

University of New Orleans  
**ScholarWorks@UNO**

---

University of New Orleans Syllabi

---

Fall 2015

## EDAD 6940

Alonzo M. Flowers III  
*University of New Orleans*

Follow this and additional works at: <https://scholarworks.uno.edu/syllabi>

**This is an older syllabus and should not be used as a substitute for the syllabus for a current semester course.**

---

### Recommended Citation

Flowers, Alonzo M. III, "EDAD 6940" (2015). *University of New Orleans Syllabi*. Paper 220.  
<https://scholarworks.uno.edu/syllabi/220>

This Syllabus is brought to you for free and open access by ScholarWorks@UNO. It has been accepted for inclusion in University of New Orleans Syllabi by an authorized administrator of ScholarWorks@UNO. For more information, please contact [scholarworks@uno.edu](mailto:scholarworks@uno.edu).



# THE UNIVERSITY of NEW ORLEANS

**EDAD 6940 Power and Politics in Educational Administration**  
The Department of Educational Leadership, Counseling, and Foundations (ELCF)  
**Fall 2015**

**Dr. Alonzo M. Flowers III**  
**Phone:** 504 280-1031  
**E-mail:** [amflower@uno.edu](mailto:amflower@uno.edu)

**Class times:** Tuesday 5:00PM-7:45 PM  
**Class location:** Ed. Building: 305R  
**Office Hours:** Tuesday 2:00PM-5:00 PM

**Office Hours:** The course instructor will hold regular office hours on Tuesday 2:00 PM-5:00 PM and by appointment. Recognizing that most doctoral students have work and family obligations during the times set aside for traditional office hours, the instructor will make every effort to be available to students at “non-traditional” times. Most contact should be via email or telephone; students are encouraged to contact the instructor whenever concerns or questions arise pertinent to the course.

**PURPOSE OF THE COURSE:** Power and Politics provides an overview of the theoretical approaches to the connection between power and politics as applied to k-16 education at both the macro and micro levels. Through readings and discussions, we will explore the ways in which power, politics, and policy influence key issues in the k-12 and higher education contexts at the federal, state, and local levels. A major focus of this course will be the intersection of race, class and gender with power and politics in educational leadership. In addition, the course will examine policies in k-16+ education, the elements of the policy-making process, and strategies for policy analysis.

**COURSE OBJECTIVES:** This course is designed to help students:

- Practice reflecting upon course readings and critiquing, discussing, and applying them to research and practice in k-16+ educational leadership;
- Refine and extend their knowledge of theories of power and influence and their applicability in explaining political behavior, understanding practice, and shaping reform in educational contexts;
- Gain familiarity with perspectives on politics and governance from political science, the evolution of the politics of the education field, and major conflicting social values of American society that form the basis of the politics of education.
- Become more knowledgeable of major issues relevant to policy-making and policy analysis;
- Know key actors and agencies in their community and what they do to translate demands and resources into policies and decisions affecting American education;

- Understand the process by which policies, decisions and actions are made and implemented in educational institutions; and
- Hone the ability to analyze complex educational issues and develop concise reports of related findings and recommendations.



**Conceptual Framework:** Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

**Note:** While the instructor will make presentations throughout the course and will help guide discussions, the course will be conducted to a large extent as a seminar. Students are expected to read assigned materials, attend class, and actively participate in class discussion. In the context of our seminar format, course readings will not be systematically discussed in each class session, but rather will be brought into discussion by the instructor and students alike as they pertain to ongoing discussion of course material. Students are responsible for their own learning. Thus, it is essential that candidates engage thoughtfully and critically in discussion, having critically read all the assigned materials, handouts, and any additional articles or books they have selected to complete course assignments. All students are expected to participate in all aspects of the course, including participation in class discussions; completion and submission of class assignments; and attention to reading. Class participation is defined broadly to include your careful attention to discussions, as well as your direct contributions to discussions.

**Note:** Working as a team requires collaborative skills and the full participation of each member. Chronic arguers, take-charge types, quiet types, manipulators, laggards, rate busters and the like must engage in self-examination and seek to focus individual energies on achieving a rigorous group effort, including the final document and/or oral report. Moreover, teamwork requires a

contract-like relationship in which each member of the team is responsible for an equitable share of the entire task. Differentiation of responsibility and individual contributions to the entire group effort must be spelled out and made explicit to the instructor when a final report is submitted. No group should be rated poorly for the failure of an individual (that is the individual's responsibility). Additionally, individuals will be expected to assess the quality of their contribution and the contribution of team peers to the group project.

**Required Texts:**

Freire, P. (2000). *Pedagogy of the oppressed* (M. B. Ramos, Trans. 30th Anniversary ed.). New York: Continuum.

Light, T.P., Nicholas, J., & Bondy. R. (Eds.). (2015). *Feminist pedagogy in higher education: Critical theory and practice*. Waterloo: Wilfrid Laurier Press.

Meiners, E. R., & Quinn, T. (2012). *Sexualities in education: A reader counterpoints: Studies in the postmodern theory of education*. Volume 367: Peter Lang New York.

Saltman, K. J. (2014). *The politics of education: A critical introduction*. Boulder, CO: Paradigm Publishers.

Tatum, B. (2003). *Why are all the black kids sitting together in the cafeteria? and other conversations about race*. New York, NY: Basic Books.

**GRADING AND COURSE REQUIREMENTS**

You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades.

**Activities:**

1. CLASS PARTICIPATION	5 points
2. BOARD MEETING	10 points
3. MID-TERM	10 points
4. ISSUE ANALYSIS PROJECT	15 points
5. LITERATURE CIRCLE PORTFOLIO (4 @ 15 pts each)	60 points
	<b>Total 100</b>

90 -100 points	A
80-89 points	B
70-75 points	C
74-70 points	D
Less than 69 points	F

**1. CLASS PARTICIPATION:** An important aspect of this course is the exchange of ideas, opinions, questions, and information. Consequently, you are expected to come to each class fully prepared to participate, both by contributing important information from assigned readings and by contributing to class discussion. **NOTE: Participation includes class attendance. You automatically forfeit class participation points when you are absent from class.** Your point total is determined by averaging ratings of your contributions over several class sessions.

**Note About Electronic Devices:** Checking electronic accounts, texting, and engaging in any other electronic communications may be conducted *ONLY during the mid-class break*. Unauthorized use of electronic devices during class will result in the COMPLETE forfeit of class participation points.

**2. BOARD MEETING:** For this assignment, you are to conduct both an observation of a board meeting and an interview with a leader at the institution of your choosing. The aim of this 8-page paper is to understand the political context of educational governing processes. For the observation component, you must evaluate a public governing board meeting (e.g., a local school board, a school site council, a faculty senate, a higher education coordinating council, a state

school board, a legislative committee) and explain the insights gained from the observation. The interview component will consist of gathering detail information from one of the leaders who attended the meeting you observed. The goal of the interview is to gain insight of the leader's perspective of the political nature of the meeting. Your 8-page page double-spaced must integrate the information gather from both the observation and interviews. APA formatting is required. You are to divide your content into four major sections:

- Short summary of meeting (e.g., type of board, date of meeting, major agenda items/issues)
- Statement of data collection: observation (e.g., use of information, type/extent of citizen participation, presence of symptoms of group think; examples of particular political strategies). This section will also include your interview data.
- Analysis of the data in terms of relevant research and theories (Privilege, Oppression, and Difference/ Saltman readings) discussed in the course. The literature must have been published within the last six years (2009).
- Implications of analysis for understanding educational politics. Again, connect your discussion to the literature.

**3. MID-TERM:** The Mid-term will provide an opportunity for each student to write a paper (approximately 5 pages exclusive of references) that includes a political and policy analysis related to a common policy issue (this will be provided by the professor). The goal of this assessment is for students to showcase a high level of synthesis between the policy issue and concepts/theories discussed throughout the course. **Relevant literature and data MUST be used to support the analysis.**

**4. ISSUE ANALYSIS PROJECT:** The Issue Analysis Project is group project and has two main results: (1) an oral presentation/class instruction (45 mins), and (2) a tightly organized, and well-supported analysis of a higher education policy issue connected to the textbook assigned to the group. Your group's 15-page double-spaced paper must integrate the information gather from the textbook, current research, and educational policy publication. The project/product should include:

- Issue/Topic definition
- Policy background
- Social connection
- Who benefits, who loses (pros and cons)
- Stakeholder/Interest group analysis
- Rationale, explanation, anticipated outcomes based on concepts and theories introduced in the course, current literature, and from the assigned textbook
- Recommendations for further research, programming, and policies

**5. LITERATURE CIRCLE PORTFOLIO** (4 @ 15 pts each): As a group, you will be responsible for creating a literature circle portfolio for **each** of the course textbooks. *Components of the portfolio must be succinctly **written according to APA standards**.* Portfolio must include a cover page and table of contents. Portfolio must be emailed to professors at [amflower@uno.edu](mailto:amflower@uno.edu) prior to the start of class (5:00 p.m.) on the assigned due date. **NO EXCEPTIONS.** Portfolios emailed after the start of class time will automatically be penalized by 10%. **Note:** Peer reviewed article must be included as an attachment to the portfolio. Please refer to the guidelines to complete this assignment below

and refer to **Appendix B** for the evaluation form. **The group must address the following components:**

**Theory Perspective(s):** Analyze and synthesize the theories relevant to the book your group has been assigned. This component requires your group to connect theory (and components of theory/theories) with evidence in the book via a combination of paraphrases and direct quotes. This component should read as a concise, critical, coherent and succinctly written brief that includes in-text citations and references. *This component must be approximately two single-spaced pages.*

**Activity/Engagement/Discussion:** Create an activity to engage your colleagues in a class discussion that promotes critical thinking pertinent to the book and previous course-related material. Articulate an activity that will account for **approximately 20 minutes of class time**. Activity must, in other words, engage colleagues in a critical dialogue that ties in book and course material to PK-20 educational practices.

**Relevant Peer Reviewed Article:** Find, read, and analyze a relevant peer reviewed article that highlights a particular concept presented in the respective book. You **MUST** include a *full copy* of the article with the portfolio. **The article must have been published within the last five years (2010). Note: Failure to do so automatically forfeits the entire points for this component.** *For this component, you must complete the Required Reading Card Template (See Appendix C) in relation to the article and be prepared to critically discuss the article with your colleagues in class.*

**Book Critique:** This component requires you to offer a critical and insightful book critique. This critique should transcend a surface level discussion and rather offer a critical reflection about the underlying perspectives presented in the book. Analyze and critique the relevant perspective(s) that not only highlights the noteworthy message(s) but also offers an alternative perspective(s) that were excluded. *This component must be approximately two single-spaced pages.*

**Personal Observations:** This component will be completed individually by each group member **but** must be included in the portfolio. Each group member will individually address the following two questions: 1). Did the book support or refute your personal observations and perspectives on the political nature of the educational system--if so, how? 2). How might you apply the information articulated in the book to your personal research area (make sure you contact this discussion to the theories and literature)? *Each question necessitates an approximate half page single-spaced response.*

**Writing Requirements:** *Suggestions for a Successful Paper:* A good paper requires a clear, strong thesis statement. Your paper should be unified and cohesive; there should be a close relationship between the beginning and the end. Keep in mind that you are graded not just on good writing (sentence structure, grammar, etc.), but on the evidence that you have presented strong elements of *critical thinking* (analysis, evidence, argument building). Please note that, "surface level" writing and analysis will be penalized! All written work **MUST** you use current **APA formatting**.

**Class Attendance:** If you must miss class, please let me know in advance by contacting me at amflower@uno.edu before class meeting time. You are responsible for all materials covered in class and for completing any work assigned.

**Late Work Policy:** In order for new skills to be learned, they must be applied. All assignments are expected during the due date noted on the syllabus by 5:00 pm. **Unless prior arrangements have been made with the professor, late submissions will receive a reduction of points and after one week late assignments will not be accepted unless prior arrangements have been made with the professor.**

**Incomplete Grade Policy:** A student is eligible for a grade of **(I)** incomplete only when an emergency or other reason beyond his/her control prevents completion of a course near the end of an academic term. Students must meet the conditions outlined in the graduate student handbook.

**Accommodating Students with Special Learning Needs:** In accordance with University policy, students with documented sensory and/or learning disabilities should inform the instructor so that special needs may be accommodated. Students with disabilities should contact the Office of Educational Accessibility to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process.

**Plagiarism Policy:** I have, unfortunately, encountered acts of plagiarism in some of my courses. I am quite confident that none of you will participate in this type of behavior; nevertheless I take plagiarism very seriously. Therefore:

- Anyone caught committing plagiarism on any assignment will receive an automatic “F” on the assignment and will not be given the opportunity to rewrite it. In addition, a report will be filed with the university with regard to the incident.
- Any student caught plagiarizing more than once will **FAIL** the course automatically.

**Tentative Course Calendar:** Appendix A contains a tentative course calendar. Please note that this calendar is subject to change. Any necessary amendments will be announced in class.

### Course Schedule

DATE	TOPICS/READINGS	ASSIGNMENTS
8/25	Introduction/Overview of Course	
9/1	<b>Article:</b> (Johnson) Privilege, Oppression, and Difference (Saltman) Introduction/ Chapters 1-4	
9/8	(Saltman) Chapters 5-9	
9/15	(Freire) Chapters 1-2	<b>BOARD MEETING PAPER DUE</b>
9/22	(Freire) Chapters 3-4	<b>L.C. PORTFOLIO 1 DUE</b>
9/29	(Tatum) Part 1-3	
10/6	(Tatum) Part 4-5	<b>L.C. PORTFOLIO 2 DUE</b>
10/13	<b>NO CLASS (MID TERM)</b>	
10/20	(Meniner & Quinn) Section 1	<b>MID TERM DUE</b>
10/27	(Meniner & Quinn) Section 6	<b>L.C. PORTFOLIO 3 DUE</b>

<b>11/3</b>	<b>NO CLASS</b>	
<b>11/10</b>	<b>(Light, Nicholas, &amp; Bondy)</b> Introduction/ Chapter 1,3, & 7	
<b>11/17</b>	<b>(Light, Nicholas, &amp; Bondy)</b> Chapter 8,9,11,12	<b>L.C. PORTFOLIO 4 DUE</b>
<b>11/24</b>	ISSUE ANALYSIS PROJECT	<b>ISA PROJECT GROUPS 1&amp;3</b>
<b>12/1</b>	ISSUE ANALYSIS PROJECT	<b>ISA PROJECT GROUPS 2&amp;4</b>



**APPENDIX B  
LITERATURE CIRCLE PORTFOLIO EVALUATION FORM**

**PRESENTER (S)** \_\_\_\_\_

**RATING DEFINITIONS**

EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT

GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT

FAIR - marginally acceptable

INADEQUATE - DID NOT MEET CRITERIA

	EXCELLENT	GOOD	FAIR	INADEQUATE	COMMENTS
<b>LITERATURE CIRCLE PORTFOLIO (15 POSSIBLE POINTS)</b>					
<b>LEADERSHIP PERSPECTIVE</b>					
1. EFFECTIVELY ANALYZE AND SYNTHESIZE THE THEORY (THEORIES, IF APPLICABLE) THAT CONNECTS EVIDENCE FROM BOOK (E.G., PARAPHRASE, DIRECT QUOTES)?					
<b>ACTIVITY/ENGAGEMENT/DISCUSSION</b>					
2. ACTIVITY PROMOTES CRITICAL DIALOGUE WITH COLLEAGUES?					
<b>RELEVANT PEER REVIEWED ARTICLE</b>					
3. COMPONENTS OF HANDOUT EFFECTIVELY AND THOROUGHLY COMPLETED?					
<b>BOOK CRITIQUE</b>					
4. PROVIDES AN ANALYTICAL AND REFLECTIVE CRITIQUE OF PERSPECTIVES AND OFFERS AN ALTERNATIVE PERSPECTIVE(S) THAT WAS EXCLUDED?					
<b>OVERALL TECHNICAL REQUIREMENTS</b>					
5. INCLUDES COVER PAGE, TABLE OF CONTENTS, AND REFERENCES ACCORDING TO APA STANDARDS?					
6. EACH COMPONENT MET LENGTH REQUIREMENT?					
7. WRITTEN IN A SUCCINCT, EFFECTIVE, AND CONCISE MANNER WITH NO MORE THAN A TOTAL OF THREE GRAMMATICAL ERRORS?					
<b>PERSONAL OBSERVATIONS (INDIVIDUAL)</b>					
8. PROVIDES SUPPORT AND/OR REFUTES PERSONAL OBSERVATIONS AND PERSPECTIVES ON HIGHER EDUCATION?					
9. ARTICULATES AND CONNECTS THE INFORMATION IN THE BOOK TO WORK IN STUDENT AFFAIRS?					
10. MET WORD REQUIREMENT AND FREE OF GRAMMATICAL ERRORS?					

**APPENDIX C  
REQUIRED READING CARD TEMPLATE**

Presenter(s): \_\_\_\_\_

<b>Full APA Reference of Article:</b>	
<b>Purpose of Article/Study:</b>	
<b>Method/s Used:</b>	
<b>Findings:</b>	
<b>Conclusions:</b>	
<b>Your reactions to the article/study:</b>	
<b>How article/study informs a better understanding of <i>educational system</i></b>	
<b>How article/study relates to the politics of education</b>	
<b>Reflections on article:</b>	

\*EHRD 651-Reading Log Assignment Template & Guidelines  
© S.A. Lynham & G. Webb-Johnson, Texas A&M University \*