PUAF 302: Leadership: Philosophy, Policy and Praxis  
Fall 2013  
Wednesday, 4:15 p.m. – 6:45 p.m.  
1126 Taliaferro Hall

Instructor:  
Nina Harris, Ed.D.  
Assistant Dean and Program Director  
1126A Taliaferro, 301-405-0390  
Email: nharris@umd.edu  
Office Hours: By appointment

Teaching Assistant:  
James Stillwell  
Program Coordinator  
1116 Taliaferro, 301-405-8560  
Email: jstill@umd.edu  
Office Hours: By appointment

Course Overview

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.


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 local elected officials, 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](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](http://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

Participation (50 points)
Participation in leadership is critical and to do this you must be present and share your ideas, thoughts, likes, dislikes, etc. Being an active listener is not sufficient. You MUST participate in the dialogue of the day.

Research Briefs (60 points/15 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.

<table>
<thead>
<tr>
<th>Research Brief</th>
<th>Post to Canvas</th>
<th>Respond to two Briefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>One: Equity/equality</td>
<td>September 29th, by 11:59 p.m.</td>
<td>October 2nd, by 4 p.m.</td>
</tr>
<tr>
<td>Two: Education</td>
<td>October 20th, by 11:59 p.m.</td>
<td>October 23rd, by 4 p.m.</td>
</tr>
<tr>
<td>Three: LGBTQ</td>
<td>November 3rd, by 11:59 p.m.</td>
<td>November 6th, by 4 p.m.</td>
</tr>
<tr>
<td>Four: Violent crimes</td>
<td>November 17th, by 11:59 p.m.</td>
<td>November 20th, by 4 p.m.</td>
</tr>
</tbody>
</table>
Mid-Term (100 points)
Take home Mid-term will be given out October 23rd and due October 30th.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Research Briefs</td>
<td>60</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>100</td>
</tr>
<tr>
<td>Final Paper/Group Project</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

A=225-250 points
B=200-224 points
C=175-199 points
D=150-174 points
F=000-149 points

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 4</td>
<td>Welcome and introductions from program staff</td>
</tr>
<tr>
<td></td>
<td>• Program orientation/expectations</td>
</tr>
<tr>
<td></td>
<td>• Class introductions/ice-breaker</td>
</tr>
<tr>
<td></td>
<td>• Review of the syllabus and course logistics</td>
</tr>
<tr>
<td>September 11</td>
<td>TEAMBUILDING ROPES COURSE</td>
</tr>
<tr>
<td></td>
<td>• Campus Outdoor Recreation Center</td>
</tr>
<tr>
<td></td>
<td>• Please arrive by 4 p.m. sharp!!</td>
</tr>
<tr>
<td></td>
<td>• Dinner/Water will be provided</td>
</tr>
<tr>
<td>September 18</td>
<td>MEYERS-BRIGG TYPE INDICATOR WORKSHOP</td>
</tr>
<tr>
<td></td>
<td>“The merit of the theory presented here is that it enables us to expect specific</td>
</tr>
<tr>
<td></td>
<td>personality differences in particular people and to cope with the people and</td>
</tr>
<tr>
<td></td>
<td>the differences in a constructive way.</td>
</tr>
<tr>
<td></td>
<td>Briefly, the theory is that much seemingly chance variation in human behavior</td>
</tr>
<tr>
<td></td>
<td>is not due to chance; it is in fact the logical result of a few basic, observable</td>
</tr>
<tr>
<td></td>
<td>differences in mental functioning.”</td>
</tr>
<tr>
<td></td>
<td>~Isabel Briggs Myers, Gifts Differing</td>
</tr>
<tr>
<td></td>
<td>Readings due: “Introduction to Type and Teams”</td>
</tr>
</tbody>
</table>
### September 25
**INTRODUCTION TO POLICY ISSUES**

“It must be considered that there is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things. For the reformer has enemies in all those who profit by the old order and only lukewarm defenders in all those who would benefit by the new order...”

~Niccolo Machiavelli

Readings due: See Canvas

### October 2
**EQUALITY OF OPPORTUNITY IS NOT ENOUGH: MODERN DAY DISPARITIES**

“Unless we create an environment where everyone is guaranteed some minimum capabilities through some guarantee of minimum income, education, and healthcare, we cannot say that we have fair competition. When some people have to run a 100 meter race with sandbags on their legs, the fact that no one is allowed to have a head start does not make the race fair. Equality of opportunity is absolutely necessary but not sufficient in building a genuinely fair and efficient society.”

~Ha-Joon Chang

Readings due:
See Canvas and
Crosby and Bryson, Chapter One: When No One is in Charge~The Meaning of Shared Power

### October 9
**Speaker: TBD**

### October 16
**SITE VISIT: DC STATE BOARD OF EDUCATION PUBLIC MEETING**

The DC State Board of Education is responsible for advising the State Superintendent of Education on educational matters, including: state standards; state policies, including those governing special, academic, vocational, charter and other schools; state objectives; and state regulations proposed by the Mayor or the State Superintendent of Education.
### October 23
**THE AMERICAN PUBLIC SCHOOL SYSTEM**

“...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.”

~Rudy Crew, executive director of the University of Washington's new Institute for K-12 Leadership

Readings due:
See Canvas *and*
Crosby and Bryson, Chapter Two: Leadership Tasks in a Shared-Power World~Leadership in Context, and Personal Leadership

### October 30
**THE AMERICAN PUBLIC SCHOOL SYSTEM, continued**

Mid-term Examination Due

Readings due:
See Canvas *and*
Crosby and Bryson, Chapter Three: Leadership Tasks in a Shared-Power World~Team and Organizational Leadership

### November 6
**WITH LIBERTY, AND JUSTICE FOR ALL: LGBTQ NOW**

“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.”

~Hillary Clinton, addressing the United Nations

Readings due:
See Canvas *and*
Crosby and Bryson, Chapter Four: Leadership Tasks in a Shared-Power World~Visionary, Political and Ethical Leadership

### November 13
**LGBTQ Panel: After Marriage~Defining LGBT Equality for the Millennial Generation**

**Moderator:** Mindy Wu; **Panelists:** Dan Furmansky, Emery Grant, Jermaine Lewis, Michelé Prince

*Panelists offer multiple perspectives on what LGBT equality means in the wake of the recent victories for equal marriage, fostering a rich discussion addressing less mainstream issues within the LGBT movement as well as intersections with other important social and economic concerns.*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 20</td>
<td>TO DIE AT THE HANDS OF ANOTHER: A CRITICAL LOOK AT VIOLENCE IN OUR SOCIETY</td>
<td>“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.” ~Deepak Chopra</td>
</tr>
<tr>
<td></td>
<td>Readings due:</td>
<td>See Canvas and Crosby and Bryson, Chapter Five: Policy Entrepreneurship and the Common Good</td>
</tr>
<tr>
<td>November 27</td>
<td>NO CLASS-HAPPY THANKSGIVING</td>
<td></td>
</tr>
<tr>
<td>December 4</td>
<td>SITE VISIT: UNIVERSITY OF MARLYAND SCHOOL OF LAW</td>
<td>UMD Law School faculty and staff will engage students in discussion and clinical simulation activities that focus on the policy implications of decisions related to violent crimes in our communities and nation.</td>
</tr>
<tr>
<td>December 11</td>
<td>COMMUNITY ACTION PROJECT PRESENTATIONS</td>
<td>Final CAP Action Plan due in or before class</td>
</tr>
</tbody>
</table>