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Course Number EDLD 715/EDS 282:  
Leadership for a Diverse Society  
Spring 2019 (March 24-June 11, 2021)  
(Hybrid Course: Synchronous &  
asynchronous)

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Professor: Manuel Vargas, PhD  
Phone: Personal cell number: 336-831-6926 (for emergencies only; text me and identify yourself; otherwise, I do not reply to anonymous calls).  
E-Mail: [mvargas@csusm.edu](mailto:mvargas@csusm.edu) (within 24 hrs. or less)  
Office: UH 468C  
Hours: By appointment only. Zoom meetings only at this time  
Class locations, dates, Synchronous: 1 & 2 (Apr 3); 5 & 6 (May 8); 8 & 9 (May 29). All 9-4:00  
times: Asynchronous: 3 (Apr 5-11); 4 (Apr 12-18); 10 (June 1-5). Adhere to calendar since discussion forums are time sensitive.  
**One-on-One** session: Should take place between Apr 19 and May 28. Email me ASAP to schedule your Zoom meeting. I can also meet groups of 3 or 4.  
**Note:** See *Cougar Courses* for a detailed weekly calendar of all class sessions, learning activities, and course assignment deadlines.

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## **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 (SLOs):** Upon completion of this course, doctoral students will be able to ...

1. Describe how educational leadership is influenced by socio-historical and socio-cultural contexts.
2. Describe their developing identity as educational leaders and researchers in a diverse society.
3. Develop a plan of action for engaging in transformative conversations focused on equity for all in their workplace communities.
4. Link research on issues of social justice to their own research focus.

**Program Student Learning Outcomes (PSLOs):** By the end of the program, doctoral students will be able to ...

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

**Note:** Students may not record (audio or video) in this class except in accordance with ADA (Americans with Disabilities Act) accommodations. Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual.

## 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

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### 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

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### UCSD's Vision & Mission Statements

**Vision:** Develop passionate and empathetic educational leaders who shape an equitable future for a diverse society.

**Mission of the JDP Program:** The Joint Doctoral Program in Educational Leadership at UCSD/CSUSM is committed to supporting and developing education leaders who are dedicated to equity, justice, inclusivity, compassion, and diversity of thought, cultures, and backgrounds.

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### COURSE TEXTS AND BASIC READINGS

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

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). **Required.**

**Additional Required Reading:** Refer to the Reading List section at the end of this course syllabus. The list includes titles for your **Book Report**. You're welcome to explore other titles, but choices should be approved by instructor.

## GENERAL CONSIDERATIONS

### **Joint Doctoral Program Attendance Policy**

Students are expected to participate in all course sessions to be eligible for an A. Absences will be included under course participation and may determine the final 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. Avoid missing any Saturday, double-session classes; each carries a significant weight of the final grade.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4200, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations and should meet with their instructor during office hours.

### **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, teaching and learning philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we may add specifics to these principles as we see fit.

### **Community Agreements**

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

**GRADING STANDARDS** (100-95=A; 94-89=A-/B+; 88-83=B/B-; 82-77=C)

Does not meet standards (B or below)	Approaching Standards (B+/A-)	Meets Standards (A)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes some of the required elements as delineated in the syllabus</li> <li><input type="checkbox"/> Some components of the assignment are included</li> <li><input type="checkbox"/> Provides a few concrete details of the information required for the assignment</li> <li><input type="checkbox"/> Includes personal viewpoints</li> <li><input type="checkbox"/> Organization hard to follow</li> <li><input type="checkbox"/> Many mechanical errors, including APA format</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes required elements as delineated in the syllabus</li> <li><input type="checkbox"/> All components of the assignment are included</li> <li><input type="checkbox"/> Provides concrete details of the information required for the assignment</li> <li><input type="checkbox"/> Includes personal viewpoints</li> <li><input type="checkbox"/> Good organization</li> <li><input type="checkbox"/> Has few, if any, mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes required elements as delineated in the syllabus</li> <li><input type="checkbox"/> All components of the assignment are included</li> <li><input type="checkbox"/> Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities</li> <li><input type="checkbox"/> Insightful commentary using personal viewpoints supported by current learning</li> <li><input type="checkbox"/> Presents clear and logical organization of thoughts</li> <li><input type="checkbox"/> Has few, if any, mechanical errors,</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Hard to read</li> <li><input type="checkbox"/> Little sentence/vocabulary variety</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> including APA format</li> <li><input type="checkbox"/> Holds interest – is interesting to read</li> <li><input type="checkbox"/> Some sentence/vocabulary variety</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> including APA format</li> <li><input type="checkbox"/> Holds interest–is engaging and thought-provoking to the audience</li> <li><input type="checkbox"/> Uses a sophisticated scholar researcher vocabulary and sentence structure</li> </ul>

**Note:** If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the deadline. There may be penalty for late work.

The above rubric represents general guidelines which I will use to evaluate your work. As a doctoral candidate, it is critical you communicate your ideas through multiple formats. The written word is a powerful way to share and demonstrate your knowledge, skills, and dispositions. Therefore, JDP faculty hold high expectations of your performance and 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 a more complex and more in-depth level.
- 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 which reveals a strong commitment to self-discovery and learning.

- Produces work at a highly professional level in terms of writing and content.
- Develops a high-quality presentation, demonstrating significant learning around contemporary issues.
- 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 understand better 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 REQUIREMENTS

**Important note:** *The instructor 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 in the weekly [Cougar Courses' calendar](#). Assignments must be word-processed, double-spaced, and with standard margins (Word document please; avoid PDFs or Google docs). It is expected that all assignments will reflect graduate-level composition and exposition. I encourage special attention to spelling and grammar.

1. Attendance and Participation	20%
2. Integrated Response & Reflection (2X10)	20%
3. Book Report (Presentation)	20%
4. Current Events Team Presentation	10%
5. Closing the Achievement Gap Final Paper	30%

**Total: 100%**

### 1. [Attendance and Participation \(20%\)](#)

Course assignments are closely connected to the level of participation you are expected to have in online discussions, which will include student and instructor input. The course design is intended to provide you with more autonomy and individual learning opportunities as it is expected of doctoral candidates.

Your actual presence (including [online](#) discussion forums) and quality participation benefit not only you, as a learner, but your peers. Thus, having completed pre-session readings and learning activities will assist you in moving discussions and analyses forward, extending other learners' contributions, and allowing more time for reflective thinking. Consequently, the quality of this course rests on the quality of *your* preparation and participation. You are expected to attend every class (including online), be prepared to contribute, and become an active participant.

The course instructor will utilize online discussion *forum* posts and the one-on-one meeting activities to evaluate participation. As a learner, you will have the opportunity to play an active role in determining your grade, including title selection for your Book Report; *posts* on discussion *forums*; writing of the Integrated Review and Reflection (IRR) pieces; and completion of the Achievement Gap paper, as this last assignment connects to your own doctoral research. Demonstrating evidence of participation is an ongoing exercise.

All things being equal—you receive the maximum grade for every assignment—, if you miss more

than 20% of the course (attendance), the highest grade you may receive will be a **B** (see your JDP Handbook for further information). Do not miss any of your discussions, including Saturday double sessions; otherwise, you will run the risk of not meeting course expectations.

## 2. Integrated Response & Reflection (IRR) (20%)

There are two (2X10=20) Integrated Response & Reflection (IRR) assignments. Both will require you to address the readings assigned and discussions completed for a designated instructional block of time, indicated on the online Cougar Courses calendar. Consequently, your writings should include thoughts from online discussion *forums*, readings you have completed on your own, and book reports. The IRR should demonstrate your “thinking” about what you have learned, and it should not be a mere summary. Look for common themes among the different sources of learning. This is an opportunity for you to present your perspective on the themes (**Name it**) and share your experiences and struggles with the ideas (**Respond to It and Reflect on It**). At the end of your writing, identify as a minimum one action that you may apply based on your understanding of the issue (**Act on it**). Each response must be at least three pages long (excluding the Reference Page). In this case, less, of higher quality, is more. Be mindful simplicity and thoughtfulness may also reveal depth of thought. This is an excellent exercise towards your qualifying paper. See Work Samples from previous cohorts for more specific guidance.

For information and deadline submissions, look at the assignment rubric and due dates under the **COMPLETE** sub-headings in Cougar Courses’ Weekly calendar.

## 3. Book Report (20%)

Refer to the rubric for detailed and complete set of guidelines. Given the size of the cohort this time, you will read your own book choice, but will present in dyads for a total of 11 book reports. Report will be completed during synchronous sessions.

## 4. Current-Events Team Presentation (10%)

Refer to the rubric for detailed and complete set of guidelines. Five groups of 4 (two of 5 possibly).

## 5. Closing the Achievement Gap Paper (Connections to Individual Research Areas) (30%). Refer to rubric for detailed and complete set of guidelines.

## CLASS MEETINGS SCHEDULE

Please follow the Weekly Calendar on Cougar Courses for due dates. Look for the subheading **COMPLETE** at the end of each week; here, you will find assignment titles are due dates.

**Note:** *the online Weekly Calendar is intended to avoid confusion by placing all due dates in your place only.*

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## SUPPLEMENTARY READING LIST for Book Reports

**Note:** *If you would like to explore other titles on your own, feel free to do so. However, the book topic must be related to leadership in diverse societies, should advance your knowledge on the course topics, and must be approved by the course instructor. Avoid recycling knowledge of readings you have done in the past.*

Anzaldua, G. (2012). *Borderlands/La Frontera: The new mestiza*. San Francisco, CA: Aunt Lute Books.

- Blumenfeld, W. J. (ed.; 1992). *Homophobia: How we all pay the price*. Boston, MA: Beacon Press.
- Collins, C. et al (ed.; 2014). *Class lives: Stories from across our economic divide*. Ithaca, NY: Cornell University Press.
- Delpit, L. (2012). *Multiplication is for white people: Raising expectations for other people's children*. New York, NY: New Press.
- Eck, D. L. (2002). *A new religious America: How a Christian country has now become the most religiously diverse nation*. San Francisco, CA: Harper.
- Echo-Hawk, W. R. (2013). *In the light of justice: The rise of human rights in Native American and the UN declaration of rights of indigenous people*. Golden, CO: Fulcrum Publishing.
- Emdin, C. (2016). *For white folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education*. Boston, MA: Beacon Press.
- Freire, P. (2013). *Education for critical consciousness*. New York, NY: Continuum.
- \_\_\_\_\_ (2014). *Pedagogy of oppressed, 30<sup>th</sup> anniversary education*. New York, NY: Bloomsbury Academic.
- Hooks, B. (2015). *Feminism is for everybody: Passionate politics*. New York, NY: Routledge. Johnson, A. G.
- \_\_\_\_\_ (2003). *Teaching community: A pedagogy of hope*. New York, NY: Routledge.
- Jack, A. A. (2019). *The privileged poor: How elite colleges are failing disadvantaged students*. Cambridge, MA: Harvard University Press.
- Ladson-Billings, G. (2009). *The Dream keepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass, A Wiley Imprint.
- Lukianoff, J. & Haidt, J. (2018). *The coddling of the American mind*. New York, NY: Penguin Books.
- Robles, B. et al (2013). *The color of wealth: The story behind the U.S. wealth divide*. New York, NY: New Press.
- Ross, L. (2016). *Blackballed: The Black and white politics of race on America's campuses*. New York, NY: St. Martin's Press.
- Takaki, R. (2012). *A different mirror for young people: A history of multicultural America*. New York, NY: Seven Stories Press.
- Tatum, B. D. (2007). *Can we talk about race? And other conversations about race in the area of re-segregation*. Boston, MA: Beacon Press.
- Vargas, M. (2020). *Navigating the American education system: Four Latino success stories*. Charlotte, NC: Information Age Publishing.
- West, C. (2001). *Race matters*. Boston, MA: Beacon Press.

Westover, T. (2018). *Educated*. New York, NY: Random House.

Williams, P. J. (1997). *Seeing a color-blind future: The paradox of race*. New York, NY: The Noonday Press.

Wink, J. (2010). *Critical pedagogy: Notes from the real world* (4<sup>th</sup> edition). Boston, MA: Pearson.

Wise, T. (2011). *White like me: Reflections on race from a privileged son*. Berkeley, CA: Soft Skull Press.

Wood, L.J. et al (2015). *Teaching men of color in community college: A guidebook*. San Diego, CA: Montezuma Publishing Aztec Shop Ltd.

Young, I. M. (1990). *Justice and the politics of difference*. Princeton, NJ: Princeton University Press.