

EDCP 418c: Latino Leadership

Spring 2006

Tuesday and Thursday: 11:00am – 12:15pm

3217 Art-Sociology Building

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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

Komives, S.R., Lucas, N. & McMahon, T.R. (1997). *Exploring leadership: For college students who want to make a difference*. San Francisco: Jossey-Bass.

Orozco, M., Surez, M. & Paez, M. M. (Eds.). (2002). *Latinos remaking America*. Berkeley & Los Angeles, CA: University of California Press.

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

Topic: Bringing it Home

Activity: **The Mid Atlantic Issue? Poster Presentation**

Reading:

Assignment: Exploring Leadership: History of Leadership

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

Topic: Icons of Revolution, Evo Morales, Hugo Chavez, Ernesto 'Che' Guevara.

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**