EDLD 6315: Multicultural Analysis for Leaders

Educational Administration and Research
Texas A & M Corpus Christi
Summer 2013

Instructor: Dr. Kakali Bhattacharya
Phone: 361-825-6017
Email: Kakali.Bhattacharya@tamucc.edu
Office: FC 217
Office Hours: By appointment

FACE-TO-FACE MEETING WEDNESDAY, JULY 10TH, 6-8 PM, BAY HALL ROOM 126

I. Course Description 3 Semester Hours
This course allows students to apply and identify concepts of multicultural approaches in various leadership spaces in Education. A broad definition and understanding of culture along with application of such concepts in one’s daily life is thoroughly explored.

II. Rationale
Educational leaders have to work in various cultural spaces and for that they need the critical thinking skills, scholarship, and experience to identify various ways in which they need to navigate through those spaces.

III. State Adopted Proficiency Domains
N/A

IV. TExES Competencies
N/A

V. Course Objectives and Outcomes
1. Identify and explain the range of problems addressed by multicultural analysis. What is culture? What are the different ways it is conceptualized? How does it get taken ip in various spaces of education?

2. Reflect on your own presuppositions and privileges in regard to cultural positions that you occupy.

3. Apply scholarly concepts of cultural analysis in various educational leadership spaces.

4. Identify ways in which you can unlearn and extend your privileges in various educational leadership spaces.
5. Examine ethical dilemmas and issues related to multicultural analysis.

6. Recognize key literature from scholarly sources detailing various aspects of unearned privileges, concepts of culture, and application of cultural analysis in various educational spaces.

VI. Course Topics
The major topics of this course are:
- Unearned privileges
- Literature and scholarly research on culture
- Cultural analysis in media
- Application of scholarly literature in analyzing culture and educational leadership
- Identifying and unlearning and/or extending privileges
- Cultural implications for educational leadership

VII. Instructional Methods and Activities
- Discussions (online)
- Project-based learning
- Reflections
# VIII. Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online participation</td>
<td>20</td>
</tr>
<tr>
<td>Privileges Exercise</td>
<td>20</td>
</tr>
<tr>
<td>Scholarly discourse on culture</td>
<td>15</td>
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<tr>
<td>Media discourse on culture</td>
<td>15</td>
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<tr>
<td>Privileges Project</td>
<td>30</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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## Online Participation (20 points)

Your participation will be a key part of your grade. As academic professionals, I see you as colleagues who can interact respectfully with each other creating a space for diversity of ideas and a safe learning environment. Participation does not mean that you have talk the most or post the most but that you have to be an active member of this learning community. This means that you monitor yourself as active participants in our learning community, bring people together to discuss relevant issues, speak less when you have to, listen intently when you need to, and always, create space for those whose ideas might not mirror yours. We will hold our discussions in our course page in Blackboard provided by TAMUCC. You will have to make sure that you can access this space and understand how to get in and out, post, and comment to other people’s posts.

The rubric for discussion is as listed below.

- Posts contain substantive ideas beyond “I agree” and refer to relevant readings: 5 points
- Posts are timely, responsive and demonstrate engagement with course material: 5 points
- Posts are academically cited when relevant: 5 points
- Posts demonstrate critical thinking using multiple points for rationalization: 5 points

**Total: 20 points**

## Privileges Exercise (20 points)

You will be reading an article by Peggy McIntosh about invisible privileges. Beyond discussing the article, you will be identifying 10 privileges written in the same format at McIntosh and then discussing the social structures that allow you to benefit from them and ways in which you can unlearn and extend your privileges. This 5-7 pages assignment will be submitted under the appropriate discussion thread as plain discussion text. **Do not submit this as an attachment.**

Cut and paste your text in the appropriate discussion thread.

The rubric for the assignment is as listed below.

- Identify 10 privileges and write them in the same formal at McIntosh: 5 points
- Reflect on the social structures that allow you to enjoy those privileges: 5 points
- Connect the privileges to the social discourse on culture using scholarly literature: 5 points
- Discuss ways in which you can unlearn or extend those privileges to others: 5 points

**Total: 20 points**
Scholarly Discourse on Culture (15 points)

Using 5-10 scholarly sources (peer-reviewed articles and scholarly books), reflect on the ways in which “culture” is understood, used, applied beyond “race.” What constitutes culture? How is the term used? What definition, if any, can be used for culture? What are the attributes of culture? What would be your culture if “race” was not a way to define your culture? How would you describe yourself in the context of your culture?

This 5-7 pages assignment will be submitted under the appropriate discussion thread as plain discussion text. **Do not submit this as an attachment. Cut and paste your text in the appropriate discussion thread.**

The rubric for the assignment is as listed below.

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate use and integration of scholarly literature</td>
<td>2</td>
</tr>
<tr>
<td>A description and understanding of culture based on scholarly literature</td>
<td>4</td>
</tr>
<tr>
<td>APA citation used in text citation and reference list (no hanging indents needed)</td>
<td>2</td>
</tr>
<tr>
<td>Identification of own cultural reflections based on scholarly readings</td>
<td>3</td>
</tr>
<tr>
<td>Writing style and clarity</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Media Discourse on Culture (15 points)

This 5-7 pages assignment will involve identifying a clip from YouTube that will allow the student to discuss how culture is understood and taken up by the media and the understanding of culture has to extend beyond race. The YouTube clip should depict a current or prevalent, existing issue. The clip can be a music video, news excerpt, comedy clip, etc. but one that is fertile for discussion with issues that are relevant currently in understanding and analyzing culture. Students are expected to use and apply the scholarly literature on culture to analyze the YouTube clip to answer the following questions:

What privileges are present in this clip?
What are the social structures and discourses that are reflected in this clip?
How is culture understood in this clip?
How does the understanding of culture relate to existing literature?

This assignment will be submitted under the appropriate discussion thread as plain discussion text. **Do not submit this as an attachment. Cut and paste your text in the appropriate discussion thread.**

The rubric for the assignment is as listed below.

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate use and integration of scholarly literature</td>
<td>3</td>
</tr>
<tr>
<td>Analysis of privileges and culture using scholarly literature</td>
<td>6</td>
</tr>
<tr>
<td>APA citation used in text citation and reference list (no hanging indents needed)</td>
<td>2</td>
</tr>
<tr>
<td>Identification of a clip that is fertile for discussion</td>
<td>2</td>
</tr>
<tr>
<td>Writing style and clarity</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
**Privileges Project (30 points)**

This will be a cumulative and summative project demonstrating your understanding of the materials covered in class. In this project you will participate in an experience in your everyday life where you are actively doing something to unlearn your unearned privilege or extend such privileges to those who don’t have it. An example could be that you choose to be in a wheelchair for a week and understand the privilege of being able-bodied. During the course of this exercise, you will journal your experiences, take pictures, and reflect on your experiences based on scholarly literature and discussions generated in class thus far. You will present your project in the form of a PowerPoint presentation, attached to the correct discussion thread. The PowerPoint presentation should be outlined as follows:

Slide 1 – Title slide
Slides 2-3 – identification of unearned privilege, rationale for why you enjoy such privilege while others might not, description of how the unearned privilege was experienced.
Slides 4 -5 – relevant scholarly citations discussing the privilege and cultural discourse around the privilege. What do we know about this privilege in the literature?
Slides 6-8 – Pictures and reflections from experiencing unlearning and/or extending the privilege
Slides 9-10 – Relate your experiences with existing literature. How does it compare to what we already know? Is it the same, different, extend the understanding further?
Slide 11 – Implications for you as an educational leader. What do you do with this information as an educational leader? How does this impact your daily performance?
Slide 12 – References

This assignment will be submitted under the appropriate discussion thread as a PowerPoint attachment or as another form of presentation attached to the thread.

The rubric for the assignment is as listed below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of unearned privilege, rationale, description</td>
<td>5</td>
</tr>
<tr>
<td>Relevant scholarly citation and integration</td>
<td>5</td>
</tr>
<tr>
<td>Detailed pictures and reflections of experiencing unlearning/</td>
<td>10</td>
</tr>
<tr>
<td>extending privilege</td>
<td></td>
</tr>
<tr>
<td>Relating experience with relevant literature</td>
<td>5</td>
</tr>
<tr>
<td>Implications on educational leadership</td>
<td>3</td>
</tr>
<tr>
<td>Clarity, writing, APA citation where relevant</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

**IX. Course Policies and Schedule**

1. This is a graduate level class and as such your conduct in class should reflect accordingly. This means that you will come to class prepared, complete all the assignments, and not request extra-credit assignments at the end of the semester should your grade be below your expectations. **There will be NO extra credit assignments under any circumstances.**

2. We are in a multicultural learning environment. I expect that you remain aware of and sensitive to educational and social science research issues emerging from multiple
3. This class requires a lot of time, preparation, and understanding and application of critical concepts in educational research. You will need to stay on top of things in order to perform well in this class. If you find that you are offering me multiple excuses for your inability to hand in assignments on time, participate in discussions, and prepare adequately, then you should reconsider how you prioritize this class and whether or not this class is appropriate for you to take at this time.

4. There are some basic competencies that I expect you will have in order to perform well in this class. These are:
   - Ability to proof read your assignments before submitting
   - Ability to cite references when making general and/or specific statements that are not entirely your own
   - Ability to communicate effectively when you do not understand the instruction or expectations about assignments
   - Ability to connect to the Internet, download required materials, and post required materials as needed. I will not entertain excuses emerging from last minute computer troubles. So plan ahead and have back up plans in place should something go wrong.

5. Attendance and Participation

There will be a (strongly recommended) face-to-face meeting on Monday, July 9th, from 5-7 pm. Location to be determined.

You are expected to participate in all discussions. Participation can include but not limited to, raising thought-provoking questions grounded in the class material, listening attentively to peers, not dominating discussions, and being prepared.

6. Special Accommodations

It is the policy of the Texas A & M Corpus Christi to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor with a letter from Student Disability Services.

Texas A & M Corpus Christi does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination. Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.
7. Professional Conduct and Academic Honesty
Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see Student Handbook). Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions.

All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions.

8. Assignment Expectations
All assignments are mandatory and must be typed, double spaced, written in Times New Roman 12 point font and adhere to the guidelines as stated by the American Psychological Association (APA).

Assignments should be submitted on the due date before midnight. Late work will not be accepted. Yes this means YOU.

9. End of Semester Negotiations
I will not entertain any end of semester negotiations about grades. However, I will support you in every way possible during the semester to ensure that perform well in the class if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. Your grade in the course is a direct reflection of your engagement in your own learning process.

Please understand that, despite the strict expectations outlined above, I do care about you as individuals and am always willing to listen and be flexible in order to help you have a successful semester if you are faced with unusually difficult circumstances. Please be in touch with me if you want a conference to explain your circumstances. I believe that most professors share this attitude, but often, we do not know enough about our students to be of help to them. Although it may seem difficult to reach out, it is up to you to seek support when you need it. Do not wait until you have accumulated absences, fallen behind, and failed to do the required work to discuss any personal difficulties that are affecting your performance.

Grading Policy
90-100 = A, 80-89.9 = B, 70-79.9 = C, 60-69.9 = D, 59.9 and below = F (fail)
Required Texts
Readings as assigned in course calendar.

Course Calendar

**Wednesday, July 10: Face-to-face Class, Introductions, Orientation**
Syllabus, Introductions, Orientation to Class, Overview of Materials, Expectations, Discussion of Culture.
Bay Hall, room 126, 6-8 pm

**Monday, July 15: Identifying Privileges**
http://www.amptoons.com/blog/files/mcintosh.html
Complete Privilege Assignment (due today) and submit to the appropriate discussion thread online, as outlined above. Follow the rubric guidelines to inform what you should cut and paste in the discussion thread.

**Tuesday - Friday, July 16-19: Discussion About Everyone’s Work on Privileges**
For the rest of the week, respond to everyone’s post, engage in critical discussion about everyone’s privileges as posted, how such privileges impact your everyday lives, integrate relevant scholarly literature, and discuss the implications of such privileges in your spaces of educational leadership. If I see you only contributing on Friday, you will not get full points for participation.

**Monday, July 22: Scholarly Discourse on Culture**
Complete Scholarly Discourse on Culture Assignment (due today) and submit to the appropriate discussion thread online, as outlined above. Follow the rubric guidelines to inform what you should cut and paste in the discussion thread.

**Tuesday - Friday July 23- July 26: Discussion About Everyone’s Work on Scholarly Discourses on Culture**
For the rest of the week, respond to everyone’s post, engage in critical discussion about scholarly discourses on culture as posted, how such discourses impact your everyday lives, integrate relevant scholarly literature, and discuss the implications of such discourses in your spaces of educational leadership. If I see you only contributing on Friday, you will not get full points for participation.

Review the following YouTube clips for your upcoming assignment.
http://www.youtube.com/watch?v=zQUuHFKP-9s
http://www.youtube.com/watch?v=OQ-XVTzBMvQ&feature=related
http://www.youtube.com/watch?v=I0whHz7PLGY&feature=related

**Monday, July 29: Media Discourse on Culture**
Complete Media Discourse on Culture Assignment (due today) and submit to the appropriate discussion thread online, as outlined above. Follow the rubric guidelines to inform what you should cut and paste in the discussion thread.
Tuesday- Friday, July 30-August 2: Discussion About Everyone’s Work on Media Discourse on Culture
For the rest of the week, respond to everyone’s post, engage in critical discussion about media discourses on culture as posted, how such discourses impact your everyday lives, integrate relevant scholarly literature, and discuss the implications of such discourses in your spaces of educational leadership. If I see you only contributing on Friday, you will not get full points for participation.

Monday, August 5: Privileges Project
Complete Privileges Project (due today) and submit to the appropriate discussion thread online, as outlined above. Follow the rubric guidelines to inform what you should cut and paste in the discussion thread.

Tuesday – Thursday, August 6 – August 8: Discussion on Privileges Project
For the rest of the week, respond to everyone’s post, engage in critical discussion about privileges experienced, how such privileges impact your everyday lives, integrate relevant scholarly literature, and discuss the implications of such privileges in your spaces of educational leadership. If I see you only contributing on Friday, you will not get full points for participation.

Any part of the syllabus can be changed based on class needs and instructor discretion. All changes will be notified to the students in writing. I reserve the option to widen the point range for letter grades.