

# 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 20<sup>th</sup> 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...

## REQUIRED TEXTS

R. Susan Komives, Nance Lucas, and Timothy R. McMahon Exploring Leadership: For College Students Who Want to Make a Difference (San Francisco: Jossey-Bess Publishers 1998).

Eric Marcus Making Gay History: The Half –Century Fight for Lesbian and Gay Equal Rights (New York: Harper Collins 2002).

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 is 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/alterd 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 10<sup>th</sup>**. 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 15<sup>th</sup>** 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 15<sup>th</sup>, 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.

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## **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:

A+	= 97-100%	= 190 - 200 points
A	= 93-96%	= 178 - 189 points
A-	= 90-92%	= 169 - 177 points
B+	= 87-89%	= 160 - 168 points
B	= 83-86%	= 148 - 159 points
B-	= 80-82%	= 139 - 147 points
C+	= 77-79%	= 130 - 138 points
C	= 73-76%	= 118 - 129 points
C-	=70-72%	= 109 - 117 points
D+	=67-69%	= 100 - 108 points
D	= 63-66%	= 88 - 99 points
D-	=60-62%	= 79 - 87 points

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

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### **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](http://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/Departments/jpo/code\\_acinteg.html](http://www.inform.umd.edu/CampusInfo/Departments/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 11<sup>th</sup> 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 27<sup>th</sup>

Review syllabus, discuss course goals and expectations.

WEEK 2

February 1<sup>st</sup>

February 3<sup>rd</sup>

WEEK 3

February 8<sup>th</sup>

**Room change” ARC 1105**

February 10<sup>th</sup>

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 15<sup>th</sup>

**Self-assessment**

February 17<sup>th</sup>

Part 1: Before

Part 2: Taking Root

WEEK 5

February 22<sup>ND</sup>

Part 3: Speaking Out Setting Goals and Making Demands

Part 4: Liberation

February 24<sup>th</sup>

(1) (2) (3)

Part 5: Coming of Age

WEEK 6

March 1<sup>st</sup>

(1) (2) (3)

Is Gay Marriage Next? And Outing Age

March 3<sup>rd</sup>

WEEK 7

March 8<sup>th</sup>

March 10<sup>th</sup>

(1) (2)

Part 6: In the Shadow of AIDS

WEEK 8

March 15<sup>th</sup>

(1) (2) (3)

Part 7: On the National Stage

Postscript September 11<sup>th</sup> 2001

**Self-assessment**

March 17<sup>th</sup>

Meet in Hornbake Non-print media 4<sup>th</sup> floor Rm 4210Q

FILM: "The Time of Harvey Milk"

Review of Film and evaluate the book, *Making Gay History*

WEEK 9

March 22<sup>nd</sup> SPRING BREAK

March 24<sup>th</sup> SPRING BREAK

WEEK 10

March 29<sup>th</sup>

In class exercise 'Understanding Multiple Identities'

March 31<sup>st</sup>

(1) Excerpts from *This Bridge Called My Back*, (2) excerpt from *Queer and Asian* and

(3) "Queer Race"

WEEK 11

April 5<sup>th</sup>

(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 4<sup>th</sup> floor: Non print Media Room P**

April 7<sup>th</sup>

(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 4<sup>th</sup> floor: Non print Media Room P**

WEEK 12

April 12<sup>th</sup>

(1) Same Gender Relations in Nonwestern Cultures

**self-assessment**

April 14<sup>th</sup>

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

WEEK 13

April 19<sup>th</sup>

(1) Excerpt from *The Good Book* and (2) "No Feminist Can Save God."

April 21<sup>st</sup>

Speaker: (previously Father Peter Antoci)

WEEK 14

April 26<sup>th</sup>

(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](http://www.lambda10.org)

April 28<sup>th</sup>

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

WEEK 15

May 3<sup>rd</sup>

LGBT people and the military

(1) Getting It Straight: A Review of the “Gays in the Military” Debate

May 5<sup>th</sup>

Wrap up discussion/class evaluation

WEEK 16

May 10<sup>th</sup>

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 12<sup>th</sup>

Last day of classes

Week of final exams: May 17<sup>th</sup>-May19th

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## 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 12<sup>th</sup>      Topic of final paper including tentative title.
- Feb 17<sup>th</sup>      Topic clearly defined into: (1) a thesis statement and (2) a 75 word summary of the project.
- Feb 24<sup>th</sup>      75 word synopsis connecting your final paper to the purpose of this class.
- March 2<sup>nd</sup>      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 16<sup>th</sup>      Outline of final paper including sections, highlighting key evidence and points in your analysis.
- April 13<sup>th</sup>      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 4<sup>th</sup> Final paper due in class.