This course will offer students the opportunity to develop skills and knowledge of leadership through a Latin@ context. The class explores social and cultural consciousness, critically analyzes leadership theories, and identifies methods of social change from social movements and Latin@ experiences. To accomplish this, the course will focus on U.S. national and local issues facing the Latin@ 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 Latin@ 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 sections:

1. **The Latin@ Context** provides a brief survey of where Latin@s are in education, politics, citizenship, and other areas, to equip students with a micro and macro understanding of issues affecting Latin@s.
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.

**Course Objectives:**

- To develop a critical and social consciousness
- Learn about the dynamic features and characteristics of our heterogeneous Latino/a 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 Latin@ 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 “Latin@”; 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, Latin@s, as an oppressed/targeted/social minority group in the United States, has developed strategies to survive. Critical consciousness, re-appropriation, and activism are just some tools Latin@s 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. As the instructor I view myself as a facilitator rather than a teacher, my role is to help critically analyze the videos and 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 AND PROCEDURE

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, especially have readings and assignments completed.
- Engage in dialogue within the class; this includes listening as well as speaking.
- 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.

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 the instructor will:

- Provide constructive, honest, and timely feedback on assignments
- Facilitate a supportive environment conducive of dialogue and interaction
- Treat all students with respect and fairness
- Model 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 enhancement

Cell Phones and Computers

It is my expectation that students come to class fully prepared and engage in classroom discussions activities. Computers may contribute to active learning, AND may serve as a distraction. I encourage you to consider your own learning style with regard to this. If a computer will distract you more than it will help you, I challenge you to turn it off and participate in class using paper and pen. If computers
become a distraction for any particular student or for the class, I will ask students to stop using them in class.

Similarly, there are legitimate reasons to have a cell phone in the classroom (work, family emergencies, etc), AND they may also serve as a distraction. Please balance these needs appropriately.

For me, the bottom line is respect for your peers and me. I spend a significant amount of time preparing for class and striving to ensure you have a high-quality academic experience, as do you. Please respect this effort by preparing for and engaging in course materials, including classroom discussions and activities. You get out what you put in!

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

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 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.

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 (below is the link to the university policy), 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.

http://www.provost.umd.edu/announcements/StudentMedicalAbsences.cfm
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 I hope to create a learning environment in this course that allows students to provide timely feedback to me as the instructor, 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
ASSIGNMENTS

Participation
Preparation for and participation in class is crucial to building the learning environment, I hope to build in our class. Therefore in order to encourage and reward this behavior, participation will be evaluated based on three measures.

a) Attendance: If you have more than 3 unexcused absences, you will get zero participation points.
b) One-minute email: you are expected to send an email to vlerma@umd.edu within 24 hours answering the following questions:
   - What did you learn this week?
   - What do you want to learn more about?
   - What is your overall reaction to this afternoon’s class session?
c) Classroom engagement: Make an effort to be involved in discussions and participate in classroom activities to receive credit.

Article Critique
Critical thinking is an important skill to develop during your college career so this assignment aims to have you engage in critical analysis of a course reading. You are expected to write one reaction paper on a single article or set of articles from the required readings list in the course schedule. Your article critique should respond to the following questions:
1. What is the central issue, problem or argument in this reading?
2. What are the key points raised in the reading?
3. Does the author make assumptions? If so, what are they?
4. What might some counterarguments to the author(s) perspective?
5. What is most interesting or provocative about this reading?
6. Do you agree with what the author(s) share? Why or why not?
7. What’s your perspective on the points raised in the reading(s)?
8. If using more than one reading, how are the selected readings related? In what ways do the authors’ perspectives converge/diverge?
9. What did you learn as a result of the reading(s)
10. What questions did the reading(s) raise for you?
11. How were your personal views or previous understandings challenged or changed?

This assignment should be 5-7 pages (excluding cover page and references). I suggest you choose an article that peaks your interest or you have a strong reaction to. The paper should be submitted at any time but no later than March 13th at noon. Your submission should be made on elms.umd.edu.

Personal Narrative
In an effort to situate student’s personal experiences in leadership, you will be asked to write a 10-15 page written narrative, script and create a 3-4 minute digital story, or other creative work (spoken word piece, poem, musical creating, etc.) that reflects your personal story.

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. Therefore, within this assignment you are expected to center your identity to social and
political impacts that your identity of race, gender, class, age, sexual orientation, religious/spiritual affiliation, ablebodiedness, primary language, socioeconomic background, country of origin, etc.

Your submission should discuss in detail two critical incidents that greatly affected how you see yourself in term of the identities mentioned above. These can be either positive or negative experiences that you can now reflect upon and see how they have affected you. Some questions you can think about in your reflection 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?

You have to submit a proposal or outline of your creative work at any time but no later than February 7th at noon. The final draft of this assignment should be submitted on April 3rd at noon. Your submissions should be made on elms.umd.edu.

**Student Organization Analysis**

In hopes you will see leadership in action and see firsthand some or all of what we have been discussing in class (teamwork, organizational structures, conflict, etc.), this assignment will require you attend a meeting or event hosted by a Latin@ student organization. While still growing, the Latin@ 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 Latin@ 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 Latin@ 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. 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. Your paper should be 2-3 pages that detail the following:

- overview of the group and event you attend
- analysis of the organization’s structure, practices, etc. based on the concepts from the course

A full listing of the Latina/o student organizations is found at: http://thestamp.umd.edu/student_involvement/mica/student_involvement_areas/latino_student_involvement/latin_student_organizations/.

You are expected to email me with the name of the organization you plan to focus on before noon on February 13th. A maximum of two people will be allowed to focus on the same organization and determined on first come, first serve basis. Your written analysis should be submitted to by noon on April 17th. Your submissions should be made on elms.umd.edu. In class, you will be expected to speak for 2-3 minutes reviewing your conclusions.

**Latin@ Leadership Model**

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. Some questions to consider in this
assignment include: What concepts correspond to your views of Latino leadership? Why? What concepts differ from your views of Latino leadership? Why? What conditions of Latino identity are to be considered? What social issues must be considered? What is Latino leadership? What are the pieces and processes to be used? What does your model look like? What are the outcomes for your model?

A) In your proposal, you are expected to include your first draft of your statement of purpose, an annotated bibliography that includes the literature you will use in your final paper, and 2-3 themes you found in the literature. Your proposal is due by noon on April 10th.

B) Guidelines for final paper: A minimum of 9 pages in length, and should include the following sections:
   1. Statement of Purpose (1-2 pages): Introduce the issues and conditions you plan to address in your model.
   2. Literature Review (3-4 pages): Synthesize themes in the literature and include at least 10 references.
   3. Analysis and Implications (2-3 pages): Discuss the “so what?” of the themes you found in the literature.
   4. Presentation of Model (2-3 pages): Present the model you are proposing in your paper.
   5. Conclusion (1-2 pages): Provide an overview of your paper include what you consider should happen.

Since this assignment is academic in nature, all claims must be substantiated with grounding in the literature. Your final draft is due by noon on May 1st either by email or paper copy in my office.

C) In your presentation provide an overview of your paper during an 5-7 minute presentation. You are expected to have a visual aide (i.e. powerpoint, prezi, handout, etc.). Presentations will occur during the last week of classes. Your submissions should be made on elms.umd.edu.

**GRADES**

You will grade will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20</td>
<td>On-Going</td>
</tr>
<tr>
<td>Article Critique</td>
<td>15</td>
<td>3/13</td>
</tr>
<tr>
<td>Personal Narrative</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Outline</td>
<td>5</td>
<td>2/27</td>
</tr>
<tr>
<td>Final Draft</td>
<td>15</td>
<td>4/3</td>
</tr>
<tr>
<td>Student Organization Analysis</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Organization Selection</td>
<td>5</td>
<td>2/13</td>
</tr>
<tr>
<td>Presentation</td>
<td>10</td>
<td>4/17</td>
</tr>
<tr>
<td>Leadership Model</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Proposal</td>
<td>5</td>
<td>4/10</td>
</tr>
<tr>
<td>Paper</td>
<td>20</td>
<td>5/1</td>
</tr>
<tr>
<td>Presentation</td>
<td>5</td>
<td>5/8</td>
</tr>
</tbody>
</table>

**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:

◊ For your bibliography and citation purposes you can use MLA, Chicago or APA. As a reference use [http://owl.english.purdue.edu/owl/section/2/](http://owl.english.purdue.edu/owl/section/2/)
Please pay close attention to correct spelling, grammar, and punctuation; while this isn’t an English class, **you should get in the habit of strengthening your writing skills.**

- 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.

**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:

<table>
<thead>
<tr>
<th>Percentage &amp; Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>(100%-97%) =A+</td>
<td>(99.9%-77%) = C+</td>
</tr>
<tr>
<td>(96.9%-94%) =A</td>
<td>(76.9%-73%) = C</td>
</tr>
<tr>
<td>(93.9%-90%) = A-</td>
<td>(72.9%-70%) = C-</td>
</tr>
<tr>
<td>(89.9%-87%) = B+</td>
<td>(69.9%-67%) = D+</td>
</tr>
<tr>
<td>(86.9%-83%) = B</td>
<td>(66.9%-63%) = D</td>
</tr>
<tr>
<td>(82.9%-80%) = B-</td>
<td>(62.9%-60%) = D-</td>
</tr>
</tbody>
</table>

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