

**HESI 418k**  
**Leadership & Intersecting Identities:**  
**Stories of the MULTI racial/ethnic/cultural Experience**

“I am not a little bit of many things;  
But I am the sufficient representation of many things.  
I am not an incompleteness of all these races;  
But I am a masterpiece of the prolific.  
I am an entirety, I am not a lack of anything;  
Rather I am a whole of many things...”  
-C. JoyBell C.

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**Office Hours:** By Appointment  
1120D STAMP (MICA Office)

**Teaching Assistant:** Jourdyn Alli  
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**Course Information:**  
**T/Th 3:30-4:45pm | ASY 3221**

**Required Texts**

\*Articles & other readings outside of the texts will be required. These readings will be provided in the Course Content section of the ELMS site.

Bordas, Juana. 2012. *Salsa, Soul, and Spirit: Leadership for a Multicultural Age*. 2<sup>nd</sup> ed. San Francisco, CA: Berrett-Koehler Publishers, Inc

St. Stephen’s Community House. 2012. *It’s Not All Black and White: Multiracial Youth Speak Out*. Buffalo, NY: Annick Press.

**Course Description**

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\*While the course focuses on the multi experience, you do not need to identify as multi-racial/ethnic/cultural to participate.

This course will offer you the opportunity to explore leadership in connection with multi-racial/ethnic/cultural identity and experiences utilizing an interdisciplinary narrative approach (i.e. storytelling).

You will study issues of history, culture, and activism—primarily through personal narratives—as they relate to leadership within the “multi” community. Specifically, we will focus on how culture, family, community, and heritage influence leadership styles as well as the forms leadership has taken within the multi community.

By reading and discussing scholarly, literary, editorial and visual texts we will critically examine topics such as:

- ♦ leadership theories & styles
- ♦ the history of racialization in the U.S.,
- ♦ racial identity development,
- ♦ processes of “othering,”
- ♦ acceptance and the politics of claiming,
- ♦ passing & accenting,
- ♦ representations in the media,
- ♦ inter-racial/cultural relationships,
- ♦ transracial & transnational adoption,
- ♦ the multi family,
- ♦ and the multiracial movement & academia.

The course encourages the use of artistic expression as you explore your own leadership style(s) and identities in relation to larger discourses and narratives around race and intersecting identities.

### **Learning Outcomes**

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***By engaging with assigned reading & viewing materials and actively participating in the course you will:***

- Develop the active listening & communications skills necessary for engaging in critical dialogues across various social identities
- Have a foundational understanding of race & the history of racialization within the U.S.
- Be familiar with multiracial identity development models & factors affecting identity development
- Be aware of your own cultural beliefs and how they inform attitudes & behaviors
- Be able to critically assess issues affecting the “multi community”
- Have an understanding of how culture, family, community, and heritage influence leadership styles
- Identify & cultivate your own leadership style(s)
- Have an understanding of how leadership & leaders have impacted the “multi community”

## Course & Community Expectations

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We will discuss and create course & community expectations together at the beginning of the semester. Below are some that I believe are essential to a respectful and safe environment that fosters success and excellence:

- **We will come to class prepared**

I hold all students to high standards because I believe every student is capable of excelling. This is a **discussion-based** course; therefore I expect that you will regularly check the ELMS website for journal assignments and weekly readings and **come to class prepared** (having read the assigned readings and completed all assignments) and **ready to participate** in discussions and activities.

\*All technological devices (cell phones, laptops, tablets...) should be **silenced and put away prior to the start of class** unless otherwise stated.

- **We will engage in timely communication with one another**

Should you have a question or concern regarding your coursework I expect that you will **contact me immediately** rather than waiting until you have fallen behind. I will commit to providing timely feedback to assist in your success.

- **We will act with integrity**

I expect that you will act with **integrity**; please do not put either of us in an uncomfortable situation by **cheating or plagiarizing**. If it is determined that you have acted in a dishonest manner you will **fail the assignment**. To avoid plagiarism (copying the works or ideas of others and passing them off as you own) make sure to **cite** the **sources** you use and put all **direct quotes in parentheses**.

- **We will treat each other with respect**

I will act in a respectful manner and expect that you will do the same. This course will embrace and celebrate the diversity of its participants as an essential element of our learning community. The course curriculum seeks to create an environment that supports pluralism of opinions and beliefs. **At no time will discrimination or disrespect toward ones' physical ability, sex, gender identity, sexuality, age, spiritual/religious beliefs, race, ethnicity, nationality, class, occupation, or marital status be tolerated.** We will discuss things that undoubtedly everyone will not have the same views or experiences on or with, therefore we must treat one another with the utmost respect and remember that **attacking an argument is fine, but attacking individuals is not.**

## Course Assignments/Assessment

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### Assessment

Your grade will be based on the following four course components:

<b>Journal/Blog Entries</b>	(100 points) = 25%
<b>Experiential Learning</b>	(100 points) = 25 %
<b>Cultural Self Portrait &amp; Presentation</b>	(100 points) = 25 %
<b>Class Preparation &amp; Participation</b>	(100 points) = 25%

### Grading Scale

A+	97-100%	(4.0)	C	73-76.99%	(2.0)
A	93-96.99%	(4.0)	C-	70-72.99%	(1.7)
A-	90-92.99%	(3.7)	D+	67-69.99%	(1.3)
B+	87-89.99%	(3.3)	D	63-66.99%	(1.0)
B	83-86.99%	(3.0)	D-	60-62.99%	(0.7)
B-	80-82.99%	(2.7)	F	59.99% & ↓	(0.0)
C+	77-79.99%	(2.3)			

### Assignments

\*Remember to back up your work and keep copies of all assignments

#### **Journal/Blog:**

The purpose of this assignment is for you to independently connect course readings, visual texts, assignments, and discussions to your everyday life. You have the option of:

- 1) creating a multimedia journal/blog to post to  
(\*I will need the web address by the due date of the first entry)

or

- 2) uploading your entries to the ELMS website.

**Topics will be announced in class and/or on the ELMS website.** All journal assignments should be **between 250-500 words**, and **uploaded** to your blog or the ELMS website prior to the first class meeting each week.

## **Experiential Learning:**

You will participate in **TWO** experiential learning activities (one on-campus experience at UMD & one off-campus experience at Busboys & Poets) and complete a critical reflection after each experience:

***On-Campus Experience: Mixed Madness Month \*Critical Reflection due Friday May 1<sup>st</sup> by 11:59pm***

### **Part 1:**

You will work with your classmates to coordinate and implement an event during Mixed Madness Month (in March), which is the annual heritage and advocacy month for those that consider themselves multicultural, multiracial, multiethnic, and/or a supporter of the mixing of cultures. You must take on a leadership role in and attend the class event.

### **Part 2:**

You will reflect on the experience through a medium of your choice (*blog/journal entry, poem, song, painting, video diary, digital story...*) that includes a minimum of **750-900 words (approximately 3 pages)** or is **2-3 minutes in length**, which **addresses and assesses:**

#### **♦ Your role in the event**

- Which aspect(s) of the event did you help plan & implement?
- Describe the actual tasks you helped to accomplish & your process for completing them.
- Do you feel that your contributions were proportionate to those of other team members? Why or why not? Is there anything you feel you did well or wish you did differently?

#### **♦ Leadership**

- How did your team work to determine and accomplish the necessary tasks?
- Did your team work off of an individualist or collectivist orientation?
- How did your team work with the other teams?
- How did your team communicate? Were some voices heard more than others? Was space created for quieter voices?
- Do you feel everyone contributed? Did some contribute more than others? Why/why not?
- What was successful/unsuccessful with regards to your team dynamics and the event as a whole?
- What has this experience taught you about leadership and how does it connect to the topics, readings and activities within the class?

*Off-campus Experience: Busboys & Poets \*Critical Reflection due Friday April 17<sup>th</sup> by 11:59PM*

Busboys and Poets is a gathering space, community, and resource for artists, activists, writers, thinkers, and dreamers; it has been an incredibly successful community leadership & networking model within the Washington Metropolitan Area. You will learn about this community by conducting research online and in person.

**Part 1:**

Go to the Busboys and Poets website to find out *what it is, how it came about, and its purpose*. Pay special attention under **About Us** to the history of the **name** and **Tribal Statement**.

**Part 2:**

You will choose **1 program/aspect to evaluate** (open mic series, bookstore, art, Teaching for Change, A.C.T.O.R. (A Continuing Talk on Race)...). You will then **visit the space/attend an event** with at least **one other classmate**-preferably a group-to learn more about it. Afterwards, you will reflect on the experience and assess the program through a medium of your choice (*blog/journal entry, poem, song, painting, video diary, digital story...*) that includes a minimum of **750-900 words (approximately 3 pages)** or is **2-3 minutes in length**, which **addresses the following:**

- ♦ **The program/aspect you evaluated**
  - Which program/aspect did you evaluate?
  - Why were you drawn to this particular program/aspect?
  - What is the purpose of this event/series/space- does it fulfill a particular community need- if so what and for whom?
  - Do you believe it is successful why or why not? Discuss any suggestions you have.
  
- ♦ **Leadership**
  - What has this experience taught you about leadership and how does it connect to the topics, readings and activities within the class?

## Cultural Self Portrait: Your Story- Your Truth

Our environments and experiences are extremely powerful in shaping our identities and how we view the world. Your cultural self-portrait should paint a picture of who you are and where you come from. Great leaders share one thing in common- awareness and understanding of self and their personal history within a cultural context. This is a space to reflect on the role culture has played in your identity development and views on leadership.

This project may take the form of several mediums:

- 1) Essay (6-8 pages)
- 2) Digital story (4-5 minutes) utilizing various visual (scanned images, online images, images you've taken with a camera) and audio media
- 3) Other creative work (spoken word piece, poem, musical creation...)  
\*creative works should be approximately 4-5 minutes long or 6-8 pages in length

Begin your project by:

- 1) reflecting upon your life experiences through the lenses of: race and ethnicity, culture, nationality, primary language, gender, sexual orientation and sexual identity, social class, ability and disability, religion and spirituality, and other relevant dimensions
- 2) considering the ways in which you define and conceptualize leadership and thinking about who you consider to be a leader and why

You will then identify **2-4 critical incidents** that have influenced your self-identity and views on leadership. These may be positive or negative experiences. When possible, select an incident that made you aware of the intersection of multiple identities (e.g. your gender, race, and class...).

When recounting the critical incidents, situate the reader/viewer by addressing the questions of **when** and **where** the incident took place, **why** you believe it took place, and **how** it affected you, your relationships with others (e.g. family members, members of a particular racial category...) and your notions of leadership and **how** it made you feel.

### Presentation:

You will be given **10 minutes total** to present and for Q & A. Specific requirements and the grading rubric may be found on ELMS.

### **Class Preparation & Participation:**

\*There is no way to make-up for missed classroom discussion/participation and just being present in the classroom will not satisfy the participation requirement.

This grade will be assigned upon completion of the course. It will be based on attendance, preparation (completion of assigned readings and homework), engaged contributions to class discussions (expressing your opinions, asking questions, sharing personal experiences...) and other factors that contribute to the positive development of the class community. Additionally, you may be asked to complete various activities/exercises.

### **Tentative Weekly Course Outline**

\*Please note that this syllabus is subject to change at any time during this course. You will be notified if any changes occur.

\*\*All homework assignments will be listed on ELMS in a weekly announcement

Week 1	Course Introduction & Overview
Week 2	Say What?! Tips for Effective Cross-Cultural Communication
Weeks 3 & 4	Race: The Power of a Social Construct
Weeks 5 & 6	Guess Who's Coming to Dinner: Interracial Relationships, Multiracial Families, Transracial & Transnational Adoption
Week 7	Aren't They All Confused? Identity Development & Theory Excuse Me, So Where Are You From? What Are You?: The Lived Experience
Week 8	But You Don't Look...The History and Politics of Passing & Accenting in the U.S.
Week 9	You're Sooo Exotic: Colorism & Perceptions & Representations of Bi/Multiracial Ethnic Individuals in the Media
Week 10	Leadership- What's Culture Got to Do with It?
Week 11	Crossing Boundaries: Acculturation & Narratives
Week 12	TBA
Week 13	TBA
Week 14	TBA
Week 15	End of year celebration



## Course Evaluations

While I hope to create a learning environment in this course that allows you to provide timely feedback, you may also utilize the university's campus-wide online course evaluation system, CourseEvalUM.

I value student feedback, and other students will benefit from having evaluation data for all courses readily available. CourseEvalUM will be open for you to complete your evaluations at the end of the semester at [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu).

You will be alerted via your official University e-mail account when the website is active for this semester.

## University / Class Policies & Resources

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### Attendance

Class attendance is essential and expected. The general attendance policy is available at <http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>.

Please note that excused are defined as: "illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of university authorities; and compelling circumstance beyond the students control."

**If you wish to be excused for an absence due to one of the above causes you should:**

- Make a reasonable attempt to inform me of the absence prior to the class; and,
- Upon returning to class, present documentary support and a self-signed note attesting to the **cause and date of the absence** and which states that the information is true and correct.

**For both excused and unexcused absences, you are still responsible for coursework missed and for turning in assignments on time. Additionally, occasional in-class assessments may occur, sometimes without advance notice. These assessments will not be available for make-up due to an unexcused absence and are not considered Major Scheduled Grading Events.**

### Inclement Weather

In the event of inclement weather, please check university website (<http://www.umd.edu/>) and snowline (301-405-SNOW) as well as local radio and TV stations to find out if the University is open. Should the University be closed, the course schedule will be adjusted.

### Accommodation Policy

Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), I would like to work with you if you have a disability that impacts learning in this class. If you have a documented disability you should contact me at the beginning of the semester to set up a meeting to discuss academic accommodations. To assist with this process and provide appropriate accommodations, it would be helpful for me to receive a copy of your accommodation letter. In addition, you should contact the Office of Disability Support Services (DSS) to document your disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with you.

### Campus Resources

The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. **Learning Assistance Services (LAS)**- offers services and programs on writing skills, English as a second language, study and time management skills, math skills, and issues for students over 25 years of age. They also offer a range of handouts, available on-line ([www.counseling.umd.edu/LAS](http://www.counseling.umd.edu/LAS)). If you need other educational services or support, please contact me for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the **Counseling Center** or the **Mental Health Service** at the University Health Center for an appointment. The Counseling Center also offers on-line resources on a series of topics ([www.counseling.umd.edu](http://www.counseling.umd.edu)).



**Department of Counseling, Higher Education, and Special Education**

**College of Education**

This course has been developed through the collaboration and partnership of the Department of Counseling, Higher Education, and Special Education within the College of Education and The Adele H. Stamp Student Union-Center for Campus Life.