EDCP418I – Special Topics in Leadership: LGBTQIA Leadership

Wednesdays: 1:00-3:34pm in 1112 Hornbake Library

This course is a collaboration and partnership with the College of Education and the Adele H.
Stamp Student Union – Center for Campus Life

Instructor
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Office Hours: By Appointment

Course Description
This course will demonstrate how different leadership models can provide frames into creating
major social change and personal growth. Specific emphasis will be placed on queer identities and
their intersections with concepts of race, class, religion, ability, and other areas of social privilege.
EDCP418I is structured as a participatory, action-oriented course. Students will develop and
demonstrate communication skills for engaging within and across social identities as active
participants. Collaboratively, the class will create, execute, and evaluate campus-based programs to
benefit the LGBTQIA communities.

Course Goals
Course goals are framed around the concepts of Knowing (gaining knowledge and understanding),
Being (clarifying values and beliefs), and Doing (developing skills). Students who critically engage,
challenge and apply themselves in this course will be able to:

Knowing (cognitive learning)
- Critically analyze personal leadership style by gaining a thorough understanding of the
  theoretical frameworks of leadership from the past and today
- Gain a critical awareness of LGBTQIA leadership and the real-world experiences of
diverse LGBTQIA individuals and communities
- Critically evaluate the historical, current, and future status of the LGBTQIA leadership
  movement

Being (affective dimensions of learning)
- Raise level of critical consciousness related to their role(s) in promoting diversity and
  perpetuating discrimination
- Understand the dynamics of their experiences and multiple identities (i.e., culture, peers,
  family) and their influences on leadership

Doing (behavioral/skill development)
- Identify, discuss, and write using concepts, theoretical frameworks, and research on personal
  and social identity, LGBTQI oppression and privilege, and leadership
- Pursue discussions related to LGBTQIA individuals to share readings, situations, and life
  experiences
- Demonstrate a critical awareness of self and others in the context of diverse societies.
- Demonstrate responsibility and commitment to work on behalf of positive social change.
Required Texts

Additional readings provided as pdf on ELMS.

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. An overall participation grade will be assigned by instructor 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.

Self-Assessment
Going into the fourth, eighth and twelfth weeks, you will be asked to provide a self-assessment, and the instructor will provide feedback to the students on their level of engagement. In the event of discrepancy between self and instructor assessments, the instructor will discuss it with you individually.

Class-Assessment
There will be several class assessments throughout the semester to gain feedback on style and effectiveness of the material covered and the instructor. There will also be periodical assessments of the reading materials and films to gain a sense of how effective materials are in providing various concepts and theoretical frameworks.

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.

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.


**Expectations for Instructors**

Students can expect their instructor 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. The instructor 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 the instructor 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, I will be sensitive to students’ requests for excused absences 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, the instructor expects 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 I 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 with disabilities are encouraged to contact the instructor 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.

**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)  
2201 Shoemaker Hall  
Email – Lasinfo@umd.edu  
Phone – 301-314-7693  
Website – www.counseling.umd.edu/LAS

Counseling Center  
Shoemaker Hall  
Phone – 301-314-7651  
Website – www.counseling.umd.edu

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

**Course Requirements and Grading**
- **Attendance**: Students should be prepared to raise questions, share ideas, and contribute to conversations (grounded in the readings). For each class session, students are expected to have at least 2 questions prepared that relate to the week’s readings. Students have the opportunity to earn up to 56 points, (4 per day for 14 days) for class participation. Class participation will be graded on the following rubric daily:
  - Arrive on time and present until class is dismissed, 2 questions prepared = 4 points
  - Arrive on time and present until class is dismissed, 0 questions prepared = 3 points
  - Arrive late or leave early, 2 questions prepared = 3 points
  - Arrive late or leave early, 0 questions prepared = 2 points
- Excused absence (up to three) = 4 points
- Unexcused absence = 0 points

- Journaling: Throughout the semester, students will reflect on readings, classroom content, and world events through journals. It is important that entries reflect thoughtful engagement with the course material. Journals should be reflective of personal experience, knowledge gained and impact of class activities. This is not to be merely a summary of events.

  Journal topics will be posted weekly on ELMS. Journals must be submitted via ELMS before the beginning of the class session for which they are due. Journals should be typed (1” margins, 12 point Times New Roman font, double-spaced) and approximately two to three pages.
  (30 points: 5 journals, 6 points each).

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

- Facebook Page: Using www.facebook.com, students will post information on current events in the LGBTQQIA movement. Students are required to provide weekly postings on the course’s facebook page with a link (Article, Blog Entry, Song, YouTube Video) that discusses a contemporary issue in the LGBTQQIA 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 2-5 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 Tuesday night before class. Facebook will be graded on the following rubric daily:
  - Posted link, commented on link and commented on one student’s posting = 2 points
  - Posted link, commented on link = 1 point
  - No link or comments = 0 points

- Digital Story: The journal topics throughout this course are intended, in part, to help you prepare to present your response in the form of a digital story. Your digital story should be 3-4 minutes in length and utilize various visual images (e.g., scanned images, online images, photos you have taken with a digital camera), audio media (e.g., music clips, other recorded sounds), and narrative. Further information on creating a digital story will be provided.

- Pride Month Action Project: This class is not just about reflection; it is about action. As a group, you will create, execute, and evaluate campus-based programs to benefit the LGBTQIA communities during April’s Pride Month. You will have time in class to develop and work on your programs. Tasks related to the project and the project itself may need to be accomplished outside class time. You will receive a group grade for this collaborative project that will be figured into your grade for the course. Further information on the Pride Month Action Project will be provided.

**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:

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\begin{array}{lllll}
\text{A+} & = 97-100\% & = 193 - 200 \text{ points} & \text{C} & = 73-76\% & = 145 - 152 \text{ points} \\
\text{A} & = 93-96\% & = 185 - 192 \text{ points} & \text{C-} & = 70-72\% & = 139 - 144 \text{ points} \\
\text{A-} & = 90-92\% & = 179 - 184 \text{ points} & \text{D+} & = 67-69\% & = 133 - 138 \text{ points} \\
\text{B+} & = 87-89\% & = 173 - 178 \text{ points} & \text{D} & = 63-66\% & = 125 - 132 \text{ points} \\
\text{B} & = 83-86\% & = 165 - 172 \text{ points} & \text{D-} & = 60-62\% & = 119 - 124 \text{ points} \\
\text{B-} & = 80-82\% & = 159 - 164 \text{ points} & \text{F} & = 0-59\% & = 0 - 118 \text{ points} \\
\text{C+} & = 77-79\% & = 153 - 158 \text{ points} \\
\end{array}
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Class Participation: total points possible: 56
Presentations: total points possible: 20
Journaling total points possible: 30
Facebook total points possible: 28
Digital Story: total points possible: 30
Pride Month Action Project: total points possible: 36

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.
## EDCP418I – Special Topics in Leadership: LGBTQQIA Leadership
### Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Key Concept</th>
<th>Readings Due</th>
<th>Assignments Due*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 26</td>
<td>Introductions and overview of leadership</td>
<td>Knowing/Being</td>
<td></td>
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<tr>
<td>2</td>
<td>February 2</td>
<td>Leadership for a changing world</td>
<td>Knowing</td>
<td>Preface and Part I of <em>Exploring Leadership</em> ELMS readings</td>
<td>Journal #1</td>
</tr>
<tr>
<td>3</td>
<td>February 9</td>
<td>Exploring your potential for leadership</td>
<td>Knowing</td>
<td>Part II of <em>Exploring Leadership</em> ELMS readings</td>
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<tr>
<td>4</td>
<td>February 16</td>
<td>Teams, groups, organizations, and communities</td>
<td>Knowing</td>
<td>Part III of <em>Exploring Leadership</em> ELMS readings</td>
<td>Journal #2</td>
</tr>
<tr>
<td>5</td>
<td>February 23</td>
<td>Social identities and intersectionalities</td>
<td>Knowing</td>
<td>ELMS readings</td>
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<tr>
<td>6</td>
<td>March 2</td>
<td>Connecting history to LGBTQQQIA leadership</td>
<td>Knowing</td>
<td>ELMS readings</td>
<td>Journal #3</td>
</tr>
<tr>
<td>7</td>
<td>March 9</td>
<td>LGBTQQQIA leadership and the campus</td>
<td>Being</td>
<td>ELMS readings</td>
<td>Presentations</td>
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<tr>
<td>8</td>
<td>March 16</td>
<td>LGBTQQQIA leadership and the workplace</td>
<td>Being</td>
<td>ELMS readings</td>
<td>Presentations</td>
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<tr>
<td>9</td>
<td>March 23</td>
<td>No class, spring break</td>
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<tr>
<td>10</td>
<td>March 30</td>
<td>LGBTQQQIA leadership and the military</td>
<td>Being</td>
<td>ELMS readings</td>
<td>Journal #4</td>
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<td>LGBTQQQIA leadership and health</td>
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<td>Presentations</td>
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<tr>
<td>11</td>
<td>April 6</td>
<td>Global LGBTQQQIA leadership</td>
<td>Being</td>
<td>ELMS readings</td>
<td>Presentations</td>
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<td>First draft of digital</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Activity Description</td>
<td>Reading</td>
<td>Additional Activity</td>
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<tr>
<td>12</td>
<td>April 13</td>
<td>LGBTQQIA leadership and the family</td>
<td><em>Being</em></td>
<td>ELMS readings</td>
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<td>o Presentations</td>
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<td></td>
<td>o Feedback to digital story board partner</td>
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<tr>
<td>13</td>
<td>April 20</td>
<td>LGBTQQIA leadership and religion</td>
<td><em>Being</em></td>
<td>ELMS readings</td>
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<td>o Presentations</td>
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<td></td>
<td>o Revise digital story board for presentation</td>
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<tr>
<td>14</td>
<td>April 27</td>
<td>Final digital story presentations</td>
<td><em>Doing</em></td>
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<tr>
<td>15</td>
<td>May 4</td>
<td>Now what? Making a difference with leadership</td>
<td><em>Doing</em></td>
<td>Parts IV and V of <em>Exploring Leadership</em></td>
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<td>ELMS readings</td>
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<td>o Journal #5</td>
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*www.facebook.com* assignment and questions for readings due every week