

EDLD 509

**EDUCATIONAL LEADERSHIP IN A
PLURALISTIC SOCIETY**

Course Syllabus

Winter 2010

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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:

Hybrid - Tuesday from 5:30 – 8:45 p.m.
1/12, 1/26, 2/9, 2/23, 3/9, 3/23, 4/6 & 4/20
EMU Jackson Branch
McDivitt Hall Room 248

Contact Information:

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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.

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
3. Identify and understand critical theory related to educational leadership and school reform
4. Trace the sociopolitical context of educational pluralism
5. Demonstrate an understanding of the impact of structural and environment factors in schools related to student success
6. Assess the relationship between pluralism and discrimination, expectations and student success
7. Apply one's own leadership skills relating to involvement in K-16 educational settings
8. Demonstrate leadership skills related to educational restructuring and renewal in pluralistic educational environments

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 (e.g., journaling, threaded discussions, etc.) 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 Texts:

Gollnick, & D.M. & Chinn, P.C. (2009). *Multicultural Education in a Pluralistic Society* (8th edition). Upper Saddle River, NJ: Pearson [ISBN# 978-0-13-613899-0]

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.

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.

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 the *first* unexcused absence and each subsequent unexcused absence, the student's grade will be lowered one (1) letter grade from the final grade. Furthermore, unexcused tardiness and/or early departures (i.e., 2 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.

Student Assessment:

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.

Assignments:

*Please note - All assignments should be submitted as follows: typed, double-spaced, 12pt. font and formatted in APA Style 6th edition.

Online Threaded Discussions (Due 2/2, 2/16, 3/16, 3/30)

Each student will be called to respond to an essential question(s) from the weekly readings (i.e., Gollnick & Chinn and/or Spring texts). 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 (See Rubric in Document Sharing).

Cultural Artifact (Due 1/26)

Students are asked to share something reflective of their cultural heritage with classmates (e.g., an heirloom). A short presentation of five minutes is expected whereby each member of class should discuss the relevance of the cultural artifact as it relates to their customs and/or ancestral lineage. Additionally, students should submit a 1-2 page reflection summarizing their artifact.

Social Justice Service Learning Project

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 may be 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].

The goal is for each student to collaborate with a non-profit community agency or educational organization that works with diverse populations for a minimum of 16 hours (e.g., two hours per week for eight weeks or four hours per week over the course of four weeks). Students will examine and share in specific approaches to dealing with diversity

in this setting (e.g., civic engagement, tolerance/anti-bias education, multicultural programming, inclusive social policies reform, etc.). Please remember that as students of EMU you act as representatives of the university when you work in the community. You will need to do the following:

- 1) Site approval - develop a one-page action plan for the type of experience you intend to embark on (i.e., describe why the site/program was selected and how it is a good fit for service learning). Be sure to provide a preliminary description of the role and responsibilities each party has and finally, how this context should further your understanding and appreciation as an educational leader for diverse groups and advocating for social justice. Provide the name and number of the staff person at the organization who will assist in solidifying your volunteer activities (Due by 2/5 - 5 points);
- 2) Submit a critical reflections journal that connects theory-to-practice in terms of what you have learned from your volunteer activities in correspondence with observations in the community, course texts, and any supplemental readings. Please note that your online journal will allow you periods of reflection to link, synthesize, and make meaning out of aspects of your service learning. Your journal should be minimally five double-spaced pages or approximately 1,500 words. In addition, please submit your completed service learning demographic sheets (i.e., post to drop box) to receive full credit (Due by 4/13 - 15 points).
- 3) Lastly, each person will develop a presentation of his/her service learning experiences with the larger class in the form of an MS Power Point file. Your presentation should include 5-10 slides, embed actual digital photos (e.g., jpeg files), audio and/or video clips/links. The Power Point presentation should provide an overview of summary remarks regarding what you consider necessary next steps in contributions to social justice and service learning that are contextualized for the organization. Please post in Doc Sharing (Oral presentation on 4/6; slides also due to Drop box by 4/6 - 10 points).

Scholarly Book Review (Due 3/9)

Each student is expected to write a critique of *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States* (6th edition) by Joel Spring. Book reviews should be a minimum of five pages not including front or back matter (e.g., title page and references). Please do not merely summarize the content of the book; however, in critically examining the text, attempt to situate the historical merit and personal experiences described in evaluating the author's aims/purpose, contentions, and the book's contribution to your understanding of important issues regarding racial identity, white privilege and cross-race socialization. The challenge of this assignment will be incorporating a thorough and thoughtful examination of the text given the limited length of the review. In submitting a strong critique, your review should include the following:

- A discussion of the author's main contentions.

- An explanation of the type of information/sources the author utilized and the methods by which the author organizing those sources and presents the content.
- An assessment of the strong points or shortcomings of the book.
- How does this book change the way one should think about the subject whiteness (and/or other debated issues in the history race relations and education in contemporary America).
- Utilize specific segments of the book in order to reference and illustrate the central tenets of your evaluation.
- The use of quotations should be kept to a minimum and seldom exceed one or two sentences.

Webliography: Digital Divide and Multiculturalism (Due 3/23)

The purpose of this assignment is to assess web sites as a medium for disseminating educational multicultural content. In an effort to incite critical reflection regarding WWW resources, the central charge is to consider information on multicultural approaches in education. Certainly with much discernment the internet presents contemporary multimedia that can enrich pedagogy with regard to multiculturalism (e.g., encourage drawing on student backgrounds, stimulate culturally responsive teaching, etc.). Hence, this assignment calls for you to utilize Gorski's (2005) seven criteria for evaluating educationally responsible multicultural web-based content (i.e., relevance & appropriateness, credibility, bias identification, accuracy, accessibility, navigability, and multiculturality). In using this multicultural perspective to guide your evaluation of a particular website, please thoroughly complete the questions associated with each criteria category of the rubric in determining the value of the site selected.

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
• Weekly Threaded Discussions (5 points each)	20
• Cultural Artifact	10
• Webliography/Digital Divide Assignment	15
• Book Review	25
• <u>Social Justice Service Learning Project</u>	<u>30</u>
Total Points Possible	100

Grading Scale

A	=	100-95%
A-	=	94-90
B+	=	89-86
B	=	85-82
B-	=	81-78
C+	=	77-74
C	=	73-70
C- to E	=	69 and below

Tentative Course Schedule

Date:	Topic:
1/12	Introduction/Overview of Course; Foundations of Multicultural Education; Societal Diversity and the MI context <u>Readings for 1/26:</u> Gollnick & Chinn (2009) Chapters 1 & 2; Spring (2009) Chapters 1 & 2; Epstein (2001); Steward et al. (2002); Scott & Robinson (2001);
1/26	The Centrality of Race/Ethnicity, Identity and Cultural Relevance; The Need for Multicultural Education <u>Readings for 2/9:</u> Gollnick & Chinn (2009) Chapter 3; Spring (2009) Chapter 6; DiMaria (2006); Gorski (2008); Payne MS-PPT;
2/9	Class Structure, Class differences, and Inequality: The nexus between SES, Race/Ethnicity, and Gender <u>Readings for 2/23:</u> Gollnick & Chinn (2009) Chapter 4; Spring (2009) Chapters 3-5; Bailey (2003); Bilodeau & Renn; Wormer & McKinney (2003);
2/23	Gender, Sexism and Society; Identity formation of Women, and the interaction of gender; Critical Issues surrounding Sexuality <u>Readings for 3/9:</u> Gollnick & Chinn (2009) Chapters 5-7; McCarthy (2001); Lee (2002); Cochran –Smith (1995); Heiman & Precel (2000); Teichler (2004); Zamani-Gallaher et al. (2009)
3/9	Religious Pluralism; Language, Dialect, and Communication; International Perspectives in Multiculturalism; Exceptionality: Critical Issues for Students with Disabilities <u>Readings for 3/23:</u> Gollnick & Chinn (2009) Chapter 9; Southard & Lewis (2004); Wircenski, Walker, & Allen (1999); Jalongo (1999);

Tentative Course Schedule Cont'd...

Date: 3/23	Topic: Age and Education; Another –ism: Sizing up Body Image; <u>Readings for 4/6:</u> Gollnick & Chinn (2009) Chapter 10;
4/6	Anticipated Trends in Multiculturalism/Diversity Policies; Challenges of Implementing Multicultural Practices; Social Justice Service Learning Presentations; Evaluations and Course Wrap-up

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