

Syllabus Spring 2019
EDD 608: Diversity and Equity in Complex Organizations
EDD Program Sacramento State University

Dr. Lisa Romero

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The best way to reach me is by email, during office hours, or by appointment.

Class Dates/Time: 1/18-19, 2/1-2, 2/15-16

Fridays 5:30 to 9:30 pm, Saturdays 8:00am to 5:30 pm

Class location: ARC 3009

Office Hours:

Thursday 1:15-4:15 pm

Or by appointment

Office Location: Eureka 220

Course goals:

This seminar is designed to engage students in the analysis of structural issues involved with diversity, equity, access and excellence in complex organizations, with a focus on schools and colleges. Candidates will study research on diversity and equity and learn how to advocate and promote excellence in schools by applying theory and research. Students will develop the ability to build cross-cultural relationships with diverse constituents in order to improve student performance, promote social justice and build community.

Learning Objectives:

At the end of EDD 608, a student who successfully completes the course will be able to:

- Use introspection and personal analysis to increase awareness of the complexity of power and privilege in multicultural settings and to challenge their own assumptions about cross-cultural relationships;
- Apply theoretical frameworks and research to promote equitable, excellent educational institutions;
- Demonstrate an understanding of best practices and political strategies used to promote success among underserved groups and/or under-performing students;
- Demonstrate the capacity to develop cross-cultural relationships with multiple constituents for the purpose of improving student performance and promoting social justice;
- Be courageous change agents in assuring educational organizations provide access and equity to achieve academic excellence and positive social-emotional growth;
- Contextualize local challenges within the framework of societal and political issues to problem solve and to create new holistic and inclusive structures.

Course requirements:

The course is taught in a seminar style. That is, students are expected to come to class prepared to participate in conversations about the materials they have read. Simply put, it will not be possible to benefit from this class without doing the readings ahead of class, thinking carefully about them, participating in the class time fully and completing assignments in the period between classes.

Students are expected to attend all course sessions and to be active participants in class. As students of educational leadership, your ability *to listen for understanding* and *speak* in an increasingly diverse world is an extremely important skill. As scholars of education, your ability to converse comfortably with others from

backgrounds that may, or may not be, similar to your own about educational issues, research or practice, is of the utmost importance. As such, this course will emphasize class discussion.

Grades will be based on:

- 1) Implicit Association Tests (20%)
- 2) Reading Accountability Quizzes and In Class Assignments (30%)
- 3) Paper - Transformational Leadership: Doing Justice in Your Work Setting (30%)
- 4) Participation and Attendance: (20%)

Assignments:

Implicit Association Tests and Reflections

Part I: Implicit Association Tests (IATs):

You are to take and print out your results from each of the IATs assigned in the syllabus. Completed each test with printed test results, due before class starts on the date listed below.. The IATs are available on the Internet from Harvard University's Project Implicit® at: <https://implicit.harvard.edu/implicit/selectatest.html> (5%)

Part II: IAT Reflections:

After taking each IAT, on your results printout page, *hand write* no more than two paragraphs reflecting on what you think the results mean for you as: 1) a person; and 2) an educational leader. Both the IATs and your accompanying reflections are to be completed before class starts for the date listed below.

Reading Accountability Quizzes

To promote careful reading and individual accountability, unannounced quizzes will be given in class. Consider this a warning to come prepared. Also expect to be called on in class to summarize key points, discuss, and provide informed critiques of assigned reading. You may be asked to do this orally or in writing, individually and in groups.

Paper Due: February 17th

Transformational Leadership: Doing Justice in Your Work Setting

Maximum 10 pages, Double spaced, 12 Point Times Roman, APA format required.

Details about this assignment will be provided separately.

Participation and Attendance:

You earn points by attending and actively, but respectfully, participating in class. Informed discussion of reading assignments, germane issues, as well as asking relevant questions, offering answers, or otherwise participating in the class discussion in a constructive and engaged manner.

I expect that you attend all scheduled class sessions. I realize that life may intervene and thus I allow the buffer of missing an absolute maximum of one four-hour session (either a Friday or half a day Saturday). If choosing to exercise this undesirable option, you will receive a failing grade on homework due on that day and a reduction in your classroom participation grade. If you miss more than one four-hour session, you will receive a failing grade in the course.

Policies and Expectations:

- You are expected to thoroughly read and be prepared to discuss the assigned material, prior to each class session.
- *B-* is a failing course grade in the EdD program. If you receive a *B-* in a course, you will have to retake it.

- This is not an online or virtual program and, as such, you are expected to be physically present for each class. Skype, FaceTime, Zoom or any other type of virtual or online attendance is not an acceptable alternative.
- If you require accommodations, please discuss this with me as soon as possible, after class or during my office hours. I am committed to facilitating student success and will make any appropriate accommodations. You will need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955.
- Please no cell phones, texting, reading email, Facebook, etc. in class. Laptops for note taking and class related Internet access is encouraged.

Getting help:

If there are concepts or ideas covered in a class session that you do not understand, it is important to your overall success in the course that you get these misunderstandings resolved *before the next time we meet*. You can do this by talking to your fellow classmates (I encourage you to form study groups or electronic study networks), visiting me in office hours, sending an e-mail question to address listed above (please do not send through SacCT because I check that less often), or phoning me at the number listed above. Monday through Thursday, I am generally able to respond to your e-mail or call within 24 hours. Questions, comments, and discussion about material assigned for a class are always encouraged during that class. Office hours are also open for questions or discussion of course content, research ideas, general discussions of preK-12 or community college education policy, the Doctorate in Educational Leadership Program at Sacramento State, or your career plans.

Academic Honesty

We take plagiarism and other acts of academic dishonesty very seriously. We reserve the right to fail students that are academically dishonest and escalate the case to the University. Note that academic dishonesty can be grounds for dismissal from the university. Details are available at the University Policy Manual found at <http://www.csus.edu/umannual/student/UMA00150.htm> . Plagiarism is one case of academic dishonesty, and here is an excerpt from the manual on plagiarism:

Plagiarism: Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporation of another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

1. The act of incorporating into one's own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-for-word copying, **but also the "mosaic" (i.e., interspersing a few of one's own words while, in essence, copying another's work), the paraphrase (i.e., rewriting another's work while still using the other's fundamental idea or theory);** fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another's work as one's own) and failure to include quotation marks on material that is otherwise acknowledged; and
2. Representing as one's own another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

Required Books/Articles:

Required reading is listed in the course schedule below. All of the reading assignments are available, free-of-charge through the library, and most are available online, full-text. If you need assistance contact the library at: <https://library.csus.edu/ask-us>.

It is important you get that the readings ahead of time and begin reading. Remember, readings and assignments for each Friday/Saturday session are 3 weeks of materials. It will not be possible to thoroughly and thoughtfully read, react to, and retain this volume material by cramming shortly before class.

Course Schedule

Note: This schedule maybe adjusted as needed during the semester.

Class 1 – Friday Jan 19

Welcome

Syllabus, Learning Objectives, Assignments, Expectations

Theory to Practice: Theory as Tools

Justice and the Politics of Difference: The Five Faces of Oppression

Required Reading:

Young, I. M. (1990). Five faces of oppression. *Justice and the politics of difference* (pp. 39-65). Princeton, NJ: Princeton University Press.

Be Prepared to Discuss: What are the five faces of oppression according to Young? What are contemporary examples of each (in schools and universities). Expect a reading accountability quiz on this.

Class 2 – Saturday Jan 20

Opportunity Gaps

Implicit Association Test and Reflections – Complete disability IAT in Class, reflect and discuss

Required Reading:

Lee, J. (2002). Racial and ethnic achievement gap trends: Reversing the progress toward equity?. *Educational researcher*, 31(1), 3-12.

Hansen, et al. (2018) Have we made progress on achievement gaps? Brown Center Chalkboard.

<https://www.brookings.edu/blog/brown-center-chalkboard/2018/04/17/have-we-made-progress-on-achievement-gaps-looking-at-evidence-from-the-new-naep-results/>

Reardon, S. F. (2013). The widening income achievement gap. *Educational Leadership*, 70(8), 10-16.

Morris, E. W., & Perry, B. L. (2016). The punishment gap: School suspension and racial disparities in achievement. *Social Problems*, 63(1), 68-86.

Class 3 – Friday Feb 2

Implicit Bias

Due: Implicit Association Tests and Reflections – Religion, Sexuality

Required Reading:

Greenwald and Krieger (2006) Implicit Bias: Scientific Foundations. *California Law Review*, 94 (4).

Carter, Skiba, Arredondo and Pollack (2017) You can't fix what you don't look at: Acknowledging race in addressing racial discipline disparities. *Urban Education*, 52(2) 207-235.

Minor, E. C. (2014). Racial differences in teacher perception of student ability. *Teachers College Record*, 116(10).

Recommended:

Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the Classroom*.

Greenwald, A. G., Banaji, M. R., & Nosek, B. A. (2015). Statistically small effects of the Implicit Association Test can have societally large effects.

Class 4 – Saturday Feb 3

Critical Race Theory

What is White Privilege Really?

Due: Implicit Association Tests and Reflections – Race, Skin Tone

Required Reading:

Ladson-Billings, & Tate, W. Toward a critical race theory of education, *Teachers College Record*, 97, 47-68.

López, G.R. (2003) The (Racially Neutral) Politics of Education: A Critical Race Theory Perspective *Educational Administration Quarterly* 39(1) 68-94.

Capper, C. A. (2015). The 20th-year anniversary of critical race theory in education: Implications for leading to eliminate racism. *Educational Administration Quarterly*, 51(5), 791-833.

Yosso, T.J. (2005) Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education* 8(1), 69 – 91.

Class 5: Friday, February 16th

Social and Cultural Capital

Due: Implicit Association Tests and Reflections – Sexuality, Skin-tone

Required Reading:

Portes, A. (1998). Social capital: Its origins and applications in modern sociology. *Annual review of sociology*, 24(1), 1-24.

Bourdieu, P. (1986) *The forms of capital*.

Coleman, J.S. (1988) Social capital in the creation of human capital. *The American Journal of Sociology*, 94, pp. S95-S120

Class 6: Saturday, February 17

Social Capital

Theory to Practice: How can we use what we know to promote change? Moving toward more equitable, inclusive, effective institutions

Required Readings:

Strayhorn, T. L. (2010). When race and gender collide: Social and cultural capital's influence on the academic achievement of African American and Latino males. *The Review of Higher Education*, 33(3), 307-332.

Ryan, S., & Ream, R. K. (2016). Variation across Hispanic immigrant generations in parent social capital, college-aligned actions, and four-year college enrollment. *American Educational Research Journal*, 53(4), 953-986.

Ceja, M. (2006). Understanding the role of parents and siblings as information sources in the college choice process of Chicana students. *Journal of College Student Development*, 47(1), 87-104.

DUE:

Paper- Doing Justice in Your Work Setting (Be prepared to discuss your paper)