EDCP418I - Special Topics in Leadership: LGBTQQIA Leadership
Tuesdays and Thursdays 12:30pm - 1:45pm in Plant Sciences Building (PLS) 1168

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

Instructors

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Multicultural Involvement & Community Advocacy Office  
1120 Adele H. Stamp Student Union, Center for Campus Life  
University of Maryland, College Park, MD 20742  
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Office Hours: by appointment

Rev. Otis Gaddis III  
University Campus Episcopal Chaplain  
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Adele H. Stamp Student Union, Center for Campus Life  
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University of Maryland, College Park, MD 20742  
Email: ogaddis@umd.edu  
Office Hours: by appointment

Course Description
This course will demonstrate how the Social Change Model of leadership 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, gender identity, 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.

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

- 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 LGBTQQIA leadership and the real-world experiences of diverse LGBTQQIA individuals and communities
• Critically evaluate the historical, current, and future status of the LGBTQQIA leadership movement
• Recognize the degree of present legal, social, and cultural freedom within any given context for social change
• Evaluate the internal capacity for self-affirming actions of the LGBTQQIA community’s member within a given social system
• Understand the dynamics of their experiences and multiple identities (i.e., culture, peers, family) and their influences on leadership
• Identify, discuss, and write using concepts, theoretical frameworks, and research on personal and social identity, LGBTQQI oppression and privilege, and leadership
• 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
1. Leadership for a Better World
   Susan Komives, Edition 09, Publisher: WILEY, ISBN: 9780470449493

2. Strengths Based Leadership
   Tom Rath, Edition 08, Publisher: PERSEUS D, ISBN: 9781595620255
   ****It’s REALLY IMPORTANT that you get a NEW copy of this book! There is an access code in the back of the book that can only be used once - if you get a used copy, you will not be able to use the access code and therefore will not be able to participate in an important element of the class.****

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 class 12 and class 25, you will be asked to take a self-assessment quiz on ELMS, 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.

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 complete all reading assignments before class. Readings have been chosen with intentionality in regards to their content and length.
- 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.

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**Attendance**

Class attendance is essential and expected. The university has instituted a new attendance policy related to medically necessitated absences (available at [http://www.president.umd.edu/policies/docs/V-100G.pdf](http://www.president.umd.edu/policies/docs/V-100G.pdf)). The general attendance policy is available at [http://www.testudo.umd.edu/soc/atedasse.html](http://www.testudo.umd.edu/soc/atedasse.html). The information contained in this syllabus adheres to both these policies.

Unexcused absences and absences from a portion of a class session (i.e., late arrivals or early departures) will be factored into your participation grade.

**Medically necessitated excused absence from a single class section**

For a medically necessitated absence from a single class session, students may submit a self-signed note to us. Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event (noted with a MSGE in the course calendar).

Any student who wishes to be excused for an absence from a single class session due to a medically necessitated absence shall:

- Make a reasonable attempt to inform the instructor of his/her illness prior to the class; and,
- Upon returning to class, present their instructor with a self-signed note attesting to the date of their illness. Each note must also contain an acknowledgment by the student that the information provided is true and correct.

**Non-consecutive medically necessitated absences from more than a single class session**

For this course, we will treat these in the same manner as absences from a single class session for a medically necessitated absence (see above), unless the number of absences exceeds two. At that point, we will treat the absences as a Prolonged Absence from Classes (see below).

**Prolonged Absence from Classes and/or Absence from a Major Scheduled Grading Event**

- A prolonged absence is defined as multiple consecutive absences from a course during a semester due to the same illness.
- Students who experience a prolonged absence(s), as defined above or an illness during a Major Scheduled Grading Event (noted with a MSGE in the course calendar) shall be required to provide written documentation of the illness from a health care provider. In cases where written verification is provided, the Health Center or outside health
care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information shall be given.

Excused absences will only be provided on a limited basis for illness (self or dependant) (see information above), religious observations (see below), participation in university activities at the request of university authorities (this often applies to scholarship athletes), or compelling circumstance beyond the student’s control. **Absences will only be excused when the student has made a reasonable attempt to inform the instructor prior to class, except in case of emergency.**

Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

For both excused and unexcused absences, students are still responsible for coursework missed and for turning in assignments on time. Additionally, occasional in-class assessments may occur, sometimes without advance notice. These assessments will not be available for make-up due to an unexcused absence and are not considered Major Scheduled Grading Events.

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**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 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.**

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**Course Cancellations/Delays**
Please check with 301-405-SNOW or the university website ([www.umd.edu](http://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.

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**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. We exempt you from having to write the Pledge on your discussion posts, but ask that you write it on your midterm and final papers. 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](http://www.shc.umd.edu).

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**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](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.

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**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
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  
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

Course Requirements and Grading

- **Reading:** Students are expected to complete all reading assignments before class. Readings have been chosen with intentionality in regards to their content and length.
  - Readings will be posted on ELMS at least 1 week before each class.

- **Self-assessment:** Going into class 12 and class 25, you will be asked to take a self-assessment quiz on ELMS, 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.

- **Attendance and Participation: 20% of final grade:** 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 116 points (4 points per class plus 4 points for the meeting with Otis or Fiona) for class participation. Class participation will be graded on the following rubric per class:
  - Arrive on time and present until class is dismissed, active participation in discussion = 4 points
  - Arrive on time and present until class is dismissed, little or no participation = 3 points
  - Arrive late or leave early, active participation in discussion = 3 points
  - Arrive late or leave early, little or no participation = 2 points
  - Excused absence (4 maximum) = 4 points
  - Unexcused absence = 0 points

- **Online Discussion Forum: 20% of final grade:** On ELMS, you find 11 discussions already started, one for each of the *Leadership for a Better World* chapters that have discussion questions at the end. You are required to choose one discussion question from the end of 10 chapters of the textbook and write a substantive response to your chosen discussion question. Please indicate in your response to which question you are
responding.
  o Your response should be around 300 words. Responses are due after the class in which we discuss the topic, but the night before we start the next topic. Deadlines are clearly laid out on ELMS.
  o You only have to comment on 10 out of 11 of the discussions, so you get a chapter off. The grading rubric on ELMS is set up to drop each student’s lowest grade for this assignment group - i.e. ELMS will not count the discussion upon which you chose not to comment when it calculates your grade.
  o Each response is worth 10 points, for a total of 100 points.

  o **Meet with Instructor: Conversation about personal passions and leadership capacity**: this meeting is worth 4 class participation points. You will sign up for a one-on-one meeting with either instructor to be held before March 14. Times available for these meetings are posted on ELMS - you must sign up for a meeting on the course wiki by entering your name against a time slot.
    o Meetings will be held in the Memorial Chapel or in the Stamp Student Union

  o **Midterm: 20% of final grade: due in class 15, March 26**: Write a profile of a leader, past or present, of the LGBTQIA community.
    o This assignment will be marked out of 100 points.
    o The paper should be between 8-10 pages (not including references or appendices) in APA style (1” margins, Times New Roman, 12 point, double line spacing). Papers should be handed in on paper in the first class after spring break, i.e. Tuesday March 26.
    o The profile must include an analysis of the following elements:
      • Description of the social change the leader desired to achieve, including the historical and/or social context in which the leader was operating.
      • A description of the personal attributes of the leader including personal experiences that connect them to their desire for that social change.
      • Describe how the actions the leader took to effect social change and evaluate their level of success.
        • Integrate into this a description at least two leadership strengths identified in the StrengthsFinder text, *Strengths Based Leadership*, and evaluate how the leader overcame resistance by effectively using those strengths in this context. That is, analyze the leader’s action through the lens of the leadership strengths you have identified in them.

  o **Final Presentation and Paper: 40% of final grade: paper due May 10**: in small groups (which will be randomly assigned), you will present an action plan to the class to address a current social problem that affects the LGBTQI community. Individually, you will write a paper presenting the action plan and evaluating the collaborative process.
o Presentation (in pairs)
  ■ The class presentation will be marked out of 50 points.
  ■ You will have approximate 20 minutes for your presentation and questions.
  ■ In a pair, you will imagine yourselves as the leaders of a coalition for a certain LGBTQ+ problem. The coalition consists of your classmates and instructors.
  ■ Your task is to present an action plan to the coalition, briefly summarizing the problem, the proposed social change, the potential for resistance, and your proposed action strategy. The goal of the presentation is to inspire the members of the coalition to agree to this proposed action plan and your leadership in its execution.
  ■ You should consider the 4 domains of leadership strength (executing, influencing, relationship building, and strategic thinking) and how you will utilize the strengths of the individual coalition members when formulating your action plan.
  ■ You should also consider how you will build trust, show compassion, provide stability, and create hope for the coalition members and the community.

o Individual Paper
  ■ The paper will be marked out of 100 points.
  ■ The paper should be between 8-10 pages (not including references or appendices) in APA style (1” margins, Times New Roman, 12 point, double line spacing). Papers should be handed in on paper to the MICA office in the Stamp Student Union by 5pm on Friday, May 10.
  ■ This two part paper consisting of a written action plan and an evaluation of the collaboration process.
  ■ The written action plan should include:
    ● Analysis of the problem which includes:
      ○ a description of the place on the oppression-freedom spectrum the community is occupying
      ○ a description of the level of self-affirming capacity the community is capable of mobilizing for social change
      ○ Use citations to support your findings.
    ● The proposed social change.
    ● The potential for resistance and a strategy for overcoming resistance that mobilizes the strengths of your coalition team.
    ● An analysis of the 4 domains of leadership strength (executing, influencing, relationship building, and strategic thinking) and how you will utilize the strengths of the individual coalition members when formulating your action plan.
    ● Analyze how you plan will build trust, show compassion, provide stability, and create hope for the community.
  ■ The evaluation of the collaborative process should include:
- Description of your role in the collaboration. What was the relationship between your role and your strengths as identified by your StrengthFinder test?
- Address the strengths and weaknesses of working in your pair. Identify any problems you faced and discuss how you resolved them. Discuss at least one positive contribution of your partner to developing the action plan.
- Discuss how you built trust, showed compassion, provided stability, and created hope for one another in your partnership.

  - **Extra credit:** there may be opportunities for extra credit throughout the semester. We will post these opportunities on ELMS. We are also open to suggestions for extra credit bearing projects.

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**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. Grades will be published on ELMS. This is a 3-credit, letter-graded course, based on the following grade scale:

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<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>90 - 92.9%</td>
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<tr>
<td>B+</td>
<td>87 - 89.9%</td>
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<td>B</td>
<td>83 - 86.9%</td>
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**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.