EDCP 418c: Latino Leadership
Spring 2006
Tuesday and Thursday: 11:00am – 12:15pm
3217 Art-Sociology Building

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Office hours by appointment

Course Description

This course will offer students the opportunity to critically think and analyze leadership in relation to the Latino community. This course will critically analyze theoretical frameworks of leadership, historical and social movements, and personal identity in the contexts of Latinas and Latinos in the United States. Specifically, this course will give attention to critical issues facing the Latino and Latino community in the U.S. and prepare students to develop and enhance their leadership capabilities.

Before we begin our journey, we must examine and re-examine our experiences, heritage and upbringing through various worldviews. Underrepresented communities are often marginalized and exploited for their unique cultural traits and experiences that they bring with them to the classroom, jobs, and other social contexts. This course is designed to use these traits and experiences of survival to identify tools to positively impact society.

In order to accomplish this, the course is divided into four sections. Section 1: “The Language of Social and Critical Consciousness” intends to explore the constructs of society and the tools developed by oppressed communities for survival. Section 2: “The Latino/Latina Context” provides a brief survey of where Latinos are in education, politics, citizenship, and other areas, to equip students with a micro and macro understanding of issues affecting Latinos. Section 3: “Leadership” presents discourse on how to impact our society through working with others and utilization of our ‘tools’ and ‘contexts'. Section 4: “Movement, Change, and Action” presents models and techniques to accomplish our goals and utilize our leadership skills.

Objectives for Students

- To develop a critical and social consciousness
- Learn about the dynamic features and characteristics of our heterogeneous Latino experiences.
- Critically analyze issues affecting the Latina/o community.
- Empower oneself through understanding the dynamics of your experience and multiple identities, connecting your experience with larger social factors.
- Critically analyze your own leadership style.
- Gain a thorough understanding of theoretical frameworks of leadership and social justice.
• Examine the notions and influences of multiple identities (i.e. culture, family, peers, etc) on leadership and leaders.
• Develop, demonstrate, and apply basic leadership skills.

Course Expectations

Expectations of the course will rely heavily on dialogue, experiential learning, and open-mindedness of members of the class community. This 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:

• Attend every class prepared. Unless prior notification of the instructors is received.
• Engage in dialogue
• Respect the entire classroom community.
• Expect the instructors to be prepared for every class.
• The classroom community is a safe space to explore ideas and to challenge the assumptions of others.
• Complete assignments with diligence and consistent content.
• Inclusion of all classroom community members.

Required Readings


Additional readings will be available on WebCT

Assignments and Grading

Genealogy Paper (15%)

A Mid-Atlantic Issue? Poster Presentation (15%)

What is a Latino Leadership Model? Group Presentation MIDTERM (20%)

Action Plan Paper FINAL (25%)

Participation (25%)

Guidelines for Paper Assignments
• We require that you follow one consistent style (e.g. APA, MLA, Chicago, etc.) in appropriately citing your sources and references.
• Pay specific attention to correct spelling, grammar, and punctuation.
• Assignments must have a cover page identifying the following information: paper title, course title, name, date, and term.
• Papers should be double-spaced, typed or word processed, with 1” margins on white 8.5” by 11” paper.
• Recommended font types are Palatino, Times, or Times Roman in 10 or 12 point size.

University of Maryland Student Honor Pledge

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. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html. For more information contact: Cara Appel-Silbaugh, 4-9954, caraas@umd.edu

Americans with Disabilities Act Compliance

http://www.inform.umd.edu/dss

Office for Civil Rights (OCR) within the U.S. Department of Health and Human Services (DHHS) is responsible for enforcing the nondiscrimination requirements of Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) of 1990, involving health care and human service providers and institutions.

Religious and/or Cultural Observances
Some class times are in close proximity to religious or cultural observances. If class dates or assignment creates a conflict, please let the instructors know in order to make the proper arrangements.

Rationale and Purpose of Course Structure and Content

This class is designed with several assumptions and objectives in mind. First, we understand that the Latino experience is a very complex with a diverse amount of histories, cultures, races, nationalities, and identities found within it. While this complexity can be quite overwhelming, the course attempts to draw from as many of these sources in an attempt to reflect our identity and to give voice to all members of the class. Moreover, the class utilizes this heterogeneity to encourage students to draw connections between themselves and those around them, through
techniques such as development of a critical consciousness, reappropriation, and advocacy, in order to build significant relationships and leadership skills.

Second, we feel that students have acquired knowledge and tools to understand and survive their own experiences. The instructors of this course view themselves as facilitators, rather than teachers to help students identify tools, already in use, to understand their world. By presenting the various ‘texts’ (including yourself) in the class we wish students to begin to recognize their skills and leadership, give them names, and learn to control these techniques in a socially just and proactive manner.

Class Schedule

SECTION 1: The language of social and critical consciousness
Ideas and Issues: Intersections, Discrimination, Biculturlaism, Colonialism, Critical Consciousness, Oppression, Racism, Discrimination, Latinidades, dichotomy

Class 1: January 26, Thursday
Topic: Overview and Introductions
Activity: Review syllabus, introductions, icebreaker, set class goals
Assignment: Readings on Dichotomy, Social forces, etc….

Class 2: January 31, Tuesday
Topic: Terminology of Critical and Social Consciousness
Activity: “Constructed Definition Posters”
Reading: Readings on Dichotomy, Social forces, etc….
Assignment: Pedagogy of the Oppressed: Chapter 2

Class 3: February 2, Thursday
Topic: Understanding the Third Eye: What is Consciousness?
Activity: Class Discussion
Reading to discuss: Pedagogy of the Oppressed
Assignment: Latinidades articles

Class 4: February 7, Tuesday
Topic: Guest Speaker: Mark Brimhall Vargas, Office of Human Relations Programs, UMCP:
Reading: Latinidades articles
Assignment: Latino Intersections and complexity

Class 5: February 9, Thursday
Topic: Exploring Our Complexity(ies): Intersection, Latinidades, and identity
Activity: Fishbowl on Latino vs. Hispanic
Reading: Latino Intersections and Complexity
Assignment: Chicano/a Consciousness related, Boriqua related lit

Class 6: February 14, Tuesday
Topic: Contextual Latino Consciousness (Chicanismo and Taino/Boriqua ideology, Hugo’s theory)
Activity:
Reading: Chicano/a Consciousness related, Boriqua related lit
Assignment: Music or Lyrics Sheet….

Class 7: February 16, Thursday
Topic: Practicing what we preach...
Activity: “Music Analysis” Genealogy Paper Due
Reading: Music or Lyrics Sheet….
Assignment: Latino Primer for Section 2

SECTION 2: The Latino/Latina Context
Issues and Ideas: Social, Cultural, Education, Economic, Political, Personal, Regional, National

Class 8: February 21, Tuesday
Topic: A Primer of the Latino Experience
Activity: Group 1 Leads Class Discussion
Reading: Latino Primer
Assignment: ‘What’s Langley Park?’ Find three pieces on Langley Park and their sources.

Class 9: February 23, Thursday
Topic: Guest Speaker: Dr. Bill Hanna, Urban Studies and Planning, Action Langley Park (Projector and Laptop needed)
Reading: What’s Langley Park?
Assignment: Latinos and Education

Class 10: February 28, Tuesday
Topic: Education
Activity: Group 2 Leads Class Discussion
Reading: Latinos and Education
Assignment: Latinos and Politics

Class 11: March 2, Thursday
Topic: Politics
Activity: Group 3 Leads Class Discussion
Reading: Latinos and Politics
Assignment: Latinos Economics and Immigration

Class 12: March 7, Tuesday
Topic: Economics and Immigration
Activity: Group 4 Leads Class Discussion
Reading: Latinos Economics and Immigration
Assignment: Latino Identity Readings

Class 13: March 9, Thursday
Topic: Latino Identity
Activity: Group 5 Leads Class Discussion
Reading: Latino Identity Readings:

Class 14: March 14, Tuesday
SECTION 3: Leadership
Ideas and Issues: History of leadership, Culturally-based leadership models, Relational Leadership Model, Latino Leadership

Class 15: March 16, Thursday
Topic: What is leadership?
Reading: Exploring Leadership History of Leadership
Assignment: Exploring Leadership: Relational Leadership Model (RLM)

Class 17: March 21, Tuesday
Spring Break

Class 18: March 23, Thursday
Spring Break

Class 19: March 28, Tuesday
Topic: Relational Leadership Model:
Reading: Exploring Leadership: Relational Leadership Model (RLM)
Assignment: Asian Pacific American and Black Leadership Models

Class 20: March 30, Thursday
Topic: Cultural / Identity Based Models
Reading: Asian Pacific American and Black Leadership Models
Assignment: Is there Latino Leadership?

Class 21: April 4, Tuesday
Topic: Latino Leadership
Reading: Is there Latino Leadership?
Assignment:

Class 22: April 6, Thursday
Topic: Guest Speaker: Mark A Lopez, Salvador Mena, UMCP.

Class 23: April 11, Tuesday
Activity: Design a Latino Leadership Model (First Group Presentation)

Class 24: April 13, Thursday:
Activity: Design a Latino Leadership Model (Second Group Presentation)
Assignment: Latino Issues Revisited

SECTION 4: Movement, change, and action.
Class 25: April 18, Tuesday  
*Topic: Guest Speaker Juan Carlos Ruiz from CASA de Maryland.*  
Reading: Latino Issues Revisited  
Assignment: Boricua Pride

Class 26: April 20, Thursday  
*Topic: Social Movement 2: Boriqua and Tainos.*  
Reading: Boricua Pride  
Assignment: Learning about El Movimiento

Class 26: April 25, Tuesday  
*Topic: Social Movement 4: Chicanos and El Movimiento.*  
Reading: Learning about El Movimiento  
Assignment: Icons of Revolution

Class 27: April 27, Thursday  
Reading: Icons of Revolution  
Assignment: Bolman and Deal Organizational Frameworks, Kotter Change Model

Class 28: May 2, Tuesday  
*Topic: Organizations and Changes.*  
Reading: Bolman and Deal Organizational Frameworks, Kotter Change Model  
Assignment: Social Justice Packet 1

Class 29: May 4, Thursday  
*Topic: Social Justice*  
Reading: Social Justice Packet 1  
Assignment: Social Justice Packet 2

Class 30: May 9, Tuesday  
*Topic: Social Justice*  
Reading: Social Justice Packet 2:

Class 31: May 11, Thursday  
*Topic: Conclusions*  
Activity: Plan of Action Paper Due