

Asian Pacific American Leadership EDCP 418A / AAST 498I

Spring 2006

Tuesdays & Thursdays, 3:30-4:45 PM

Tawes 0131

WebCT: www.courses.umd.edu (login with your directory ID)

Mail Reflector: apa-list@umd.edu

Instructors

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Course Description

This course will offer students the opportunity to think critically about leadership in relation to the Asian Pacific American (APA) identity. We will explore how specific traditional Asian familial/cultural values, racism, history, and society have interacted to shape leaders and leadership.

The course will also focus on critical issues facing APA student activists/leaders on the UM campus and provide a “training” of sorts for APAs to develop leadership, activism and managerial skills. We will begin by exploring general leadership theories. Then we will set the stage by first understanding where we are and where we have come from and what/who exactly is it that we are leading. Then we will move on to practical skills and knowledge that student leaders/activists should possess. Finally, we will broaden the picture and go into issues affecting APAs as you move from being leaders on campus to leaders in society.

First and foremost, however, we will use this class as an opportunity to raise awareness about our own personal histories and values and how they contribute to our own leadership styles. Therefore, personal and group reflection will be an important feature of this course. Lastly, this course will also provide a forum for a dynamic exchange/dialogue of ideas for APA student leaders on campus.

Course Expectations

This course is heavy on discussion and experiential learning, therefore participants of this course will be expected to complete readings and assignments and be prepared for class discussion. Along with the classroom work, students should be attentive to how the concepts learned apply in their current involvement and leadership roles. It is also expected that participants will thoughtfully and thoroughly complete assignments by the assigned due date.

For all graded assignments, we require that you use the American Psychological Association (APA) Style in appropriately citing your sources and references (see APA style reference on WebCT). For assignments requiring research, students are expected to find appropriate scholarly or other sources. Like any academic course, pay close attention to correct spelling, grammar, and punctuation. Documents should have a cover page identifying at least the following information: paper title, course title, name, and term. Papers should be double-spaced, typed or word processed, with 1" margins on white 8.5" by 11" paper and have page numbers. Recommended types are Palatino, Times, or Times Roman in 10 or 12 point size.

Code 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. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>. Academic dishonesty is a serious offense which will not be tolerated in this class and may result in suspension or expulsion from the University.

ADA Statement: Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact the instructors as soon as possible to discuss academic accommodations.

Religious Observances: The University System of Maryland policy on religious observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. We will be happy to work with you if class meetings or assignments conflict with your religious practices.

Required Course Texts

With the exception of the Balón monograph, all other required course texts are available for purchase at the University Book Center. The Balón monograph will be available for purchase from the instructors.

Balón, D. G. (2003). *Asian Pacific American leadership development*. Leadership Insights and Applications Series #14. College Park, MD: National Clearinghouse for Leadership Programs.

Komives, S., Lucas, N., & McMahon, T. (1998). *Exploring leadership: For college students who want to make a difference*. San Francisco: Jossey-Bass.

Wei, W. (1993). *The Asian American Movement*. Philadelphia: Temple University Press.

Zia, H. (2000). *Asian American Dreams: the emergence of an American people*. New York: Farrar, Straus and Giroux.

Course Readings

Articles and other readings outside of the texts will be required. These readings will be provided in the Course Content section of the WebCT site. Also, the instructors may provide additional readings based on current events or other issues. There will be one copy of the course readings available at each instructor's office. All updates to readings will be posted on the course website on WebCT.

Course Schedule

For updates, assignments and readings, visit the Course Content section on the WebCT site.

Date	Topic	Assignments & Readings Due
Class 1: January 26th	Introduction/Overview Why APA Leadership?	<ul style="list-style-type: none"> ▪ None
Class 2: January 31st	APA Leadership: Connections between Identity and the Movement	DUE: Reflections on Personal Leadership <ul style="list-style-type: none"> ▪ Syllabus ▪ Balón, "APA College Students on Leadership: Culturally Marginalized from the Leader Role?" ▪ Zia, Ch. 1 ▪ Wei, Introduction
Class 3: February 2nd	What Is Leadership?	<ul style="list-style-type: none"> ▪ Komives, Lucas & McMahon, Preface & Ch. 1 ▪ Komives, Lucas & McMahon, Ch. 2 (skim)
Class 4: February 7th	Relational Leadership Model	<ul style="list-style-type: none"> ▪ Komives, Lucas & McMahon, Ch. 3
Class 5: February 9th	Social Change Model of Leadership	<ul style="list-style-type: none"> ▪ Social change reading
Class 6: February 14th	Overview of History and Activism	<ul style="list-style-type: none"> ▪ Wei, Ch. 1 ▪ Wei, Chs. 4, 5 & 6 (read 1 of these chapters of your choosing; skim the other 2 chapters)
Class 7: February 16th	Personal Stories, Shared History	DUE: Personal History Paper <ul style="list-style-type: none"> ▪ Zia, Ch. 2
Class 8: February 21st	Race, Ethnicity and Identity, Part 1: Who's Asian Pacific American?	<ul style="list-style-type: none"> ▪ Tatum, "The Complexity of Identity: 'Who Am I?'" ▪ New Face of the APA, Introduction & Ch. 1 ▪ Mishra, "Are South Asians Asian American?"
Class 9: February 23rd	Race, Ethnicity and Identity, Part 2: Others' Definitions of APA	<ul style="list-style-type: none"> ▪ Bao, "Alien Americans" ▪ Kim, "The Racial Triangulation of Asian Americans" ▪ Suzuki, "Model Minority"
Class 10: February 28th	Race, Ethnicity and Identity, Part 3: Defining Ourselves	DUE: Midterm Outline <ul style="list-style-type: none"> ▪ Liu, "The Accidental Asian" ▪ Wu, "The Power of Coalitions: Why I Teach at Howard," part 1 (pp. 301-315)
Class 11: March 2nd	Multiple Identities: Influences on Leadership, Part 1	<ul style="list-style-type: none"> ▪ Espiritu, "Ideological Racism and Cultural Resistance" ▪ Wei, Ch. 3 ▪ Roy, "The Call of Rice: (South) Asian American Queer Communities"
Class 12: March 7th	Multiple Identities: Influences on Leadership, Part 2	<ul style="list-style-type: none"> ▪ Assigned readings for group (see WebCT)

Class 13: March 9th	Leadership Self-Awareness: Knowing Your Values	<ul style="list-style-type: none"> ▪ Komives, Lucas & McMahon, Ch. 4
Class 14: March 14th	Understanding Your Myers-Brigg Type	DUE: Myers-Brigg Type Indicator <ul style="list-style-type: none"> ▪ Komives, Lucas & McMahon, Ch. 9
Class 15: March 16th	Ethical and Moral Leadership: Role in Activism, Part 1	DUE: Midterm
March 21st & 23rd	<i>Spring Break</i>	
Class 16: March 28th	Ethics and Moral Leadership: Role in Activism, Part 2	<ul style="list-style-type: none"> ▪ Zia, Ch. 3
Class 17: March 30th	Groups, Teams and Collaboration	DUE: Group Project Outline <ul style="list-style-type: none"> ▪ Komives, Lucas & McMahon, Ch. 6
Class 18: April 4th	Intra and Inter Race Coalitions/ Crossing Boundaries, Part 1 Review of Group Project Outlines	<ul style="list-style-type: none"> ▪ Komives, Lucas & McMahon, Ch. 8 ▪ Zia, Ch. 8
Class 19: April 6th	Intra and Inter Race Coalitions/ Crossing Boundaries, Part 2	<ul style="list-style-type: none"> ▪ Zia, Ch. 7 ▪ Wu, "The Power of Coalitions: Why I Teach at Howard," part 2 (pp. 315-342)
Class 20: April 11th	The Leader in the Community: Addressing Oppression and Inequality	<ul style="list-style-type: none"> ▪ Zia, Ch. 9
Class 21: April 13th	Panel of APA Community Leaders	<ul style="list-style-type: none"> ▪ Community organization mission statements for panel ▪ Review Wei, Ch. 6
Class 22: April 18th	APAs in Higher Education	<ul style="list-style-type: none"> ▪ Balón monograph ▪ Rhoads, et al., "Panethnicity and Collective Action Among Asian Americans"
Class 23: April 20th	Activism at the University of Maryland	<ul style="list-style-type: none"> ▪ Readings to be determined (see WebCT) ▪ Review Wei, Ch. 5
Class 24: April 25th	The Leader in Public Policy Issues and the Political Process, Part 1	<ul style="list-style-type: none"> ▪ Wei, Ch. 8 ▪ Zia, Ch. 6
Class 25: April 27th	The Leader in Public Policy Issues and the Political Process, Part 2	<ul style="list-style-type: none"> ▪ Readings to be determined (see WebCT)
Class 26: May 2nd	Contemporary Challenges for Activist Leaders: Group Project Presentations	DUE (on your presentation date): Presentation, Executive Summary & Annotated Bibliography
Class 27: May 4th	Contemporary Challenges for Activist Leaders: Group Project Presentations	DUE (on your presentation date): Presentation, Executive Summary & Annotated Bibliography
Class 28: May 9th	Contemporary Challenges for Activist Leaders: Group Project Presentations	DUE (on your presentation date): Presentation, Executive Summary & Annotated Bibliography
Class 29: May 11th	Revisit personal definitions of leadership Wrap Up	DUE: Group Dynamic Paper

Course Assignments and Grading

Class Attendance and Participation (20%)

A quality learning experience in this course rests heavily on a high degree of interaction and exchange of ideas among students and instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be weighed. Strong participation will be characterized by showing interest in class discussions and sharing ideas, thoughts, perspectives and questions in all classes.

Attendance: Timely class attendance is essential and expected. Unexcused absences will be factored into final grades.

Reading notes are a method of helping you to assess what you have read and prepare for in-class discussion. They provide a short summary and commentary on the important points of assigned readings. You will be required to do a reading note on **one** of the readings for **each Tuesday** class; unless assigned a specific reading to focus on, you may select one of the assigned Tuesday's readings for your reading note. While reading notes are not generally expected on readings assigned for Thursday classes, students are still responsible for thoroughly completing all reading assignments; students may receive pop quizzes on readings. ***Reading notes are due each Tuesday at 2:00pm on WebCT.***

A reading note is comprised of the following components:

1. It is headed by an exact bibliographical reference to the article using APA style.
2. What's the story? / Thesis or Argument: This statement, usually not more than one sentence long, should state the author's argument.
3. How do we know? / Main Points: This section presents the main points presented by the author to prove or support her/his argument. It should not be a summary of the whole article.
4. So what? / Critical Assessment: Here you should assess the reading. What's the significance? Does it help you understand APA leadership? Why or why not?

APAs in the News: Sharing Articles and Discussions: Each week, two students will be assigned to find news articles featuring APAs or APA community issues and start discussions about them using WebCT. Other students must respond to the discussion threads. These online discussions may be connected to in-class discussions. Students will be evaluated on the content, critical thinking and thoughtfulness of their posts; spelling and grammar will not be graded.

For Discussion Starters:

1. ***By 2:00pm on Thursday of your assigned week***, you must begin a discussion thread on the Discussion Section of WebCT with the full text of or link to a current news article featuring APAs found from a reputable news source (e.g., *The Diamondback, Washington Post, Washington Times, New York Times, L.A. Times, Asian Week, San Francisco Chronicle*), with a statement of how this article relates to the course at that time. In addition, you must pose 2-3 discussion questions (open-ended) based on the article.
2. These questions should relate substantively to the content of the article and if appropriate, other course content.
3. Each student will serve as Discussion Starter once during the semester.

For Discussion Responders:

1. ***By 2:00pm on the Thursday following the article's post***, students must respond to the discussion thread by responding to questions posed by the Discussion Starter. Responses should relate substantively to the content of the article, course material, or to other students' relevant responses and contribute meaningfully to the conversation.
2. All students must reply to at least two different discussion threads ***by March 9th***.
3. All students must reply to at least two different discussion threads ***between March 10th-May 11th***.

Reflections of the Week (20%): DUE EVERY MONDAY AT 5PM

This assignment requires you to think critically about the topics we discuss and read about in class and consider how they relate to your understanding of yourself as a leader. Each week you will submit a one-page reflection on the previous week's classes. You should not recap what we talked about, but rather your reactions and thoughts about the topics. What did you think of the topic? Have you seen examples of the topics in your own experiences? How does this impact your understanding of leadership and how you see yourself as a leader? Use these reflections as a time to engage with the course material in a more personal but no less critical way. ***These reflections should be submitted by Monday at 5:00pm each week via WebCT on the designated private discussion thread.***

Personal History (15%): DUE FEBRUARY 16th

Our personal history and events that have impacted us in the past are often the greatest influences on who we are. This assignment will give you the opportunity to examine your family history and help you understand some of the factors that influence your notions of leadership, your desire to participate in leadership, and your own leadership style. By understanding and appreciating our personal history, we gain a sense of who we are, what we are and why we are, which is crucial to understand for successful leaders.

There are four major components to this assignment. Your paper should include the following (total 120 points):

1. *Family history* (35 points)
Describe your family's history (including yourself) in the United States. Highlight events that are significant to you and your family. If your family immigrated, when did they immigrate? Why? What are some of the challenges they faced? How did they resolve those challenges? What are some strong memories that they have of their experience here?
2. *Leadership in your family* (35 points)
Describe how your family members define leadership. How do they conceptualize leadership? Whom do they consider leaders? How have you seen leadership reflected in your family (if at all)? Make connections to your family's history. How have your family members' experiences influenced their notions of leadership?
3. *Influence of family and personal history on your own notions of leadership* (35 points)
Your paper should include an assessment of your own notions of leadership. Connect your family (including your personal) history with your leadership development. How have your family's experiences been reflected in your own development? What experiences have influenced the way you view leadership? How has your personal history affected your desire to become a leader?
4. Punctuation, grammar, syntax, organization, style (15 points)

Begin this project by interviewing at least two members of your family to get a sense of their history in the United States. Feel free to interview your parents, guardians, grandparents, uncles, aunts, or any other relative who might be able to speak to your cultural history.

Midterm Paper (15%): DUE MARCH 16th [Outline: February 28th]

In this project, you will analyze an APA movement that has transpired within the last three decades using the lens of either the Relational Leadership Model (Komives, Lucas & McMahon, 1998) or the Social Change Model of Leadership. The instructors will provide a list of movements as suggested topics; students may choose another movement as their topic, pending instructors' approval.

To meet minimum expectations, your paper will describe **briefly** the historical significance (e.g., timeline, key players, impact on the APA experience) of the movement and spend the majority of your analysis on the five components of the Relational Leadership Model (RLM) or seven values of the Social Change Model. Does the movement reflect all, some, or none of the components/values of the model? Does the movement demonstrate any of the components/values more strongly? Which components/values were less emphasized? What examples support your claims? Lastly, in a final analysis, does this movement validate the leadership model you have chosen (i.e., is Relationship Leadership/the Social Change Model applicable)? If not, might the movement suggest that effective leadership might look different in episodes of APA movements — if so, how might you critique the model to be a more effective demonstration of leadership?

You should assume that the reader has a working understanding of the model; however, your examples should be concrete, documented, and accurately exemplify the nuances of the RLM or Social Change Model (in other words, make sure you know what you are talking about when you give examples of each of the components/values!). Your paper should be 7-10 pages.

The paper should include the following components (total 120 points):

1. Description of the movement (when, where, who, why, how) and result (20 points)
2. Analysis of the movement using the five components of the RLM or seven values of the Social Change Model (50 points)
3. Analysis of the effectiveness of the movement: were certain aspects of the RLM/Social Change Model more meaningful or salient? Was the movement successful because it did or didn't include aspects of the model? (30 points)
4. Punctuation, grammar, syntax, organization, style (20 points)

Group Project: From Ideas to Action (30%)

- **Outline: DUE MARCH 30th**
- **Presentation, Executive Summary, and Annotated Bibliography: DUE ON PRESENTATION DATE (beginning May 4th)**
- **Group Dynamic Paper: DUE MAY 11th**

Based on a list of suggested topics provided by the instructors and your preferred choices, you will be placed in a group of three or four students. Your task will be to identify a problem(s)/issue(s) related to your group topic and create an intervention (i.e., a program, practice, or policy) that directly addresses the problem(s).

As a group, you will be asked to develop an intervention that you will detail in a 20–30 minute group presentation. Your group should prepare the presentation as if you are trying to secure funding and/or approval from the class. The intervention should follow the suggestions, approaches, and ideas offered in Wei’s *Asian American Movement*, Zia’s *Asian American Dreams*, and other readings, as well as our subsequent discussions on APA activism. In other words, your group’s approach will need to be grounded in a framework(s) that has been shown to be effective for other movements in APA history that we have discussed.

To check in on the process of the group, your group must submit an outline of your project indicating your topic, preliminary research findings, and intervention ideas. The outline will be evaluated on the thoughtfulness, research conducted and collaboration shown by that point.

At the time of the presentation, your group will provide a brief 1-2 page executive summary or abstract of your project, accompanied by an annotated bibliography describing the sources you used and how you used them. A sample annotated bibliography will be provided for your reference.

Lastly, you will need to write an evaluation paper that reflects upon your involvement within the group in the context of this project as well as allows you to provide direct comments to your team members. You should incorporate an understanding of group processes and dynamics as described in Chapter 6 of Komives, Lucas & McMahon’s *Exploring Leadership*. You will write this evaluation paper individually and should be between 5-7 pages. More details on this aspect of the project will be presented to you early in the semester.

Out of 240 points total:

- I. Group Project Outline (20 points)

- II. Presentation, Executive Summary, and Annotated Bibliography (120 points total)
 - A. *Presentation (70 points)*
 1. Style of the Presentation
 - a. Synthesis and flow of presentation and the degree to which all group members were a meaningful part of the presentation
 - b. Creativity/innovation in the way material is shared: i.e. power point, simulations, visual aids, handouts, audience engagement, etc.
 - c. Persuasiveness and power of argument
 2. Content
 - a. Identify the problem/issue and its significance
 - b. Identify the population(s) to be served
 - c. Provide background: rationale for the intervention, research, resources, etc. What frameworks from past APA movements have you drawn on?
 - d. Detailed description of the plan of action. This should draw on your presentation and should present *concrete* examples of how you plan to carry out your proposed intervention and why they would be effective.
 - B. *Executive Summary (20 points)*
 - C. *Annotated Bibliography (30 points)*

- III. Group Dynamic Paper (100 points)
- A. Your individual paper should include an analysis of your group dynamics and functioning as you discussed your topic and prepared for your group presentation.
 - B. Please apply all elements of chapter 6 of Exploring Leadership in your analysis.
 - C. Please relate Tuckman's group development model (Exhibit 6.1) to your group process.
 - D. Provide examples of how group members fit into common roles of groups using Exhibit 6.2.
 - E. Share how conflict was introduced to the group by using Exhibit 6.3: "Understanding Conflict".
 - F. Critique advantages and disadvantages of decision-making methods in your group's process, as outlined in Exhibit 6.4.
 - G. Please close with discussion of group's strengths and weaknesses and why.
 - H. Your paper should also use proper punctuation, grammar, style and syntax.

Papers that address all of the above elements of chapter 6 in a detailed manner (i.e. with examples) while using proper punctuation, grammar, style and syntax, as well as incorporating a sense of flow (i.e. no disjointed sentence structure as well as smooth transitions) will receive higher grades.

Extra Credit

Over the course of the semester, instructors will highlight specific opportunities to earn extra credit. These opportunities may be attendance at lectures or participation in events on campus or in the community. Throughout the semester, you may seek up to four extra credit opportunities, each worth up to 5 points. In order to earn extra credit, you must attend or participate in the event and write and submit a 1-2 page reflection paper within 7 days of the event by email to all three instructors.

The reflection paper must answer the following questions:

1. What was the purpose/goal of the event? If attending a lecture, what was the main point or thesis of the lecture?
2. How was the purpose or goal achieved? If attending a lecture, what supporting points were used to prove the thesis?
3. How does the content of the event relate to APA leadership?
4. What can you take away from this experience?

Grading Scale

Assignment	Portion of Final Grade	Points
Class Attendance and Participation Attendance (up to 2 points per class): 58 points Reading Notes (up to 3 points per reading notes + quizzes): 42 points News Article Discussions (up to 5 points per post): 25 points Participation: 35 total points	20%	160
Reflections of the Week Each reflection will be worth up to 10 points. Because 15 reflections will be due, each person starts with 10 points free	20%	160
Personal History Paper	15%	120
Midterm Paper	15%	120
Group Project Presentation, Executive Summary & Annotated Bibliography: 140 points Group Dynamic Paper: 100 points	30%	240
Total	100%	800

800-720 points = A

719-640 points = B

639-560 points = C

559-480 points = D

479 and below = F