

EDLD 509

**EDUCATIONAL LEADERSHIP IN A
PLURALISTIC SOCIETY**

Course Syllabus

Spring 2011

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Department of Leadership and Counseling

**Eastern Michigan University
EDLD 509 – Educational Leadership in a Pluralistic Society**

**The Mission of the Educational Leadership Program is as follows:
Inquiry, Advocacy and Leadership in Education for a Diverse and Democratic Society**

Course Schedule:

EMU Porter Bldg. Room 218
Condensed Hybrid/Blended Format
Tuesday 5:30 – 8:45
Face-to-Face Meeting Dates:
5/3, 5/10, 5/17, 5/24, 5/31 & 6/7

Contact Information:

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(Main Campus)

Catalog Description:

This course fosters analysis of issues in educational administration in culturally pluralistic educational environments. Examination of sociopolitical contexts of schools, influence of dominant and subordinate groups, and leadership challenges involved in striving for school success for all.

Course Objectives:

This course concentrates on the historical and contemporary issues relevant to multiculturalism in education. An examination of culturally pluralistic viewpoints, the influence of philosophical and traditional perspectives of dominant culture are offered in considering challenges facing educational leaders surrounding the integration of multicultural principles. Students will further their understanding of what multicultural education entails with particular emphasis on the social, economic, legal, and political implications of an increasingly diverse populace. The class will pay great attention to the concept of culture, how culture is transmitted with regard to K-12 and postsecondary public education as well as the intersection of race/ethnicity, gender, and social class. In addition, religion, disability, and sexual orientation are critically considered as other dimensions of societal pluralism. Finally, theoretical frameworks shaping multicultural discourse, contributing to culturally relevant research and the social construction of requisite teaching are reviewed.

This course addresses NCATE¹ Standard 4 – Diversity in providing students with opportunities to acquire the knowledge, skills, and dispositions necessary to help all students learn, applied through experiences working with diverse higher education and school faculty, diverse students in P-12 schools and/or college/university environments.

¹ NCATE – National Council for Accreditation of Teacher Education

In addition, the EMU Educational Leadership program is cognizant of the CAS² Standards actively seeking to foster graduate student growth in diversity, inclusion, and equity. In sum, the course embeds CAS General Standard 8 – Diversity in promoting culturally proficient student affairs professional/ higher education leaders.

By the end of the course, students will be able to:

1. Develop an understanding of one's own perspective, experiences, beliefs, and values regarding pluralism in America.
2. Develop the capacity to hear the voices of diverse constituents in a pluralistic society and integrate cultural knowledge with specific and relevant diverse issues in schools and college campuses.
3. Identify and understand critical theory related to educational leadership and school reform.
4. Recognize social systems and their influence on people of diverse backgrounds; trace the sociopolitical context of educational pluralism.
5. Demonstrate an understanding of the impact of structural and environment factors in schools/colleges related to student success.
6. Assess the relationship between pluralism, discrimination, expectations, and student success.
7. Design culturally relevant and inclusive service learning programs that can positively affect services, policies, and practices. Apply one's own leadership skills relating to involvement in K-20 educational settings.
8. Consider the interconnectedness of diverse, global perspectives and the impact on student learning and institutional climate.
9. Demonstrate and apply leadership skills to assist in the development of a more multiculturally welcoming organizational environment and profession.
10. Educate, challenge, and attain skill-sets to supervise other professionals around issues of diversity and inclusion related to educational restructuring and renewal in pluralistic educational environments.

² CAS – Council for the Advancement of Standards in Higher Education

Course Format:

This seminar course is designed to facilitate discussion based on required readings. Full and active engagement in meaningful dialogue regarding relevant issues concerning multicultural issues and educational leadership is expected of each student. There will be various activities and exercises related to various topics or concepts being covered. The goal is to expose you to both theory and practice. Featured educational documentaries, small group collaboration, and reflective exercises are also highlights of the course. Students should be prepared to discuss and apply readings to course activities. Participation in these activities will contribute to the final grade.¹

Statement of Civic Fairness:

Eastern Michigan University does not discriminate based on race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. I am of the same mind and will promote a nurturing learning environment based upon mutual respect, open communication, and non-discriminatory treatment. Feel free to suggest how to further such an open and positive environment in this class, as it would be given serious consideration as well as increase the value of the course. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me so that appropriate arrangements may be made.

Required Text:

Banks, J.A. & Banks, C.A. (2010). *Multicultural education: Issues and perspectives* (7th edition). NJ: Wiley. [ISBN-10: 0470483288; ISBN-13: 978-0470483282]

Recommended Text:

Spring, J. (2009). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States* (6th edition). McGraw-Hill Humanities/Social Sciences/Languages. [ISBN-10 # 0073378739]

Readings:

Please feel free to go beyond the readings listed above. You are encouraged to bring my attention to any other materials you come across that may be of benefit to the class. The objective of all assigned and optional readings is to expose students to literature in the area of multicultural education. **Please Note:** All course materials may be obtained at Mike's Bookstore 901 Washtenaw (734) 487-8700 or Campus Book and Supply Store (734) 485-2369. Additionally, any supplemental readings that connect issues of diversity along the educational pipeline (i.e., K-20) will be listed in the weekly assignments and available in DocSharing.

Attendance and Participation:

Attendance at all classes is expected and unwarranted absenteeism adversely affects your participation and subsequently your final course grade. If you are not able to attend class you are expected to contact the instructor prior to the class session (i.e., in cases of illness, emergencies, or conflicts with professional duties) and late arrivals and early departures are discouraged. Following one unexcused absence, each subsequent unexcused absence will result in the student's attendance/participation grade being lowered one (1) letter grade subsequently adversely affecting the final grade. Furthermore, unexcused tardiness and/or early departures (i.e., two or more) will also be penalized. It is your responsibility to remain current on any activities or materials missed. Lastly, disable or mute pager and cellular phones as their interruptions are disrespectful to others and will not be tolerated.

Class Participation is considered as follows:

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished significantly.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished considerably.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Class contributions are at best "cherry-picking" efforts making isolated, obvious, or confusing points. If this person were not a member of the class, valuable airtime would be saved.

Expectations:

Any student who engages in any type of academic misconduct during this course will (at a minimum), receive a failing grade in the course. Depending on the gravity of the academic conduct, other University sanctions may be sought as well. Hence, behavior unbecoming of this course is strongly discouraged as all students are expected to adhere to the highest ethical standards and professional behavior. Should there be any improprieties relative to misrepresentation of work, contributions to projections, etc., please contact immediately.

Additionally, all assignments for this course should be originally completed for this course and not work submitted for credit in other courses. Should you have questions regarding overlap of topics/papers, please see me for clarification.

**Please note that all assignments submitted should be MS-Word documents, 12 pt. font, double-spaced, and formatted in APA style 6th edition.*

Resources:

The EMU Halle Library has a very knowledgeable and student-centered staff of Library faculty to assist you in locating resources. Susann DeVries is the Education Librarian associated with the Dept. of Leadership and Counseling; Judy Block is the Distance Librarian and Keith Stanger, is the Public Services Librarian. To contact any of the aforementioned, call (734) 487-0020 or visit “Ask a Librarian” for details on how to obtain assistance at <http://www.emich.edu/halle/askalibrarian.html>

Please note: Jumpstarting Your Research Process, Evaluating Internet Sources, and Using Library Resources workshops are usually held in G07B or G07C in the basement of Halle Library.

One-to-one consulting on writing, research, and technology issues is available at the Academic Projects Center (116 Halle Library, 487-0020x2154).

The **University Writing Center (UWC)** is a **free resource** offering small group workshops supporting writing, reading, research, and analysis. The **UWC** offers one-to-one writing consulting for both undergraduate and graduate students.
<http://www.emich.edu/english/writing-center/>

Assignments:

*Please note - All written assignments should be submitted online to the Drop Box designated for each assignment. Additionally, it is the responsibility of each student to view the video clips embedded in the various units of the course shell and be ready to discuss for face-to-face meetings.

Online Threaded Discussions (Due 5/6, 5/20, and 6/3)

Each student will be called to respond to an essential question(s) from the weekly readings (i.e., Supplemental readings in Doc Sharing). In sum, students will be expected to post thoughtful responses to online "threaded discussion items" as well as minimally reply to at least two of their peers' postings. All of these entries (i.e., five points per thread) must identify a position and provide evidence/support for that position (e.g., draw on the associated readings, documentaries, and other relevant sources in correspondence to the thread in framing your thoughts). Grammar and spelling are not critical in these entries, however, initial postings are due on the above dates and peer replies within one week of initial posting. Each thread will be available for posting five days before the

initial reply due dates listed and five days following for peer responses. Hence, each thread will be open for 10 days total before expiring (for additional details see rubric in Doc Sharing).

Truncated Literature Review Research Paper (Due 5/31)

You will have the autonomy to write a truncated research paper reviewing the extant literature on a facet of diversity related to multicultural education. This assignment calls for you to consider not only the required readings for the course but also additional readings of your own in preparing a cogent paper grounded in the literature. The paper should be 10–15 pages. Hence, the body of your paper should be a minimum of ten (10) pages, double-spaced, using 12-point Times New Roman font with 1" top, bottom margins, and 1.25" side margins (i.e., the standard default Microsoft Word margin settings). Include a title page, abstract, and references following APA 6th format (please note, the title page and bibliography do count toward the 10-page minimum length requirement). There is a minimum of 10 required sources with no fewer than eight from refereed/juried sources (i.e., peer-reviewed academic journals). Grading rubric for literature reviews are posted in Doc sharing.

Please obtain the instructor's approval for a topic not listed below. The following topics are broad, do not represent the litany of various subjects, and as such are intended to serve as general guidelines. The student is expected to narrow the selected area down as necessary in order to develop a scope that is appropriate for the assignment in as relevant to K-8, secondary or postsecondary education.

- Affirmative Action
- Ageism
- Anti-Americanism
- Anti-Semitism
- Bias in academic text books (e.g., cultural or gender)
- Equity in school funding
- Gay and lesbian rights
- Historical perspectives on societies' treatment of individuals with disabilities
- Race/ethnic relations Separation of Church and State
- Social class differences

Social Justice Service Learning Team Project (Due 6/7)

The purpose of this assignment is to foster collaboration of students in exploring a critical issue of concern with respect to engaged learning relative to exceptionality, gender, language, race/ethnicity, religion, social class, or sexual orientation. Research has shown that service learning creates reciprocal benefits for the individual and the community. As the Department of Leadership and Counseling seeks to promote leadership development through experiential learning, this assignment offers the opportunity for students to practice servant leadership, to work toward being activist leaders, sharpen cross-cultural communications, improve sense of multicultural efficacy, and combine community service with the art of reflective practice. Your service learning team project should highlight proposed service in the form of: a) *Direct Service* [working directly with people/clients]; b) *Indirect Service* [completion of a product for an agency]; c) *Community/Citizen Education* [plan or implement projects intended to educate community members about sociopolitical issues]; d) *Community Based Research* [conduct research project and provide a report for community agency, school/university, or community]; and e) *Community Building* [students and community members engage in dialogue or other methods of community building].

- 1) The goal is for students to design proposed diversity programs that foster civic engagement, social responsibility, as well as school/community and university partnerships. Please be explicit regarding the diverse population, non-profit community agency/educational organization that your intended work would benefit. Additionally, be sure to estimate the *minimum hours* and timeline for the collaboration. Students will examine and share in specific approaches to dealing with diversity in this setting (e.g., tolerance/anti-bias education, multicultural programming, inclusive social policies reform, etc.).
- 2) Be sure to provide a preliminary description of the role and responsibilities each group member has and how providing the five different types of service in that particular context would further your understanding and appreciation as an educational leader for diverse groups and advocating for social justice.
- 3) Lastly, each 4-5 member team will develop a presentation of their proposed service learning projects to share with the larger class in the form of an MS Power Point handout outlining the *Direct Service*, *Indirect Service*, *Community/Citizen Education*, *Community Based Research* and *Community Building* activities proposed. Your presentation should be 15-20 minutes, include minimally 10 slides, provide an overview of regarding what you consider necessary next steps in contributions to social justice, and service learning that are contextualized for the organization. Lastly, each group will submit an executive summary of their presentation (i.e., 4-6 pages). Please post in Doc Sharing (Oral presentations, slides and the group executive summary due to Drop Box by 6/7).

Take home Final Exam (Due 6/14)

The aim of the final exam is to assess student learning of the material covered-to-date in the course. Each student will be expected to complete the exam independently. Exams are to be submitted to the course Drop box and Turnitin.com by 11:59pm.

Turnitin.com

Literature review papers and final exams prepared in EDLD 509 must be submitted to turnitin.com in addition to the course assignment Drop Box. The instructor will provide instructions regarding how to access the class account as well as how to obtain a user name and password. Only submit your final product to turnitin.com. The version submitted to the professor must contain official verification that the paper has been processed through turnitin.com and that plagiarism is not an issue.

Course Evaluation:

The grading/evaluation policy for this course is consistent with EMU. The final grade will be determined by the quality of each student's performance on all assignments, contributions to class discussions, and final examination. All assignments and examinations must be the student's own original research and writing for this course. Papers completed for other courses are not considered original to this course. If students have any questions about the potential conflicts among various course assignments, they should bring them to the attention of the instructor. It is expected that all assignments will be on time.

Weighting of Assignments	Points
• Attendance/Participation	10
• Threaded Discussions (Three @ 5 points each)	15
• Truncated Literature Review Research Paper	25
• Final Exam	25
• Social Justice Service Learning Project	
Group Presentation	10
Executive Summary	15
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Total Points Possible	100

Grading Scale

A	=	100-95	C	=	76-73
A-	=	94-90	C-	=	72-70
B+	=	89-87	D	=	69-65
B	=	86-84	E	=	64 and below
B-	=	83-80			
C+	=	79-77			

Tentative Course Schedule

Date:	Topic:
5/3	Introduction/Overview of Course; Foundations of Multicultural Education; Societal Diversity and the MI context; The Centrality of Race/Ethnicity, Identity, and Cultural Relevance; <u>Readings covered for this session:</u> Banks & Banks Chapters 1-2; Epstein (2001); Scott & Robinson (2001); Steward et al. (2002)
5/10	Class Structure, Class differences, and Inequality: The nexus between SES, Race/Ethnicity, and Gender; <u>Readings covered for this session:</u> Banks & Banks Chapters 3-4; DiMaria (2006); Gorski (2008); McIntosh (1998); Payne Power point
5/17	Religious Pluralism; Critical Issues surrounding Sexuality; <u>Readings covered for this session:</u> Banks & Banks Chapters 5-9 Bailey (2003); Bilodeau & Renn; Wormer & McKinney (2003); McCarthy (2001); Lee (2002); North (2010)
5/24	Language, Dialect, and Communication; Critical Issues for Students with Disabilities/Exceptionality; <u>Readings covered for this session:</u> Banks & Banks Chapters 12-15 Barnard-Brak et al. (2010); Cochran-Smith (1995); Heiman & Precel (2000); Zamani-Gallaher et al. (2009)
5/31	Age and Education; Another-ism: Sizing up Body Image; International Perspectives in Multiculturalism; <u>Readings covered for this session:</u> Banks & Banks Chapters 16-17; Jalongo (1999); Jehangir (2010); Southard & Lewis (2004); Wircenski, Walker, & Allen (1999); Gibson et al (2008); Smith (2002); Teichler (2004)
6/7	Social Justice Service Learning Team Presentations; Evaluations and Course Wrap-up

ⁱ Disclaimer: The instructor reserves the right to modify/augment the course format as deemed necessary and appropriate.