ASIAN AMERICAN & PACIFIC ISLANDER LEADERSHIP
EDCP 418A/AAST 4981

FALL 2013
T/Th: 11:00AM-12:15PM
11:00AM -12:15PM
ARC 1121

INSTRUCTOR: JUDE PAUL DIZON, M.ED.
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OFFICE HOURS: TBD
1120 STAMP, MICA OFFICE

COURSE DESCRIPTION

This course will offer students the opportunity to think critically about leadership concepts, especially in relation to Asian American and Pacific Islander (AAPI) communities. The historical and political contexts of Asian American and Pacific Islanders in the United States are core components of this course. There will be many opportunities to reflect on upon the relationship of social justice to AAPI communities and leadership. We will explore how family/cultural values, racism, history, and society have interacted and influenced the development of AAPI experiences, social movements, and leadership.

The course will also focus on critical issues facing AAPI students here at the University of Maryland-College Park, and will provide a rich theoretical base for AAPIs and allies to develop leadership, activism, and managerial skills. We will begin by exploring general leadership theories and contrast them with practical experiences that you have observed. We will then move on to practical skills and use guest speakers and out of class assignments to bring that knowledge to the community and into practice at the University of Maryland. Finally, we will broaden the picture and explore issues affecting AAPIs in the larger society as you move from being leaders on campus to leaders in the workplace and outside of the college setting.

Students will be required to think critically about leadership theories and how to apply their leadership style. Class assignments incorporate self-awareness exercises to examine how one’s own personality, identity, personal histories and values contribute to one’s leadership style. As such, personal and group reflections are critical features of this course.

STUDENT LEARNING OUTCOMES

- Students will apply knowledge of the democratic process to political issues relevant to the Asian American and Pacific Islander community at the state and national levels;
- articulate how personal characteristics (such as one’s personality, experiences, culture, and values) and the sociopolitical context influence one’s leadership style;
- critically apply leadership theories to issues relevant to Asian American and Pacific Islander students and the broader Asian American and Pacific Islander community; and
- apply these concepts, theories, and self-insights when proposing an intervention to address an issue facing the Asian American and Pacific Islander community.
COURSE EXPECTATIONS

This course requires a great deal of reading, as well as papers and a group project. Given the emphasis on discussion and experiential learning, participants of this course are expected to complete readings and assignments prior to class and come prepared for class discussion. Along with the classroom work, students should be attentive to how core concepts apply in their current involvement and leadership roles. It is also expected that participants will thoughtfully and thoroughly complete assignments by the assigned due date.

Students are expected to engage with one another in a respectful manner. Every member of the class is expected to contribute to the discussion. To provide an environment conducive to engaged discussion, students should refrain from using cellphones and sending/reading text messages, and unless explicitly needed for the course, should not be using laptops or other technology during the class periods.

Papers should be double-spaced, typed, with 1" margins and have page numbers. Correct citation methods are required for all written assignments. Students may choose the citation method they are most familiar with and know how to use correctly. Assignments will be e-mailed and files should be named according to the following format:

“LastName_FirstName_AssignmentTitle”

Failure to follow the above mentioned written expectations will result in a lower grade. (For example, instructors have dropped written assignments a full letter grade for poor writing or incorrect citations). Instructors will entertain questions about course expectations, however, students are expected to pose questions well in advance of the deadline (i.e., sending an email the day before an assignment is due demonstrates insufficient planning).

CLASSROOM ATTENDANCE

Class attendance is essential and expected. The attendance policy is available at http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540. The information contained in this syllabus adheres to both these policies.

Unexcused absences
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. If you turn in a late paper without an excused absence and have not made arrangements with us in advance, instructors will drop your grade by 10% for every 24 hours that it is late.

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 the instructor. Such documentation shall be honored as an excused absence.

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 their illness by emailing both instructors PRIOR to the start of class.
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. (See academic dishonesty policy)

**Non-consecutive medically necessitated absences from more than a single class session**
For this course, instructors 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 three. At that point, we will treat the absences as a Prolonged Absence from Classes.

**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 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 dependent), religious observations (where the nature of the observance prevents the student from being present during the class period), participation in university activities at the request of university authorities, 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.**

**Religious or Cultural Observances:**
Because we are a diverse community and enroll students with many spiritual beliefs, instructors will be sensitive to students’ requests for excused absences and make-up 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. It is the student’s responsibility to inform the instructors by the end of the drop/add period if they will be absent or will request make-up assignments.

**COURSE POLICIES**

**Code 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. 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).

To further exhibit your commitment to academic integrity, students will sign the Honor Pledge (see below) during the first class; this will hold true for all examinations and assignments throughout the semester:
“I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment).”

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. (www.alert.umd.edu). This course will comply with any university cancellations or delays accordingly.

ADA Statement: Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact the instructors at the beginning of the semester to discuss academic accommodations. 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 available to consult with students. www.counseling.umd.edu/DSS

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
Website – www.counseling.umd.edu/LAS

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

Course Evaluations:
While we hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there also formal ways we will engage in evaluation as a class. The university has a 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.

The instructors use student feedback when revising the syllabus. We welcome your feedback throughout the semester as well at the middle and end of the course.
**REQUIRED COURSE TEXTS**

Rath, T. (2007). *StrengthsFinder 2.0*. New York, NY: Gallup Press. *Note: students must purchase a NEW copy of this text, otherwise they will not be able to complete the online assessment*


**Additional Course Readings**

Articles and other readings outside of the texts will be required. These readings will be provided in the Course Content section of the ELMS site. Also, the instructors may provide additional readings based on current events or other issues. There will be one copy of the course readings available at each instructor’s office. All updates to readings will be posted on the course website on ELMS. [https://elms.umd.edu/webapps/portal/frameset.jsp](https://elms.umd.edu/webapps/portal/frameset.jsp)

(login with your directory ID)

**COURSE ASSIGNMENTS**

I. Class Attendance and Participation (20%)

A quality learning experience in this course rests heavily on a high degree of interaction and exchange of ideas among students and instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be weighed. Strong participation will be characterized by showing interest in class discussions and sharing ideas, thoughts, perspectives and questions in all classes.

*Your participation grade is based on several factors:*

- **Attendance and Discussion** - This includes raising and answering questions, sharing ideas, observations, and personal experiences, and helping others develop their views and ideas, relating and synthesizing ideas of others, and pointing out relationships to earlier discussions. Thus your attendance is vital to your class participation grade – if you are not present you cannot contribute to the discussion. Attendance and discussion is approximately a third of your class participation grade and will suffer as a result of unexcused absences or tardiness.

- **Reading** – in order to participate fully in class, all assigned readings must be completed. Failure to complete the readings and participate actively during class discussions will negatively affect your class participation grade. You must read to be able to engage in the class discussion.

II. Reflections/Discussion Board Posts (15%): 3 Reflections and 2 Discussion Board Assignments

These assignments require you to think critically about the topics we discuss and read about in class and consider how they relate to your understanding of yourself as a leader.

*Reflections (30 points each)* will be a 2 page reflection (single spaced) on the previous class content. You should not recap what we talked about, but rather discuss your reactions and thoughts about the topics. You MUST refer to both the class discussion AND readings for full credit. *What did you think of the topic? Have you seen examples of the topics in your own experiences? How does this impact your understanding of leadership and how you see yourself as a leader?* Use these reflections as a time to engage with the course
material in a more personal but no less critical way. As with all assignments, grammar and proper citations are considered in your grade.

**Discussion Board** *(30 points)* assignments include two parts (1) posting articles and (2) responding to articles:

(1) Articles must be scholarly in nature and/or from a respected news source; blogs and individuals’ person websites are not acceptable. In essence you should be looking for news articles that have relevance to AAPI leaders, the community, and/or specific issues discussed in class. If you have questions, then ask your instructors. When posting an article you must include 2-3 thought provoking questions which substantively relate to the content of the article and course content.

(2) When posting a response you may wish to respond to a specific article or several related articles. Make sure that you comment in depth and not superficially. You will be evaluated on the content, critical thinking, thoughtfulness of your response. You may also wish to incorporate additional course content within your analysis of the article.

**III. Personal History (15%)**
Our personal history and events that have impacted us in the past are often the greatest influences on who we are. This assignment will give you the opportunity to examine your family history and help you understand some of the factors that influence your notions of leadership, your desire to participate in leadership, and your own leadership style. Self-awareness and understanding of one’s personal history provide important insights that are crucial to understand for successful leaders.

There are four major components to this assignment. Your paper, which should be 6-8 pages in length, should include the following (total 120 points):

1. **Family history (35 points)**
   Describe your family’s history (including yourself) in the United States. Highlight events that are significant to you and your family. If your family immigrated, when did they immigrate? Why? What are some of the challenges they faced? How did they resolve those challenges? What are some strong memories that they have of their experience here?

2. **Leadership in your family (35 points)**
   Describe how your family members define leadership. How do they conceptualize leadership? Whom do they consider leaders? How have you seen leadership reflected in your family (if at all)? Make connections to your family’s history. How have your family members’ experiences influenced their notions of leadership?

3. **Influence of family and personal history on your own notions of leadership (35 points)**
   Your paper should include an assessment of your own notions of leadership. Connect your family (including your personal) history with your leadership development. How have your family’s experiences been reflected in your own development? What experiences have influenced the way you view leadership? How has your personal history affected your desire to become a leader?

4. **Punctuation, grammar, syntax, organization, style (15 points)**

Begin this project by interviewing at least two members of your family to get a sense of their history in the United States. Feel free to interview your parents, guardians, grandparents, uncles, aunts, or any other relative who might be able to speak to your cultural history.
IV. Midterm Outline and Paper (20%)
Students will engage in an experiential learning exercise that involves an on-campus organization and an organization in the greater Washington D.C. area that works directly on AAPI-related issues. Students are to immerse themselves in the activities and initiatives of their chosen organization throughout the first half of the semester. While this experience may take many forms, it must include:
- In-depth interview (for at least 30 minutes) with at least one staff member of the organization;
- Attending at least one program or event sponsored by the organization;
- Students will conduct at least one interview and attend at least one event each for the on-campus organization and the off-campus organization.

The Midterm Outline - should include the following:
- Names of the organization
- Name & contact information of staff members
- Date and time of (a) staff member interviews and (b) programs/events
- List of questions you intend to use for your interviews with staff and community member
- General expectations of what you expect to learn through this experience

The Midterm Paper - will be 8-10 pages in length. A detailed description of each option will be covered in the second class.

V. Group Project: From Ideas to Action (30%)
- Final paper
- Presentation

The group will identify a problem/issue related to the campus AAPI community and create an intervention (i.e., a program, practice, or policy). A paper and presentation will be culminating products. A detailed description of this project will be covered in the second class.

GRADING

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