**HESI418I – Special Topics in Leadership: LGBTQQIA Leadership**  
**Mondays 1:00pm - 3:45pm in School of Public Health Building (SPH) 0303**

This course is a collaboration and partnership with the College of Education and the Adele H. Stamp Student Union – Center for Campus Life

**Instructors**

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**Course Description**

This course will demonstrate how the Social Change Model of leadership 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. HESI418I 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.

**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

Required Texts
Course materials and reading assignments will be provided through the course Canvas page.

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

Self-Assessment
During week 6 and week 10, you will be asked to take a self-assessment quiz on ELMS, and the instructor will provide feedback to the students on their level of engagement. In the event of discrepancy between self and instructor assessments, the instructor will discuss it with you individually.

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

Class 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

**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.

**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](http://www.shc.umd.edu)

**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.**

**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.

**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 online. 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.
Assignments and Grading

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

- **Arrive on time and present until class is dismissed, active participation in discussion** = 5 points
- **Arrive on time and present until class is dismissed, little or no participation** = 3 points
- **Arrive late or leave early, active participation in discussion** = 3 points
- **Arrive late or leave early, little or no participation** = 2 points
- **Excused absence (5 maximum)** = 5 points
- **Unexcused absence** = 0 points

During week 6 and week 10, you will be asked to take a self-assessment quiz on ELMS, and the instructor will provide feedback to the students on their level of engagement. In the event of discrepancy between self and instructor assessments, the instructor will discuss it with you individually. These self-assessments, which will be graded for completion, are each 5 points towards your Participation Grade.

At five different times during the semester, students will be asked to send both instructors a one-minute email. You are expected to send an email within 24 hours answering the following questions: (1) What did you learn this week? (2) What do you want to learn more about? (3) What is your overall reaction to this afternoon’s class session? Each of these emails will be worth 2 points.

**Article Critique (20% of final grade):**

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 from the required readings in the first four classes from 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 5-6 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 September 26th at noon. Your submission should be made on elms.umd.edu.

**Leadership Profile Paper (20% of final grade):** Write a profile of a leader, past or present, of the LGBTQQIA community.

- This assignment will be marked out of 100 points.
- The paper should be between 6-8 pages (not including references or appendices) in APA style (1” margins, Times New Roman, 12 point, double line spacing). The paper should be submitted at any time but no later than November 14th at noon. Your submission should be made on elms.umd.edu.
- The profile must include an analysis of the following elements:
  - Description of the social change the leader desired to achieve, including the historical and/or social context in which the leader was operating.
  - A description of the personal attributes of the leader including personal experiences that connect them to their desire for that social change.
  - Describe how the actions the leader took to effect social change and evaluate their level of success.

**Personal Narrative (20% of final grade):**
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 October 3rd at noon. Your proposal should be 2-3 pages discussing your plan including the format, critical incidences, and which social identities you plan to focus. The more detail you include in your proposal the more direction I can provide.

• The final draft of this assignment should be submitted on October 24th at noon. Your submissions should be made on elms.umd.edu.

**Final Presentation and Paper (20% of final grade):** in small groups (which will be randomly assigned), you will present an action plan to the class to address a current social problem that affects the LGBTQI community. Individually, you will write a paper presenting the action plan and evaluating the collaborative process.

  ○ Presentation (in pairs)
    ■ The class presentation will be marked out of 50 points.
    ■ You will have approximate 20 minutes for your presentation and questions.
    ■ In a pair, you will imagine yourselves as the leaders of a coalition for a certain LGBTQI problem. The coalition consists of your classmates and instructors.
    ■ Your task is to present an action plan to the coalition, briefly summarizing the problem, the proposed social change, the potential for resistance, and your proposed action strategy. The goal of the presentation is to inspire the members of the coalition to agree to this proposed action plan and your leadership in its execution.
    ■ You should consider the 4 domains of leadership strength (executing, influencing, relationship building, and strategic thinking) and how you will utilize the strengths of the individual coalition members when formulating your action plan.
You should also consider how you will build trust, show compassion, provide stability, and create hope for the coalition members and the community.

- Individual Paper
  - The paper will be marked out of 100 points.
  - The paper should be between 8-10 pages (not including references or appendices) in APA style (1” margins, Times New Roman, 12 point, double line spacing). The final draft of this assignment should be submitted on December 5th at noon. Your submissions should be made on elms.umd.edu.
  - This two part paper consisting of a written action plan and an evaluation of the collaboration process.
  - The written action plan should include:
    - Analysis of the problem which includes:
      - a description of the place on the oppression-freedom spectrum the community is occupying
      - a description of the level of self-affirming capacity the community is capable of mobilizing for social change
      - Use citations to support your findings.
    - The proposed social change.
    - The potential for resistance and a strategy for overcoming resistance that mobilizes the strengths of your coalition team.
    - An analysis of the 4 domains of leadership strength (executing, influencing, relationship building, and strategic thinking) and how you will utilize the strengths of the individual coalition members when formulating your action plan.
    - Analyze how you plan will build trust, show compassion, provide stability, and create hope for the community.
  - The evaluation of the collaborative process should include:
    - Description of your role in the collaboration.
    - Address the strengths and weaknesses of working in your pair. Identify any problems you faced and discuss how you resolved them. Discuss at least one positive contribution of your partner to developing the action plan.
    - Discuss how you built trust, showed compassion, provided stability, and created hope for one another in your partnership.

Extra credit: there may be opportunities for extra credit throughout the semester. We will post these opportunities on ELMS. We are also open to suggestions for extra credit bearing projects.

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/
• 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.

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:

A+ = 97 – 100%   C+ = 77 – 79.9%
A  = 93 – 96.9%   C  = 73 – 76.9%
A- = 90 – 92.9%   C- = 70 – 72.9%
B+ = 87 – 89.9%   D+ = 67 – 69.9%
B  = 83 – 86.9%   D  = 63 – 66.9%
B- = 80 – 82.9%   D- = 60 – 62.9%
F  = 0 – 59.9%

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.