

AEL/BEF 667
Multicultural and Social Education for Leadership
Personnel

(weekend college format)

Instructor: John Petrovic, PhD
Office: [REDACTED] es Hall

Telephone: [REDACTED]
E-mail: [REDACTED]@amaed.ua.edu

I. Catalogue Description: An advanced inquiry into contemporary social and cultural dimensions of education and their relationships to leadership. Includes issues of diversity, gender, ethnicity, pluralism, and equality.

II. Full Course Description: Despite several seemingly progressive reforms that have attempted to challenge the functionalist and technical-rationalist thought structures that have dominated educational leadership models in previous years, educational institutions continue to foster the production of "docile bodies" and continue to offer an inadequate response to the critical challenge of social difference along the axes of race, class, gender, sexuality, and ability. This is especially true in the current context of transnational capitalism, where educational administrators are generally urged to turn to either business and/or military models of leadership. In such contexts, issues of accountability and discipline dominate, and are closely tied to the narrow economic concerns of efficiency, productivity, and profits. As a result, educational policy often manifests itself through popular catchwords like "effective school research," "safe schools," "accountability standards," and "decentralized administration" - policies that sometimes ignore difference and/or are enacted at the expense of difference. The theoretical and structural frameworks that drive us to ignore difference must, then, also undermine our ability to promote democratic schooling.

In this course we will offer a critique of the traditional knowledge base in educational administration from a number of theoretical perspectives, including poststructuralism, feminism, marxism, and queer theory. Each of these theoretical frameworks has offered a critique of the essentialist and foundational elements of the knowledge base in educational leadership. Arguing that "foundational knowledges" have historically suppressed "different voices," these perspectives have foregrounded these silenced voices, and have disrupted business as usual. In the context of multicultural education, these perspectives urge us to move beyond the usual platitudes of tolerating difference, affirming diversity, and "getting along" to raise more fundamental philosophical and political questions regarding social and cultural difference and its relationship to educational leadership. In other words, we must move to thicker conceptions of democratic education.

Specifically, this course will raise the following questions regarding leadership decisions amidst the social and cultural contestations that occur in educational institutions (universities, colleges, schools): Whose cultural values are propagated in educational institutions? What is the political process by which certain cultural values are upheld and others are dismissed or rendered invisible? What role do culture and difference play in the construction of the oppressive binary of Self v. Other? What role does education in a capitalist society play in reproducing and maintaining the oppressive structures that support exploitation and inequality even in democratic societies? And most importantly, what implications does a critical understanding of culture have for educational leaders as they struggle to support socially just educational practices in the university, colleges, and schools that they lead?

III. Course Objectives: On completion of this course, class participants should:

- Have a general understanding of the theoretical and interpretive frameworks that have been utilized to examine culture and difference in multicultural contexts.
- Have a critical understanding of the major issues confronting educational leaders in a diverse society
- Be able to re-conceptualize what a truly democratic education means in the context of educational policy in a diverse society
- Be able to generate pedagogical and administrative policies and practices that will ensure that educational contexts are truly spaces of social justice for all students.
- Be able to engage critically with traditional theories of “effective” school leadership.

IV. Required Reading:

Required Texts:

Ayers, R. and Ayers, W. (2011). *Teaching the taboo: Courage and imagination in the classroom*. New York: Teachers College Press.

Jenlink, P. M. (Ed.) (2009). *Equity issues for today’s educational leaders: Meeting the challenge of creating equitable schools for all*. New York: Rowman and Littlefield Publishers.

Kezar, Adrianna (Ed.) (2011) Recognizing and Serving Low Income Students in Higher Education: An Examination of Institutional Policies, Practices, and Culture.

can use chapters from this in future sections?

The individual articles listed under the “course schedule” (section VIII) are available for electronic download and printing by clicking on the author’s name. You are required to read all of the individual articles listed for each week of class as assigned.

V. Course Requirements:

1. *Reading and class participation:* This course will, hopefully, be a discussion-intensive course. In order to participate meaningfully in class discussion, you are expected to have completed all of the readings assigned for the week. You will be expected to share your own critical perspective on the readings in the course. You will be expected to participate in both class and small group activities.

2. *Two analytical papers.* You will write two papers that address in an integrated fashion one of prompts below. The first paper will draw on the readings and discussions from weeks 1 and 2. The second paper will draw on the readings and discussions from weeks 3 and 4. While you will be the judge as to when you think you have completed written assignments, I anticipate that you will need at least 7 pages to do them adequately. Please do not exceed 12 pages.

Prompt Options for Analytical Papers:

a. Provide an integrated summary of the Taboo chapters that more thoroughly fleshes out the theoretical underpinnings that Ayers and Ayers tend to gloss over and expands upon the practical implications. (This might take the form of an essay review. See definition below.)

or

b. Address the reading questions in an integrated way that makes a coherent and theoretically founded argument regarding the nature and purpose of educational leadership in a diverse society vis-à-vis the issues of the units under discussion.

3. Research presentation (doctoral students only). Present a research article to the class. You should identify the problem and the research question; and, discuss the conceptual framework, methods, and findings.

Grading Rubric for Written Assignments

Comprehensiveness	The paper responds thoroughly to all of the questions or salient topics in an integrated way.
Theoretical Integration	The paper draws on all/most of the reading to create a theoretical framework that accurately represents the reading.
Analysis	The paper presents an argument(s) or position(s) and explicitly brings the theoretical framework to bear in the analysis of the argument/position.
Organization	The paper is organized in a coherent way that builds on ideas, integrates readings, and presents a structured argument.

Generally, each criterion will be marked on a five point scale as follows: 5 = excellent, 4 = good, 3 = average/satisfactory, 2 = unsatisfactory, but effort made, 1 = I promise never to turn in a paper like this again

VI. Grading: You will be graded on a 100 point scale distributed as follows:

- Class participation 20 points
- Analytic paper #1 40 points
- Analytic paper #2 40 points

100-90 A; 89-80 B; and so on...

VII. Course Policies:

• *Attendance:* Given that we will only meet on eight days and that the course is discussion intensive, class attendance is mandatory. If you believe that you will need to miss more than one Saturday or more than two Fridays, it may be in your best interest to take the class in a different semester. Every three hours of absence beyond the first six will result in your grade being lowered by a full letter.

• *Discussion Participation:* My intent in this class is to turn the tables so to speak on a variety of issues. My purpose is not to present you with ways of thinking you are comfortable with, but with ways that challenge and even clash with traditional ideals. This sort of provocative engagement requires us to be able to deal honestly, respectfully, and at the same time critically with the subject matter and contesting points of view. On any disagreements about any standpoint, each speaker should take responsibility for his/her critical position and personal opinion and be able to distinguish between the two. Our general rules of engagement will be as follow:

1. Never take what someone says as his/her last or final word on the subject. After all, change and progress is what education is about.
2. Attack ideas, not people. (Don't be confused by the continued use of the word "critical" in this syllabus. The lay use of this word has negative connotations. In this vein, beginning a response with a phrase like "It is ludicrous..." is critical. However, that is not how we are using "critical.")
3. Don't get defensive when #2 happens to you.
4. Don't feel obligated to say things like, "Maybe I'm wrong but..." or "Playing devil's advocate..." Usually people hide behind such phrases so that others won't think that they are thinking what they are thinking. You're saying it, so you must be thinking it. If you are thinking it, it is likely you believe there is some truth to it. This makes it worthy of sharing, without qualification, for discussion. Remember, we are still playing by rule number 1.

• *Submission of assignments:* All written work should be word-processed, double-spaced, have 11 or 12 point font, and follow APA style for references and citations. All written assignments are due by noon on August 9. Extensions may be requested.

• *Academic honesty*: I read all assignments thoroughly. Quotation marks should be used if the material is copied directly from the readings and text citations should be used. Quotations are followed by the author, year, and page number in parenthesis of the source of the quote (Petrovic, 1998, p. 15). If you paraphrase something, you put just the author and year after the paraphrased material (Petrovic, 1998). You will be in violation of The University of Alabama policies if you fail to follow standard referencing rules. Submitting work done for another class, submitting someone else's work as your own, copying and pasting from the internet, are all violations. (Internet sources may be used, but you must follow standard referencing rules.) The consequence for plagiarism is a zero on the given assignment and referral to the Associate Dean for any further action she might wish to take. Rewriting such assignments is not an option. Please see the College of Education statement on [plagiarism](#) for more information.

• *Statement of Equal Treatment and Disabilities*. The instructor and students in this course will act with integrity and strive to engage in equitable behavior with respect to differences arising from age, gender and gender expression, race, physical ability, religious preferences, sexual orientation, and national origin. If you are registered with the Office of Disability Services, make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary to assure your full participation in the class. If you have a disability but have not contacted the Office of Disability Services, please call 354-5175 or visit Osband Hall to register for services.

VIII. Course Schedule:

WEEKEND I, July 8-9

Multicultural Conditions, Ideology, and the Challenge to Democratic Educational Leadership

Please consider the following questions as you read:

What are the critical challenges educational leaders face in a multicultural society?

What role does ideology play in the cultural construction of educational leaders?

What does it mean to be a democratic leader in a diverse society?

Read from *Taboo* (Intro, Chs. 1, 5, 7, 9, and coda) and *Equity Issues* (Chs. 1, 2, 9) and the following:



Hewitt, R. (2005). Priming the Pump: "Educating" for Market Democracy. In Deron Boyles (Ed.), *Schools or Markets? Commercialism, Privatization and School-Business Partnerships* (pp.47-58). New Jersey: Lawrence Erlbaum Associates.

Althusser, L. (1971). Ideology and the state. In Lenin and philosophy and other essays (B. Brewster, trans). New York: Monthly Review Press.

Freire, P. (1973). Education for critical consciousness. New York: Continuum.

Brosio, Ricard A. 1994. The Janus-Faced Public Schools in the United States. In *A Radical Democratic Critique of Capitalist Education*, pp. 1-43. New York: Peter Lang.

You might want to do some background reading on Marxist social theory as we work through the first two weeks of the course.

Try Philip Wexler's (2009) *Social theory in education* (chapter 3).

Or you could try Wikipedia, <http://en.wikipedia.org/wiki/Marxism>. (Note that Wikipedia is NOT an acceptable source for papers or other academic writing. It is for overview purposes only and to help you find real sources.)

Other web sources: <http://www.marxists.org/index.htm>; <http://mingo.info-science.uiowa.edu/~stevens/critped/index.htm>

WEEKEND 2, July 22-23

Reproducing Race and Class Inequalities: Education Policy and Property Rights

Please consider the following questions as you read:

What are the political, social, and cultural effects of organizing difference along the rubric of race and class? What are the implications of seeing "whiteness" as property? How are educational policy and practice implicated in the reproduction of such politics?

Read from *Taboo* (Ch. 2) and *Equity Issues* (Chs. 4 & 5) and the following:



DuBois, W. E. B. 1989 [1903]. Double Consciousness and the Veil. In *The Souls of Black Folk*, pp. 1-9. New York: Bantam.

Harris, Cheryl. 1995. Whiteness as Property. In K. Crenshaw, N. Gotanda, G. Peller, and K. Thomas (eds.), *Critical Race Theory: The Key Writings That Formed the Movement*, pp. 276-291. New York: The New Press.

McLaren, Peter and Munoz, Juan. 2000. Contesting Whiteness: Critical Perspectives on the Struggle for Social Justice. In C. J. Ovando and P. McLaren (eds.), *The Politics of Multiculturalism and Bilingual Education: Students and Teachers Caught in the Cross Fire*, pp. 22-49. New York: McGraw-Hill.

Jeff Colgrove, Phyllus Dunivant, Matthew Ford, Bridgette Murphree, Kim Townsel, Joseph Wilson, Kevin Young

Bernasconi, Robert. 1998. "Stuck Inside of Mobile with the Memphis Blues": Interculturalism and the Conversation of the Races. In C. Willett (ed.) *Theorizing Multiculturalism: A Guide to the Current Debate*, pp. 276-298. Malden, MA: Blackwell Publishers

Debra Carroll, Brandi Gregory, Phillip Hazelrig, Jennifer Hinson, Tricia Patterson, Billy Puckett, Ashley Walls

Solomon, Patrick R. 2002. School Leaders and Antiracism: Overcoming Pedagogical and Political Obstacles. *Journal of School Leadership*, 12(2), pp. 174-197.

Doctoral Student Research Presentation on Park, C. C. (2011). Young children making sense of racial and ethnic differences: A sociocultural approach. *American Educational Research Journal*, 48(2), 387-420.

And/ or

Boliver, J. M. and Chrispeels, J. A. (2011). Enhancing parent leadership through building social and intellectual capital. *American Educational Research Journal*, 48(1), 4-38.

Films

Ethnic Notions, The Color of Fear

WEEKEND 3, July 29-30

Administering Bodies: Breaking the Silences around Gender and Sexuality

Please consider the following questions as you read:

What role does administrative culture play in the policing of sexual difference?
 How does sexual difference constitute one's gendered identity? What are the material consequences of repressing critical discussions of sexuality in public spaces? How should educational leaders negotiate the ethical and democratic issues relating to sexual differences?
 How do postmodern perspectives challenge traditional theories of leadership and administration?

Read from *Taboo* (Chs. 3, 4, & 6) and *Equity Issues* (Ch. 3) and the following:

<p style="text-align: center;">ALL</p> 	<p>Flax, J. (1990). Transitional Thinking 3: Postmodernist Philosophies. In <i>Thinking Fragments: Psychoanalysis, Feminism, and Postmodernism in the Contemporary West</i>, pp. 28-43. Berkeley: University of California Press.</p> <p>Johnston, Bill. 1993. Educational Administration in a Postmodern Age. In S. J. Maxcy (eds.) <i>Postmodern School Leadership: Meeting the Crisis in Educational Administration</i>, pp. 115-132. Connecticut: Praeger.</p> <p>Bryson, Mary and de Castell, Suzanne, 1997. En/Gendering Equity: Paradoxical Consequences of Institutionalized Equity Policies. In S. de Castell and M. Bryson (eds.) <i>Radical Inventions: Identity Politics and Difference/s in Educational Praxis</i>, pp. 85-106. Albany, NY: State University of New York Press.</p> <p>Silin, Jonathan G. 1995. Curricular Languages: Queering Feminist Perspectives. In <i>Sex, Death and the Education of Children: Our Passion for Ignorance in the Age of AIDS</i>, pp. 136-158. New York: Teachers College Press.</p>
<p>Jeff Colgrove, Phyllus Dunivant, Matthew Ford, Bridgette Murphree, Kim Townsel, Joseph Wilson, Kevin Young</p>	<p>Blackmore, Jill. 1999. Embodied Authority: The Disciplined but Disruptive Body of Powerful Women. In <i>Troubling Women: Feminism, Leadership, and Educational Change</i>, pp. 170-184. Philadelphia: Open University Press.</p>
<p>Debra Carroll, Brandi Gregory, Phillip Hazelrig, Jennifer Hinson, Tricia Patterson, Billy Puckett, Ashley Walls</p>	<p>Blount, Jackie M. 2003. Homosexuality and school superintendents: A brief history. <i>Journal of School Leadership</i>, 13(1), 7-26.</p>

You might want to do some background reading on feminist epistemology for this unit. Try <http://www.iep.utm.edu/fem-epis/> or <http://plato.stanford.edu/entries/feminist-social-epistemology/> (Note: Unlike Wikipedia, both of these sites are acceptable academic sources for citation.)

Doctoral Student Research Presentation on Rezai-Rashti, G. M. and Martino, W. J. (2010). Black male teachers as role models: Resisting the homogenizing impulse of gender and racial affiliation. *American Educational Research Journal*, 47(1), 37-64.

FILM

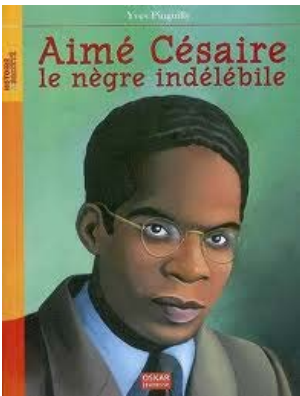
Tough Guise, It's Elementary

WEEKEND 4, Aug. 5-6

Decolonization and the Transformation of a Dis-abling Educational Cultures

What does colonialism mean in the current historical context? How are normative assumptions regarding the body and language colonialist in their intent? What would it mean for educational administrators to work towards decolonization? What are the risks? What are the possibilities?

Read from *Taboo* (Ch. 8) and *Equity Issues* (Chs. 6, 7, 10) and the following:

<p style="text-align: center;">ALL</p> 	<p>Cesaire, Aime. 1972 [1975] <i>Between Colonizer and Colonized</i>. In <i>Discourse on Colonialism</i>, pp. 20-25. New York: Monthly Review.</p> <p>Erevelles, N. (2000). Educating unruly bodies: Critical pedagogy, disability studies, and the politics of schooling. <i>Educational Theory</i>, 50(1), 25-47.</p> <p>Thomson, R. G. (1997). Theorizing disability. In <i>Extraordinary bodies</i>, 19-51. New York: Columbia University Press.</p> <p>Macedo, D. and Bartolome, L. (2001). Tongue-tied multiculturalism. In <i>Dancing with Bigotry</i>, pp. 34-78. New York: Palgrave.</p> <p>Nieto, Sonia. 2000. Multicultural Education and School Reform. In her book <u><i>Affirming Diversity</i></u>. New York:</p>
---	--

	Longman.
Doctoral Student Research Presentation on Enright, K. A. (2011). Language and literacy for a new mainstream. American Educational Research Journal, 48(1), 80-118.	

Film: bell hooks, cultural criticism & transformation

WEEK 5

CLASS PRESENTATIONS

The Essay Review

An essay-review is a book review that develops a thesis linking the book under consideration to the field. The review also provides an examination of the book's strengths and weaknesses to support that thesis. For the purposes of this course, your thesis should emerge from the course readings, which will allow you to not only "examine" but to critique. Some questions to consider in writing such a review include: What are the assumptions the authors of the book make? 2. What is their philosophical or conceptual framework? Is it stated? If not, what do you think is the implicit framework? Is it adequate? 3. Does the book help educational leaders break the functionalist/technical-rationalist mold? 4. What is the position taken in the book, either implicitly or explicitly, as regards multiculturalism?

The Harvard Education Review, lists some other questions to consider in developing a good essay review including the following:

-Does the review convey the content of the book, the author's approach to the subject, and the author's conclusions? The best reviews avoid a chapter-by-chapter listing of themes in favor of a more integrated approach.

-Does the review place the work in the context of its field and give a sense of the work's significance?

-Does the review present a balanced analysis of the book's strengths and weaknesses and illustrate those points with examples?

-Is the review written in a clear and lively style? The question of style is hard to define, but the best reviews illustrate that elusive quality which makes a piece both interesting and engaging.

If you choose to approach your assignment thusly, I can provide you examples of good and bad book reviews.