas are shaped, our experiences connected to larger social issues, and the role that racism, sexism, homophobia, power, and privilege have affected our personal lives and communities directly.

The goal of this assignment is to explore your personal story through a video recorded story. A second goal is to illustrate how to respond and engage in a conversation with others through these new media forms, like blogs and videos. In this story you could possibly discuss your genealogy as it pertains to the various identities we have been discussing in class including, but not limited to: race, culture, ethnicity, socioeconomic background, gender, sexual orientation, religion, etc. In 3 to 4 minutes you should
discuss in detail two critical incidents that have greatly affected how you see yourself in terms of the identities mentioned above. These can be either positive or negative experiences that you can now reflect upon and see how much they have affected you. Where possible select an incident that made you aware of the intersection of any number of identities. Select at least one concept or reading that relates to a critical incident you have reflected on. Some other things for you to think about are:

◊ What feelings came up for you as this occurred? If none, why?
◊ At the time, did you realize what had happened? What type of significance did you give it?
◊ In what way did these incidents affect your values? Relationships with others?
◊ How do concepts, if any, presented in Section 1 relate to your experience?
◊ How have these incidents affected the way you see yourself as a leader?

In Class Instructions: As part of class on Thursday, February 24th we will discuss the digital stories in small groups. See assignment attachments for further details on creating digital stories. The blog to post your story is: http://latinoleadershipumd2011.blogspot.com/

Student Organization Opinion Blog
Due: March 10, 2011:11:59pm
Points: 20

While still growing, the Latino student population at the University of Maryland is a small but active cadre of leaders working diligently at making their experiences at this university as memorable and fruitful as possible. The goal of this assignment is to build and express strong opinions about our surroundings through lived experiences and observations. You are to write an opinion about a Latina/o student organization on campus based on your observations, research on the history of the organization and your tangible interactions with its members.

Identify and attend a meeting(s) or event being hosted by one of the Latina/o student organizations at the University of Maryland. During your visit to the meeting/event, you are to be an observer-participant meaning you engage in the activities and discussions where appropriate. The purpose of you attending an event or meeting is to see leadership in action and see firsthand some or all of what we have been discussing in class (teamwork, organizational structures, conflict, etc.). Additionally this will allow you to get to meet some of the campus leaders, and possibly peek your interest for becoming involved in the organization. A full listing of the Latina/o student organizations is found at: http://www.union.umd.edu/diversity/latino/getinvolved.html. You may also interview or informally speak to student leaders and/or organization members to get an insight into the organizational culture, the leaders themselves, and the overall sentiment of the event or meeting.

Blog Instructions: Your post should be 12-16 sentences (2-3 paragraphs) that detail (1) a short overview of the group and meeting/event; (2) your opinion about the organization’s structure, mission and practices, leaders, etc. Base your opinion on and connect them to at least two concepts in the course; and (3) offer recommendations to improve or enhance the leadership or organization.
Panel Presentation of Annotated Bibliographies  
Due: May 5, 2011  
Points: 30  
You are to form groups of 3-4 people to prepare and present to the class a collective literature review composed of the individual annotated bibliographies described below. Panel presentations should be no longer than 25-30 minutes per group (5-6 minutes per person) with 10 minutes for discussion.

- All group members meet to discuss the annotations prepared by all individuals in the group and identify the general topic for your presentation. Look for points of connection among your individual bibliographies. Plan your group handout and presentation. Decide on who will do what in the group and the presentation.
- Please decide on some mechanism to assemble the individual annotated bibliographies into one annotated bibliography to be distributed the day of your presentation. In other words, the class should receive one packet that contains (1) a compilation of your individual annotated bibliographies; and (2) a brief introductory narrative that provides a summary of your general presentation topic. Please duplicate enough copies of the bibliography for everyone in the class and distribute them as part of your presentation.
- Your panel presentation should introduce the general topic and identify the patterns in the literature that the group found for each sub-topic (or each group member’s individual annotated bibliography). You may use PowerPoint, the blog and/or other media, if you need it. In your presentations, avoid merely summarizing each article. Instead, point out patterns in the literature and use the actual annotations to illustrate your main points.

Individual Annotate Bibliography  
Due: March 24, 2011  
Points: 30  
The Latina and Latino Context Section is to provide a framework of issues and realities about the Latino experience. Most of the literature and texts used in the class have come from sources and voices outside of the Mid-Atlantic experience. Therefore, the following assignment is an attempt to begin compiling the most current research that speaks about the Latino experiences and issues occurring in the Maryland, Washington D.C., and Virginia area and connecting them to a national lens. If your topic does not lend itself to focusing its research on the Mid-Atlantic region, please proceed with gathering research that discusses your topic at the national level. The goal of this assignment is for students to become experts on researching, understanding, and presenting issues affecting Latinos.

You are asked to develop an individual annotated bibliography relevant to your area of research interest within the limits of the Latino experience and context and that focuses mostly, but not exclusively, on the Mid-Atlantic region. You are also expected to fit your research interest within the larger Panel Presentation group. You will have time at the beginning of the semester to discuss with your classmates possible topics and get into groups.
Ideally, your annotated bibliography should consist of *contemporary scholarly, peer reviewed journal articles (from 2000 to the present)*. You can include book chapters from edited volumes. Please use APA Style Format. For this assignment, you should:

1. Draft an introduction to your annotated bibliography that provides some context for it. For example, you might describe patterns in the literature you surveyed, the process you used in identifying articles and then the research topic, the databases you consulted, and the strengths and weaknesses of your annotated bibliography.

2. Identify possible journal articles, list them in a APA bibliography format, and then determine which articles you will annotate. An annotation is a descriptive and evaluative paragraph that informs the reader of the *relevance, accuracy and quality* of the source you cite. For information on how to create an annotated bibliography go to: [http://www.library.cornell.edu/olinuris/ref/research/skill28.htm](http://www.library.cornell.edu/olinuris/ref/research/skill28.htm)

3. You should identify and annotate no less than eight scholarly journal articles. Consider the quality of your annotation, not on the quantity of articles.

Library Research Resources:
- [http://lib.guides.umd.edu/uslt201fall2010](http://lib.guides.umd.edu/uslt201fall2010)
- [http://www.lib.umd.edu/MCK/engl398l.html](http://www.lib.umd.edu/MCK/engl398l.html)

Librarian: Patricia Herron, Telephone: 301-405-9280, E-mail: herron@umd.edu

**Social Movements: A Comparative Analysis**
**Due: April 14, 2011**
**Points: 40**
You are to write a comparative analysis, 8-page paper, which examines social movement theories (like resistance theory), strategies (Section IV) and leadership theories (Section III). In the analysis you will compare historical movements and a current movement. State what are the similarities and differences in grounded theories behind the actions or activism, approaches, purpose, and the role leader(s) took within the movement. To conclude your analysis, state which movement’s approaches or strategies were best and why. Also, state what could current strategies look like to advance the movement you chose.

**Latino Leadership Model**
**Due: May 16, 2011: 5:00PM**
**Points: 60**
This assignment is to connect our knowledge of social concepts, conditions of Latinos and Latinas, and leadership theories to create a leadership model. The goal of the assignment challenges students to be comprehensive and purposeful in their design of a model that is congruent with the conditions and contexts of Latinos and Latinas. Students will be graded in their ability to give a comprehensive review/critique of
existing literature, presentation of a well-grounded and innovative leadership model, and applicability to the Latino context. Guidelines and questions to consider: A minimum of 6 pages in length, and should include the following sections.

1. Critique of the Literature (including Latino focused and non-Latino focused leadership literature) What concepts correspond to your views of Latino leadership? Why? What concepts differ from your views of Latino leadership? Why?

2. Identification of issues and conditions addressed in your model (this includes lessons from all sections of the course) 1. What conditions of Latino identity are to be considered? Why? What social issues must be considered? Why?

3. Presentation of the model (ultimately answering, what is Latino leadership?) What are the pieces and process to be used? What format will best present your model? Why? What does your model look like? (use of diagrams are acceptable) What are the outcomes for your model?

4. Case-study / scenario showing the applicability of your model.
This assignment is academic in nature; thus all claims must be substantiated with grounding in the literature. In other words, back up what you have to say. As there is a lack of comprehensive Latino leadership literature, it is important that you approach this assignment as a proposal to be evaluated for validity.

Guidelines for Paper Assignments
Because each student has different writing styles and preferences, we ask that all students adhere to the following guidelines when submitting written assignments:

◊ I require that you follow APA style for all papers. As a reference use http://owl.english.purdue.edu/owl/resource/560/01/
◊ Pay specific attention to correct spelling, grammar, and punctuation; while this isn’t an English class, I expect college-level writing from everyone
◊ Assignments must have a cover page with the following items: paper title, course title, your name, date, and term
◊ Papers must be typed, with 1” margins and double-line spacing
◊ Recommended font types are Garamond, Palatino, Times, or Times Roman in 12-point size
◊ As noted in the Academic Integrity section, all work submitted must be original! Please cite all ideas, concepts that are not yours.

If you need assistance with writing your papers, please come to the instructor and or other campus resources, such as the:
- Office of Multiethnic Education (OMSE) 1101 Hornbake Library, 301.405.5626.
- Writing Center: 1205 Tawes Hall, 301.405.3785 or email writadmin@umd.edu.

Other Assignments as Instructed
The instructor has the discretion to include further group assignments as needed. Further written instructions will be given and provided in a timely manner to the student.

COURSE GRADING
Given the seminar nature of this course, some of your grade will be based on your
active participation in course discussions and activities. The bulk of your grade will come from the assignments and presentations. The grading scale for the course is as follows:

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly Reflection Blog Post</td>
<td>50</td>
</tr>
<tr>
<td>Critical Lenses Exercise</td>
<td>20</td>
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<td>Digital Story</td>
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<td>Student Org Opinion Blog Post</td>
<td>20</td>
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<tr>
<td>Latino Leadership Model Paper</td>
<td>60</td>
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**TOTAL POSSIBLE POINTS:** 300 Points

**Grade Breakdown**

<table>
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<tr>
<th>Point Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>300 to 270</td>
<td>A</td>
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<tr>
<td>269 to 240</td>
<td>B</td>
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<tr>
<td>239 to 210</td>
<td>C</td>
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<tr>
<td>209 to 180</td>
<td>D</td>
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<tr>
<td>179 to 0</td>
<td>F</td>
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**Plus and minus grades will be awarded at the discretion of the instructors**

**SECTION 1: The Latino/Latina Context**

*Social, Cultural, Education, Economic, Political, Regional, National*

**Week 1: 1/27**

Article:


Video Clips On-Line:

**Week 2: 2/3**

Book: Montero-Sieburth & Melendez (2007), Chapters 1 to 3
Article:

**Week 3: 2/10**
Book: Montero-Sieburth & Melendez (2007), Chapter 4 & Chapter 5.

Article:

**Week 4: 2/17**

Book: Montero-Sieburth & Melendez (2007), Chapter 7 & Chapter 10 only.

**Week 5: 2/24 DIGITAL STORIES: OUR STORIES**
Discussion & Activity: Viewing of digital stories.

**SECTION 2: Exploring Critical Social Consciousness Theories**
*Social Consciousness, Critical Race Theory & Latino Critical Race Theory*

**Week 6: 3/3**
Articles:

SECTION 3: Leadership
History of leadership, leadership models, and Latino leadership.

**Week 7: 3/10**
Articles:


**Week 8: 3/17**
Article:


Book: Komives, et.al. (2009), Chapter 10 (Congruence) & Chapter 11 (Commitment).

**SPRING BREAK 3/20 - 3/27**

SECTION 4: Movement, Change, and Action
*Social Movements & Activism*

**Week 9: 3/31**
Book: Komives, et.al. (2009), Chapter 4 (Change) & Chapter 5 (Citizenship).

**Week 10: 4/7**

Book: Aponte-Pares (pg.43), Rodriguez (pg. 79) in Torres & Katsiaficas (1999).

Book: Komives, et.al. (2009), Chapter 6 (Collaboration) & Chapter 7 (Common Purpose).

**Week 11: 4/14**

Article:


Book: Komives, et.al. (2009), Chapter 9 (Consciousness of Self).

**Week 12: 4/21**


Book: Komives, et.al. (2009), Chapter 8 (Controversy with Civility).


**Week 13: 4/28**

Article:

Book: (In Class Reading) Komives, et.al. (2009), Chapter 12 (Becoming a Change Agent).

Student Presentations

**Week 14: 5/5**

Student Presentations

*THE END!*