

Leading for social justice: Navigating through policy, politics and the law

15:230: 609:01

3 Credits

Instructor Name Catherine Lugg	Email address catherine.lugg@gse.rutgers.edu
Phone Number 732-932-7496, ext 8220	10 Seminar Pl Rm 19
Office Hours Mondays & Tuesdays, 3-4:30 PM, and By Arrangement	Prerequisites or other limitations: Matriculated student
Mode of Instruction: ¹ <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: OAS

Texts:

Arendt, H. (2006) *Eichmann in Jerusalem: A report on the banality of evil*. New York: Penguin Classics.

Callahan, R.E. (1962). *Education and the cult of efficiency*. Chicago: University of Chicago Press.

Rudestam, K.E, Newton, R.R. (2007). *Surviving your dissertation. A comprehensive guide to content and process, 3rd, Ed.* Thousand Oakes, CA: Sage Publications.

Additional Readings will be posted on-line at a later date (from research journals).

Course catalog description:

Using a blend of research articles and texts, this course engages students in the hard work of analyzing primary and secondary educational organizations to better insure more equitable outcomes for all students. Each student will be expected to complete and present to their colleagues a scholarly paper on an area of educational equity that includes *specific suggested courses of action*. Students are also expected to complete and present a critique of truly bone-headed research.

Grading policy:

Class discussion regarding the assigned readings and their relevance to current practice is a vital component of this class. Additionally, students will present an example of poor research to their colleagues and write a 5-page critique of it. Each student is also expected to complete a 20-page (or more) research paper on a topic in educational policy as it relates to federal and state educational policymaking. The paper should follow APA, 6th edition or *The Chicago Manual of Style* guidelines. Students will also be expected to formally present their papers to their colleagues near the end of the semester. *Students are strongly encouraged to submit multiple drafts of their research papers*, beyond the two submission requirements, for editorial review

¹ Check 1:

Grading policy:

Class discussion		15 points
Equity paper Draft 1	November 8	15 points
Bone-head research critique	November 29	15 points
Equity paper Draft 2	December 13	45 points
Presentation of paper	December 6 or 13	10 points
Total		100 points

Academic Integrity Policy

Rutgers has a firm policy on academic integrity that covers cheating, plagiarism, and making needed materials unavailable to others, among other things. All violations of this policy for graduate students are at least Level III offenses. This means that they could lead to termination. Failure to follow these policies is likely to lead to an F in this course and suspension for some period of time. However, appropriate citation of sources can ensure that this policy is not violated. For further information, go to <http://academicintegrity.rutgers.edu/integrity.shtml#three>.