

Leading for social justice: Navigating through policy, politics and the law
Wednesdays
GSE 347
4:50-7:30 PM

15:230: 609
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Spring 2018
 GSE 18

Office Hours: Wednesdays, 3-4:30 PM, and By Arrangement

Course Description

Using a blend of research 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 in the area of their research interest. Students are also expected to complete and present a critique of truly bone-headed research.

Readings for the class

Books

Brooks, J. S., Normore, A. H. (2017). *Leading against the grain. Lessons for creating just and equitable schools*. New York: Teachers College Press.

Karpinski, C. F. (2008). "A visible company of professionals": *African Americans and the National Education Association during the Civil Rights Movement*. New York: Lang.

Nasaw, D. (1979). *Schooled to order: A social history of public schooling in the United States*. New York: Oxford University Press.

Articles

Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34, (1), 39-81.

Larson, C. L. (1997). Is the Land of Oz an Alien Nation? A sociopolitical study of school community conflict. *Educational Administration Quarterly*, 33, (3) 312-350.

Murphy, J.P., Strothers, A.S., Lugg, C.A. (2017). Jersey-style neoliberalism, *Peabody Journal of Education*, 92 (1), 115-126.

Rasmussen, C. (2017). Creating segregation in the era of integration: School consolidation and local control in New Brunswick, New Jersey, 1965-1976. *History of Education Quarterly*, 57, (4), 480-514.

Theoharris, G. (2007). Social justice educational leaders and resistance: Towards a theory of social justice leadership. *Educational Administration Quarterly*, 43, (2), 221-258.

Tooms, A.K., Lugg, C.A., & Bogtoch, I. (2010). Rethinking the politics of *fit* and educational leadership. *Educational Administration Quarterly*, 46, (1), 96-131.

Additional Texts--helpful, but not required.

APA. (2009). *Publication manual of the American Psychological Association*, 6th Ed. Washington, DC: Author.

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

Turabian, K. et al, (2007). *A manual for writers of research papers, theses, and dissertations*, 7th Ed. Chicago: University of Chicago Press.

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 for class

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 5-8 page critique of it. Each student is also expected to complete a 20-page (or more) research paper on a topic regarding social justice as it relates to public education. The paper should follow APA, 6th edition. Chicago, Blue Book, and Turabian are appropriate substitutes for APA, but students will need prior permission from the professor to use these. 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

Class discussion		15 points
Equity paper Draft 1	March 21	15 points
Bone-head research critique	April 18	15 points
Equity paper Draft 2	May 2	45 points
Presentation of paper	April 25 or May 2	10 points
Total		100 points

Schedule of Events

January 17	Introductions, Definitions, Course overview, Library and UCEA Resources. What makes “boneheaded research,” boneheaded?
January 24	Labaree; Larson
January 31	Theoharris; Tooms, Lugg & Bogtoch
February 7	Rasmussen; Murphy, Strothers & Lugg
February 14	Nasaw, Chapters 1-6
February 21	Nasaw, Chapters 7-15
February 28	Karpinski, Chapters 1-7
March 7	Karpinski, Chapters 8-11
March 14	SPRING BREAK
March 21	Karpinski, Guest Speaker Initial Drafts of Paper Due
March 28	Brooks & Normore, Intro, Chapters 1-6 Drafts Returned
April 4	Brooks & Normore, Chapters 7-13
April 11	Brooks & Normore, Chapters 14-End; Bonehead Research Presentations (at least 4)
April 18	Bonehead Research Presentations. Bonehead Research Reports Due
April 25	Presentations of Papers
May 2	Presentations of Papers Final Drafts Due