EDCP418I – Special Topics in Leadership: LGBTQQIA Leadership
Tuesdays and Thursdays 3:30pm – 4:45pm in Tydings Hall (TYD) 2109

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, particularly the Social Change Model, 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. Collaboratively, the class will create, execute, and evaluate campus-based programs to benefit the LGBTQQIA communities.

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.

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**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.*****

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**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 the instructor upon completion of the class, based on attendance, engaged contributions to class discussion, active listening and involvement, and other factors that contribute to the positive development of class community.

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**Atmosphere**

Class members are encouraged to demonstrate an open attitude toward dealing with views presented by fellow students and 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 and accepting 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.

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**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 instructor. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining your final grade.

• The classroom will be an authentic environment for exploring ideas and challenging assumptions. It is an expected that students will take the necessary action to respectfully listen to the voices of others and share their own opinions, values, and voice. Students and the instructor are expected to treat each member with respect.

• Students are expected to complete all reading assignments before class. Readings have been chosen with consideration for their content and length.

• Students are expected to approach assignments thoughtfully and 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.
**Laptop, Tablet, and Phone Policy**

To enable the participation, atmosphere, and class expectation goals above, students will not be allowed to use laptops, tablets, or phones in class, unless:

- Allowed by the instructor for a specific period within a class, or
- Necessitated by a documented need, such as a disability.

**Expectations for Instructor**

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 a willing listener 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**

Class attendance is essential and expected. The university has instituted an 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. 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 dependent) (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) 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. For the purposes of this class, you are exempt 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 series of topics.

Learning Assistance Services (LAS)  
2201 Shoemaker Hall  
Email – Lasinfo@umd.edu  
Phone – 301-314-7693  
Website – [www.counseling.umd.edu/LAS](http://www.counseling.umd.edu/LAS)

Counseling Center  
Shoemaker Hall  
Phone – 301-314-7651  
Website – [www.counseling.umd.edu](http://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](http://www.health.umd.edu/services/mentalhealth.html)

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**Course Requirements and Grading**

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

- **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 112 points for class participation. Class participation will be graded on the following rubric per class:

<table>
<thead>
<tr>
<th>Points</th>
<th>Expectation</th>
</tr>
</thead>
</table>
| 4      | • Arrive on time and be present until class is dismissed, with active participation in discussion  
|        | • Excused absence (4 maximum)                         |
| 3      | • Arrive on time and be present until class is dismissed, with some participation  
|        | • Arrive late or leave early, with active participation in discussion |
| 2      | • Arrive on time and be present until class is dismissed, with little or no participation  
|        | • Arrive late or leave early, with some participation |
| 1      | • Arrive late or leave early, with little or no participation |
| 0      | • Unexcused absence                                  |

- **Journal reflections: 15% of final grade:** On ELMS, you find 8 reflection assignments already started (the topics for the later assignments have yet to be added). Throughout the semester, you must respond to 7 of these assignments.
  - Your response should be around 300 words.
  - **Deadlines are clearly laid out on ELMS.**
  - You only have to respond to 7 out of 8 of the assignments. 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 reflection upon which you chose not to answer when it calculates your grade.
  - Each response is marked out of 10 points.

- **Meet with Instructor: Conversation about personal passions and leadership capacity: worth 4 class participation points:** This meeting replaces 1 class session. You will sign up for a one-on-one meeting to be held before Spring Break.
  - You must sign up for a meeting by going to the Doodle poll and entering your details in one of the spots.

- **Attendance a minimum of 3 hours of LGBTQIA educational events: 5% of final grade:** You may choose to fulfill this requirement with options given by the instructor or options you propose and have cleared by the instructor.
  - Documentation: submit completed attendance form(s), found under “Files” on ELMS, which includes the title, location, and date/time for each event attended as well as the name, email, and signature of an organizer of the event.

- **Pride Month Event project: 30% of final grade:** In small groups (which will be randomly assigned), you will create, execute, and evaluate a campus-based event to benefit the LGBTQIA communities during April’s Pride Month.
In the last few classes of the semester, you will give a group presentation on how the event went.

- The assignment will be marked out of 200, with a possible 100 points for the event itself and possible 100 points for the presentation.
- You will have time in class to develop and work on your event, but tasks related to the project and the project itself may need to be accomplished outside class time.
- Further information on the Pride Month Event project will be provided throughout the course and on ELMS.

**Midterm: 15% of final grade: due in class 15, March 25:** Write a profile of a leader, past or present, of the LGBTQIA community. In the first 2 classes of the second half of the semester, you will individually give a presentation on your chosen leader.

- This assignment will be marked out of 125 points, with a possible 100 points for the paper and 25 for your presentation.
- The paper should be around 4 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 25.
- The full description of this assignment is available on ELMS.

**Final Paper: 15% of final grade: due electronically via ELMS by May 9 at midnight:**

- This assignment will be marked out of 100 points.
- The paper should be around 5-6 pages (not including references or appendices) in APA style (1" margins, Times New Roman, 12 point, double line spacing).
- The full description of this assignment will be available on ELMS after Spring Break.

**Extra credit:** there may be opportunities for extra credit throughout the semester. These opportunities will be posted on ELMS. I am also open to suggestions for extra credit bearing projects.

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**A Note on Deadlines (courtesy of Nick Sakurai)**

Deadlines are important. They exist in the world outside of the university and they exist in this class.

An assignment turned in late will result in a 10% grade drop for that assignment. An assignment turned in more than one week late will result in a 30% grade drop for that assignment. Assignments not turned on the last day of class receive a 0% grade.

As with the professional world, there can sometimes be some flexibility, but flexibility requires planning. Thus, if you feel that an assignment might not be completed on time, talk it out with the instructor WELL in advance. Requests for extensions less than a week before an assignment is due typically will not be granted. Planning and time management are critical life and professional skills.
**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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>97 – 100%</td>
</tr>
<tr>
<td>A</td>
<td>93 – 96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62.9%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59.9%</td>
</tr>
</tbody>
</table>

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.
## Class Overview
(subject to change)

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, Tue 1/28</td>
<td>Introductions and syllabus review</td>
</tr>
<tr>
<td>2, Thu 1/30</td>
<td>Introductions again. What is leadership?</td>
</tr>
<tr>
<td>3, Tue 2/4</td>
<td>Uncovering your inner leader</td>
</tr>
<tr>
<td>4, Thu 2/6</td>
<td>Becoming self-aware of and exploring your leadership potential</td>
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<tr>
<td>5, Tue 2/11</td>
<td>Becoming self-aware of and exploring your leadership potential</td>
</tr>
<tr>
<td>6, Thu 2/13</td>
<td>The relationship between self-awareness and positive action</td>
</tr>
<tr>
<td>7, Tue 2/18</td>
<td>What is the Social Change Model?</td>
</tr>
<tr>
<td>8, Thu 2/20</td>
<td>Citizenship: where can I lead?</td>
</tr>
<tr>
<td>9, Tue 2/25</td>
<td>Guest instructor</td>
</tr>
<tr>
<td>10, Thu 2/27</td>
<td>Guest instructor</td>
</tr>
<tr>
<td>11, Tue 3/4</td>
<td>Guest instructor</td>
</tr>
<tr>
<td>12, Thu 3/6</td>
<td>CANCELLED</td>
</tr>
<tr>
<td>13, Tue 3/11</td>
<td>Connecting history to leadership</td>
</tr>
<tr>
<td>14, Thu 3/13</td>
<td>Connecting history to leadership</td>
</tr>
<tr>
<td>3/15 – 3/23</td>
<td>SPRING BREAK, YAY!</td>
</tr>
<tr>
<td>15, Tue 3/25</td>
<td>Individual Presentations on LGBTQIA Leaders</td>
</tr>
<tr>
<td>16, Thu 3/27</td>
<td>Individual Presentations on LGBTQIA Leaders</td>
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<tr>
<td>17, Tue 4/1</td>
<td>Current events</td>
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<tr>
<td>18, Thu 4/3</td>
<td>Current events</td>
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<tr>
<td>19, Tue 4/8</td>
<td>The Group Process</td>
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<tr>
<td>20, Thu 4/10</td>
<td>Finding Common Purpose</td>
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<tr>
<td>21, Tue 4/15</td>
<td>The Collaborative Process</td>
</tr>
<tr>
<td>22, Thu 4/17</td>
<td>Controversy</td>
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<tr>
<td>23, Tue 4/22</td>
<td>Controversy</td>
</tr>
<tr>
<td>24, Thu 4/24</td>
<td>Commitment</td>
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<tr>
<td>25, Tue 4/29</td>
<td>The practicalities of being a leader</td>
</tr>
<tr>
<td>26, Thu 5/1</td>
<td>Putting what you’ve learned into practice</td>
</tr>
<tr>
<td>27, Tue 5/6</td>
<td>Presentations on Pride Month Event</td>
</tr>
<tr>
<td>28, Thu 5/8</td>
<td>Bringing it all together</td>
</tr>
</tbody>
</table>