

MINORITY STUDENT LEADERSHIP ISSUES, FALL 2012

EDP 369K Unique #10195 AFR374D Unique# 30355

11am-12:30 pm JGB 2.202

Mrs. Brenda Burt

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Jester A232A - Office Hours/Tues/Thurs – 2pm-4pm – call 475-7971

COURSE DESCRIPTION

This course will explore racial identity development by discussing innovative ways to think and talk about race. The course incorporates the use of lectures, readings, simulation exercises, group research project and extensive class discussion to assist students as they explore the psychological impact of racism on all students, regardless of ethnicity.

COURSE GOALS

Students enrolled in MSLI will

- ✓ Develop an understanding about racial identity development.
- ✓ Develop strategies for facilitating productive dialogue about racial issues.
- ✓ Focus on leadership issues affecting students of color and develop outcome strategies for improvement.
- ✓ Develop skills including research, public speaking, ethical and moral decision-making.

TEXTBOOKS The following textbooks are required: (First two books are on Blackboard + additional articles)

- ❖ **Almetris M. Duren, Overcoming: A History of Black Integration at the University of Texas at Austin, 1979, University Printing Division;**
- ❖ **Our Stories: The Experiences of Black Professionals on Predominantly White Campuses, by The John D. O'Bryant National Think Tank for Black Professionals in Higher Education on Predominantly White Campuses, 2002;**
- ❖ **Beverly Daniel Tatum, Ph.D., 1997, "Why Are All the Black Kids Sitting Together in the Cafeteria?" 1997, Basics Books, Perseus Books Group - UNIVERSITY CO-OP – purchase**

Grading Policy

The final class grade will be based on:

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|--|------------|
| ➤ Class participation | 100 points |
| ➤ Attendance | 100 points |
| ➤ Test(s) (total of 2) | 200 points |
| ➤ Discussion questions | 100 points |
| ➤ Individual class objectives & personal leadership philosophy paper | 100 points |
| ➤ Self Analysis Paper | 100 points |
| ➤ Book Report | 100 points |
| ➤ Final Project (in class presentations) | 100 points |
| ➤ Campus Life Experience (4@25 pts. each) | 100 points |

ALL PAPERS MUST BE TYPEWRITTEN; DOUBLE SPACED; FONT - TIMES NEW ROMAN 12 PT

Late Course Work: 25 points per day will be deducted from the assignment grade.
Make-Up: NO make up test if late to class or absent on the day of a test.

Attendance Policy

The majority of the EDP 369K course is participatory a great deal of **emphasis will be placed on attending class.**

50 points for each unexcused absence over two will be deducted from your final class grade.

A minimum of seventy-five (75) points for not participating in class discussions will be deducted from your final class grade.

Campus Life Experience is encouraged to assist in your growth, development and knowledge of campus life.

Typewritten one page report on the content and impact of the event attended on or off campus due the next class after the event.

Services for Students with Disabilities - Students with disabilities may request appropriate academic accommodations from Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259
<http://www.utexas.edu/diversity/ddce/ssd/>

Religious Holy Day Observance - By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Honor Code - The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. (d) "Plagiarism" includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit. University Honor Code:
<http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>

ASSIGNMENTS

ALL PAPERS MUST BE TYPEWRITTEN; DOUBLE SPACED; FONT - TIMES NEW ROMAN 12 PT

Reader Discussion Guide from “Why Are all the Black Kids sitting together in the Cafeteria”

(QUESTIONS ARE LOCATED IN THE BACK OF BOOK)

Answer the discussion questions for each class. See the Outline for due dates. Must be typewritten and turned in each class. If not turned in on time, points deducted (3.45pts). *Do not email your questions. *Be prepared to facilitate a discussion on the assigned questions. Someone will be picked randomly from roster to facilitate.

QUESTIONS

#1 & 2 due 9/6

#3 & 4 due 9/11

#5 & 6 due 9/13

#7 & 8 due 9/18

#9 & 10 due 9/20

#11 & 12 due 9/25

#13 & 14 due 9/27

#15 & 16 due 10/2

#17 & 18 due 10/4

#19 & 20 due 10/9

#21 & 22 due 10/11

#23 & 24 due 10/16

#25 & 26 due 10/18

#27 & 28 due 10/23

29 due 10/25

Campus Life Experience is encouraged to assist in your growth, development and knowledge of campus life. Typewritten one page report on the content and impact of the event attended on or off campus due the next class after the event.

Individual Class Objectives & Personal Leadership Philosophy

Due: 9/27

Each student is required to submit a typewritten paper describing specific objectives that he/she plans to accomplish as a result of matriculation in the class. This paper must include your personal philosophy of leadership. Please include characteristics you possess that make you a leader, compare and contrast your leadership style with a leader you admire. Must be typewritten, minimum 3 pages.

Self-Analysis Paper

Due: 10/23

Each student must write a self-analysis paper. Each paper is to reflect on your feelings and reactions regarding race, class, and gender issues in your life. Utilize class speaker remarks, readings, or research to assist in your development of the following responses:

- To what extent are you aware of race, class and gender issues in your life?
- What messages have you received about race, class, and gender?
- How important are these 3 things to your identity?
- How have these issues affected your life (positively or negatively)?

You may use examples or write about a specific life experience. Must be typewritten, minimum 3 pages.

Book Report/Final Presentation

5 PAGES MINIMUM

Due: November 6 -Dec. 6

Using the required books for class (information presented in class; articles and any additional information/research you develop), to compare and contrast how the struggles of the past have impacted the struggles of today and the future. Describe 6 issues facing Black students on predominantly white campuses. Reference each book/article when describing the 6 issues. Devise a plan/program of strategy with solutions to improve or enhance the UT campus to increase the Black student enrollment.

Be prepared to present this plan/program in class. You may use power point, video, skit, or any other creative way to present. Your final copy must be turned in on the day of your presentation.

CLASS OUTLINE

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT(s)</u>
<u>AUGUST</u>		
Thurs 30	Introductions & Overview of the Class	READ Duren book
	Discussion question facilitation (DQF) each class. Be prepared, random selection of facilitators.	(Located on Blackboard)
<u>SEPTEMBER</u>		
Tues 4	"The Eye of the Storm"	Purchase Tatum book from Co-op READ Duren book
Thurs 6	Defining Racism	READ Tatum pages 3-28
Tues 11	The Complexity of Identity	Tatum pages 31-90
Thurs 13	What is Affirmative Action?	Tatum pages 131-143
Tues 18	Understanding Blackness	Continue with readings
Thurs 20	"Mentoring relationships between faculty and Black students"	READ Tatum, pages 93-128
Tues 25	Diversity Statistics	
Thurs 27	Personal Leadership Philosophy Paper Due	Paper Due
	Personal Leadership Presentations IN CLASS	Continue with readings
<u>OCTOBER</u>		
Tues 2	Personal Leadership Presentations IN CLASS	Tatum, pages 153-166
Thurs 4	Janet Helms – Understanding Whiteness	
Tues 9	Test #1	Tatum pages 167-190

OCTOBER

Thurs 11	Critical Issues in Latino Development	Tatum, pages 193-219
Tues 16	Critical Issues in Latino Development	
Thurs 18	White Identity Development	Paper Due
Tues 23	Self analysis paper due Presentations IN CLASS	Tatum pages 143-150
Thurs 25	Self analysis Presentations IN CLASS	
Tues 30	Issues affecting GLBTQ student leaders	

NOVEMBER

Thurs 1	Test # 2	
Tues 6	Program Presentations	Final Paper Due
Thurs 8	Program Presentations	Final Paper Due

FRIDAY 9 “THEN & NOW: The State of Black UT” 1pm-3pm – Blanton Museum Auditorium

Tues 13	Program Presentations	Final Paper Due
Thurs 15	Program Presentations	Final Paper Due
Tues 20	Program Presentations	Final Paper Due
Tues 27	Program Presentations	Final Paper Due
Thurs 29	Program Presentations	Final Paper Due

DECEMBER

Tues 4	Program Presentations	Final Paper Due
Thurs 6	Program Presentations Last class day - Class Evaluations	Final Paper Due

PERSONAL GRADE SHEET

Assignment	Maximum	Points
Personal Philosophy Of Leadership	100	
Self Analysis	100	
Test	100	
Test	100	
Final Paper	100	
Book Report/Final Presentation	100	
Attendance	100	
Class participation	100	
Discussion questions	100	
Campus Life Experiences	100 (4@25 per event)	
TOTAL	1000	

Grading Scale:

A: 1000- 900pts
B: 899-800
C: 799-700
D: 699-600
F: 599 or less