EDCP 418k
Leadership & Intersecting Identities:
Stories of the MULTI racial/ethnic/cultural Experience

“I am not a little bit of many things;
But I am the sufficient representation of many things.
I am not an incompletion of all these races;
But I am a masterpiece of the prolific.
I am an entirety, I am not a lack of anything;
Rather I am a whole of many things…”
-C. JoyBell C.

Instructor: Naliyah Kaya
NKaya@umd.edu | 301-405-8757

Office Hours: By Appointment
1120D STAMP (MICA Office)

Course Information:
T/Th 3:30-4:45pm | ASY 3221

Required Texts
*Articles & other readings outside of the texts will be required. These readings will be provided in the Course Content section of the ELMS site.


Course Description

*While the course focuses on the multi experience, you do not need to identify as multi racial/ethnic/cultural to participate.

This course will offer you the opportunity to explore leadership in connection with multi racial/ethnic/cultural identity and experiences utilizing an interdisciplinary narrative approach (i.e. storytelling).
You will study issues of history, culture, and activism—primarily through personal narratives—as they relate to leadership within the “multi” community. Specifically, we will focus on how culture, family, community, and heritage influence leadership styles as well as the forms leadership has taken within the multi community.

By reading and discussing scholarly, literary, editorial and visual texts we will critically examine topics such as:

- leadership theories & styles
- the history of racialization in the U.S.,
- racial identity development,
- processes of “othering,”
- acceptance and the politics of claiming,
- passing & accenting,
- representations in the media,
- inter racial/cultural relationships,
- transracial & transnational adoption,
- the multi family,
- and the multiracial movement & academia.

The course encourages the use of artistic expression as you explore your own leadership style(s) and identities in relation to larger discourses and narratives around race and intersecting identities.

Learning Outcomes

By engaging with assigned reading & viewing materials and actively participating in the course you will:

- Develop the active listening & communications skills necessary for engaging in critical dialogues across various social identities
- Have a foundational understanding of race & the history of racialization within the U.S.
- Be familiar with multiracial identity development models & factors affecting identity development
- Be aware of your own cultural beliefs and how they inform attitudes & behaviors
- Be able to critically assess issues affecting the “multi community”
- Have an understanding of how culture, family, community, and heritage influence leadership styles
- Identify & cultivate your own leadership style(s)
- Have an understanding of how leadership & leaders have impacted the “multi community”
Course & Community Expectations

We will discuss and create course & community expectations together at the beginning of the semester. Below are some that I believe are essential to a respectful and safe environment that fosters success and excellence:

- **We will come to class prepared**
  I hold all students to high standards because I believe every student is capable of excelling. This is a discussion-based course; therefore I expect that you will regularly check the ELMS website for journal assignments and weekly readings and come to class prepared (having read the assigned readings and completed all assignments) and ready to participate in discussions and activities.

  *All technological devices (cell phones, laptops, tablets…) should be silenced and put away prior to the start of class* unless otherwise stated.

- **We will engage in timely communication with one another**
  Should you have a question or concern regarding your coursework I expect that you will contact me immediately rather than waiting until you have fallen behind. I will commit to providing timely feedback to assist in your success.

- **We will act with integrity**
  I expect that you will act with integrity; please do not put either of us in an uncomfortable situation by cheating or plagiarizing. If it is determined that you have acted in a dishonest manner you will fail the assignment. To avoid plagiarism (copying the works or ideas of others and passing them off as you own) make sure to cite the sources you use and put all direct quotes in parentheses.

- **We will treat each other with respect**
  I will act in a respectful manner and expect that you will do the same. This course will embrace and celebrate the diversity of its participants as an essential element of our learning community. The course curriculum seeks to create an environment that supports pluralism of opinions and beliefs. **At no time will discrimination or disrespect toward ones’ physical ability, sex, gender identity, sexuality, age, race, ethnicity, nationality, class, occupation, or marital status be tolerated.** We will discuss things that undoubtedly everyone will not have the same views or experiences on or with, therefore we must treat one another with the utmost respect and remember that attacking an argument is fine, but attacking individuals is not.
Course Assignments/Assessment

Assessment

Your grade will be based on the following four course components:

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<tr>
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<th>Points</th>
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<tbody>
<tr>
<td><strong>Journal/Blog Entries</strong></td>
<td>(100)</td>
<td>25%</td>
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<tr>
<td><strong>Experiential Learning</strong></td>
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<td><strong>Cultural Self Portrait: Your Story-Your Truth</strong></td>
<td>(100)</td>
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<tr>
<td><strong>Class Presentation &amp; Participation</strong></td>
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Grading Scale

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<td>97-100%</td>
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<td>A</td>
<td>93-96.99%</td>
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<tr>
<td>A-</td>
<td>90-92.99%</td>
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<td>B+</td>
<td>87-89.99%</td>
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Assignments

*Remember to back up your work and keep copies of all assignments

Journal/Blog:

The purpose of this assignment is for you to independently connect course readings, visual texts, assignments, and discussions to your everyday life. You have the option of:

1) creating a multimedia journal/blog to post to
   (*I will need the web address by the due date of the first entry)

   or

2) uploading your entries to the ELMS website.

You will complete 10 entries; topics will be announced in class and/or on the ELMS website. All journal assignments should be between 200-500 words, and uploaded to your blog or the ELMS website prior to the first class meeting each week.
Experiential Learning:

You will participate in TWO experiential learning activities (one on-campus experience at UMD & one off-campus experience at Busboys & Poets) and complete a critical reflection after each experience:

**On-Campus Experience: Mixed Madness Month *Critical Reflection due April 8th 11:59pm**

**Part 1:**

You will work with Multiracial Biracial Student Association (MBSA) to coordinate and implement Mixed Madness Month (in March), which is the annual heritage and advocacy month for those that consider themselves multicultural, multiracial, multiethnic, and/or a supporter of the mixing of cultures. You must take on a leadership role in and attend at least:

1 MBSA general body meeting/planning session & 1 event during the heritage month.

**Part 2:**

You will reflect on the experience through a medium of your choice (blog/journal entry, poem, song, painting, video diary, digital story...) that includes a minimum of 250-500 words or is 2-3 minutes in length, which addresses and assesses:

- **Your role in Mixed Madness Month**
  
  What/which event(s) did you help plan & implement?
  Was the event/were the events successful- why or why not?

- **Your leadership style(s)**
  
  What are/were the positives/negatives of this style/these styles in this setting- if you encountered difficulties how did you handle them?

- **What you learned and how it relates to course concepts**

**Off-campus Experience: Busboys & Poets *Critical Reflection due April 29th 11:59PM**

Busboys and Poets has been a successful model of leadership and activism in the Washington Metropolitan Area; you will learn about this community by conducting research online and in person.

**Part 1:**

Go to the Busboys and Poets website to find out what it is, how it came about, and its purpose by reading through the following sections:
About Us (paying attention to the name & Tribal Statement): Meet Our Tribe, Busboys and Poets Press, Community Involvement

Events

Books & More: Teaching For Change, Busboys and Poets Books

Photos & Press

Watch & Listen

Art

Poetry

Blog

Part 2:

You will choose 1 program/aspect to evaluate (open mic series, bookstore, Teaching for Change, A.C.T.O.R. (A Continuing Talk on Race)...). You will then visit the space/attend an event to learn more about it. Afterwards, you will reflect on the experience and assess the program through a medium of your choice (blog/journal entry, poem, song, painting, video diary, digital story...) that includes a minimum of 250-500 words or is 2-3 minutes in length, which addresses the following:

♦ The program/aspect you evaluated

Which program/aspect did you evaluate?
Why were you drawn to this particular program/aspect?
What is the purpose of this event/series/space- does it fulfill a particular community need- if so what and for whom?
Do you believe it is successful why or why not? Discuss any suggestions you have.

♦ Leadership style(s)/models

What leadership styles/models were/are present?
What are the positives/negatives of this style/model/these styles/models in this setting?

♦ What you learned overall and how it relates to the course
Cultural Self Portrait: Your Story- Your Truth

Ex) “Atlantic” by Jinahie  [http://www.youtube.com/watch?v=gtFd0Y6TSxA](http://www.youtube.com/watch?v=gtFd0Y6TSxA)

Our environments and experiences are extremely powerful in shaping our identities and how we view the world. Your cultural self-portrait should paint a picture of who you are and where you come from. Great leaders share one thing in common- awareness and understanding of self and their personal history within a cultural context. This is a space to reflect on the role culture has played in your identity development and views on leadership.

This project may take the form of several mediums:

1) Essay (6-8 pages)
2) Digital story (4-5 minutes) utilizing various visual (scanned images, online images, images you’ve taken with a camera) and audio media
3) Other creative work (spoken word piece, poem, musical creation…)
   *creative works should be approximately 4-5 minutes long or 6-8 pages in length

Begin your project by:

1) reflecting upon your life experiences through the lenses of: race and ethnicity, culture, nationality, primary language, gender, sexual orientation and sexual identity, social class, ability and disability, religion and spirituality, and other relevant dimensions

2) considering the ways in which you define and conceptualize leadership and thinking about who you consider to be a leader and why

You will then identify 2-4 critical incidents that have influenced your self-identity and views on leadership. These may be positive or negative experiences. When possible, select an incident that made you aware of the intersection of multiple identities (e.g. your gender, race, and class…).

When recounting the critical incidents, situate the reader/viewer by addressing the questions of when and where the incident took place, why you believe it took place, and how it affected you, your relationships with others (e.g. family members, members of a particular racial category…) and/or your notions of leadership and how it made you feel.

**Incident Example** “My memory drifts back to Texas in 1995 when I was confronted by a popular group of classmates on my way to school… because…this affected me by…. and so I no longer trust… and now view leaders not as those in power but those with…”
Class Presentation & Participation:
*There is no way to make-up for missed classroom discussion/participation and just being present in the classroom will not satisfy the participation requirement.

Presentation
50% of this grade will be comprised of a 5-10 minute presentation (5 minutes to present 5 minutes for Q & A) that will take place at the end of the semester. You will sign-up for one of the following presentation dates: May 6th, 8th, or 13th. You may choose to present one of your Experiential Learning Critical Reflections or your Cultural Self Portrait.

Participation
The other 50% of this grade will be assigned upon completion of the class, based on attendance, engaged contributions to class discussion (e.g. expressing your opinions, asking questions, sharing personal experiences…) and other factors that contribute to the positive development of the class community. Additionally, you may be asked to complete various activities/exercises.

Tentative Weekly Course Outline
*Please note that this syllabus is subject to change at any time during this course. You will be notified if any changes occur.

**All homework assignments will be listed on ELMS in a weekly announcement

| Week 1 | Course Introduction & Overview |
| Weeks 2 & 3 | Race- The Power of a Social Construct |
| Weeks 4 & 5 | Guess Who’s Coming to Dinner: Interracial Relationships, Multiracial Families, Transracial & Transnational Adoption |
| Weeks 6 & 7 | Aren’t They All Confused? Identity Development & Theory |
| Weeks 8 & 9 | Excuse Me, So Where Are You From? What Are You?: The Lived Experience |
| Weeks 10 & 11 | But You Don’t Look…The History and Politics of Passing & Accenting in the U.S. |
| Weeks 12 & 13 | You’re Sooo Exotic: Perceptions & Representations of Bi/Multiracial Ethnic Individuals in the Media |
| Weeks 14 & 15 | Cultural Self Portrait/Critical Reflection Presentations |
Course Evaluations

While I hope to create a learning environment in this course that allows you to provide timely feedback, you may also utilize the university’s campus-wide online course evaluation system, CourseEvalUM.

I value student feedback, and other students will benefit from having evaluation data for all courses readily available. CourseEvalUM will be open for you to complete your evaluations at the end of the semester at www.courseevalum.umd.edu.

You will be alerted via your official University e-mail account when the website is active for this semester.

University / Class Policies & Resources

Attendance

Class attendance is essential and expected. The general attendance policy is available at http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540.

Please note that excused are defined as: “illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (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; and compelling circumstance beyond the students control.”

If you wish to be excused for an absence due to one of the above causes you should:

- Make a reasonable attempt to inform me of the absence prior to the class; and,
- Upon returning to class, present documentary support and a self-signed note attesting to the cause and date of the absence and which states that the information is true and correct.

For both excused and unexcused absences, you 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.

Inclement Weather

In the event of inclement weather, please check university website (http://ww.umd.edu/) and snowline (301-405-SNOW) as well as local radio and TV stations to find out if the University is open. Should the University be closed, the course schedule will be adjusted.
Accommodation Policy

Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), I would like to work with you if you have a disability that impacts learning in this class. If you have a documented disability you should contact me 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 me to receive a copy of your accommodation letter. In addition, you should contact the Office of Disability Support Services (DSS) to document your disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with you.

Campus Resources

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 skills, and issues for students over 25 years of age. They also offer a range of handouts, available online (www.counseling.umd.edu/LAS). If you need other educational services or support, please contact me 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 (www.counseling.umd.edu).

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.