

Doctorate in Educational Leadership
EDUC 714
Educational Institutions as Cultural and Social Systems
Course Syllabus
(4 units)

Course Title and Number: EDUC 714

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Year/Quarter: Spring 2014

Time/days/location: Sat, 8am to 11.50am, Room CE-209

Online course: This course will be supported with an online component set up on Blackboard.

College of Education Conceptual Framework

The Mission of the College of Education at California State University, San Bernardino is to prepare education and human service professionals for lives of leadership, service, and continual growth through the development of curriculum and programs that transform individuals and the community.

Our core beliefs in

- the dignity and inherent worth of all people,
- diversity and multiple perspectives as essential, treasured assets,
- a collaborative teaching/learning community,
- the crucial leadership role of education professionals in promoting positive social change fostering human development, achieving social justice, and promoting human rights form the foundation for our work. In collaboration with university and P-12 colleagues, clients, students, alumni and the community-at-large, we apply our values and beliefs in responding to evolving needs and priorities in the schools, agencies and communities of the region we serve.

As outlined in our Conceptual Framework, we accomplish our mission through our personal and professional commitment to practice the following behaviors, which we model for and encourage in our students:

- develop and maintain knowledge, skills and expertise in our fields through scholarship and reflection;
- behave ethically, responsibly and professionally;
- comprehend the specific contexts experienced by our students and use that understanding to make instructional decisions;
- respect the experiences of various groups with whom we interact and make concerted efforts to incorporate knowledge of and sensitivity to those experiences in (a) professional decisions and (b) interactions with students, colleagues and members of the broader community;
- reflect on the outcomes of our actions and make adaptations as necessary.

Adopted by the College faculty and staff April 22, 2008

Program Objectives and Student Learning Objectives

The following list is extracted from the full list of Student Learning Objectives and identifies the alignment of Student Learning Objectives and Student Indicators addressed.

Student Learning Objective:

Leaders dedicated to learning for all students.

Student Indicator:

- a. Provides visionary leadership for a climate of learning.
- b. Analyzes the social and cultural forces that affect individual students' learning.
- c. Establishes programs conducive to all learning styles.
- d. Provides learning experiences commensurate with cultural diversity.

Student learning objective:

Designers and users of quantitative research to effectuate reform and increase student achievement

Student Indicators:

Comprehends how theoretical paradigms and perspectives are reflected in those research methodologies.

Student Learning Objective:

Agents of change in education

- a. Is cognizant of the benefits and effectiveness of the instructional program and is willing to alter the components when necessary.
- b. Maintains a current knowledge base in instructional practices in order to identify necessary changes.
- c. Maintains positive, meaningful, and sustaining relationships among colleagues and constituents to bring about positive changes.

Catalog Description

EDUC 714: Educational Institutions as Cultural Social Systems – School relationships: administration, bureaucracies, faculty and student relations, globalization, and competition in the global market. Examines the educational institution and the classroom as social psychological systems.

Course Goals/Objectives

The goals of this course are to conduct an examination of the socio-cultural context of schooling. The course will be taught largely from, but not restricted to, a social constructionist focus and will draw from academic sources in several fields: the sociology of education; emergent social theory; cultural studies; and social psychology.

Objectives are that students should emerge from the course with:

Knowledge:

- a sophisticated critical understanding of the socio-cultural forces at work in the governing and practice of schooling.
- an appreciation of current issues and debates in the institutional culture of schools.
- the problematizing of some dominant discourses of school culture
- the development of personal positions on a selected range of issues in the socio-cultural context of schooling.

Skills to be practiced:

- leadership of discussion at a doctoral level of rigor around specific readings and pragmatic issues
- writing a position paper in response to topics with regard to the socio-cultural context of schooling

Dispositions to be fostered:

- attitudes of openness to diversity and hospitable responses to people who represent cultural difference

- tolerance of different opinions in class discussions and willingness to engage in conversation that disturbs conventional assumptions and provokes creative new practice.
- developing reflective and reflexive responses to complex social issues

Purpose and Course Design

This course will examine the context of schooling as a domain of socio-cultural interaction. It will interrogate the theoretical perspectives from which this domain can be understood and also raise questions about the assumptions that underlie particular forms of educational practice within this domain. The goal of this interrogation will not be to reach consensus so much as to problematize conventional assumptions in the hope that creative practice might grow out of the tensions thus produced.

The course will be taught with an explicit focus on a social constructionist orientation, drawing too from a poststructuralist analysis of how power relations are manifest within school discourse. Various approaches to social reproduction theory in education will be examined. Students will not, however, be required to adhere personally to any particular perspective, but they will be asked to engage with them and to seek to understand them.

Culture and identity will be examined as competing narratives that exert powerful pulls on what can be achieved within an institutional context such as a school. A critique of essentialist understandings of both culture and identity will be mounted. On these building blocks we shall examine responses to diversity in school populations, the effects of globalization, and the “closing the gaps” agenda in contemporary schooling.

Course Readings

Required texts:

Smyth, J. & Hattam, R. (2004). *Dropping out, drifting off, being excluded: Becoming somebody without school*. New York: Peter Lang.

There will also be a series of articles to download from library databases and read.

General Note:

- All students must read the assigned required reading articles or chapters for each class.
- For the purpose of leading a class discussion on an assigned topic students should read into the recommended readings.
- For the purpose of writing a paper on a chosen topic, students should read some of the recommended and supplemental readings and demonstrate that in their paper.
- Credit will also be given for students reading and citing literature beyond the assigned list of readings.

Weekly Class Program

Each week the class meeting will follow a similar agenda, although the order of events will sometimes be altered according to topic.

1. Discussion of each of the assigned readings with each discussion led in turn by one student in the class. Leading this discussion will entail providing a brief introductory overview, posing some discussion questions, chairing class discussion and summarizing the discussion at the end. You will have half an hour for each presentation.
2. Lecture by the professor about the topic for the week.

- Each week will involve you in a making a written response to the readings. These responses will be varied. Some weeks there will be on online discussion. In other weeks you will produce a concept map, or a powerpoint poster, or a bullet point summary of the article.
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Concept maps

Here are some resources to help develop concept maps.

The links below are all from the CMAP website. The home page for CMAP is:

<http://cmap.ihmc.us/conceptmap.html>

There are multiple resources on this website but here are just a few.

Theoretical Foundations Paper

<http://cmap.ihmc.us/Publications/ResearchPapers/TheoryCmaps/TheoryUnderlyingConceptMaps.htm>

Software to Download to use in drawing conceptual maps

<http://cmap.ihmc.us/download/>

Course Evaluation Plan

All student work must demonstrate academic and research rigor of doctoral-level quality. The evaluation of student work will be made on the following basis.

- Presentation in class about TWO articles (20 points).
- Participation and contribution to online discussions (8 points for week 1 and 6 points for week 10)
- Paper (3000 words maximum) on selected theoretical topic question based on the readings assigned for each week's class. (30 points)
- Submission of 9 weekly tasks to process readings (concept maps or bullet point lists) (6 points each).

Total Points: 100.

Topics for theoretical paper (Choose one)

- Discuss the different approaches to schooling and social reproduction and comment on their value with regard to understanding what happens in a selected level of schooling (e.g. pre-school, elementary school, middle school, high school, community college).
- Discuss the role of cultural capital in educational outcomes for a given population.
- What are some examples of the function of power in producing and limiting the lives of students and teachers?
- How might school failure be explained from a social constructionist perspective?
- How does the panopticon function in governing the lives of students in modern schools?
- What does critical pedagogy mean for a one particular domain of schooling?

Note: It is expected that to write this paper students will read beyond the required readings and will reference their reading of recommended and supplementary readings, as well as other material they have found themselves.

Grading:

90-100 = A
85-89 = A-
80-84 = B+
75-79 = B

70-74 = B-
65-69 = C+
60-64 = C
< 60 = F

Portfolios

Students are reminded to select required and optional artifacts from this course for submission to their Portfolio. Each Portfolio will contain the following elements:

1. Statement of Purpose in the Ed.D. program.
2. Current (updated) resume.
3. Examples of coursework reflecting the Student Learning Outcomes and core concepts (e.g., papers submitted, tests completed, projects completed, etc.) with an indication of how each element submitted is relevant to their dissertation topic and research activities.
4. Summary of research and dissertation activities. Students should submit a summary (no longer than one page for each element submitted) as to work they have completed on their dissertation. Organization of this section of the portfolio should align with the dissertation chapters: a) Research Question; b) Literature Review; c) Methodology; d) Results; and, e) Conclusions. The portfolio, over its development, should provide longitudinal evidence of activities related to completion of the dissertation. Additionally, students may also submit a summary regarding any research activities that may be in addition to their dissertation.

Additionally, students may include optional elements, such as, but not limited to:

5. Conference participation and/or presentations
6. Manuscript/publication drafts
7. Additional noteworthy course work/projects
8. Professional work samples

Portfolios are to be submitted each summer quarter for evaluation. It is the student's responsibility to ensure they are creating and maintaining their Portfolio throughout the year.

Course Policies

1. **Referencing**

All assignments must be fully referenced according to APA standards.

2. **Attendance Policy**

- a. Full attendance at all classes is an expression of a professional disposition. Full attendance means arriving on time and staying for the full class lesson. We expect students to attend all classes unless there are unavoidable reasons for not doing so.
- b. Unavoidable reasons for absences do occur and there will be no penalty for missing two classes during a course. Anyone who misses three classes will not have completed the course and the grades they have earned in course assignments and tests will not be credited.
- c. Students will be given credit for each class attended so that a percentage of the points earned for the course will be granted for attendance and participation. In this course the percentage will be 6%.

3. **Academic conduct:** Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in an F on the assignment and the possibility of more serious penalties. See the statement on plagiarism noted in the University catalog for details.

4. **Cell Phones:** During class please keep your cell phones and pagers in the off position.

Commitment to Diversity

In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age. (from the CSU San Bernardino University Diversity Committee Statement of Commitment to Diversity, 1995)

In keeping with the university's Commitment to Diversity, the faculty of the College of Education fully supports the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Services to Students with Disabilities and who needs and requests accommodation. If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Services to Students with Disabilities at UH-183, (909)537-5238

Course Calendar

Week	Topic focus	Readings	Student lead roles in class	Dues dates for tasks
1 March 29	Listening to the voices of failure	Smyth & Hattam book Part 1 Smyth & Hattam book Part 2		Online discussion about Smyth & Hattam book
2 April 5	What do schools do? Introduction to a social constructionist perspective. Listening to the voices of failure	1. Smyth & Hattam Ch 3 2. Smyth & Hattam Ch 4 3. Smyth & Hattam Ch 5	Shine Shine	concept map due chs 3, 4, 5
3 April 12	Neoliberal discourse of education & the hidden curriculum	4. Smyth & Hattam Ch 6 5. Apple 6. Davies & Bansel	Ginny Frances	Powerpoint poster for 1 article
4 April 19	Reproduction theory: a structuralist orientation	7. Bowles & Gintis 8. Anyon 9. Swartz	Latrenda Claudia Cristina	1 page bullet point précis of 1 article
5 April 26	Reproduction theory: a culturalist orientation Habitus & cultural capital	10. Crossley 11. Rubinstein 12. Weininger & Lareau	Erica Erica Amanda	concept map due for 1 article
6 May 3	Reproduction & resistance: A transformative perspective	13. Giroux 14. Fernandes 15. Gordon 16. Schugurensky	Kathryne Alissa Alissa Avisinia	powerpoint poster due for 1 article
7 May 10	Critical literacy & pedagogy	17. Tutak et al. 18. Perumal 19. Mayo	Avisinia Claudia	1 page bullet point précis of 1 article
8 May 17	Discourse, power & governmentality in schooling	20. Hodgson & Standish 22. Morgan 23. Bushnell 24. Monk, Winslade & Sinclair	Kathryne Ginny Jesse Latrenda	concept map due for 1 article
May 24	<i>Memorial day weekend No class meeting.</i>			
9 May 31	Discursive positioning, identity & school culture	25. Laws & Davies 26. Anderson 27. Freeman 28. Ellwood & Davies	Jacqueline Cristina Amanda Jesse	Major paper due
10 June 7	Discursive positioning continued (no class meeting-online class)	29. Martine-Beltran 30. Mayes 31. Wagner & Herbel-Eisenmann		Online tasks due

Week 1: Listening to the voices of failure: March 29

Required

Smyth & Hattam. *Dropping out, drifting off, being excluded*. Parts I and II

Week 2: Listening to the voices of failure: April 5

Required

Smyth & Hattam. *Dropping out, drifting off, being excluded*. Chs 3, 4,5.

Week 3: A neo-liberal perspective on education & the hidden curriculum: April 12

Required

Smyth & Hattam. *Dropping out, drifting off, being excluded*. Ch 6.

Apple, M. W. (2004). Creating difference: Neo-liberalism, neo-conservatism and the politics of education. *Educational policy*, 18(1), 12-44.

Davies, B., & Bansel, P. (2007, May). Neoliberalism and education. *International Journal of Qualitative Studies in Education (QSE)*, 20(3), 247-259.

Recommended

Monk, G. Winslade, J. & Sinclair, S. (2008). What is culture? (ch 1) & Complexity and culture (ch 2). In *New horizons in multicultural counseling*. Thousand Oaks, CA: Sage.

Wren, D. (1999). School culture: Exploring the hidden curriculum. *Adolescence*, 34(135), 593-596.

Supplementary

Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.

Burr, V. (2003). *Social constructionism*(2nd Edn.). London: Routledge.

Gergen, K.J. (1999). *An invitation to social construction*. London: Sage.

Phillips, N. & Hardy, C. (2002). *Discourse analysis: Investigating processes of social construction*. Thousand Oaks, CA: Sage.

Week 4: Reproduction theory: a structuralist orientation: April 19

Required

Bowles, S. & Gintis, H. (2003). Schooling in capitalist America twenty-five years later. *Sociological Forum*, 18(2), 343-348.

Anyon, J. (1980). Social class and the hidden curriculum of work. *Journal of education*, 162(1), 67-92.

Swartz, D.L. (2003). From correspondence to contradiction and change: Schooling in capitalist America. *Sociological forum*, 18(1), 167-187.

Recommended

Monk, G. Winslade, J. & Sinclair, S. (2008). The production and reproduction of culture in school counseling (ch 16). In: *New horizons in multicultural counseling*. Thousand Oaks, CA: Sage.

Supplementary

Bowles, S. & Gintis, H. (1976). *Schooling in capitalist America: Educational reform and the contradiction of economic life*. New York: Basic Books.

Week 5: Reproduction theory: A culturalist orientation; Habitus & cultural capital: April 26

Required

Crossley, N. (2003). From Reproduction to Transformation: Social Movement Fields and the Radical Habitus. *Theory, Culture & Society*, 20 (6), 43-68.

- Weininger, E. B. & Lareau, A. (2003). Translating Bourdieu into the American context: The question of social class and family-school relations. *Poetics*, 31(5/6), 375-402.
- Rubinstein, David. (1994). *Journal of Socio-Economics*, 23 1/2, 61-79.

Recommended

- Coleman James S. (1988). Social Capital in the Creation of Human Capital. *The American Journal of Sociology*, 94, S95-S120

Supplementary

- Bourdieu, P. & Passeron, J-C. (1977). *Reproduction in education, society and culture*. London: Sage.
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Week 6: Resistance theory and a transformative view of education: May 3

Required

- Giroux, H. (2006). Theories of reproduction & resistance in the New Sociology of education: Toward a critical theory of schooling and pedagogy for the opposition. In C.G. Robbins (Ed.), *The Giroux reader* (pp. 3-46), Boulder, CO: Paradigm.
- Fernandes, J. V. (1988). From the theories of social and cultural reproduction to the theory of resistance. *British Journal of sociology of education*, 9(2), 169-180.
- Gordon, Liz (1984). Paul Willis: Education, Cultural Production and Social Reproduction. *British Journal of Sociology of Education*, 5(2), 105-115.
- Schugurensky, D. (1998). The legacy of Paulo Freire: A critical review of his contributions. *Convergence*, 31 (1/2), 17-29.

Recommended/ Supplementary

- Willis, P. (1977). *Learning to labor: How working class kids get working class jobs* (pp. 171-184). New York: Columbia University Press.
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Week 7: Critical literacy & pedagogy: May 10

Required

- Perumal, J. (2006). Sketching the Identity Politics Divide and its Implications for Transformative Education. *Social Identities*, 12 (6), 727-743.
- Mayo, P. (2007). Critical Approaches to Education in the Work of Lorenzo Milani and Paulo Freire. *Studies in the Philosophy of Education*, 26, 525–544 DOI 10.1007/s11217-007-9064-0
- Tutak, F. A., Bondy, E. & Adams, T. (2011). **Critical pedagogy** for **critical** mathematics education. *International Journal of Mathematical Education in Science & Technology*, 42(1), 65-74.

Recommended

- Freire, P. *Pedagogy of the Oppressed*. Penguin.
- Fischman, G. E. & McLaren, P. (2005). Re-thinking critical pedagogy and the Gramscian and Freirean legacies: From organic to committed intellectuals or critical pedagogy, commitment and praxis. *Cultural studies/critical methodologies*, 5(4), 425-466.
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Week 8: Discourse, power relations & governmentality: May 17

Required

- Morgan, A. (2005). Governmentality versus choice in contemporary special education. *Critical social policy*, 25(3), 325-348.
- Bushnell, M. (2003). Teachers in the Schoolhouse Panopticon: Complicity and Resistance. *Education and Urban Society*, 35, 251-272.
- Hodgson, N. & Standish, P. (2009). Uses and misuses of poststructuralism in educational research. *International Journal of Research & Method in Education*, 32 (3), 309–326.
- Monk, G. Winslade, J. & Sinclair, S. (2008). Power and privilege Part Three: A poststructuralist view of power (ch 8). In: *New horizons in multicultural counseling*. Thousand Oaks, CA: Sage.

Recommended

Piro, J.M.(2008). Foucault and the Architecture of Surveillance: Creating Regimes of Power in Schools, Shrines, and Society. *Educational Studies*, 44, 30-46.

Supplementary

Dean, M. (1999). *Governmentality: Power and rule in modern society*. London: Sage.

Foucault, M. (2000). *Power: Essential works of Foucault, 1954-84, Volume Three*. (James Faubion, ED; Robert Hurley, Trans.) New York: The New Press.

Peters, M. A. & Besley, A.C. (2007). *Why Foucault? New directions in educational research*. New York: Peter Lang.

Rose, N. (1990). *Governing the soul: The shaping of the private self*. London: Routledge.

Week 9: Discursive positioning, identity, and school culture: May 31

Required

Laws, C. & Davies, B. (2000). Poststructuralist theory in practice: working with ' behaviourally disturbed' children. *Qualitative studies in education*, 13 (3), 205-221.

Ellwood, C. & Davies, B. (2010). Violence and the moral order in contemporary schooling: A discursive analysis. *Qualitative Research in Psychology*, 7, 86-98.

Freeman, M. (2010). 'Knowledge is acting': working-class parents' intentional acts of positioning within the discursive practice of involvement. *International Journal of Qualitative Studies in Education*, 23 (2), 181-198.

Anderson, K. T. (2009). Applying positioning theory to the analysis of classroom interactions: Mediating micro-identities, macro-kinds, and ideologies of knowing. *Linguistics and Education* 20, 291–310.

Recommended

Sampson, (1993). Identity politics. *American psychologist*, 49(5), 412-416.

Supplementary

Bruner, J. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.

Kinney, D.A. (1999). From "Headbangers" to "Hippies": Delineating adolescents' active attempts to form an alternative peer culture. *New Directions for Child and Adolescent Development*, 84, 21-35

Rosaldo, R. (1993). *Culture and truth: The remaking of social analysis*. Boston: Beacon Press.

Yon, D.A. (2000). *Elusive culture: Schooling, race & identity in global times*. Albany, NY: State University of New York Press.

Week 10: Discursive positioning, identity, and learning: June 7

Required

Martin-Beltrán, M. (2010) Positioning proficiency: How students and teachers (de)construct language proficiency at school. *Linguistics and Education* 21 (4), 257–281

Mayes, P. (2010). The discursive construction of identity and power in the critical classroom: Implications for applied critical theories. *Discourse & Society*, 21 (2), 189-210

Wagner, D. & Herbel-Eisenmann, B. (2009) Re-mythologizing mathematics through attention to classroom positioning. *Educational Studies in Mathematics*. 72,1–15, DOI 10.1007/s10649-008-9178-5