

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
School of Education
Educational Leadership and Cultural Foundations

Critical Perspectives in Education, Leadership, and Culture
Course Syllabus: Fall 2005

Three credits

COURSE SYLLABUS

Fall 2005

UNIVERSITY OF NORTH CAROLINA--GREENSBORO

DEPT: Educational Leadership and Cultural Foundations

Instructor: C.P. Gause, PhD, Assistant Professor X.43469
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Office Hours: Monday 2:00-6:00pm
Tuesday 4:00pm-7:00pm
Wednesday 1:00-4:00pm
Thursday: Field Visits & Research
Friday: By Appointment

1. **Course Prefix and Number:** *ELC 700-01*
2. **Course Title:** **Critical Perspectives in Education, Leadership, and Culture**
3. **Credits & Meeting Info.** 3 Graduate/ 244 Curry/ Wednesday 4:00-6:50pm
4. **Students**

This course is planned as the core course for students enrolled in the specialist (Ed.S.) and doctoral (Ed.D. & Ph.D.) programs in educational leadership. Students should take this course early in their program of studies.

Instructor Information

5. Catalog Description

This course explores the challenges of educational transformation, including improved teaching and learning, equity/social justice, and democracy in institutions with complex cultural contexts. Introduction to habits of mind for advanced graduate study.

6. Course Purpose and Goals

This course explores school improvement, democratic community, and social justice as foci of educational leadership in schools, school districts, and other organizations. The course also introduces students to the perspectives of social and cultural analysis, examining the broad cultural trends and dynamics that impact education. Finally, the course is intended to orient students to the habits of mind for successful graduate study.

7. Course Objectives and Learning Outcomes

Upon successful completion of this course, the student will:

- Understand the values of equity and social justice, democracy, caring, and educational quality (articulated in the ELC Department Statement of Commitments) and be able to *assess her/his practice, societal and cultural practice, and provide authentic cases that illustrate positive and negative examples of each of these values;*
- Understand the impact that major social-cultural trends have on education and be able to use that knowledge *to conduct a socio-cultural analysis of educational policies and practices;*
- Demonstrate skills in seeking important sources of knowledge in education, leadership, and culture; in reading carefully and critically in these areas; and *be able to use these skills to gather and analyze varying perspectives on an educational issue and present the analysis in a written and/or oral format;* and
- Have a clear understanding of the expectations of the habits of mind, spoken and written communication skills, technological literacy, and orientations toward research that contribute to successful graduate study *and be able to reflect these in developmentally-appropriate fashion in the various course assignments.*

8. Teaching Strategies

Each class session will combine brief presentations by the instructor with extensive class discussion, focused on critical analysis of the intersections among class readings, students' prior knowledge and professional experience, and other in-class and out-of-class experiences. Students will continue synthesis and discussion outside of class by using a class listserv and the Blackboard instructional environment. Students will have several opportunities to communicate their knowledge, skills, and dispositions through oral and written formats, including leadership challenge simulations, reflective essays in the readings, and a major analysis of scholarly literature on a topic of the student's choosing.

9. Assignments and Evaluation Methods

Students' performance in this class will be evaluated on the basis of multiple demonstrations of effort and accomplishment. Rubrics will be available to guide students' work. Written and oral course assignments will be graded as A+, A, A- , B+, B, and Resubmit (for written work only).

Three times during the semester, the student will submit a five page reflective essay in which s/he will discuss his/her understandings, perspectives, and reactions to the class topics, readings, and presentations. The instructors will review the essays and provide feedback and guidance to the student.

Each student will choose a critical issue in education, leadership, and culture, and will research the scholarly literature pertaining to that topic (including empirical research as well as philosophical/cultural analyses, historical analysis, personal accounts, and other sources) and will write an integrative essay that concludes with implications for further scholarship and for leadership practice. Projects will be presented in written and oral forms.

Class participation, including in-class leadership simulations and online discussions, will be evaluated using letter grades and will influence students' final course grades. Students are expected to attend all classes. Active participation is integral to learning in this class. A student's participation in class will contribute to his/her learning and to the learning of his/her classmates. Students are encouraged to question, debate, and comment critically in a manner that is appropriately professional, civil, and scholarly. Students are expected to participate actively in on-line activities, including the course listserv and Blackboard environment. Listserv discussions are intended to augment course readings and activities and to give students the opportunity to explore course content in an on-line forum.

Final course grades will be determined as follows: reflective essays – 45% (15% each); research project – 40%; class participation – 15%.

Assessments of on-line participation will be based on the frequency and quality of student participation.

This course is part of a professional preparation program for school administrators. Students are expected to adhere to the highest standards of ethical and professional practice. Students who have questions about the propriety of any action should contact the instructor at their convenience.

10. Required Text(s)/Readings/References

***The Jossey-Bass reader on educational leadership.* San Francisco: Jossey-Bass, 2000. ISBN 0787952818**

Carlson, D. (2002). *Leaving Safe Harbors.* RoutledgeFalmer. ISBN 0415933773

Tyson, T. (2005). *Blood Done Sign My Name.* Three Rivers Press. ISBN 1400083117

White, L. et. al (2004). Off White. Routledge. ISBN 0415949653

Other supplemental readings for the course will be placed on electronic reserve in the Jackson Library.

11. Blackboard

This course will make extensive use of the Blackboard electronic instructional environment. To use Blackboard, students must activate their UNCG email and Novel accounts. This can be done online by navigating to the Blackboard Log-in Gateway and following the directions:

1. go to <http://Blackboard.uncg.edu>
2. click Log-in
3. on the next screen, there are directions for accessing the Account Activation Form. Follow those directions. Printing and reading the documents carefully will answer a number of your questions and avoid a number of access problems.

Students should plan to check Blackboard several times per week for announcements, discussion board participation, and other course activities.

Academic Integrity Policy

Students are expected to adhere to the UNCG Academic Integrity Policy regarding cheating, plagiarism, and misuse of academic resources, falsification, and facilitating academic dishonesty. The policy is based on the core values of honesty, trust, fairness, respect, and responsibility. The full policy can be read on the UNCG website at <http://saf.dept.uncg.edu/conduct/policies/academic.integrity.html>.

Alignment of Course with NC Standards for School Leaders
 This course addresses the following standards for school leaders:

North Carolina Standards for School Leaders (adapted from Educational Leadership Constituent Council and National Policy Board for Educational Administration)	ELC 700
1. Vision: Graduates are educational leaders who have the knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.	X
2. Learning: Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.	X
3. Climate: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning climate.	
4. Community: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	
5. Ethics: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by demonstrating a respect for the rights of others and by acting responsibly.	X
6. Context: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.	X
7. Internship: Graduates are educational leaders who have the ability and experience to promote the success of all students by completing an internship that provides significant opportunities for synthesizing and applying knowledge and practicing the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.	

Teachers Academy Conceptual Framework/Mission Statement

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

ELC Statement of Commitments

Department of Educational Leadership and Cultural Foundations Statement of Commitments, Beliefs, and Purposes

The Department of Educational Leadership and Cultural Foundations is committed to the values of equity and social justice, democratic participation, caring, and educational quality in schools and throughout the public realm. With these values in mind, we seek to understand and change the theories, policies, and practices that are enacted in schools, communities, and other educational and cultural contexts. The Department offers programs of study that are interdisciplinary in focus and that addresses questions about social and cultural life, personal development, teaching and learning, and change in persons, institutions, and society.

We believe that:

- learning takes place in many spaces and sites as a response to lived experience, interaction with others, access to knowledge, and conscious reflection;
- schools can and should serve as centers of inquiry and forces for social and personal transformation;
- good teaching, good schooling, and a good society create occasions for people to build human, intellectual, and spiritual connections;
- every human being is worthy of respect and deserving of dignity; and
- honoring differences in race and ethnicity, social class, gender, sexual preference, and ability is critical to advancing human understanding and sustaining an open and just society.

We are concerned about schools and all other institutions and spheres that serve the formation of human identity, consciousness, and learning and that weave together to form the social fabric of life. Our purpose is to educate leaders who can critique the way things are, envision the ways things could be, and work with others to bring about

change. To this end, we offer graduate programs that provide opportunities for serious intellectual inquiry and exemplary professional preparation.

We encourage our students and graduates to join us in:

- *leading learning* by working with others to explore and articulate shared educational goals that reflect the values of equity and justice, democracy, caring, and educational quality;
- *advocating for change* by mobilizing resources, galvanizing action, and fostering policies and practices that can bring social and educational goals to fruition; and
- *modeling the spirit of education* by appreciating the joy of learning, delighting in the growth of self and others, promoting the love of learning, and helping to create opportunities in schools and other settings for persons to learn deeply and well.

Topical Outline

The following topics will be covered in this course:

Class Session(s)	Topic	Guiding Questions
Week 1 8/17/2005	Class Orientation and Overview; Class Requirements; Forming a Learning Community	What will I do in this course? What will I learn as a result of this course, and how will my learning be reflected in my knowledge, skills, and dispositions? Who are the other students in the course and how will we support each other in this learning endeavor?
Weeks 2-3	Education and Leadership in Modern Culture	Where does learning take place in modern communities, cultures, and societies? What is the relationship between learning, education, and schooling? What cultural forces and trends influence learning and schooling? What role does “leadership” play in influencing learning and schooling (who learns, what they learn, how they learn)? What domains of scholarship can be useful for pursuing these questions?
Weeks 4-5	Developing the habits of mind for critical study and professional practice	What does it mean to be a “critical scholar”? What does it mean to be a “critical educational leader”? How might a critical perspective contribute to one’s ability to do well as a scholar, researcher, and educational leader?

Class Session(s)	Topic	Guiding Questions
		<p>What habits of mind, including approaches to seeking and studying new information, discourse strategies for communicating and learning with others, skills for monitoring my own learning, and strategies for assessing the truth value and utility of knowledge, will help me learn most effectively about education, leadership, and culture?</p>
Weeks 6-8	Critical perspectives on culture	<p>How are the values of equity and social justice, democracy, caring, and meaningful learning reflected (or denied) in the broader culture? What is the “hidden curriculum” of our culture? What social histories and social identities are important for understanding education?</p>
Weeks 9-11	Critical perspectives on education	<p>How are the values of equity and social justice, democracy, caring, and meaningful learning reflected in educational institutions? What social and cultural forces determine what is taught and learned in schools? What are the major conservative and transformative forces in contemporary education? How do schools fail? How do they succeed? How can they be better?</p>
Weeks 12-14	Critical perspectives on leadership	<p>Who are educational leaders? What do educational leaders do? What role do values and critical perspectives play in leadership practice? How can educational leaders pursue values of equity and social justice, democracy, caring, and meaningful learning in their work as formal leaders in schools, as advocates and opinion leaders, and in other contexts?</p>
Week 15	Synthesis: Scholarship and practice in education, leadership, and culture	<p>How can students move forward as researchers, scholars, and leadership practitioners in many contexts, equipped with critical perspectives on education, leadership, and culture?</p>

In Class Meeting Times and Assignment Due Dates:

Session 1	8/17/2005	Orientation & Expectations PowerPoint: Schools as Communities
Session 2	8/31/2005	Blood Done Sign My Name Off White-Constructing Case Study: Harmony School District
Session 3	9/14/2005	Leaving Safe Harbors Case Study Jossey Bass-Part One Due: Reflective Essay One
Session 4	9/28/2005	Jossey Bass-Part Two Off White-Living Case Study
Session 5	10/5/2005	Jossey Bass-Part Three Off White-Representing Case Study Reflective Practice Powerpoint Due: Reflective Essay Two
Session 6	10/19/2005	Jossey Bass-Part Four Off White-Educating Reflective Practice Powerpoint
Session 7	11/2/2005	Jossey Bass-Part Five Off White-Contesting Due: Reflective Essay Three
Session 8	11/16/2005	Theorizing and Synthesizing Powerpoint
Session 9	11/30/2005	Research Presentations
Session 10	12/7/ 2005	Research Presentations Due: Research Projects