

ELC NEWSLETTER – ORGANIC UNITY

VOLUME 1, ISSUE 1

APRIL 27, 2008

ELC STATEMENT OF PURPOSE. Building a mutually enhancing learning community among ELC students, faculty and surrounding community. Sharing our stories of hope, compassion, transformation and work for social, economic and environmental justice.

GREETINGS EVERYONE!

The inaugural edition of the ELC department newsletter has been actively supported by our Department Chair, Dr. Carol Mullen, our newly forming Graduate Student Organization, and ELC faculty and students. It is our intention that this first edition will provide the groundwork for strengthening the communication and collaboration among ELC students, faculty and the surrounding communities we serve. The title *Organic Unity* is an idea coined by Antonio Gramsci, an Italian writer and political and cultural theorist, who emphasized the importance of developing future capacities for collective democratic leadership based on an understanding of shared experiences, current social conditions, solidarity, and collective, transformative action. The notion of organic community includes attempts to make organic and authentic links between diverse ideas, reflections, voices, and interpretations.

We have received many responses to our first call for participation. It is our hope that this first issue will inspire readers to submit their stories of scholarship, presentations, awards, and community action, family events, poems, graphics, quotes and other ideas you would like to share. Thanks to all you brave souls who contributed with short notice to the premier edition of our ever-emerging educational community.

Kathe Latham and Amna Latif, Co-editors and Doctoral students

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CONNECTION TO GSA

Over the past two semesters a number of students within the ELC department worked together to create an ELC Graduate Student Association (GSA). The purpose of this organization is to form a collective body within the department in order to build community among Educational Leadership and Cultural Foundations students, to address the interests and concerns of the ELC students, to better align to the university's Student Government Association and Graduate Student Association, and to participate in the overall framework of UNCG. At our first meeting on April 16 we reviewed our constitution and set up procedures for formal election of officers and a plan to organize the ELC Dept.'s Fall Orientation Program. We welcome everyone to join us in ensuring that this association will become a collective voice for students within the department.

For further information contact Jason Owens, Acting President at jhowens@uncg.edu

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AWARDS & ACHIEVEMENTS

Annual 40 Leaders Under Forty Awards

Juandalynn Jones Hunt, a Ph.D. student was honored by *The Business Journal* and the UNCG Bryan School of Business and Economics at the annual 40 Leaders Under Forty awards ceremony with a special section in the journal's February 29, 2008 issue, based on her leadership in the community service for youth.

International Student Academic Excellence Award

Presented to Amna Latif, an Ed.D. student in Spring 2008 in recognition of her continuous academic achievement at UNCG.

2008 National Headliner Award

Dr. Svi Shapiro was a consultant on the NPR program *Put To The Test*, a program which examined the effects of No Child Left Behind in a Guilford County high school. The program won the 2008 National Headliner Award.

2007 AESA Critics' Choice Award

Dr. C.P. Gause's book *Keeping the promise : Essays on leadership, democracy, and education* released in 2007 received the 2007 AESA Critics' Choice Award.

*Our lives begin to end
the day we become si-
lent about things that
matter.*

Martin Luther King, Jr.

BUILDING THE GLOBAL COMMUNITY

ELC Student Attends Clinton Global Initiative Conference in New Orleans

Debbie West, an Ed.D. student in the ELC department recently was one of over 600 students selected to attend the [Bill] Clinton Global Initiative University (CGI U) conference at Tulane University in New Orleans. University students from across the US and 15 countries on six continents competed for their place at CGI U by submitting their "Commitments to Action" plans that address global challenges. Students spent the day sharing ideas with President Bill Clinton, as well as other prominent figures such as New Orleans Mayor Ray Nagin, Brad Pitt, Lance Armstrong, and James Carville -- to name a few. West's commitment focuses on poverty—an interest sparked by classes taken in the ELC department, and ignited by the devastation she witnessed during several UNCG sponsored hurricane relief trips to the gulf coast.

If you would like more information about *CGI U* and the global issues with which it's concerned, visit the CGI website at <http://www.clintonglobalinitiative.org>; for more information about future hurricane relief trips, go to <http://olsl.uncg.edu/explore/service/katrina/>; or email Debbie West at dwestoo@aol.com to learn more about her commitment.



UNCG students and faculty in New Orleans. Includes Debbie West, Mark West, Steve Flynn, and Dr. Rick Reitzug

BUILDING THE GLOBAL COMMUNITY CONTD.....

The Great Work-Our Way into the Future

This was the topic of a six-part study group of a book by Thomas Berry. Ph.D. student, Kathe Latham participated in community-wide training for a series of faith-based community dialogues and study of the book. Latham co-facilitated a study open to the public at New Garden Friends Meeting. According to Berry, a Greensboro native, cultural historian and passionate priest, our great work as leaders is to carry out the transition from a period of devastation of the Earth to a period when humans are present to the planet in a mutually beneficial manner. Berry talks about rekindling the four wisdom tradition: the wisdom of indigenous people, wisdom of women, classical traditions, and the wisdom of science, which are experienced by many in the depth of the inner self, for others. The twelve other study groups throughout the city are co-sponsored by Environmental Stewardship Greensboro. For more information contact Kathe Latham at kblatham@uncg.edu

Providing African Immigrants Equal Access to Education

Amna Latif, an Ed.D. student in the department has been involved with the immigrant students in Guilford County, in particular those from the African countries to bridge the gap between culture and education. It has been a challenge for her to advocate and provide these students equal access to education and in making the curriculum culturally relevant for them. Parents in this community do not want their children to attend public schools because of three major reasons: loss of religious values, assimilation to the American culture, and disassociation to the native language. The community opened a private school a few years ago to meet the specific needs of the immigrant population, but lack of appropriate resources, trained faculty, and scrutinization from the public school system and U.S. Department of Education for the Title I funding received by the school are making it difficult for the school to continue. It is painful to see the learning of students being comprised by the bureaucracy and the mindset to assimilate to the dominant culture. Equal access to education is the basic right of these students and they should be nurtured to maintain their identity, values, and culture. Latif is dedicated to the cause and through her skills has been training and mentoring faculty, staff, parents, and students at individual and collective level to bridge the inequality. She has volunteered her time during the past two years that she been in Greensboro to create partnerships/ collaborations and together with the community and faculty has successfully designed a curriculum that addresses the needs of these students. The curriculum will be implemented in the school starting Fall 2008. For more information contact Amna Latif at a_latif@uncg.edu

Seminar on Society, Culture, and Business in Chile

The seminar is scheduled for May 8-20, 2008. Andrea Patterson, a Ph.D. student who recently completed her comprehensive oral exams, will be joining a 15-member visiting team from Winston-Salem State University that includes professors and students in the areas of business, social sciences, humanities, education, and health services. This team will participate in an academic program of lectures and field visits in and around Santiago, Valparaiso, and La Serena to provide academic, business and field experience to professors and students between this visiting team and corresponding representative in Chile. The ultimate goal is to overcome stereotypical images and to provide mutual understanding between Chile and the United States through educational and cultural interaction. For more information contact Andrea Patterson at arpatter@uncg.edu

“Now, on the road to freedom, I was pausing for a moment near Temuco and could hear the voice of the water that had taught me to sing.” Pablo Neruda, Chilean poet.

Counterstories: Confronting Power and Privilege in Educational Communities Through Collaborative Activism

Dara Nix-Stevenson, a Ph.D. student in the department, was recently part of an interactive panel of scholars at the UCEA conference where she critically explored democracy in education and public life in the United States. Her study focused on Hopkins' notion of education as the most accessible means for achieving social, political, economic, and cultural liberation in the United States. In re (imagining) the role of educators as prophet-educators/reverence activists, she posits that we have a moral obligation to reject the continued existence of empire in favor of the epic opportunity of earth community. By rejecting the continuation of empire, we, as educators, begin to privilege the counter narrative of the subaltern. As such, schools are reframed as living systems envisaged through a social justice framework and school leaders become collaborative activists. For more information contact Dara Nix-Stevenson at daranix@aol.com

BUILDING THE GLOBAL COMMUNITY CONTD.....

Dedication to Community Service

Juandalynn JaCinta Jones-Hunt, a Ph.D. student in the department sponsored and organized a Girl Power Club with a former co-worker at Ferndale Middle School in High Point, NC. The club received scholarship funds from Guilford County Schools and the Women & Genders Studies Department at UNCG. Due to Jones-Hunt's efforts, young women were able to enhance their educational and aesthetic skills and participate in activities that assisted in raising money for third world countries and the local community. In addition to this, Jones-Hunt has been a strong volunteer for the Kids Voting of Guilford that encourages students to study politics and social justice and reflect it through their artwork. She has been very active in High Point United Way Communities in Schools program and Delta Academy of the Greensboro Alumnae Chapter of Delta Sigma Theta Sorority Inc. in providing enrichment projects for youth. Jones-Hunt has received recognition and awards for her dedication to community service in the triad area. For more information contact Juandalynn JaCinta Jones-Hunt at jjjonesh@uncg.edu

GRADUATING STUDENTS

GRADUATING MSA STUDENTS

Andy Gann	Tammy White	Renee Faenza	Julie Brady	Kathy White
Latrice Stokes	Ashauna Short	Nancy Cross	Erik Stubblefield	Thea McHam
Karen Williams	Rydell Harrison	Jamie King	Brian Blanquist	Valerie Brown
Angela Graves	Ronald Villines	James Fitzgerald	Kenya Donaldson	Ruthmarie Mitchell
Destini Artis	Elizabeth Lynch	Garrett Dillard	Nancy Cothren	

GRADUATING Ed.S. STUDENTS

Jimmy Barnes	Joe Ferrel	Brad Rice
Jocelyn Becoates	Rita Haire	Aaron Woody
Deidre Brown	Mark Harris	Terese Faucette
Dain Butler	Diedre Jordan	Julie Pact
Gay Citty	Bonnie Kosicksy	John Eldridge
Sandra Culmer	Essie McKoy	Whitney Oakley



GRADUATING Ed.D. STUDENTS

Bonnie Pope

GRADUATING Ph.D. STUDENTS

Maura Nsonwu

Dissertation Title: God talk and kin talk in the survival epistemology of Liberian refugee women

Advisor: Dr. Kathleen Casey

Jane Hudgins

2007-08 ELC DEPARTMENT SCHOLARLY COLLOQUIUM

This past 2007-2008 Colloquium series was initiated by students Monica Davis, Jason Owens and Dr. Carol Mullen who created a series of scholarly dialogues that covered a broad spectrum of diverse critical social issues. In December Kathe Latham joined the project and further collaborated with Jason Owens, Dr. Silvia Bettez, April Ruffin and Shantay Mckoy who were planning a continued series of dialogues stemming from the Jena Six dialogues and related critical social issues. Future topics will be planned over the summer month

GUEST SPEAKER REV. MAC LEGERTON

As part of the Spring Colloquium Series our guest speaker, Rev. Mac Legerton, the Exec. Director of the Center for Community Action in Robeson County spoke about the need to create an infrastructure and a

fabric which sustains people through life. CCA is a multicultural, multi-sector organization that includes K-21 educational advancement and school reform. Rather than the institutionalization of individualism and non-responsibility, reflected in continuing to silo the social justice vision into distinct and separate issues and strategies, Legerton spoke of the need to develop a clear, long-term comprehensive, cooperative social justice vision that will challenge the prevailing structure of a "flattened world." We must build on our indigenous traditions to blaze a common trail that leads to the development of human wisdom and ethical practices that will lead towards genuine lasting social justice throughout the world.," said Legerton.

THE JENA SIX DIALOGUES

In keeping with the social justice theme of the ELC department, one of the original events in the fall colloquium series focused on the equity issues arising in response to the outcomes of the Jena 6 case.

On the strength of this original event, Dr. Silvia Bettez, along with graduate students Shuntay McCoy, April Ruffin, and Jason Owens, organized additional events that served to investigate related issues of institutional and systemic racism. Roundtable discussions focusing on Jena 6 updates, historical lynching cases, national and state hate crime legislation, national noose incidents after Jena, and the theorized high-tech lynching of Rev. Jeremiah Wright and Sen. Barack and Michelle Obama, have served as points for discourse in this social justice series. This space for dealing with contemporary issues of social justice can be an effective investigative tool and a powerful realm for the exchange of ideas on such issues.

Please send your suggestions for future topics to kblatham@uncg.edu or to jhowens@uncg.edu

ELC student panelists voice their issues during a scholarly colloquium on Building Bridges and Crossing Borders: Faculty and Students Unpack Leadership Preparation and Practice



Pictured left:
Left to right: Debbie West,
Amna Latif, Kathe Latham, and
Christine Nganga



Pictured right: Faculty and
students
participating actively during
the scholarly colloquium

NEW COURSES OFFERED

Summer 2008

ELC 616-01D: Culturally Responsive Leadership, Dr. Misti Williams

ELC 688A-01: Leadership for Integrative Schools, Dr. Carl Lashley

ELC 688B-01: Leadership, Instruction, and Moral Vision, Dr. Rick Reitzug

ELC: 688C-01: Writing Preparation and Professional Development , Dr. Carol Mullen

ELC 688D-01: Passionate Pedagogies, Dr. Silvia Bettez

ELC 688E-01: African American Narratives, Dr. Kathleen Casey

Fall 2008

ELC 680-01: Transnational and Postcolonial Feminist Perspectives, Dr. Leila Villaverde

ELC 688G-01D: Mentoring Theory and Leadership Practice, Dr. Carol Mullen

PUBLICATIONS

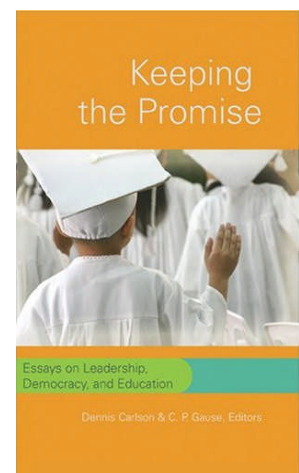
[The Quilt: Cultural voices](#), released in 2007 is written by Andrea Patterson (PhD student), Dr. Regina Williams Silverthorne, and Dr. Myra Shird (ELC graduates). Recently released, this edited book includes a forward by Dr. Julianne Malveaux, Pres. of Bennett College for Women who concluded “I celebrate the quilt—patched, frayed, strong, frail—that these sister scholars have developed and embrace the dialogue they are encouraging. Their very important contributions should be used to stimulate further dialogue and to expand pedagogy to more equally value divergent voices, and to contextualize popular culture as a manifestation of unequal agency and power in media and society.”

[The handbook of formal mentoring in higher education: A case study approach](#) was just released in early 2008 by Dr. Carol Mullen, ELC Department Chair. This handbook is a response to the need for mentoring support to tenure-earning faculty members and doctoral students and the need to gather what is known so far among other institutions of higher education. Twenty-seven university researchers joined hands to bring to life 13 different promising practices using case studies from various stages of the formal mentoring process. Three questions bring coherence to this volume: (1) What are some promising practices of formal mentoring in academic professions? (2) To what extent are mentoring programs influenced by bottom-up and top-down decision-making? (3) What can be learned about the planning, structure, assessment of these programs?

[Keeping the promise : Essays on leadership, democracy, and education](#) released in 2007 was co-edited by Dr. Dennis Carlson and Dr. C.P. Gause. The book received an AESA Critics ‘Choice Award: 2007. A diverse chorus of scholars take on issues of democratic educational leadership in the age of No Child Left Behind. Focusing on the failure of dominant leadership models, the authors reclaim the promise that levels the playing field rather than reproduce inequalities, that recognizes difference and established conditions for a genuinely democratic learning community. Leadership is re-situated with a political context that links struggles of social justice and emancipation. Steve Tozer, Professor & Coordinator, Ed.D. Program in Urban Educational Leadership, Univ. of Illinois-Chicago said that “every school leadership program in the nation should be addressing these tensions, and this volume is unique in its ability to help them do so.”

Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of the world.

Paulo Freire
Pedagogy of the Oppressed



PUBLICATIONS CONTD.....

[It's time for a Progressive Vision in Education](#) was published by Dr. Svi Shapiro in *Tikkun Magazine Jan/Feb 2008*. This is a call for a more progressive and liberating vision of educational reform among Democratic candidates. For more information visit the website <http://www.tikkun.org/>

[Old School meets New School: Unsettling Times at Freedom Junior-Senior High](#), published by C.P. Gause is in the *Journal of Cases in Educational Leadership* at <http://jel.sagepub.com>

IN PROGRESS

[Education and Hope in Troubled Times](#), edited by Svi Shapiro, a collection of essays by some of the most noted educational and social critics of our time to be published by Routledge in 2009. Contributors include Michael Apple, Jean Anyon, Rianne Eisler, Henry Giroux, Peter McLaren, Rick Reitzug, Hephzibah Roskelly and many others.

FEATURED FACULTY MEMBER DR. C.P. GAUSE

C. P. Gause currently serves as an assistant professor in ELC. He holds a Doctorate in Philosophy in Education Administration, a MA in Teaching, a BS in Human Resource Management and a BS in Religious Studies and Theology. He has worked as a Principal, Assistant Principal, Teacher and advocate for youth in South Carolina, North Carolina & Florida. Dr. Gause has served as the guest editor of the special issues "Edu-tainment," for the *Journal of School Leadership*. His areas of specialization include: Educational Leadership, Developing Effective, Engaging and Inviting Learning Communities, Diversity, Cultural Proficiency, Critical Pedagogy, and Cultural Studies.

His recent book is featured in the publication section, and recent presentations with graduate students in the presentation section.

Dr. Gause is also a poet, an artist, a dreamer of what could be.

NOT I BUT WE

We often times know not	of pain
What we do know or believe	The darkness speaks to the loneliness
Until along the path we cross	Tongues dripping with venom
Moments to share appear before us	Yet we know not what we say or do
Listening and not thinking	Pain is not my intent only love to gain
Nor speaking to the emptiness that exist	Lost nor longer comfortless I am not
I finally find you but yet so afraid	Yet I but you
My dumb mistakes is the self-fulfilling prophecy	The one I yet believe
Of not embracing the wisdom of my fore-parents	The one I yet hope for
Honesty and purity we both freely give	To be the only one
Because of experiences we yet know	That knowledge sends my way
Not what our senses communicate but	Send you away
Who we are and what we feel	No
With knowing we can only grow stronger	I embrace our difference
Our lives snuffed out	Our love for humanity
Like lamps of gold filled with oils	And our hope for a better tomorrow
	Because
	Peace lives within
	The fabric of our humanity



Dr. C.P. Gause

UPCOMING CONFERENCES

American Educational Studies Association (AESA)

October 29, 2008 – November 2, 2008 in Savannah, GA

The conference provides a cross-disciplinary forum for dialogue and debate on educational issues and ideas emerging from the disciplines of philosophy, history, politics, sociology, anthropology, or economics as well as comparative/international studies.

University Council for Educational Administration (UCEA)

October 29 – November 2, 2008 in Orlando, Florida

The 2008 Convention theme, “Preparing Democratic Educational Leaders To Foster Quality Teaching And Student Success: A Time For Action,” acknowledging the urgency for university professors and educational leaders to engage actively in the discourse around leadership preparation programs. Proposal deadline: May 5, 2008

American Educational Research Association (AERA)

April 13 - Friday, April 17, 2009 in San Diego, CA

At a time when knowledge creation and use requires spanning boundaries between academic disciplines, education researchers can take pride in their long tradition of multi-disciplinary work. AERA's 2009 annual meeting will celebrate this tradition, and look ahead to assess new ways that education research and disciplinary inquiry might be more effectively integrated.

Proposal deadline: August 1, 2008

South Atlantic Philosophy of Education Society

October 10th-11th, 2008 at Virginia Tech University

The theme of this year's meeting is “Building Bridges.” Proposals can broadly address connections or divisions across differences, such as theory/practice, ancient/modern, past/present, analytic/continental, or other dichotomies that arise in philosophy of education or social foundations. Proposal addressing other philosophical/foundational topics are also welcome.

Proposal deadline: June 15, 2008

EDUCATIONAL LEADERSHIP & CULTURAL FOUNDATIONS

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PESSIMISM OF THE INTELLECT
OPTIMISM OF THE WILL

ANTONIO GRAMSCI

IMPORTANT REMINDERS

Last Day of Classes: May 6, 2008

Dissertation Submission Deadline: May 7, 2008

Class Registration Windows: April 28-August 29, 2008

Registration Advising Codes: Summer (555555), Fall (101708)

May Commencement: May 16, 2008

Summer Classes Begin: May 21, 2008

Taskstream Requirements: Important for all students who are in programs leading to administrative licensure, but is of crucial importance for those graduating in May or August with the Ed.S. Contact Dr. Rick Reitzug at ureitzu@triad.rr.com or Dr. Carl Lashley at carl.lashley@gmail.com for more details.

ELC Listserv Subscription Information: All ELC programs have a listservs where faculty and students exchange important information about the departmental activities, requirements etc. Please follow this link for more details:
<http://www.uncg.edu/elc/listserv.html>