



Course Number EDLD 715 / EDS 282
Leadership for a Diverse Society
UH 440

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Hours: By appointment

COURSE OVERVIEW

This course will address theories and practices for achieving schools and classrooms that are informed by and built around the participation of diverse communities and cultures. The emphasis in this course is on how leadership intersects with socio-historical and socio-cultural theories that suggest the organization of schools and instruction is critical to student inclusion and outcomes. A basic premise of this course is that a socially just learning theory begins with using all of the resources and knowledge of families, communities, and cultures in formulating policy and practice.

Student Learning Outcomes. Upon completion of this course, doctoral students will be able to

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- Describe how educational leadership is influenced by socio-historical and socio-cultural contexts.
- Describe their developing identity as an educational leader and researcher in a diverse society.
- Develop a plan of action for engaging in transformative conversations focused on equity for all in their workplace communities.
- Link research on issues of social justice with their own research focus.

Program Student Learning Outcomes. By the end of the program, doctoral students will be able to ...

- PSLO 1: Demonstrate and engage in critical analysis around creating and sustaining organizational conditions that promote socially just and equitable learning environments.
- PSLO 2: Use evidence-based decision-making.
- PSLO 3: Generate and use applied research.
- PSLO 4: Demonstrate and apply leadership skills and dispositions that are applicable to positively impact organizational culture and practice.

CSUSM - School of Education Mission & Vision Statements (Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We ...

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

GENERAL CONSIDERATIONS

Joint Doctoral Program attendance policy

Students **must** participate in at least 80% of the course sessions to receive an A for this course. Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation), the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. Notification of an absence does not constitute an excuse.

CSUSM Accommodation Services

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be accessed by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

OUR LEARNING COMMUNITY

The following Community Agreements and Teaching/Learning philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

Community Agreements

- We speak from our own experience
- We are open to hearing others
- We share air time equitably
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a “value added” approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

GRADING STANDARDS

Grading Scale: (General Evaluation/Feedback Rubric)

Does not meet standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
<ul style="list-style-type: none">• Includes some of the required elements as delineated in the syllabus• Some components of the assignment are included• Provides a few concrete details of the information required for the assignment• Includes personal viewpoints• Organization hard to follow	<ul style="list-style-type: none">• Includes required elements as delineated in the syllabus• All components of the assignment are included• Provides concrete details of the information required for the assignment• Includes personal viewpoints• Good organization• Has few, if any,	<ul style="list-style-type: none">• Includes required elements as delineated in the syllabus• All components of the assignment are included• Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities• Insightful commentary using personal viewpoints supported by current learning• Presents clear and logical organization of thoughts

<ul style="list-style-type: none"> • Many mechanical errors, including APA format • Hard to read • Little sentence/vocabulary variety 	<p>mechanical errors including APA format</p> <ul style="list-style-type: none"> • Holds interest – is interesting to read • Some sentence/vocabulary variety 	<ul style="list-style-type: none"> • Has few, if any, mechanical errors, including APA format • Holds interest – is engaging and thought-provoking to the audience • Uses a sophisticated scholar researcher vocabulary and sentence structure
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Please note: *If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the deadline.*

This rubric represents general guidelines that we will use to evaluate your work. As a doctoral candidate, it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstrator of your knowledge, skills, and dispositions. Therefore, we hold high expectations of your performance and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader.

In general, we believe a doctoral student ...

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and reflect at sophisticated and complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in and out of class with a focus on learning and exploration, pushing himself/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes himself/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- Contributes to the positive environment of the class by respecting all members.

COURSE TEXTS AND BASIC READINGS

EDLD 715 Reader – University Reader

Singleton, G. E. & Linton, C. (2006). *Courageous conversations about race*. Thousand Oaks, CA: Corwin Press Inc. ISBN: 978-0-7619-8877-9

Wink, J. (2010). *Critical pedagogy: Notes from the real world* (4th edition). Boston, MA: Pearson.
ISBN-13: 978-0137028733

Zamudio, M. M., Russell, C., Rios, F. A., & Bridgeman, J. L. (2011). *Critical race theory matters. Education and ideology*. New York, NY: Routledge. ISBN 13: 978-0-415-99674-7 (pbk)
ISBN 13: 978-9-203-84271-3 (ebk)

COURSE REQUIREMENTS

Please note: *The instructor for this course will always work in a timely way with students if a change to the course syllabus or materials is necessary.*

Assignments: All assignments are due on the dates indicated. Assignments must be word processed, double-spaced and with standard margins. It is expected that all assignments will reflect graduate-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

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| 1. Attendance and Participation | 20% |
| 2. Reading Response Reviews (2) | 30% |
| 3. Case Study Paper | 15% |
| 4. Closing the Achievement Gap Final Paper | 35% |

1. Attendance and Participation (20%)

As graduate students, you are expected to take an active role in class and class activities. The quality of this course rests on the quality of *your* preparation and participation. Toward this end, you are expected to attend every class, be prepared to contribute, and be an active participant.

2. Reading Response Review (30%)

There are two Reading Response assignments. Both will require you to write your reaction to all readings assigned. The Response should demonstrate your “thinking” about what you have read (it should not be a mere summary). Look for common themes among the articles. This is an opportunity for you to present your perspective on the themes (*Name it*) and share your experiences and struggles with the ideas (*Reflect on it*). At the end of each review, identify one action that could be developed based on your understanding of the issue (*Act on it*). Each review must be, at minimum, 3 pages. In this case, less of higher quality, is more. Be mindful that simplicity and thoughtfulness reveal depth of thought.

Response 1: Focuses on the readings discussed and reviewed in class Sessions 1 - 4. This response should follow closely the guidelines described above. ***Due April 20, 2015; submitted online.***

Response 2: The Leadership and Diversity readings focus on issues of leading in complex environments. This Reading Response should follow the general guidelines described above and should specifically demonstrate how you identify key ideas, questions that emerged for you and implications for leadership in your setting. The core question to be addressed in Response 2 is the following: How will you strengthen your leadership in the area of social justice based on this set of readings as well as other learnings from the course? ***Due May 18, 2014; submitted online.***

3. Case Study Paper (15%)

Students will work in small groups (To Be Assigned) based on an on-line session that presents a Case Study focused on issues of social justice. Student groups and prompts will be provided prior to the on-line session. Briefly, individuals will write an analysis and reaction to the case study. The small groups will work together through a Threaded Conversation to share ideas and thoughts about the case study. The threaded conversation will inform each individual's paper. The threaded conversation and paper will be reviewed and evaluated. **Due May 4, 2015; submitted online.**

4. Closing the Achievement Gap – Connections to Individual Research Areas (35%)

A primary goal of this doctoral program is to engage in research with a focus on the social justice goal of closing the achievement gap. In continuing with the general course theme of "naming it," this 8-10 page assignment will support you *to name, think critically, and act on* the issues of social justice related to your individual research area. Papers must include connections to course readings, lectures, and group activities. In addition, this assignment will ask you to consider how your growing knowledge about your topic of interest may directly and immediately influence your workplace. **Due June 1, 2015; submitted online.**

Organize your paper according to the sections outlined below:

Part 1 – *Name it*

- an area of interest. Identify
- how your topic can be framed within a social justice lens (Discuss how this topic is related to social justice, equity, diversity, and the achievement gap). Name
- why your topic is of interest to you. Explain

Part 2 – *Think critically*

- Reference (and add to) your developing annotated bibliography. In addition to the course materials you will need to include a minimum of 5 new sources of information.
- Explore your current understanding of the selected topic in general.
- Explain how your individual research area can be developed to more directly focus on closing the achievement gap.

Part 3 – *Act on*

- transformative conversations that will result from your research. Identify
- e how this transformative conversation can potentially impact the achievement gap. Describe
- the ways your developing research knowledge base could impact your workplace right now. Outline

CLASS MEETING SCHEDULE

In addition to the assigned readings included below, critical view of **video clips**, such as TED Talks, will become part for class.

Date	Topic	Preparations Required
<p><i>Session 1</i> 4/1/15</p>	<p>Introductions Technology integration Articulating the socio-cultural context (Instructor makes a case for this course). Overview of Syllabus</p>	<p><u>Reader</u> - Orfield, Blount <u>Singleton & Linton</u> – Chapter 4 In Moodle Container or email:</p> <ul style="list-style-type: none"> • From minor to major (America's Hispanics, Mar. 14, 2015). • Howard Shultz is not afraid of his feelings. Or anybody else's for that matter (Feb. 16, 2015). • An hereditary meritocracy (Briefing America's elite, Jan. 24, 2015).
<p><i>Session 2</i> 4/8/15</p>	<p>Attend Dolores Huerta's presentation, 6 pm in the University Student Union Ballroom Write a short reflection.</p>	<p>Arts Series on campus (free tickets for students) http://www.csusm.edu/al/calendar.html Secure a copy of your ticket</p>
<p><i>Session 3</i> <i>Arranged</i> N/A</p>	<p>Individual meetings with instructor</p>	<p>Start planting the seeds of scholarly product (publication) that will intersect with working and living in a diverse society. In due time, you will be the expert on this topic.</p>
<p><i>Sessions 4 & 5</i> 4/11/15 (9-4:00)</p>	<p>Critical race theory. Critical pedagogy. Positionality.</p>	<p><u>Wink</u> – Chapters. 1, 2, 3 <u>Zamudio, et. al</u> – Chapters 1, 2</p>
<p>4/20/15</p>	<p>Assignment Due: Reading Response Review #1 (Readings from Sessions 1-4)</p>	<p>Submit online by midnight, or earlier, April 20, 2015</p>
<p><i>Session 6 Online</i> <i>Complete any time before</i> 4/27/15</p>	<p>Case Study Module – Moral dilemmas, decision-making, and social justice</p>	<p>Complete module activities online for Session 6</p>
<p>5/4/15</p>	<p>Assignment Due: Case Study Paper Threaded conversation online</p>	<p>Submit online by midnight, or earlier, May 4, 2015</p>
<p><i>Session 7</i> 5/6/15</p>	<p>Transformative Conversations Race, privilege, identity</p>	<p><u>Reader</u> - Tatum, McIntosh</p>
<p><i>Sessions 8 & 9</i> 5/9/14 9-4:00</p>	<p>Transformative Conversations</p>	<p><u>Zamudio, et. al</u> – Chapters 8-10, plus one other <u>Singleton, et. al</u> – Chapters 5-10 (select two)</p>
<p>5/18/14</p>	<p>Assignment Due: Reading Response Review #2 (Readings from Sessions 6, 7, 8)</p>	<p>Submit online by midnight, or earlier, May 18, 2015</p>

6/1/15	Assignment Due: Achievement Gap Paper	Submit online by midnight, or earlier, June 1, 2015
Session 10 6/3/15 Joint Session with Tony Rosilez (TBA)	Reflections & Debrief	<u>Reader</u> – Hargreaves <u>Zamudio, et. al</u> – Chapters 11-14