Leadership and Asian American & Pacific Islander Communities (AAPI) is a study of leadership in the context of AAPI communities. This course will construct, deconstruct, and reconstruct leadership, but through a specific AAPI perspective. Much of the research on Asian Americans and/or Asian Pacific Islanders revolves around areas and stereotypes such as the myth of the model minority, assimilation, acculturation, and a view of AAPI communities as monolithic. Thus, this course will ask students to challenge and disrupt commonly held assumptions about leadership and, in particular, leadership in AAPI communities. As a result of this course, students will ideally look at AAPI communities as activists, social change agents, and leaders in social justice movements. This course is as much about power, privilege, and oppression as it is about leadership and AAPI communities.

LEARNING OUTCOMES

- Develop a leadership philosophy and statement
- Understand leadership from a variety of perspectives, culture dimensions, and historical timeframes
- Understand the process for creating social change within AAPI communities
- Apply and critique traditional leadership theories
- Examine how traditional leadership theories work within AAPI communities
- Develop ways of deconstructing AAPI stereotypes and assumptions

Course Materials

Web Resources - Students are responsible for locating AAPI organizations and identifying resources from these organizations that will enhance students’ understanding of AAPI communities. To start, here’s a list of websites that address leadership and/or AAPI communities, in no particular order:

- Leadership Education for Asian Pacifics: http://www.leap.org/
- Angry Asian Man: http://www.angryasianman.com/
- StoryCorps: https://storycorps.me/?s=MyAAPIStory&post_type=interviews
- Scholastic: http://teacher.scholastic.com/activities/asian-american/notables.htm
- Biography: http://www.biography.com/people/groups/asian-americans
Access to Readings – Student can find all instructor assigned readings for the course located on ELMs or in a shared Google Drive. There may be weeks where students will be asked to find their own readings to supplement or add-to the assigned readings.

Recommended Readings:

COURSE POLICIES

**Syllabus:** This syllabus is subject to change based on the needs of the class and the semester. All changes will be documented and placed on ELMS at [http://elms.umd.edu/](http://elms.umd.edu/).

**Expectations for Instructor:** Students can expect their instructors will respond to students’ questions and concerns in a timely manner; take students’ interests and experiences seriously; and provide students feedback on their work in a timely and constructive manner. Students are encouraged to make use of instructors to provide additional help or support.

**Academic Integrity:** In all class work and assignments, instructors will 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.

More information about academic integrity is available online at [www.shc.umd.edu](http://www.shc.umd.edu).

**Attendance:** As an online course, there is no “real” class attendance; however, instructor will use the attendance policies to evaluate if an assignment has an excused or unexcused late submission. 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 grade. See section on Late Assignments for more information.

**Required In-Person sessions:**
- Tuesday, September 6th 11:00-12:15 in HBK 0115
- Tuesday, October 11th 11:00-12:15 in HBK 0115
- December TBD
Religious Observations: Students may come to the University and this class with many spiritual beliefs. Instructors 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. Students 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.

Any cancellations by the instructor will be announced as early as possible on ELMS and via course email.

Students with Disabilities: Both in compliance with and in the spirit of the American with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. 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 and 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.

Course Evaluations: While instructors hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there are more formal ways the class will engage in evaluation as a class. One of these is the University’s campus-wide online course evaluation system, CourseEvalUM. Student’s participation in this system will make a real contribution to our academic program. Instructors 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.

GRADING POLICIES

Grading Criteria: Specific grading rubrics accompanying each assignment.

Late Assignments - An assignment is consider late if it is submitted past the assigned due date and time. An automatic 10% (or one letter grade) is lost for all late assignments. To excuse late assignments, students must provide University approved documentation (for each late assignment)
explaining why a due date was missed. This documentation must be emailed to the instructor as early as possible. If the University approved documentation is produced after an assignment due date, then the excused documentation must account for the days following the original (assignment) due date.

**Paper Guidelines:** All written work must adhere to the following guidelines:
- Include a heading with name, date, assignment (no title page);
- Use 1-inch margins, Times New Roman size 12 font, and single-spacing;
- APA formatted citations and references. This is a good online source for APA guidelines from Purdue University: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).
- Students must provide proper citations and references for their work!
- A template will be provided for students to use, but students are responsible for making their own resources and in-text citations.

**Grading Breakdown:**

<table>
<thead>
<tr>
<th>COURSE ASSIGNMENTS</th>
<th>Pts</th>
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<tr>
<td>Leadership Philosophy Paper – Due end of week 3</td>
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<tr>
<td>AAPI Assumptions – Due end of week 6</td>
<td>10</td>
</tr>
<tr>
<td>Interview with AAPI Leader – Due end of week 10</td>
<td>10</td>
</tr>
<tr>
<td>Analysis of Notable AAPI Leader – Due end of week 12</td>
<td>10</td>
</tr>
<tr>
<td>Analysis of AAPI Leadership in Film &amp; Media – Due end of week 14</td>
<td>10</td>
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<tr>
<td>Participation (3 required in-person meetings and discussion board posts)</td>
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<tr>
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<td>90 – 92.99%</td>
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<tr>
<td>B+</td>
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**MAJOR ASSIGNMENTS**

**Assignments**

1. Leadership Philosophy Paper
Before reading any materials for this course, identify assumptions and reflections on what is leadership.

- What is leadership to you?
- How do you define leadership?
- How do you describe leadership skills?
- When and where do you see leadership?
- How do you see yourself as a leader?

After reading assigned introductory materials, reflection upon these questions:

- How do your original thoughts on leadership relate to leadership theories?
- Where are you hoping to go with learning more about leadership?
- What type of leader do you want to be?

Complete this assignment in 2-3 pages. The key to this assignment is to provide a clear and articulate illustration of your perceptions of leadership and how you fit into those perceptions. Through this paper, you are sharing information related to your past leadership experiences, current thoughts on leadership, and future intentions in learning more about leadership.

2. AAPI Assumptions

Before reading any materials for this course, provide a sketch of your assumptions and thoughts on AAPI communities.

- What is your experience with AAPI communities?
- How are you connected to AAPI communities?
- Why are you interested in an AAPI leadership course?
- What stereotypes do you have about AAPI communities?
- How do AAPI communities do leadership?

After reading the assigned AAPI related materials, reflection upon these questions:

- How do your assumptions and thoughts on AAPI communities relate to the readings?
- Where do AAPI communities need to be as leaders?
- Do you see yourself as a leader in AAPI communities?
- How have your thoughts and assumptions changed?

Complete this assignment in 2-3 pages. The key to this assignment is to provide a clear and articulate illustration of your perceptions of AAPI communities and how you fit into this understanding.

3. Interview with AAPI Leader

Identify an AAPI leader and hold a 60 to 90 minute interview with this person. In the 2-3 write-up of this assignment, respond to the following questions:

- Who did you select and why?
- What makes this person a leader?
- What makes this person an AAPI leader? (read: simply being AAPI isn’t enough)
- How did this person communicate their sense of leadership?
- What did you ask this person?
• How do you relate to what was shared?
• What did you take away from this interview?

To successfully complete this assignment, the written responses must include (in citations and references) readings or course materials (up to this point). For example, if naming how this person is a leader, there must be some reference to materials read in the introductory leadership readings. In addition, it is expected that students complete their own interweb search on specific ethnic identities and also add this information to this paper as well. For example, I identify as a Taiwanese American and if someone is interviewing me, then it is expected that there is some reference to who are Taiwanese Americans in the U.S. and how does Taiwan factor into an AAPI leadership perspective.

Consider connecting with leaders within these organizations:

• APIA Vote
• API Resistance
• Asian American Justice Center (AAJC)
• Asian American LEAD
• Asian Pacific American Labor Alliance (APALA)
• Asian Pacific American Legal Resource Center (APALRC)
• Asian Pacific American Institute for Congressional Studies (APAICS)
• Asian/Pacific Islander Domestic Violence Resource Project (DVRP)
• Asian and Pacific Islander American Health Forum (APIAHF)
• Asian/Pacific Islander Queers United for Action (AQUA)
• Asian Pacific Partners for Empowerment, Advocacy and Leadership
• Association of Asian Pacific Health Organizations (AAPCHO)
• Boat People SOS
• Center for Asian Pacific American Women
• Conference on Asian Pacific American Leadership (CAPAL)
• Hmong National Development
• ILAW
• Japanese American Citizens League (JACL)
• Katarungan: Center for Peace, Justice and Human Rights in the Philippines
• KAYA-Filipino Americans for Progress
• Khush DC
• National Asian Pacific American Center on Aging
• National Coalition for Asian Pacific American Community Development (NCAPACD)
• National Asian Pacific American Families Against Drug Abuse (NAPAFASA)
• National Asian Pacific American Women’s Forum (NAPAWF)
• National Association for the Education and Advancement of Cambodian, Laotian and Vietnamese Americans (NAFEA)
• National Korean American Service & Education Consortium (NAKASEC)
• Council of Korean Americans
• National Queer Asian Pacific Islander Alliance (NQAPIA)
• OCA-Asian Pacific American Advocates
• Sikh American Legal Defense and Education Fund
• South Asian Americans Leading Together (SAALT)
Southeast Asia Resource Action Center (SEARAC)

4. Analysis of Notable AAPI Leader

Find a notable AAPI Leader. To complete this assignment, the notable AAPI Leader must first be approved by the instruction. Complete a “mini-biography” on this notable AAPI Leader by answering the following questions:

- Who and why did you select this person?
- How did this person become notable?
- What is this person’s background, ethnicity, life story, and accomplishments?
- How has this person contributed to AAPI images and AAPI leadership?
- What would you say to this person if you had an opportunity to meet (and even interview them)?
- What could this person do more or less of for AAPI communities?

This is an opportunity to become more aware of notable AAPI leaders. There are a number of notable AAPI leadership in society and throughout time, but rarely are AAPI leaders celebrated or noted for their contributions in shaping social justice, civil rights, and AAPI awareness and inclusion. This paper ought to be completed in 2-3 pages.

5. Analysis of AAPI Leadership in Film & Media

Find a movie or TV series to analyze using the readings and materials assigned for this course. Use the following questions as a guide for this paper, apply these questions to an AAPI context:

- What is leadership to you?
- How did you see your definition and perceptions of leadership play-out in this film?
- What is the premise of the film(s)?
- Who (if any) were leaders in this film(s)?
- How were individuals changed or different from the beginning compared to the end of the film(s)? Did any leadership concepts play a role in this change or difference? If so, explain.
- Did you resonate or relate to the film(s), why or why not?
- If you were a character in the film(s), then who would you be and why? Would you do something different from what the characters in the film(s) did?
- How do the film(s) relate to the assigned reading(s)?
- What elements of the reading(s) help you better grasp the premise of the film(s) and leadership?
- Overall, what did you learn from the film(s) and reading?

This is an opportunity to see and critique the portrayal of AAPI characters in popular media (through film or a tv series). Again, remember to use the materials from this course for the analysis. A list of films or tv series will be provided, but any recommendations will also be accepted.

COURSE OUTLINE
Week 1 – Introduction to Leadership

- “The social construction of leadership education”
- “An introduction to leadership”
- “The changing nature of leadership”

Week 2 – Social Construction of Race, Who Am I, & Power, Privilege, and Oppression

- “The complexities of identity: Who am I?”
- “Oppression and the use of definition”
- “White privilege: Unpacking the invisible knapsack”
- “A conversation with Asians on race”

Week 3 – State of AAPI Communities and Who are AAPI? Part 1
DUE – Leadership Philosophy Paper

- “The rise of Asian Americans” (graphics)
- “The rise of Asian Americans” (full report)

Week 4 – State of AAPI Communities and Who are AAPI? Part 2

- “APAICS: Building the political pipeline for Asian Americans and Pacific Islanders”
- “State of Asian Americans and Pacific Islanders series”
- “Young Americans ‘Asian American experiences’”

Week 5 – AAPI History & Movement

- “Asian American history timeline”
- “Japanese American citizens league”
- “Model minority, yellow peril: Functions of foreignness in the construction of Asian American legal identity”

Week 6 – AAPI Stereotypes & Assumptions
DUE – AAPI Assumptions Paper

- “Being Asian American identity cultural constructs and stereotype perceptions”

Week 7 – AAPI College Students

- “Racial identity and Asian Americans: Supports and challenges”
- “Racial microaggressions and the Asian American experience”

Week 8 – AAPI College Students and Leadership
• “Asian Pacific American college students on leadership: Culturally marginalized from the leader role?”
• “Raising voice, lifting leaders: Empowering Asian Pacific Islander American leadership in higher education”

Week 9 – AAPI Voters

• “Why is the Asian vote being ignored”
• “APIA: Asian and Pacific Islander American Vote” (explore website)
• “Inclusion, not exclusion: Spring 2016 Asian American voter survey” (one hour)

Week 10 – AAPI Communities in Film and on TV
DUE Interview with AAPI Leader

• “Transforming leadership: Film as a vehicle for social change”
• “Asian American actors are fighting for visibility. They will not be ignored”

Week 11 – AAPI Communities in Film and on TV

• “Uploaded: The Asian American movement”

Week 12 - AAPI Activism
DUE Analysis of AAPI Leader Paper

• “Beyond activism: Four decades of social justice” (documentary over an hour)

Week 13 – Transformative Leadership

• “An evaluation of conceptual weakness in tranformational and charismatic leadership theories” (Yukl)

Week 14 – You and AAPI Leadership
DUE Analysis of AAPI in Film & Media

Course Outline is Subject to Change