EDCP418D Special Topics in Leadership: Lesbian, Gay, Bisexual and Transgender Leadership
Tuesday/Thursday: 11-12:15pm in Benjamin Bldg 0114

INSTRUCTORS (Spring 2005: Section 0101)

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COURSE DESCRIPTION
This course will examine the concept of leadership through social justice models with an emphasis on sexuality and culture as well as race, class, gender, ability, religion and other dimensions of difference. Specifically we will explore the concepts of “leaders and leadership” within the sexual context of the United States in the mid 20th century to current day. Issues of leaders and leadership will be examined as influenced by political, cultural and historical events. The course will place particular emphasis on colleges and universities as a microcosm of the larger society and as a cultural site for exploring and assessing issues of diversity and leadership.

COURSE GOALS
Students who critically engage, challenge, and apply themselves in the course will be able to:

• raise their level of critical consciousness relating to their role(s) in promoting diversity and/or perpetuating discrimination by reflecting upon, understanding, and discussing sex and gender and other social identities including cultures, values, customs, traditions, as compared and contrasted with those of other diverse populations…
• identify, discuss, and write about topics and issues that face us in preparing to become diverse learners and professionals for a democratic society…
• critically examine, discuss, apply, and write using concepts, theoretical frameworks, and research on personal and social identity, oppression/privilege, and social justice in society…
• discuss the influence of schools, families, churches, the media, and other societal or systemic foundations have on us, focusing on how societal systems; as institutional agents of learning, socialization and institutional discrimination, can influence and shape social practices, and policies on issues of sex/gender and other social identities…
• develop and demonstrate intergroup dialogue skills for engaging within and across social identities as active participants in our diverse democracy…

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REQUIRED TEXTS


Additional Readings provided as pdf.

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COURSE REQUIREMENTS, EVALUATIONS, & DEADLINES

Class Participation:
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 87 points, (3 per day for 29 days) for class participation. Class participation includes:

Attendance (will be graded on the following rubric daily, Using Sprint PCS time):
- Arrive on time and present until class is dismissed = 3 points
- Arrive 1-6 minutes late or leave 1-6 minutes early = 2 points
- Arrive after 7-15 minutes or leave 7-15+ minutes early = 1 point
- Not present = 0 points

Leading Class Discussions: You will be asked several times to lead class discussion. You may want to include visual materials, handouts or class exercises helpful to processing the material for the weeks discussion. Instructors are available to consult and students are strongly encouraged to meet with one or both of the instructors before leading class discussion. Leading should not be a regurgitation of the material covered in the material but instead engages the class in a conversation requiring all the members of the class to draw conclusions about the readings each student has done independently before class begins.

Quizzes: Pop quizzes will be given to test your knowledge of the week’s readings (20 points broken into 4 pop quizzes, 5 points each).

Participation in Inter-Group Dialogue: Dialogue Attendance (56 points, 4 per session for 14 sessions) Participants should be aware that the nature of learning in intergroup dialogues is cumulative (for example, understanding concepts discussed in the third dialogue is to some degree contingent upon having attended the first and second dialogues). Therefore, it is crucial that each participant attend every dialogue. Because this course attracts students who are strongly interested in this experience, we anticipate that most, hopefully all, students will receive full credit for attendance and participation (including completion of weekly readings). Since most of the learning takes place during the face-to-face dialogue sessions, this aspect is a vital component of the dialogue process. Each meeting is the equivalent of an entire week of classes; missing a single session is equivalent to missing a week.


Final Paper The final paper assignment **worth 37 points** is:
You are a professional leadership and development consultant. Recently you
have been approached by a prominent LGBT leader or organization to assess
the leader or organizations progress on the LGBT topic of your choice. Your
assessment needs to include the following:

- a brief synopsis and history of chosen topic(s).
- relevant actors in chosen topic(s).
- catalytic events that have changed/altered the substance of the topic(s) in
  some substantial way.
- a thoughtful and detailed analysis (including positives and negatives) of
  what has been done so far.
- cost effective suggestions for future movements on this issue.
- At least 4 sources of information about the topic. (If you cite an Internet
  website, the website must be printed out and provided along with your
  paper).

**Paper Format:** The paper must be 3-5 pages, typed and double-spaced,
composed in Microsoft Word and emailed to BOTH instructors by 9am on
**Thursday May 10th.** One hard copy should be brought to class to assist
students with their class presentations and to then be turned in. The title of your
document should be <last name, first name and Final.doc> eg. Smith, Z
Final.doc. The time stamp provided by our email programs will verify times.
Papers handed in late will be lowered one letter grade for every hour they are
late. Again, your paper should reflect an understanding of dialogue content and
an analysis of yourself and others situated in the content. Consultation in
advance of the final full draft is available by email or in-person. We strongly
urge everyone to make use of peer readers before turning in the final draft of
your report.

**Paper Grading:** The paper will be assessed through the following criteria:
- Grammar, Spelling, Syntax, Readability = 7 points
- Connection to Readings and Theories = 7 points
- Connection to Dialogue dynamics = 8 points
- Discussion, Analysis, and Self-Critique = 15 points
- Total = 37 points

**Scheduled Observances:** Persons who have religious or cultural observances
that conflict with scheduled class sessions should let the facilitators know by
**TUESDAY, FEBRUARY 15th** so we can make sure that you will not be penalized
for missing class. We strongly encourage you to honor your cultural and religious
holidays. However, if we do not hear from you by Tuesday, February 15th, we will
assume that you plan to attend all class sessions, and full attendance will be
expected and required. Other observances (non-religious or cultural) must be
negotiated with the facilitators.

**Life Happens:** Should an emergency (bona fide) arise that prevents attendance
at a specific session (illness, accidents, etc.), it is the responsibility of the student
to contact us. In this instance, you will be asked to complete appropriate make-
up material. Per university policy, if you are ill, you must provide a note from the
health center or your health care provider to be excused from class. We will not chase you down for this, because providing this documentation is the responsibility of the student. Given the broad nature of these circumstances, it is ultimately at the discretion of the instructors as to whether attendance points will be retroactively granted.

Self, Class & Material Assessments:

**Self-Assessment**
Going into the fourth, eighth and twelfth weeks, we will ask you to provide a self-assessment, and instructors will provide feedback to the students, on their level of engagement. In the event of discrepancy between self and instructor assessments, we will discuss it with you individually.

**Class-Assessment**
There will be a class assessment to gain feedback on style and effectiveness of the material covered, the instructors and peer dialogues at the end of the semester.

**Material-Assessment**
There will be periodical assessments of the reading materials and films to gain a sense of how effective various materials are in providing various concepts and theoretical frameworks.

**GRADING POLICY**

**CRITERION FOR EVALUATION AND GRADING**
Participants will be evaluated on attendance, participation, and the completion of all other learning expectations. Participants will be graded on the *quality* of their contributions to class discussion—their creativity, the degree to which their effort to understand and grow from the dialogues/activities/readings/reflections is demonstrated, the degree to which they work to share and develop their thinking, and their timeliness in completing assignments—and not on the *content* of their opinions (i.e., whether they agree or disagree with the opinions or perspectives of the instructors). To make sure that content is discussed in an even-handed way, we encourage participants to provide the instructors with materials to discuss on our topics. These materials must be made available to the facilitators with enough time to evaluate them. Final decisions are ultimately up to the instructors.

This is a 3-credit, letter-graded course, based on the following grade scale:

<table>
<thead>
<tr>
<th>Grade Letter</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
<td>190 - 200</td>
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<tr>
<td>A</td>
<td>93-96%</td>
<td>178 - 189</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
<td>169 - 177</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
<td>160 - 168</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>148 - 159</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
<td>139 - 147</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>130 - 138</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>118 - 129</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>109 - 117</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>100 - 108</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
<td>88 - 99</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
<td>79 - 87</td>
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F = 0-59% = 0 - 78 points
Class Participation: total points possible: 87
Quizzes: total points possible: 20
Dialogue Participation total points possible: 56
Final Paper: total points possible: 37

ACCESSIBILITY AND ACCOMMODATIONS
If you need an accommodation for a disability, please let us know as soon as possible. Some aspects of this course, such as the assignments, in-class activities, or the way we teach may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with you and Disability Support Services (301/314-6783) as needed to make appropriate accommodations. We will treat any information about your disability with the utmost discretion.

DISRUPTIONS
Past experience strongly suggests that we have an explicit policy on cell phones, palm devices, video games, watches, etc. within the classroom. Thus, all ‘noise-making’ electronic devices are to be turned off or left in ‘silent’ mode for the duration of the class. Infractions of this policy will result in a participation grade of 0 of 5 points for that day. No exceptions.

EQUAL EDUCATIONAL OPPORTUNITY POLICY STATEMENT
In accordance with federal, state, local, university, college of education, and the co-facilitators' personal policy (especially with respect to the 1964 Civil Rights Act and Section 504 of the Americans with Disabilities Act), access to equal educational opportunity based on race; ethnicity; language; geographic origin; socioeconomic class; sex and gender; sexual orientation; physical, developmental, and psychiatric ability; religious or spiritual affiliation; age and generation; physical appearance; and, environmental concern is paramount. Every effort will be made to arrange for reasonable accommodations to ensure that such opportunity exists and is measurable in terms of equality of outcomes for every participant.

INCLEMENT WEATHER POLICY
Should the campus close due to snow, an official campus announcement will be made through the usual radio and television channels. You can also call 301-314-SNOW or check out www.umd.edu. If the campus officially closes for a day due to snow you are expected to continue reading course materials and to turn in any assignments either as scheduled or at least the first day campus reopens. If for some unknown circumstance class discussion and work does not take place due to snow, the class will be made up on a TBA date.

LANGUAGE
In the discussion of politically complex and charged issues it is often necessary to explore terminology and concepts that, on occasion, may be vulgar, derogatory, or in other ways make us uncomfortable. Please understand that it is necessary to engage in these discussions in order to come to a critical and comprehensive understanding of the manifestations of prejudice and discrimination so that, subsequently, we can learn how
to deconstruct and assuage them. If you become particularly distressed about any discussion, please speak to the facilitators immediately.

**STATEMENT ON ACADEMIC INTEGRITY**
The university has approved a Code of Academic Integrity available on the web at [www.inform.umd.edu/CampusInfo/Depatments/jpo/code_acinteg.html](http://www.inform.umd.edu/CampusInfo/Depatments/jpo/code_acinteg.html). The code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The code strives to promote a “community of trust” on our campus.

**STATEMENT ON HEALTH**
You are of no use to yourself or others if you are not healthy. Please take the time to eat right, exercise, and get enough rest. You, your family, your schoolwork, everything will be better for it.

**STATEMENT ON LEARNING**
Participants will not be spoon-fed learning expectations nor given a recipe to follow to complete them. The syllabus explanation for each learning expectation is to serve as an outline. Participants are responsible for discovering, through reading, dialogue, and research, the information that will flesh out the outline.

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CLASS SCHEDULE

PART I: Identities (labels and definitions)
PART II: Identity and Social Justice Models
PART III: Context (container)
Part IV: Special Topics in LGBT Leadership
Part V: Revisiting Social Justice

Making Gay History
Part 1: Before
Part 2: Taking Root
Part 3: Speaking Out Setting Goals and Making Demands
Part 4: Liberation
Part 5: Coming of Age
Part 6: In the Shadow of AIDS
Part 7: On the National Stage
Postscript September 11th 2001
Review of Film and evaluate the book, Making Gay History

Speakers:
Equality MD: Dan Furmansky (marriage, adoption)
UMD: Father Peter Antoci (religion)
UMD: Speaker's Bureau (leaders on campus)
UMD: Mollie Monahan (greek life/bisexuality)
Previous UMD leader: Laura (employment)
(military)
(retirement)

Films:
Toilet Stories (transgender)
The Time of Harvey Milk (leader/politics)
De Colores (race/culture/international)
Black Is, Black Ain’t (race/culture/AIDS)
? It's elementary: Talking About Gay Issues in School (nonprint)
? Homophobia and the Workplace ( LGBT Equity 1993)
? That’s A Family (LGBT Equity 2000)
?West Coast Crones: A Glimpse into the Lives of Nine Old Lesbians (nonprint 1991)
WEEK 1
January 27th
Review syllabus, discuss course goals and expectations.

WEEK 2
February 1st

February 3rd

WEEK 3
February 8th

Room change" ARC 1105

February 10th
Final paper expectations: what does a title, thesis statement, synopsis and outline look like? Briefly point out resources for additional assistance and to learn which format is appropriate for your project.

WEEK 4
February 15th

Self-assessment

February 17th
Part 1: Before
Part 2: Taking Root

WEEK 5
February 22nd
Part 3: Speaking Out Setting Goals and Making Demands
Part 4: Liberation

February 24th
(1)          (2)          (3)
Part 5: Coming of Age

WEEK 6
March 1st
(1)          (2)          (3)
Is Gay Marriage Next? And Outing Age

March 3rd

WEEK 7
March 8th

March 10th
(1)          (2)
Part 6: In the Shadow of AIDS
WEEK 8
March 15th
(1) (2) (3)
Part 7: On the National Stage
Postscript September 11th 2001
Self-assessment

March 17th
Meet in Hornbake Non-print media 4th floor Rm 4210Q
FILM: “The Time of Harvey Milk”
Review of Film and evaluate the book, Making Gay History

WEEK 9
March 22nd SPRING BREAK
March 24th SPRING BREAK

WEEK 10
March 29th
In class exercise ‘Understanding Multiple Identities’

March 31st
(1) Excerpts from This Bridge Called My Back, (2) excerpt from Queer and Asian and
(3) “Queer Race”

WEEK 11
April 5th
(1) “White Privilege and Male Privilege”, (2) “There is no hierarchy of oppressions” and
(3) “Tired of Playing the Monopoly?”
Film: “De Colores”
Meet in Hornbake 4th floor: Non print Media Room P

April 7th
(1) “Brother In Arms” article, (2) Washington Post Article on gay marriage issue and
impact on black churches.
Film: “Black Is, Black Ain’t”
Meet in Hornbake 4th floor: Non print Media Room P

WEEK 12
April 12th
(1) Same Gender Relations in Nonwestern Cultures
self-assessment

April 14th
(1) Excerpt from Working with Lesbian, Gay, Bisexual and Transgender Student Leaders
and (2) Excerpt from Out and About on Campus

WEEK 13
April 19th
(1) Excerpt from The Good Book and (2) “No Feminist Can Save God.”
April 21st
Speaker: (previously Father Peter Antoci)

WEEK 14
April 26th
(1) Excerpt from “Out on Fraternity Row” and (2) excerpt from Out and About on Campus (3) reference to “Secret Sisters” at www.lambda10.org

April 28th
Speaker: (previously Mollie Monahan, Sexual Assault Prevention Coordinator)

WEEK 15
May 3rd
LGBT people and the military
(1) Getting It Straight: A Review of the “Gays in the Military” Debate

May 5th
Wrap up discussion/class evaluation

WEEK 16
May 10th
Option 1: Brief 1-2 min. presentation about your final paper from the Dialogue attended.
Option 2: Final paper due with 5 min. presentation and brief handout with research conclusions.

May 12th
Last day of classes

Week of final exams: May 17th-May19th
DIALOGUE

Hand in which dialogue you are participating in, who the facilitators are of this group along with their contact information. In addition explain why you have chosen the particular dialogue you are participating within.

FINAL PAPER

Keep in mind writing is a process and that the best writing is a result of a strong outline, a well defined thesis, multiple rewrites and drafts of your writing and finally proofreading your work for spelling and grammatical errors. The purpose of these deadlines is to help provide a structure for your writing.

If you are interested in getting detailed assistance beyond what is offered in the class or in office hours The Writing Center is an excellent source for you to further explore the details of researching and writing a paper. Everyone is encouraged to go to The Writing Center at least once this semester to learn about what resources it can offer you. It is located in Shoemaker Building on South Campus ? phone web.

Two hard copies of each assignment are due in class on the following dates:

Feb 12th Topic of final paper including tentative title.
Feb 17th Topic clearly defined into: (1) a thesis statement and (2) a 75 word summary of the project.
Feb 24th 75 word synopsis connecting your final paper to the purpose of this class.
March 2nd 6 full bibliographic sites in the format appropriate to the project you are working on. This format can be from your home discipline or can be selected for its applicability to the specific project for this course (i.e. MLA, Chicago, APA).
March 16th Outline of final paper including sections, highlighting key evidence and points in your analysis.
April 13th First draft of final paper due. Keep in mind the more you provide to us in your draft the more feedback you can have for your final paper.
May 4th Final paper due in class.