CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

COLLEGE OF EDUCATION

# EDUCATION DOCTORATE IN EDUCATIONAL LEADERSHIP

**EDUC 702 Foundations in Education and Leadership**

## Course Title and Number: EDUC 702: Foundations in Education and Leadership

## Instructor: Dr. Lynne Díaz-Rico

Office: **CE-270**

Office Hours: **Mondays 3-6, Tuesdays 3-5**

Office Telephone: **909.537.5658**

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Year/Quarter: **2014 Summer**

Time/days/location**: 6:00-9:50 p.m., Tuesday, CE 260 & PDC**

**College Vision**

The College of Education of California State University, San Bernardino (CSUSB) is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. The wise teacher:

* Possesses rich subject matter knowledge.
* Applies sound judgment to professional practice and conduct.
* Applies a practical knowledge of context.
* Respects multiple viewpoints.
* Reflects and acts on professional practices and their consequences.

(College of Education *Conceptual Framework,* 2006)

**Catalog Description**

Examines links between educational theory, research, and practice in the larger context of ethical, philosophical, economic, political, while addressing diversity and equity in the US and worldwide. Four hours lecture and a two-hour-per-week educational workshop. (5 units)

#### The Community of Practice in the Doctorate in Educational Leadership

The Ed.D Community of Practice website can be accessed through the Blackboard portal at CSUSB. Please check this site frequently for updates on the doctoral program.

**CSUSB Doctoral Program Goals and Objectives**

Goal 1. Candidates are effective communicators and collaborators.

Outcome 1.1. Demonstrates open communication with stakeholders (D)

Outcome 1.3. Demonstrates collaborative communication with public agencies (D)

Outcome 1.4. Develops positive, meaningful and sustaining relationships with all constituents (D)

Goal 2. Leaders are dedicated to the premise that all students can learn.

Outcome 2.1. Provides visionary leadership for a climate of learning (D)

Outcome 2.2. Analyzes the needs of students in the learning process (I)

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| Goal 7.Leaders who recognize, celebrate, and acknowledge the contributions of all individuals. | |
|  | Outcome 7.1. Is knowledgeable of their own mental models (D)  Outcome 7.2. Is knowledgeable of public policy and law that supports equal opportunity (D)  Outcome 7.4. Develops healthy organizational cultures in which all individuals are valued (D)  Goal 9. Visionary leaders | |
|  | Outcome 9.1. Develops a shared vision (D)  Outcome 9.2. Plans and implements activities to support this vision (D)  Outcome 9.3. Provides appropriate staff development to ensure the implementation of the vision (D)  Outcome 9.4. Facilitates the stewardship of a vision of learning that is shared and supported by the school community (D) | |

**Interstate School Leadership Licensure Consortium (ISLLC). (2008). *Standards for School Leaders***

Standard 6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Element 6.1. Candidates understand and can advocate for district and school students, their families, and caregivers

Element 6.2. Candidates understand and can act to influence local, district, and national decisions affecting student learning in a district and school environment

Element 6.3. Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district and school-based leadership strategies

### Course Goals/Objectives

This course examines the links between educational theory, research, and practice and the larger context of ethical, philosophical, economic, political, and cultural phenomena that characterize U. S. American society; and what this means to educational leaders. It examines values, purposes, and relations with society through discussions and analyses of current issues and practices. It gives an overview of contemporary research leadership and social issues, giving a historical perspective and current theories across topics such as identity theory, discourse analysis, social justice, social capital, school reform, trust in leadership, and political foundations of transformational leadership. This course addresses varied issues of relevance to diversity and equity. The course provides a context for understanding the current and emerging nature and role of educational leaders in a global society.

**Course Outline by Topic**

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| 1. | Identity inquiry |  | 6. | Application: Early childhood literacy.  Special education, Native American education |
| 2. | Educational policy and practice |  | 7. | Women’s leadership style |
| 3. | Foucault, power, performativity |  | 8. | Trust and betrayal in leadership |
| 4. | Social justice |  | 9. | The politics of leadership |
| 5. | Social capital |  | 10. | Community involvement |

**Required Texts**

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| --- | --- |
| **A** | Díaz-Rico, L. T. (2014). *The crosscultural, language, and academic development handbook* (5th ed.). Boston: Pearson. (Ch. 11, The Role of Educators in Language Policy) (Handout in class) |
| **B1-B5** | Grogan, M., & Shakeshaft, C. (2010). *Women and educational leadership*. New York: Wiley & Sons. |
| **C2-C8** | Lindle, J. C. (Ed.). (2014). *Political contexts of educational leadership*. New York and London: Routledge. |
| **D1-D12** | Samier, E. A., & Schmidt, M. (2010). *Trust and betrayal in educational administration and leadership*. New York and London: Routledge. |

**Other Required Readings**

**Identity Inquiry**

**E)** Abes, E. S., Jones, S. R., & McEwen, M. K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities.  *Journal of College Student Development, 48*(1), 1-22.

**Foucault, Power, and Performativity**

**F)** Abbeduto, L., & Symons, F. (2014).  *Taking sides: Clashing views in educational psychology* (7th ed.). Chapter: Should schools teach students self-control? (pp. 126-144). New York: McGraw-Hill Create. (Handout in class)

**G)** Ball, S. J. (2010). The teacher’s soul and the terrors of performativity. *Journal of Education Policy, 18*(2), 215-228.

**H)** Bushnell, M. (2003). Teachers in the schoolhouse panopticon: Complicity and resistance. *Education and Urban Society, 35*(3): 251-272.

**I)** Gore, J. M. (1995). On the continuity of power relations in pedagogy. *International Studies in Sociology of Education, 5(*2), 165-188.

# J) Hope, A. (2005). Panopticism, play and the resistance of surveillance: Case studies of the observation of student Internet use in UK schools. *British Journal of Sociology ofEducation, 26*(3), 359-373.

**K)** Morgan, A. (2005). Governmentality versus choice in contemporary special education. *Critical Social Policy, 25*(3), 325-348.

**L)** Piro, J. M. (2008). Foucault and the architecture of surveillance: Creating regimes of power in schools, shrines, and society. *Educational Studies, 44(1)*, 30-46.

**M)** Roth, J. (1992). Of what help is he? A review of *Foucault and education [Disciplines and knowledge]. American Educational Research Journal, 29*(4), 683-694.

**Social Justice**

# N) Furman, G. (2012). Social justice leadership as praxis: Developing capacities through preparation programs. Educational Administration Quarterly, *48*(2), *191-229.*

# O) Goodman, D. J. (2000). Motivating people from privileged groups to support social justice. *Teachers College Record, 102*(6), 1061-1085.

# P) North, C. E. (2008). What is all this talk about “social justice”? Mapping the terrain of education’s latest catchphrase. *Teachers College Record, 110*(6), 1182-1206.

**Q)** Shields, C. M. (2010). Transformative leadership: Working for equity in diverse contexts. Educational Administration Quarterly*, 46*(4),558-589.

**Q1)** Skrla, L., Scheurich, J. J., Garcia, J., & Nolly, G. (2004). Equity audits: A practical leadership tool for developing equitable and excellent schools. *Educational Administration Quarterly,* 40(1), 133-161.

**Social Capital**

## R) Horvat, E. M., Weininger, E. B., Lareau, A. (2003). From social ties to social capital: Class differences in the relations between schools and parent networks. *American Educational Research Journal, 40*(2), 319-351.

**S)** Kahne, J., O'Brien, J., Brown, A., & Quinn, T. (2001). Leveraging social capital and school improvement: The case of a school network and a comprehensive community initiative in Chicago. *Educational Administration Quarterly, 37*(4), 429-461.

**T)** Ortiz, F. I. (2001). Using social capital in interpreting the careers of three Latina superintendents. *Educational Administration Quarterly*, *37*(1), 58-85.

**Applications**

**U)** Luke, A, & Luke, C. (2001). Adolescence lost/childhood regained: On early intervention and the emergence of the techno-subject. *Journal of Early Childhood Literacy, 1*(1), 91 -120.

**V)** Spauling, A. M. (1994). The micropolitics of an elementary classroom. Unpublished dissertation. Lubbock, TX: Texas Tech. Online at repositories.tdl.org, 31295008806654.pdf.

**W)** Kenway, J. (1990). Education and the Right’s discursive politics: Private versus state schooling. In Ball, S. J. (Ed.),  *Foucault and education: Disciplines and knowledge (pp. 167-206).*  London and New York: Routledge.

**X)** Nespor, J., & Hicks, D. (2010). Wizards and witches: Parent advocates and contention in special education in the USA. *Journal of Education Policy, 25*(3), 309-334.

**Y)** LeCompte, M. D., & McLaughlin, D. (1994). Witchcraft and blessings, science and rationality: Discourses of power and silence in collaborative work with Navajo schools. In A. Gitlin (Ed.), *Power and method: Political activism and educational research* (pp. 147-165). New York: Routledge.

**Course Calendar**

Part 1: Course introduction, sociology of education, policy & practice, identity inquiry

Part 2: Foucauldian analysis, power, and performativity

Part 3: Social justice

Part 4: Social capital and networked leadership styles

Part 5: Political aspects of leadership

Part 6: Applications: Special education, Native American education, etc.

**Course Evaluation Plan**

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| Assignment | Point Value |
| 1. *Taking Sides - Team Posting to wiki* | 50 |
| 2. *Presentation I* | 50 |
| 3. *Presentation II* | 50 |
| 4. *Presentation III* | 50 |
| 5.  *Notes Packet (8****)*** *@ 25* | 200 |
| 6. *Final Theoretical Statement* | 100 |
| **TOTAL** | **500** |

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| --- |
| Point value and letter grade equivalents: |
| 450-500 A 350-399 C |
| 440-449 B+ 300-349 D |
| 420-439 B < 300 F |
| 400-419 B- |

**Course Policies**

**Help is Available**

I will be available during office hours if you need consultation. If I can be of any assistance to you in any way, please call upon me. Note: Office hours are held under an open-door policy. If you need a private appointment, please schedule one.

**Statement of Reasonable Accommodation**

COE faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with Human Services who needs and requests accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader: accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring consideration of reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful. 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. Students are advised to establish a buddy system in the class if requiring assistance in the event of an emergency.

## Commitment to Diversity

As we commit ourselves 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, ability, socioeconomic status, cultural orientation, national origin, and age. (From the CSU San Bernardino University Diversity Committee Statement of Commitment to Diversity, 1995)

**Academic Honesty**

Plagiarism and cheating are violations of the Student Discipline Code. Plagiarism is the presentation as one's own, the ideas and writing of another. It is also considered plagiarism to submit as new one’s own work that was done in another course. Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or compiled by another is used. If the student does not wish to accept the sanction proposed by the instructor, the student may request and require that the allegation be referred to the Judicial Affairs Officer. In the event, the procedures specified under Executive Order 628 (Student Disciplinary Procedures of the California State University) shall be observed. The instructor shall not impose any sanction other than the sanction(s) imposed through the disciplinary procedure.

**Course Policies**

Attendance is valuable. The first absence is valued at -10. The second absence is valued at –20 pts. The third absence and each additional absence will result in an additional 40 pts. deducted from the total points accrued by academic assignments. "Absence" is defined is "missing more than 25% (one hour) of class per session." Some people need to be absent due to summer vacation schedules. So if you will be absent for one or more sessions, you must come up with the additional points. Any make-up assignments must be negotiated in advance (before you leave for vacation).

You must arrive in class by 6:10 or you will be marked late. Two late arrivals equals an absence. Please do not call if you “plan” to be late. It will not change the situation.

Work that is submitted will only be accepted in hard-copy form (no electronic submissions). All work must be checked into the grade control sheet at the time of submission to avoid possible confusion or misunderstanding. Last date of submission of any work for course credit: Tuesday, August, 26 2014 at 9 pm.

**Laptop/Tablet Use**

## Laptop/tablet use is not permitted during class; it is counterproductive to the work of joint inquiry. Prior theoretical preparation is accomplished through the use of study guides.

**Connectivity**

This course is partially online. Some instructional content and interaction takes place through a PbWorks wiki. You will be invited to join using your preferred e-mail. The wiki is a joint-construction platform; it is private to the members of this course.

**Protocol for Teleconference**

You will receive an Appendix to this syllabus addressing the topic of telecommunications protocols.

**Recommended Readings**

**Foucault, Power, and Performativity**

Ball, S. J. (Ed.), *Foucault and education: Disciplines and knowledge* New York: Routledge.

## Gore, J. M. (2004). [RE]Visioning the academic–teacher divide: power and knowledge in the educational community. *Teachers and Teaching: Theory and Practice, 10*(1).

# Jardine, G. M. (2005). *Foucault and education*. New York: Peter Lang.

Marshall, J. D. (1990). Foucault and educational research. In S. J. Ball (Ed.), *Foucault and education: Disciplines and knowledge* (pp. 25-37). New York: Routledge.

**Micropolitics**

Blasé, J. (1993). The micropolitics of effective school-based leadership: Teachers’ perspectives. Educational Administration Quarterly*, 29* (2)142-163.

**School Reform**

Popkewitz, T. E. (2008*). Cosmopolitanism and the age of school reform: Science, education, and making society by making the child.* New York and London: Routledge.

**Leadership**

Alvy, H., & Robbins, P. (2010).  *Learning from Lincoln: Leadership practices for school success.* Alexandria, VA: ASCD.

# Branson, C. M., & Gross, S. J. (Eds.). (2014). *Handbook of ethical educational leadership.* New York and London: Routledge.

Phillips, D. T. (1992). *Lincoln on leadership: Executive strategies for tough times.* New York: Warner Books.

**Critical Pedagogy**

Darder, A, et al. (2009). *The critical pedagogy reader.* New York: Routledge.

**Race and Ethnicity**

# D'Angelo, R., & Douglas, H. (2012).  *Taking sides: Clashing views on race and ethnicity* (9th ed.).  New York: McGraw-Hill.

# Keating, A. (Ed.). (2009). *The Gloria Anzaldúa reader.* Durham and London: Duke University Press.

Leonardo, Z. (2009*). Race, whiteness, and education*. New York and London: Routledge.

López, G. R. (2010). *Persistent inequality: Contemporary realities in the education of undocumented Latino/a students*. New York: Routledge.

# May, S. (2012).  *Language and minority rights:  Ethnicity, Nationalism, and the politics of language* (2nd ed.).  New York and London: Routledge.

# Parrillo, V. N. (2009). *Diversity in America* (3rd ed.). Thousand Oaks, CA: Pine Forge Press (Sage).

Pinder, S.O. (2012). *Whiteness and racialized ethnic groups in the United States: The politics of remembering*. Lanham, MD: Lexington Books.

Súarez-Orozco, M. M., & Páez, M. M. (2009). *Latinos: Remaking America*.  Berkeley: University of California Press.

Winant, H. (2004*). The new politics of race: Globalism, difference, justice.* Minneapolis: U. Minnesota Press.

Wise, T. (2010). *Color-blind: The rise of post-racial politics and the retreat from racial equity*. San Francisco: City Lights Books.

**Social Justice**

Adams, M., Blumenfeld, W. J., Casteñeda, R., Hackman, H. W., Peters, M. L., & Zuñiga, X. (Eds.). (2000). *Readings for diversity and social justice: An anthology on racism, anti-Semitism, sexism, heterosexism, ableism, and classism*. New York and London: Routledge.

# Davis, T., & Harrison, L. M. (2013). *Advancing social justice: Tools, pedagogies, and strategies to transform your campus.* San Francisco: Jossey-Bass.

Frattura, E. M., & Capper, C. A. (2007). *Leading for social justice: Transforming schools for all learners*. Thousand Oaks, CA: Corwin Press.

Goodman D. J. (2011). *Promoting diversity and social justice: Educating people from privileged groups*. New York and London: Routledge.

Skutnabb-Kangas, T., Phillipson, R., Mohanty, A. K., & Panda, M. (2009). *Social justice through multilingual education*. Bristol: Multilingual Matters.

**Immigration**

Suárez-Orozco, C., Suárez-Orozco, M. M., & Todorova, I. (2008). *Learning a new land: Immigrant students in American society*. Cambridge, MA and London: Belknap Press/ Harvard University.

# Postmodernism

Kiziltan, M. U., Bain, W. J., Cañizares M., A. (1990). Postmodern conditions: Rethinking public education. *Educational Theory, 4*0, 351-369.

Luke, A. (1995). Getting our hands dirty: Provisional politics in postmodern conditions. In R. Smith and P. Wexler (Eds.), *After postmodernism: Education, politics and identity* (pp. 64-76). London: Falmer.

**Learning Organizations**

Terosky, A. L. (2014). From a managerial imperative to a learning imperative: Experiences of urban, public school principals. *Educational Administration Quarterly, 50*(1), 3–33.

# Critical Race Theory

# Delgado, R. (Ed.). (1995). *Critical race theory: The cutting edge*. Philadelphia: Temple University Press.

Delgado, R., & Stefancic, J. (2001). *Critical race theory: An introduction*. New York and London: New York University Press.

Valdes, F., Culp, J. M., & Harris, A. P. (2002). *Crossroads, directions, and a new critical race theory.* Philadelphia: Temple University Press.

Zamudio, M. M., Russell, C., Rios, F. A., & Bridgeman, J. L. (2011). *Critical race theory matters: Education and ideology*. New York and London: Routledge.

# Power

# Gitlin, A (Ed.). (1994). *Power and method.* New York: Routledge.

Johnson, A. (2006). *Power, privilege, and difference.* New York: McGraw-Hill.

Said, E. (2002). *Power, politics and culture.* New York: Pantheon Books.

Viswanathan, G. (Ed.). *Power, politics and culture: Interviews with W. Said.* New York: Vintage Books.

**Racism/Sexism/Heterosexism**

Bonilla-Silva, E. (2010). *Racism without racists: Color-blind racism and racial equality in contemporary America.* Lanham, MD: Rowman & Littlefield.

Bowser, B. P. & Hunt, R. G. (1996*). The impact of racism on white Americans.* Thousand Oaks, CA: Sage.

Heldke, L. & O’Connor, P. (Eds.). (2004). *Oppression, privilege, and resistance: Theoretical perspectives on racism, sexism, and heterosexism.* New York: McGraw-Hill.

Lipsitz, G. (2011). *How racism takes place.*  Philadelphia: Temple University Press.

Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation.* Hoboken, NJ: Wiley.

**Language Minority Students in U.S. Schools**

Adamson, H. D. (2005). *Language minority students in American schools: An education in English.* Mahweh, NJ: Erlbaum.

(If this topic is of interest to you, there are many other resources available upon request.)

**Course Calendar**

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| **1**  **6/24** | **Intro**  6:00-6:50  6:50-7:40  (7:40-8:00 br)  8:00-8:50  8:50-9:40 | Diaz-Rico  Lindle, J. C. (1)  Samier & Schmidt (Intro.)  Abes et. al. | Bourdieu  Fairclough  Identity  Politics  Trust |
| **2**  **7/1** | **Foucault (A)**  6:00-6:50  6:50-7:40  (7:40-8:00 br)  8:00-8:50  8:50-9:40 | 1 Morgan, Governmentality versus choice  2 Piro, Foucault and the architecture of surveillance  3 Roth, A review of *Foucault and education*  Abbeduto & Symons, Should schools teach students self-control? (Handout in class) | *Presentations 1-3 due*  *(50 pts.)* |
| **3**  **7/8** | **Foucault (B)**  6:00-6:40  6:40-7:20  7:20-8:00  (8:00-8:20 br)  8:20-9:00  9:00-9:40 | 4 Ball, S. J. (2010). The teacher’s soul and the terrors of performativity  5 Bushnell, M. (2003). Teachers in the schoolhouse panopticon  6 Gore, J. M. (1995). On the continuity of power relations in pedagogy 7 Hope, A. (2005). Panopticism, play and the resistance of surveillance Abbeduto & Symons (Con’t.) | *Taking Sides Team Posting due to wiki*  *(50 pts.)*  *Presentations 4-7 due*  *(50 pts.)* |

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| **4**  **7/15** | **Social Justice**  6:00-6:30  6:30-7:00  7:00-7:30  (7:30-8:00 br)  8:00-8:30  8:30-9:00  9:00-9:30 | 8 North, What is all this talk about “social justice”?9 Furman, Social justice leadership/praxis 10 Shields, Transformative leadership: Working for equity  11 Skrla et al., Equity audits 12 Goodman, Privileged groups to support social justice 13 Theohari & O'Toole, Social justice leadership for English language learners | *Notes Packet 1-7 due (25 pts.)*  *Presentations 8-13 due* |

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| **5**  **7/22** | **Social Capital**  6:00-6:25  6:25-6:50  6:50-7:15  **Women & Leadership**  7:15-7:40  (7:40-8:00 br)  8:00-8:25  8:25-8:50  8:50-9:15  9:15-9:40 | 14 Horvat et al., Social ties to social capital 15 Kahne et al., Leveraging social capital and school improvement  16 Ortiz, Three Latina superintendents  17 Grogan & Shakeshaft (2011), Ch. 1  18 Grogan & Shakeshaft (2011), Ch. 2  19 Grogan & Shakeshaft (2011), Ch. 3  20 Grogan & Shakeshaft (2011), Ch. 4  21 Grogan & Shakeshaft (2011), Ch. 5 | *Notes Packet 8-13 due (25 pts.)*  *Presentations 14-21 due*  *(50 pts.)* |
| **6**  **7/29** | **Politics, Trust**  6:00-6:40  6:40-7:20  7:20-8:00  (8:00-8:20 br)  8:20-9:00  9:00-9:40 | 22 Lindle, J. C. (2014), Ch. 2  23 Lindle, J. C. (2014), Ch. 3  24 Samier & Schmidt (2014), Ch. 1  25 Samier & Schmidt (2010), Ch. 2 26 Samier & Schmidt (2010), Ch. 3 | *Notes Packet 14-21 due (25 pts.)*  *Presentations 22-26 due (50 pts.)* |
| **7**  **8/12** | **Politics, Trust**  6:00-6:40  6:40-7:20  7:20-8:00  (8:00-8:20 br)  8:20-9:00  9:00-9:40 | 27 Lindle, J. C. (2014), Ch. 4  28 Lindle, J. C (2014), Ch. 5  29 Samier & Schmidt (2014), Ch. 4  30 Samier & Schmidt (2010), Ch.c5  31 Samier & Schmidt (2010), Ch. 6 | *Notes Packet 22-26 due (25 pts.)*  *Presentations 27-31 due* |

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| **8**  **8/14** | **Politics, Trust**  6:00-6:40  6:40-7:20  7:20-8:00  (8:00-8:20 br)  8:20-9:00  9:00-9:40 | 32 Lindle, J. C. (2014), Ch. 6  33 Lindle, J. C. (2014), Ch. 7  34 Samier & Schmidt (2014), Ch. 7  35 Samier & Schmidt (2014), Ch. 8  36 Samier & Schmidt (2014), Ch. 9 | *Notes Packet 27-31 due (25 pts.)*  *Presentations 32-36 due*  *(50 pts.)* |
| **9**  **8/19** | **Politics, Trust**  6:00-6:40  6:40-7:20  7:20-8:00  (8:00-8:20 br)  8:20-9:00  9:00-9:40 | 37 Lindle, J. C. (2014), Ch. 8  38 Luke, A, & Luke, C. (2001). Adolescence lost/childhood regained  39 Samier & Schmidt (2014), Ch. 10  40 Samier & Schmidt (2014), Ch. 11  41 Samier & Schmidt (2014), Ch. 12 | *Notes Packet 32-36 due (25 pts.)*  *Presentations 37-41 due* |
| **10**  **8/26** | **Applications**  6:00-6:40  6:40-7:20  7:20-8:00  (8:00-8:20 br)  8:20-9:00 | 42 Spauling, A. M. (1994). The micropolitics of an elementary classroom.  43 Kenway, J. (1990). Education and the Right’s…  44 Nespor, J., & Hicks, D. (2010). Wizards & witches…  45 LeCompte, M. D., & McLaughlin, D. (1994). Witchcraft and blessings… | *Notes Packet 37-41 due (25 pts.)*  *Notes Packet 32-45 due (25 pts.)*  *Presentations 42-45 due*  *Final Theoretical Statement due (100 pt.s)* |

**Syllabus Adjustment**

This syllabus is a flexible document. I reserve the right to alter it in minor ways during the quarter to better meet the needs of the course.