PUAF 302: Leadership: Philosophy, Policy and Praxis
Fall 2014
Wednesday, 4:15 p.m. – 6:45 p.m.
1126 Taliaferro Hall

Instructor:
Nina Harris, Ed.D.
Assistant Dean and Program Director
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Program Coordinator
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Office Hours: By appointment

Course Overview

“I raise my voice not so that I can shout, but so that those without a voice can be heard”
—Malala Yousafzai

Readings

Because of the nature of this course, and the focus on contemporary policy issues, many readings will be supplied electronically and posted on Canvas. It is your responsibility to access the readings and either print or read online. If at any point you cannot access the course page, please let us know immediately.

Textbooks


Description

This course, designed for participants in the Rawlings Undergraduate Leadership Fellows Program, exposes you to a variety of public policy issues and introduces you to the skills necessary to become competent public leaders. This course is structured as a 15-week lecture series where you will hear from leaders of non-profit organizations, members of state and county agencies, and faculty from the School of Public Policy. The course will also include
policy briefings, a mid-term evaluation and a final project presentation on your Community Action Project proposal.

Objectives

1. To understand the public policy process and several of the major issues which face policy makers, legislative bodies and other leaders.

2. To develop informed and nuanced views on issues of public importance.

3. To understand and be able to respectfully dialogue on your views of policy with your classmates.

4. To be able to intelligently articulate, orally and in writing, summaries of the key factors involved in major policy issues.

Expectations

1. Attendance and participation: http://faculty.umd.edu/teach/attendance.html
   Each student is expected to come to class on time and prepared, having read and contemplated the readings, and ready to share his or her perspectives, questions, and insights. This course is conducted primarily as a seminar. The success of the class depends largely on the extent to which you engage in active discussion and debate around the issues posed in the lectures and readings.

2. Timeliness of work
   Students are expected to complete all required readings and assignments as scheduled. Late assignments may result in the lowering of a student's grade. Incompletes will be granted only for exceptional circumstances.

3. Ethical practices
   All students are expected to abide by the code of academic integrity throughout this course and all other courses offered at the University of Maryland. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. Students who have questions about the code, or their obligations under the code, should contact the instructor or the Office of Judicial Programs and Student Ethical Development (4-8204). The full text of the University’s honor code is available on the web at: www.inform.umd.edu/CampusInfo/Departments/jpo/code_acinteg.html.

4. Special needs
   A student with a documented disability or any other special need who wishes to discuss academic accommodations should contact the instructor as soon as possible. The University is obligated, whenever possible, to provide appropriate accommodations for students with disabilities. Students who have questions about their rights or accommodations may contact Disability Support Services (4-7682).

5. Religious holidays
   Students will not be penalized because of their religious beliefs and observances. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. Students should
inform the instructor of any conflicts between the course schedule and religious observances as soon as possible so that appropriate arrangements may be made.

6. Instructor responsibilities
The instructor and teaching assistant for this course have high expectations not only for students in the course but also for themselves. Students should expect that the instructor will:

- Be prepared for class, read and return students’ work in a timely manner, and be interested and engaged in students’ projects;
- Remember that each student brings a different research background, experience, and perspective to this course;
- Learn from the students;
- Meet with students individually or in groups upon request and be available in person, by telephone, and by e-mail; and
- Work hard, have fun, and empower students to pursue their interests in these areas.

Course requirements and evaluation

Active Participation (50 points)
The objectives of active participation are to provide students with opportunities to discuss the readings with a critical lens, offer utility to the class, ask appropriate & critical questions that elevate thought, and share different perspectives and interpretations that extend frameworks of knowledge. Active participation requires more than just attending class and taking notes. To earn participation, you must also actively offer something that advances/elevates class discussion and learning objectives. Remaining silent during class discussion will not earn you any participation credit. Additionally, simply attending class will not earn you participation credit. You MUST participate in the dialogue of the day.

Research Briefs (60 points/12 points each)
In the weeks preceding a policy topic, invited speaker or program, you will be responsible for gathering and disseminating information to support your general view on a given problem in a shared written document. A small amount of research will be required. You are expected to use public polls, academic research findings, or media viewpoints (from sources not found in required or supplemental reading) to ground your perspective. Your responsibility during the class will be to disseminate your own view on the given subjects to the rest of the class by participating in lively discussions. Please be prepared to share, as you will be randomly called upon to engage the class in your research brief. You are also responsible for submitting each brief as a file upload on Canvas under the applicable assignment heading by 11:59 p.m. the Sunday before our class discussion of its topic. Please see schedule below.

These Research Briefs should clearly and succinctly articulate a description of the issue as you see it occurring in the world (minimum page length=2, maximum=3). Please use 12-point Times New Roman and double-spaced paragraphs and use the following to guide your thinking about your Brief:

a. What evidence do you have that this is a problem/issue? Summarize your research for this week. Sources should be referenced but not formally cited.

b. Who are the people affected by this problem?
c. Who is the group or body that is/or should be mobilized to deal with this problem? And why should they act responsibly toward the affected persons?

d. What policy recommendations or actions should be taken by the responsible party(ies)? Why do you think this hasn’t been done so far?

Additionally, you are required to respond to two other research briefs by 4 p.m. the day of class. In this response, please analyze the policy recommendation/action proposed by your fellow classmate. This analysis should be typed as a text entry response to the relevant classmate’s assignment in Canvas, and should be no longer than 300 words. Each Brief will only require two responses; the Briefs you must respond to will be randomly assigned via Canvas each week.

### Research Briefs

<table>
<thead>
<tr>
<th>Brief</th>
<th>Post to Canvas</th>
<th>Respond to two Briefs</th>
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</thead>
<tbody>
<tr>
<td>One: Immigration</td>
<td>September 28&lt;sup&gt;th&lt;/sup&gt;, by 11:59 p.m.</td>
<td>October 1&lt;sup&gt;st&lt;/sup&gt;, by 4 p.m.</td>
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<td>Two: Education</td>
<td>October 12&lt;sup&gt;th&lt;/sup&gt;, by 11:59 p.m.</td>
<td>October 15&lt;sup&gt;th&lt;/sup&gt;, by 4 p.m.</td>
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<td>Three: Violence</td>
<td>October 26&lt;sup&gt;th&lt;/sup&gt;, by 11:59 p.m.</td>
<td>October 29&lt;sup&gt;th&lt;/sup&gt;, by 4 p.m.</td>
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<td>Four: LGBTQ</td>
<td>November 9&lt;sup&gt;th&lt;/sup&gt;, by 11:59 p.m.</td>
<td>November 12&lt;sup&gt;th&lt;/sup&gt;, by 4 p.m.</td>
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<td>Five: Social Justice</td>
<td>November 30&lt;sup&gt;th&lt;/sup&gt;, by 11:59 p.m.</td>
<td>December 3&lt;sup&gt;rd&lt;/sup&gt;, by 4 p.m.</td>
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### Mid-Term (100 points)

Take home Mid-term will be given out October 22<sup>nd</sup> and due October 29<sup>th</sup>.

### Quizzes (50 points/10 points each)

On days when readings are due, each member of the class is required to submit a question related on one of the readings. The questions CANNOT come from the articles on canvas. We will randomly select the quiz question from those submitted. These can be typed or hand-written, as long as they are submitted at the beginning of each class. Christopher and I will also generate questions. Questions can be fill-in-the-blank, multiple choice or short answer and are due on the following dates:

- September 24<sup>th</sup>
- October 8<sup>th</sup>
- October 22<sup>nd</sup>
- November 5<sup>th</sup>
- November 19<sup>th</sup>

### Community Action Project (CAP) Proposal and Presentation (40 points)

You will receive a separate handout.

### Grade Calculation:

Grades will be based on the following point scale:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>50 points</td>
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<tr>
<td>Research Briefs</td>
<td>60 points (12 points each)</td>
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<tr>
<td>Mid-Term</td>
<td>100 points</td>
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<tr>
<td>Quizzes (no quiz on 9/10)</td>
<td>50 points (10 points each)</td>
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<tr>
<td>Final Paper/Group Project (Group grade)</td>
<td>40 points</td>
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<td><strong>TOTAL</strong></td>
<td><strong>300</strong></td>
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A=240-300 points  B=180-239 points  C=120-179 points  D=60-119 points  F=0-59 points
## Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Readings</th>
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<tbody>
<tr>
<td>September 3</td>
<td>Welcome and introductions from program staff</td>
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<td></td>
<td>• Program orientation/expectations</td>
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<tr>
<td></td>
<td>• Class introductions/ice-breaker</td>
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<td>• Review of the syllabus and course logistics</td>
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<tr>
<td>September 10</td>
<td><strong>MEYERS-BRIGG TYPE INDICATOR WORKSHOP</strong></td>
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</table>
|            | “The merit of the theory presented here is that it enables us to expect specific personality differences in particular people and to cope with the people and the differences in a constructive way. Briefly, the theory is that much seemingly chance variation in human behavior is not due to chance; it is in fact the logical result of a few basic, observable differences in mental functioning.”  
~Isabel Briggs Myers, Gifts Differing |
|            | Readings due: (skim) “Introduction to Type and Teams”                         |
|            | Hackman and Johnson, Ch. 1, “Leadership and Communication”                    |
|            | Preskill and Brookfield, Ch. 1, “The Essence of Learning Leadership”          |
| September 17| **TEAMBUILDING ROPES COURSE**                                                 |
|            | • Campus Outdoor Recreation Center                                            |
|            | • Please arrive at the facility by 4 p.m. sharp!!                             |
|            | • Dinner/Water will be provided-bring your water bottles                      |
| September 24| **THIS LAND IS YOUR LAND, THIS LAND IS MY LAND, THIS LAND WAS MADE FOR YOU AND ME?** |
|            | “All human populations are in some sense immigrants. All hostility between different cultures in one place has an aspect of the classic immigrant grudge against the next boatload approaching the shore. To defend one’s home and fields and ancestral graves against invasion seems a right. But to claim unique possession – to compound the fact of settlement with the aspect of a landscape into an abstract of eternal and immutable ownership – is a joke.”  
~Neal Ascherson, Black Sea |
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Text</th>
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<tbody>
<tr>
<td>October 1</td>
<td>SITE VISIT: CASA DE MARYLAND</td>
<td>CASA is a group of passionate, community-conscious people working to organize, advocate for, and expand opportunities for Latino and immigrant people in the state of Maryland. They do this by providing employment placement; workforce development and training; health education; citizenship and legal services; and financial, language, and literacy training to Latino and immigrant communities throughout the state.</td>
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<td>Readings due: “Canvas article”</td>
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<td>October 8</td>
<td>THE AMERICAN PUBLIC SCHOOL SYSTEM</td>
<td>“...the real issue is the tremendous variation between and among schools. In every city across this country, there's huge variation in the outcomes for kids. There are some that are doing extraordinarily well, and then you have some that are in the same system who are chronic occupiers of that lower rung of achievement.”</td>
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<td>Readings due:</td>
<td>Hackman and Johnson, Ch. 7,</td>
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<td></td>
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<td>“Leadership in Groups and Teams”</td>
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<td></td>
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<td>Preskill and Brookfield, Ch. 5,</td>
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<td></td>
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<td>“Learning Collective Leadership”</td>
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<td>“Canvas article”</td>
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<td>October 15</td>
<td>SITE VISIT: PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS SYSTEM, CEO DR. KEVIN MAXWELL</td>
<td>The Prince George's County Public Schools System (PGCPS) is a large public school district administered by the government of Prince George's County, Maryland, United States and is overseen by the Maryland State Department of Education. The school system is headquartered in Upper Marlboro and the district serves Prince George's County. With approximately 125,136 students enrolled, the Prince George's County Public Schools system is the second largest school district in the state of Maryland and the third largest school district in both the</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Materials</td>
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<td>October 22</td>
<td><strong>TO DIE AT THE HANDS OF ANOTHER: A CRITICAL LOOK AT VIOLENCE IN OUR SOCIETY</strong>&lt;br&gt;“Our most important task is to transform our consciousness so that violence is no longer an option for us in our personal lives, that understanding that a world of peace is possible only if we relate to each other as peaceful beings, one individual at a time.”&lt;br&gt;~Deepak Chopra</td>
<td>Preskill and Brookfield, Ch. 7, “Learning to Questions”, Preskill and Brookfield, Ch. 8, “Learning Democracy”, “Canvas article”</td>
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<td>October 29</td>
<td><strong>VIOLENCE IN OUR SOCIETY SITE VISIT: UNITED STATES DEPARTMENT OF JUSTICE</strong>&lt;br&gt;Our mission is to enforce the law and defend the interests of the United States according to the law; to ensure public safety against threats foreign and domestic; to provide federal leadership in preventing and controlling crime; to seek just punishment for those guilty of unlawful behavior; and to ensure fair and impartial administration of justice for all Americans.</td>
<td>Mid-term Examination Due&lt;br&gt;Readings due: “Canvas article”</td>
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<td>November 5</td>
<td><strong>WITH LIBERTY, AND JUSTICE FOR ALL: LGBTQ NOW</strong>&lt;br&gt;“Like being a woman, like being a racial, religious, tribal, or ethnic minority, being LGBT does not make you less human. And that is why gay rights are human rights, and human rights are gay rights.”&lt;br&gt;~Hillary Clinton, addressing the United Nations</td>
<td>Hackman and Johnson, Ch. 10, “Leadership and Diversity”, Hackman and Johnson, Ch. 11, “Ethical Leadership and Followership”, “Canvas article”</td>
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<td>Date</td>
<td>Event/Assignments</td>
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<td>November 12</td>
<td>LGBTQ SITE VISIT/SPEAKER</td>
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<td>Readings due: “Canvas article”</td>
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<td>November 19</td>
<td>SOCIAL JUSTICE AND ACTION: IT’S MORE THAN “JUST US”</td>
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<td>“It may well be that we will have to repent in this generation. Not merely for the vitriolic words and the violent actions of the bad people, but for the appalling silence and indifference of the good people who sit around and say, ‘Wait on time’.”</td>
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<td>~Rev. Martin Luther King, Jr.</td>
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<td>Readings due: Hackman and Johnson, Ch. 13,</td>
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<td></td>
<td>“Leadership in Crisis”</td>
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<td>Preskill and Brookfield, Ch. 9,</td>
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<td></td>
<td>“Learning to Sustain Hope in the Face of Struggle”</td>
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<td>“Canvas article”</td>
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<td>November 26</td>
<td>NO CLASS-HAPPY THANKSGIVING</td>
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<td>December 3</td>
<td>GUEST SPEAKER: TBD</td>
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<td>Readings due: “Canvas article”</td>
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<tr>
<td>December 10</td>
<td>COMMUNITY ACTION PROJECT PRESENTATIONS</td>
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<td>Final CAP Action Plan due in or before class</td>
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