LEADERSHIP & ETHNICITY
EDCP 418D, SECTION 0101
FALL 2013
TUESDAY & THURSDAY 2:00 – 3:15 PM
2101 BENJAMIN BUILDING
BRANDON DULA, INSTRUCTOR

COURSE DESCRIPTION
This course will examine the concept of leadership from the standpoint of race, ethnicity, and culture. Specifically, we will explore the concept and differing meanings of “leader and leadership” within racial/ethnic communities in the United States. Issues of leaders and leadership will be examined as influenced by political, cultural, and historic events. The course will place particular emphasis on colleges and universities as a microcosm of the larger society and as a cultural site for exploring and assessing issues of race, ethnicity, diversity and leadership.

Department of Counseling, Higher Education, and Special Education
College of Education

This course has been developed through the collaboration and partnership of the Department of Counseling, Higher Education, and Special Education within the College of Education and The Adele H. Stamp Student Union-Center for Campus Life.

COURSE OBJECTIVES
Students who critically engage, challenge and apply themselves in the course will be able to:

- Articulate and analyze their personal leadership style
- Understand and compare models and theories of leadership
- Understand key concepts and theories of race, ethnicity and culture
- Have an understanding of the historical experiences of various U.S. ethnic groups and how leaders and leadership have impacted these communities.
- Understand the dynamics of majority-minority relations.
- Understand issues of oppression and power in relation to identity
- Develop and demonstrate intergroup dialogue skills for engaging within and across social identities as active participants in our diverse democracy.
- Critically examine, discuss, apply, and write using concepts, theoretical frameworks, and research on personal and social identity, race, ethnicity and culture.
- Raise their level of critical consciousness and use what they have learned to relate and address issues in a diverse society.

TEXTS AND READINGS

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In addition readings will be available on the course CANVAS Blackboard site and students will be asked to review information on the Internet.

**CAMPUS ADDRESS & OFFICE HOURS**
*Address:* 0140 Hozapfel Hall after October 2013, - 1120 Stamp Student Union
*Phone:* 314-7167
*Fax:* 314-2672
*E-mail:* bdula@umd.edu
*Office Hours:* By appointment only! Make appointment in class, e-mail or call.

**ASSIGNMENTS**
*Class Exercises:* Students must turn in all class written exercises and take home exercises.

*Exams:* There will be two short exams. Exams will cover information from the readings and concepts discussed in class on leadership and theories of race, ethnicity and culture.

*Modules:* Students will be asked to examine race/ethnicity/culture/diversity on campus by completing 3 modules that focus on these areas. Please refer to section on modules at the end of the course syllabus for directions for each module.

*Class Projects:* Students will be placed on teams; each team will lead a class discussion focused on leadership in a specific ethnic community. Students will be given assigned readings and are expected to complete additional research for this assignment. Groups will produce a PowerPoint presentation as part of this assignment. Groups will also complete a “professional” poster (for display) for this assignment that details leadership within the community they were assigned to research. Please refer to section on class presentations at the end of the syllabus for instructions.

*Final:* There will be a final exam that will cover materials from the first two exams and information from final readings and class team presentations.

**GRADING**
*Class Attendance:* 10 percent of grade
*Class Participation:* 10 percent of grade
*Class and Written Exercises:* 5 percent of grade
*Class Team Presentation:* 20 percent of grade
*Exams:* 20 percent of grade
*Modules:* 15 percent of grade
*Final Exam:* 20 percent of grade

Final grades will be assigned using the following scheme: A+ (98-100), A (94-97), A- (90-93), B+ (87-89), B (82-86), B-(80-82), C+ (77-79), C (72-76), and C-(70-72).
**EXPECTATIONS**

*Attend Class!*
Unlike larger classes that you may have taken in the past, this course is a seminar/discussion/dialogue. It is important that we develop a sense of “team” and “trust,” therefore it is crucial for group dynamics and the success of the class that you be present.

*Complete All Readings Assignments!*
Unless you are an expert on leadership and issues of race, ethnicity and culture, you will probably need to complete all of the assigned readings for this course. Students sometimes try to “get over” by skimming rather than engaging in the work of critical and comparative analysis that is required for this course. Having not read will be especially apparent when class topics/discussions are led by student teams. Some may feel that they do not have to read since others are presenting the subject matter for a particular class. This will undermine our class discussions and the learning that should occur. I ask that you not cheat yourself and your classmates out of your valuable and informed thoughts and comments.

*Participate in Class Discussions and Exercises!*
One of the core learning premises of this course is that individuals in this class serve as co-instructors. This is done through our class discussions. While we will read the work of various scholars and learn theories of leadership, race, ethnicity and culture, you the student serve as a co-instructor by bringing your own heritage, worldviews and lived experiences to the classroom. You have much to teach us about you and much to learn from your classmates.

*Respect the opinions and worldviews of your classmates!*
I cannot stress enough the fact that at its core, this is a course about race, ethnicity and culture. All of us have views on the subject, but not many of us have had in-depth discussions with others over an extended period of time. “Race” as legal scholar Christopher Edley suggests, “is not rocket science… it’s harder than rocket science.” It is important to understand that there may be some topics and discussions that make us uncomfortable. You may also find that you disagree with the opinions of others in the class. Yet in spite of what you may view as controversial statements and opinions, I ask that you reserve judgment of your classmates in the understanding that others in the class may have difficulty grasping your views. I ask and hope that we consciously cultivate a spirit of compassion, because as Cornell West would suggest, “we are all racists, sexists and homophobes in recovery.”

*Reflect on and think deeply about race, ethnicity, culture, and leadership!*
This course does not seek a transformation of you the individual or that you become an ally for a specific group or cause. This course does seek and hope that you learn to listen, keep an open mind and learn to examine the issues of race, ethnicity and culture from varied perspectives as well as the willingness to engage with others despite differences.
CODE OF ACADEMIC INTEGRITY
In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating, fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course.

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

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

- ___ sign your name ________

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

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). The general attendance policy is available at 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.

RELIGIOUS OR CULTURAL OBSERVANCES
Some class times are in proximity to religious or cultural observances. If a class date or assignment creates a conflict, please let the instructor know so that appropriate arrangements can be made.

ADA STATEMENT
Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), the instructor 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 set up a meeting to discuss academic accommodations. To assist with this process and provide appropriate accommodations, it
would be helpful for instructors to receive a copy of the students’ accommodation letter. 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. www.counseling.umd.edu/DSS

**INCLEMENT WEATHER**

In the event of inclement weather, please check university website (http://www.umd.edu/) and snow line (301-405-SNOW) as well as local radio and TV stations to ascertain if the University is open. Should the University be closed, the course schedule will be adjusted accordingly.

**EMERGENCY PREPAREDNESS-UNIVERSITY CLOSED FOR EXTENDED PERIOD**

Should the University be forced to close for an extended period, please consult www.umd.edu/emergencypreparedness/pandemic_flu/acadprog.cfm for University policy regarding continuation of classes.

**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.

**COURSE EVALUATIONS**

While I 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. The University values 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.

**THE INSTRUCTOR OF THE COURSE RESERVES THE RIGHT TO MAKE CHANGES TO THE ASSIGNMENTS. YOU WILL BE NOTIFIED OF ANY CHANGES TO THE COURSE OUTLINE, READINGS OR ASSIGNMENTS.**
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<thead>
<tr>
<th>CLASS/DATE</th>
<th>TOPIC</th>
<th>READING</th>
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<tr>
<td>Class 1 September 3, 2013</td>
<td>Overview and Purpose of Course</td>
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<td>Class 2 September 5, 2013</td>
<td>Getting to Know You Exercise: Personal &amp; Social Identity Wheel</td>
<td>Homework: Triptych Exercise</td>
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<td>Class 3 September 10, 2013</td>
<td>Triptych: Graphic Visual Views of Leadership</td>
<td>Homework: Cultural Ethos Exercise</td>
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<td>Macro and Micro Culture…Exploring Cultural Ethos</td>
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<td>Class 5 September 17, 2013</td>
<td>Cultural Ethos Exercise Group Project Team Selections</td>
<td>Assignment for First Look Fair</td>
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<td>Class 6 September 19, 2013</td>
<td>Attend First Look Fair with Group Project Team</td>
<td>Homework: Develop Team Group Project Contract Module 1 Due: Self Reflection</td>
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<td>Class 7 September 24, 2013</td>
<td>What is Leadership? Theories of Leadership</td>
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<td>Class 8 September 26, 2013</td>
<td>What is Leadership? Theories of Leadership</td>
<td>Readings: The Changing Nature of Leadership *C</td>
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<td>Class 9 October 1, 2013</td>
<td>What is Leadership? Theories of Leadership</td>
<td>Readings: Social Change Model of Leadership *C</td>
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<td>What is Leadership? Theories of Leadership</td>
<td>Readings: Social Change Model of Leadership *C</td>
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<td>Class 11 October 8, 2012</td>
<td>EXAM ONE: LEADERSHIP THEORIES</td>
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<td>Class 12 October 10, 2013</td>
<td>Inter-Group Contact and its Outcomes</td>
<td>Readings: The Racial and Ethnic Mosaic *C</td>
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<td>Inter-Group Contact and its Outcomes</td>
<td>Readings: Intergroup Contact and its Outcomes *C</td>
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<td>Inter-Group Contact and its Outcomes</td>
<td>Readings: Ethnicity and Race in American Life *D</td>
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<td>Class 15 October 22, 2013</td>
<td>Inter-Group Contact and its Outcomes</td>
<td>Readings: Overseas Migration from Europe *D</td>
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<td>Class 16 October 24, 2013</td>
<td>EXAM TWO: THEORIES OF RACE &amp; ETHNICITY</td>
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<td>17 October 29, 2013</td>
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<td>American Indians</td>
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<td>18 October 31, 2013</td>
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<td>English Americans</td>
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<td>19 November 5, 2013</td>
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<td>24 November 21, 2013</td>
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<td>Arab Americans</td>
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<td>25 November 26, 2013</td>
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<td>Italian Americans</td>
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<td>26 November 28, 2013</td>
<td>NO CLASS</td>
<td>THANKSGIVING BREAK!</td>
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<td>27 December 3, 2013</td>
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<td>Vietnamese Americans</td>
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<td>28 December 5, 2013</td>
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<td>Haitian Americans</td>
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<td>29 December 10, 2013</td>
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<td>30 December 12, 2013</td>
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<td>PRESENTATION</td>
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*D = Coming to America (course text)  
*C=CANVAS (course ELMS site)

***ALL READING ASSIGNMENTS ARE TO BE COMPLETED FOR THE CORRESPONDING CLASS DATE TO WHICH LISTED***

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LEADERSHIP & ETHNICITY
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FALL 2013
DIVERSITY MODULES

MODULE 1: SELF REFLECTION: Write a 5 to 7 page autobiography. Describe yourself in terms of your race/ethnicity/culture. How has race/ethnicity/culture affected your life and worldview? How is your life different from that of your parents and other family members in terms of race/ethnicity/culture? What national historic events, ideas, cultural occurrences influence/affect you in terms of your race/ethnicity/culture? How does the University affect you in terms of your race/ethnicity/culture? How does the concept of diversity impact your race/ethnicity culture? What issues are important for you in terms of race/ethnicity/culture? Describe someone you would identify as a leader of your racial/ethnic/diversity group. Why is this person considered a leader? What philosophy does/did this person hold that continues to influence you? In what ways do you believe that race/ethnicity/diversity and leadership will continue to affect your life?
DUE: SEPTEMBER 19, 2013 via e-mail attachment by 11:59 pm

MODULE 3: INTERVIEWS: Interview five students, (all 5 individually different from each other) who are different from yourself in terms of race, ethnicity, gender, or sexual orientation. Describe the subjects in terms of the listed categories. How has race affected the subject’s life and worldview? How are their lives different from their parents? What type of community did they grow up in racially segregated or integrated? What types of schools did they attend? What issues in terms of their identity affects them here on campus? What if any groups/organizations do they belong to that is related to their cultural identity? Have them tell you about someone they would identify as a leader of their group both from the past and in the present. Do they believe that their cultural identity will continue to affect their lives, if so how and why? Contrast their worldview with your own.
DUE: OCTOBER 29, 2013 via e-mail attachment by 11:59 pm

MODULE 3: CULTURAL IMMERSION: Attend a program or event given by a cultural student organization or a diversity related event sponsored by any campus organization. You may also attend an event sponsored by a University office whose “major focus” is diversity related (e.g. The Office of LGBT Equity; The Nyumburu Cultural Center; The Office of Multi-Ethnic Student Education (OMSE); The Stamp Multicultural Involvement and Community Advocacy Office (MICA); or the Office of Diversity and Inclusion). You may also attend a diversity related program sponsored by any University academic program or services office. After attending the program you are to write a one page summary of the event and your thoughts on the program.
DUE: DECEMBER 5, 2013 via e-mail attachment by 11:59 pm

*You have a one day (24 hour grace period) on all modules. Modules turned in after the grace period will drop one letter grade*
For this assignment, students will be paired with another student and will prepare a presentation for the class on an American immigrant/ethnic community. Student teams will be provided with several readings/articles to help them get started but will be expected to research/review additional source materials for their assigned topic. Teams will be selected during the third week of class. Teams will randomly draw names for the titles of their topic. Presentation dates for the topics will follow the order of immigrant/ethnic groups listed in the syllabus.

*Your presentation should include the following information*

1). History of the Group. Specific information from all chapters posted on course ELMS CANVAS site.

2). How/why group came to America? Push/Pull Factors

3) Which context of leadership (historical, contemporary or immediate) is most applicable or best describes the experiences of this group?

4). Which assimilation model/power order model best describes group?

5). Relationship between the U.S. and homeland of the group.


7). How the group (has or currently) faces issues of survival in America?

8). How the group has addressed advocated for education for its members?

9). How the group has advocated for equality for themselves?

10). How the group has advocated for employment or economic issues for themselves?

11). Ways in which the group has maintained and promoted its cultural heritage. Ways in which the group has influenced American society.

12). How leaders were/are perceived by members of their own group.

13). How were leaders of the group perceived by the dominant/majority society?
14). Names of leaders of the group both past and present and what they did or advocated for empowerment.

15). Information regarding regional or national organizations that advocate on behalf of the group. These include organizations that did or currently still exist that advocate on behalf of the group. Describe the agenda and activities of the organization.

16). Title of two books relating to history or leadership of the group.

17). Ten questions for class discussion.

18). Power Point Presentation of topic

19). Poster Board of presentation for display. (All poster boards are due by December 1, but can be turned in before)

Please review the following websites for information on how to construct an academic poster:

http://www2.napier.ac.uk/gus/writing_presenting/academic_posters.html

http://www.asp.org/education/howto_onPosters.html

Poster Boards will be displayed for presentation at one of the classes near the end of the semester. UM Leadership instructors and campus administrators will be invited to our poster session.