

Doctoral Program in Educational Leadership and Accountability  
EDU 5105- Multicultural Social Organizations: Challenges and Opportunities  
Cohort 9

Korynne Taylor-Dunlop, Ed.D.

Phone: 631-218-7731 (Office)

Email: [ktunlop@aol.com](mailto:ktunlop@aol.com)

[taylordk@stjohns.edu](mailto:taylordk@stjohns.edu)

Spring Semester: February/March, 2009

Office Hours: Wednesday by appointment (3- 6p.m.)

Teaching weekends after class

Phone Hours: 8 a.m. - 5 p.m. and 7p.m. - 8.p.m.

**Course Description:** Current thinking and research into the theories and realities of multicultural organizations will be discussed. Examination of the basic tenets of pluralism and equality, and the responsibilities and obligations of leader's in today's society will be addressed.

**Course Objectives:** This course will examine several of the theories, strategies, and techniques designed to develop effective multicultural organizational policies in educational administration. Educational leaders will discuss poverty as a culture.

The guided inquiry approach to this course is one that requires each member of the learning community to come to the table fully prepared. Therefore, you must have read the texts. This guided inquiry approach requires that each person be afforded the opportunity to speak, and each person to listen to and build on the discussion. It is not about one right answer, nor is it about talking over or interrupting each other. It is not about those students who are highly verbal doing all the talking. It is highly reflective learning and therefore quite tiring until you become accustomed to the practice.

The objectives are to:

- \* develop a conceptual understanding of multicultural social organizations theory and the relationship between the individual and the organization.
- \* acquire an awareness of current issues in multicultural education.
- \* develop a facility in defining the formal and informal multicultural organization.
  
- \* investigate contemporary evaluation programs and processes, and their relationship to multicultural issues and systems of accountability.
- \* assess individual strengths and weaknesses and to understand how

attitudes, knowledge, skills, and abilities are related to cultural problems, policies, and issues.

**State Competencies (SED):**

- \* Cultivate strong student, family, and community relations.
- \* Become sensitive to cultural differences in school communities.
- \* Develop an awareness of issues related to multicultural organizations.

**Required Texts:**

Collins, P.H. (2000). *Black Feminist Thought. Knowledge, Consciousness, and the Politics of Empowerment. Second Edition. Revised Tenth Anniversary Edition.* NY: Routledge. ISBN 0-415-92483-9 (hb) ---ISBN 0-415-92484-7 (pb)

Payne, R.K. (latest edition). *A Framework for Understanding Poverty.* RFT Publishing Co. 1-800-424-9484. Soft cover. ISBN 0-9647437-2-8

Sleeter, C.E. & Grant, C.A.(2003). *Making Choices for Multicultural Education. Fourth Edition.* John Wiley & Sons, Inc. Soft cover. ISBN 0-471-39352-5.

**Articles:** Will be distributed in class.

**Recommended Readings:**

Cohen, D., Vandello, J., Puente, S., & Rantilla, A. (1999). *When You Call Me That, Smile!? How Norms for Politeness, Interaction Styles, and Aggression Work Together in Southern Culture.* *Social Psychology Quarterly*, 62, #3, 257-275.

Connerly, M.L. & Pederson, P.B. (2005). *Leadership in a Diverse and Multicultural Environment: Developing Awareness, Knowledge, and Skills.* Sage Publications.

Eliot, T.S. (1949). *Note Toward the Definition of Culture.* NY: Harcourt Brace.

Fu, V.R. & Stimmel, A.J. (1999). *Affirming Diversity Through Democratic Conversations.* NJ: Merrill.

Hochschild, J. L. (1984). *The New American Dilemma. Liberal Democracy and School Desegregation.* New Haven: Yale University Press.

Kessner, T. (1977). *The Golden Door: Italian and Jewish Immigrant Mobility in New York City 1880-1915*. NY: Oxford University Press.

Lempert, R.O., Chambers, D.L., & Adams, T.K. (2000). *Michigan's Minority Graduates in Practice: The River Runs Through Law School*. *Law and Social Inquiry*, 25, #2.

Nisbett, R. E., & Cohen, D. (1996). *Culture of Honor: The Psychology of Violence in the South*. Boulder, Colo: Westview Press, Inc.

Quintero, E.P. & Rummel, M.K. (1998). *American Voices. Webs of Diversity*. NJ: Merrill.

Sadker, M. & Sadker, D. (1999). *Failing at Fairness: How Schools Cheat Girls*. A Touchstone Book: Simon and Schuster.

Reed, J.S. (1982). *One South: an Ethnic Approach to Regional Culture*. Baton Rouge: Louisiana State University Press. See particularly, chapter 11? Below the Smith and Wesson Line.?

Tatum, B.D. (1997). *Why Are All the Black Kids Sitting Together in the Cafeteria?* NY: Harper Collins.

Tyack, D. (2003). *Seeking Common Ground: Public Schools in a Diverse Society*. MA: Harvard University Press.

\*\*\*\* Wilson, W.J. (1990). *The Truly Disadvantaged. The Inner city, the Underclass, and Public Policy*. Chicago: The University of Chicago Press.

**Assignments:**

Teams: X= Izzet  
Alice  
Chelsea

Teams: Y= Britt  
Charles  
Alesia

Teams: Z= Chris  
Donna  
Gary

\*\*\*\* These are your assigned groups for the 6 sessions.

**Assignment:** You will discuss with your team, using the three texts, articles, and additional sources of your choosing to support your knowledge base, the guided inquiry you and your team members will lead regarding:

1. Advocating for social change in schools and communities.
2. Designing and implementing instructional strategies that promotes democracy and equity for all students.
3. Building capacity to overcome racism and other forms of bias.
4. Developing policy and strategic planning to achieve educational equity across groups.
5. Identifying approaches to equity and multicultural education in the global context.

### **Suggested Topic Areas**

- \* Designing curriculum and instruction to provide equity across groups
- \* Implementing programs to close the achievement gap
- \* Restructuring schools or work environments to support democracy and equity
- \* Establishing democratic classrooms and schools
- \* Teaching for diversity, social justice, and equity
- \* Incorporating culturally responsive curriculum and instruction
- \* Addressing issues of equity in standardized testing, assessment, and accountability
- \* Providing social justice in schools and other settings
- \* Creating equitable access to technology
- \* Expanding our multicultural knowledge and skills through professional development
- \* Critiquing and developing educational and public policy to achieve greater equity across groups
- \* Teaching about foreign policy and international issues through a multicultural lens.

Presentations should draw on what is known from research and promising practices at all levels and respond to in writing as well as guide the class in discussion.

**Individual Assignment:** Paper: How Do We Create: WE THE PEOPLE? Due April 1, 2009.

APA format. 2 copies and a stamped self-addressed envelope.

Papers are due ON TIME. Mail to me at 560 Ruch Lane, Southhold, NY 11971.

\*\*\*\*Guest Speakers: Dr. Dianne Brown, Dr. Marianna Steele, Dr. Wendy Niles, Dr. Maria Castro, will discuss their research in relation to multiculturalism, NCLB, and mentoring.

### **Schedule**

Feb.6            Welcome, overview, discussion of team project, reading and  
5-9p.m.            discussion of an unidentified chapter 13.

QUESTIONS FOR DISCUSSION:

What is the cultural background of the main character, i.e., the narrator?

To whom is the narrator speaking?

Why has the narrator postured into his/her current situation?

As the leader of this community, what would you do to defuse the conflict?

**Individual Assignment:** Assess the situation from your personal background. Write a short essay documenting your perception of the narrator's cultural background and why the character is hiding.

**Team Assignment:** Discuss your conclusions. If anyone conclusively knows the identity of the narrator from prior readings s/he is to act as observer and recorder for the group.

Feb.7

9-5p.m.    **Case Study:** Team X- Teaching the Exceptional and the Culturally Different-  
Sleeter and Grant

**Case Study:** Team Y- Human Relations-Sleeter and Grant- Sleeter and Grant

The Social Construction of Black Feminist Thought: Team Y- Chapters 1,2,3,4

Core Themes in Black Feminist Thought:

Team Z-Chapters 5, 6, 7

Feb.8            Core Themes in Black Feminist Thought: Team Z-Chapters 8, 9  
9-12

Case Study: Team Z- Single-Group Studies, S&G

Mar.6            Presentations

5-9p.m.            Q&A

Case Study: Team X-Multicultural Education, S&G

Mar.7 Presentations  
9-5p.m. Q&A  
Case Study: Team X- Education that is Multicultural and  
Social Reconstructionist, S&G  
Black Feminism, Knowledge, and Power; Team Y- Chapters 10, 11, 12.

Mar.8 Presentations  
9-12 Q&A  
Putting it together: WE THE PEOPLE