Rutgers University
Graduate School of Education
Leadership 1
15:255:611
Tuesdays & Thursdays, 5:00-8:30 PM

Summer 2017
GSE 19

Catherine A. Lugg, Ph.D.
848-932-0721
catherine.lugg@gse.rutgers.edu
Luke Greeley, MA
lgreeley@business.rutgers.edu
Office Hours: Tuesdays & Thursdays, 4 PM-4:50 PM
Other hours by appointment

Course Description:

This course is designed to introduce students to leading in diverse communities, as well as the politics of education--broadly defined. We will explore how the federal, state and local political systems interact, react, (and disconnect) to events and various interest groups in shaping public education policy. Employing a variety of perspectives (historical, critical theory, and political economy--in particular), we will explore issues relating to leading your organizations in diverse communities, and how you can employ theory to better analyze your districts and become a stronger educational leader.

Expectations

The success of this class depends on the thoughtful, engaged participation of all class members. You should be well prepared to discuss all assigned readings and cases. Because classroom discussions are most productive when a variety of voices shape the dialogue, I ask you to come ready to participate as both a speaker and a listener. It is the responsibility of all class members to make room for, and to learn from, individuals with different views and different ways of engaging in public conversation. This means honoring the participation of others by respecting, critiquing, and building on the ideas of those who have spoken before you.

This class addresses the following Learning Goals

Ed.D. Program Learning Goals

Students will learn how to be change agents in educational settings by:
1. Recognizing and valuing multiple perspectives;
2. Developing a professional knowledge base that integrates practical and research knowledge;
3. Conducting research to guide improvement and inform policy, programs, and practice;
4. Identifying instances and patterns of discrimination and inequality, and advocate for social justice.

In addition, this class addresses a few specific concentration goals.

Education, Culture and Society (ECS) Concentration Learning Goals

1. Conduct research to guide improvement and inform policy, programs, and practice;
2. Identify instances and patterns of discrimination and inequality and advocating for social justice.

Educational Leadership (EL) Concentration Learning Goals

1. Confront and alter institutional biases of student marginalization, deficit-based schooling and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

Readings:

Anyon, J. (1997). *Ghetto Schooling: A political economy of urban educational reform*. New

York: Teachers College Press.

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

Press.

Coates, T-N (2014, June). The case for reparations. *The Atlantic.*

https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-

reparations/361631/ Last accessed on April 22, 2017.

Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational

goals. *American Educational Research Journal, 34,* (1), 39-81.

Murphy, J.P., Strothers, A.S., Lugg, C.A. (2017). Jersey-style neoliberalism: Governor

Christopher Christie, crony capitalism, and the politics of K-12 education. *Peabody

Journal of Education, 92,*(1), 115-126, DOI: 10.1080/0161956X.2016.1265339

Scott, J., Holme, J.J. (2016). The political economy of market-based educational policies: Race

and reform in urban school districts, 1915-2016. *Review of Research in Education*, 40,

250-297.

The books are at the RU Bookstore. You may also use on-line merchants. The journal articles are on the class SAKAI web-site with the exception of the Coates article, which you may directly access from *The Atlantic's* website.

Schedule of events

May 30	Introduction, Syllabus, APA formatting, RU Academic code, the Sage Education Collection, US Census Data, DFG's, SES, The role of THEORY in social science. Using the library!
June 1	Labaree (1997) Callahan, Chapters 1-2
June 6	Callahan, Chapters 3-6
June 8	Callahan, Chapters 7-8
June 13	Callahan, Chapters 9-10 Introduction, Anyon, Chapters 1-2
June 15	Anyon, Chapters 3-5 Rough DRAFTS DUE
June 20	Anyon, Chapters 6-8
June 22	Murphy, Strothers & Lugg
June 27	Coates, 2014
June 29	Scott & Holmes (2016)
July 4th	Happy Independence Day!!
July 6	DEBRIEF on Papers FINAL papers are due

The Politics of Leading in a Specific Political Economy

Each student is expected to complete a 20-25 page paper that examines their organization (either university or school district) and *how* your leader navigates the distinct political economy of that organization.

To complete this report, you will need to shadow either your building principal or your university supervisor for an entire day.

You should be able to introduce your leader and the organization by placing each in both space (geography) and time (history). Anyon, Coates, and Scott and Holmes are good models of how to approach this form of analysis. You will need to access census data, NJ-DOE data, US-DOE data (for universities), as well as other data sets. Using Labaree, you should also think about what VALUES the organization stresses the most.

You are to explain how the historic political and economic realities of your organization shape its mission and program offerings. You are to explain to the reader how education, as a political good, is shared, hoarded, and occasionally, withheld. You are also to explain how your leader of your organization understands (if at all), and navigates through these social, economic and political realities. When discussing the leader of your organization, you are to use a pseudonym, since these are not public figures, per se, and your report is NOT for public consumption.

The professor expects a professionally written report following APA's formatting requirements. There are two formal submissions required, though the student is free to solicit editorial help from both the professor and the teaching assistant. **Since this report is your FIRST major written assignment in a doctoral program, I am STRONGLY encouraging to seek out this "free" editing help. Your success in this doctoral program depends on how quickly you master academic writing. So please seek out editorial assistance.**

ACADEMIC INTEGRITY

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.

GRADING:

Attendance/Participation		20 points
Rough Draft of Project	June 15	25 points
Final DRAFT of project	July 6	55 points.