

EdLead 593
 CRN 31518, Section 2
Enhancing Leadership through Educational Anthropology
 Spring 2008 – University of New Mexico
 Weekend Course (see class dates below)

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E-mail: afchavez@unm.edu * *Note:* E-mail is usually the fastest way to get a response from me as I move around a great deal with teaching, research, advising students, and attending many meetings.

*We don't see the world as it is.
 We see the world as we are.
 - Anais Nin -*

Narrative Description

This class explores the rich narrative story base of inquiry, theory and application to practice from the field of educational anthropology, sometimes referred to as cultural studies in education. Students will learn to use a deep anthropological lens to study the self, subcultures, and organizational culture in education then apply this deeper lens and understanding as transformational leaders.

Course Goals

1. To develop a discerning ability to draw from anthropological works to enhance educational leadership
2. To learn and practice using anthropological techniques to audit and ask deeper questions about
 - a. the self as leader and professional,
 - b. subcultures - groups of professionals and students education, and
 - c. schools and colleges as organizational cultures
3. To use anthropological techniques as one basis for intelligent action in the task of leading and transforming schools and/or colleges

Weekend Class Meeting Dates

Month	Days
January	Saturday, Jan. 26, 1-5pm – TEC 101S Sunday, Jan 27, 8-noon – EDUC 204
February	No class meetings Readings and 1st assignment due during February
March (2 March weekends)	Saturday, March 1, 1-5pm - TEC 101S Sunday, March 2, 8am-noon - EDUC 208 Saturday, March 15, 1-5pm - TEC 101S Sunday, March 16, 9am-noon - EDUC 208 (teamwork)
April	Saturday, April 12, 1-5pm - TEC 101S Sunday, April 13, 8am-noon - EDUC 208
May	Saturday, May 10, 1-5pm - TEC 101S Sunday, May 11, 8am-noon - EDUC 208

Individual Learning Needs

Students with physical or learning disabilities or with other individual needs are encouraged to contact Alicia early in the semester if there are services or adaptations which would be helpful in accommodating your individual learning needs.

Course Expectations

Rhoades and Black (1995) describe the benefits of a critical cultural perspective in assisting educational leaders to, “understand the power of culture” within ourselves, working effectively with a diversity of student and professional populations, and in understanding organizational culture to develop as “transformative educators” and leaders. They urge that in times of change “it is vital to be in touch with the assumptions, values, and beliefs that are guiding our practice and to be able to shape and reshape them for different ends” (p. 364). This course will attempt to teach you this skill. It is designed to help you learn to see and analyze organizations through different “lenses” or perspectives (the skills of “reading,” framing and reframing). The class format will comprise analysis, discussion, inquiry, critique, and experiential learning activities designed to help you ask deeper questions and develop your abilities of interpreting meaning in school/college environments to enhance your practice as educational leaders. Students are expected to:

- a. Read all assigned materials and be prepared to apply them fully in class discussions and activities. This course is reading intensive, congruent with the nature of anthropological/ethnographic works. Lectures are minimal. The quality and enjoyment of the class depends on the nature of our class interactions and that is the responsibility of all of us. Clearly, attendance is essential for lively participation. Although I realize that at times an absence cannot be helped, it is important to minimize absences and to continue your learning process.
 - a. Due to the highly interactive and reflective nature of learning in this class and the length of time between class sessions, **students missing any ½ day class sessions will need to turn in a synthesis, critique and application paper** on the assigned readings **within a week of the missed class session**. In cases of emergency or illness, this paper will be due prior to the next month’s class session. **Students missing more than one ½ day session will be dropped from the course**. An incomplete will be assigned for the course until papers are turned in to the instructor.
- b. Utilize assignments as deep anthropological learning experiences and be ready in class sessions to share and process what you are learning from readings and assignments as well as how this affects your leadership in education.
 - a. Bring texts and course reading relevant to each class as processing of readings will make up a portion of each weekend of classes.

*The great danger in all decision-making
is in concentrating on the things that are easy to find out
and neglecting the things that are hard to find out.*

- Kenneth Boulding -

Course Texts

- Obama, B. (1995, 2004). Dreams of my father: A story of race and inheritance. NY: Three Rivers Press.

- Rhoads, R.A. (1997). Community service and higher learning: Explorations of the caring self. NY: State University of New York Press.
- Deal, T.E. & Peterson, K.D. (1999). Shaping school culture: The heart of leadership. San Francisco: Jossey-Bass.
- Course Reader – collection of shorter readings, available for sale at the College of Education Copy Center in Travelstead Hall.

Acknowledging the value of another perspective does not require commitment to it, but rather an attitude of allowing it life, seeing what happens as it grows.

- Shepherd -

Course Schedule & Outline

<i>Weekend Class Days</i>	<i>Focus, Readings, Assignment Due Dates</i>
Saturday, Jan. 26, 1-5pm – TEC 101S Sunday, Jan 27, 8-noon – EDUC 204	<p>Focus:</p> <ul style="list-style-type: none"> ▪ <i>Introduction to educational anthropology</i> <ul style="list-style-type: none"> ○ self, educational subcultures and organizational culture ○ search for meaning – assumptions, values, beliefs and behaviors ▪ <i>Looking Inward</i> – Cultural Autobiography
February	<p>No class meetings</p> <p>Readings</p> <ul style="list-style-type: none"> ▪ See Reading List at end of this syllabus ▪ Includes Obama’s – <u>Dreams from My Father</u> <p>Assignment Due:</p> <p>1-page proposal for <i>Cultural Autobiography</i> due to Alicia by <u>Monday Feb 4</u></p> <p>1st Complete Draft of <i>Cultural Autobiography</i> due via e-mail to Alicia by <u>Monday, February 18</u></p>
Saturday, March 1, 1-5pm - TEC 101S Sunday, March 2, 8am-noon - EDUC 204	<p>Focus:</p> <ul style="list-style-type: none"> ▪ <i>The Self & Identity - implications for leadership</i> ▪ <i>Introduction to Student and Professional Subcultures in Education</i> <p>Readings:</p> <ul style="list-style-type: none"> ▪ Same as February Reading List <p>Assignment Due:</p> <p>Final Draft of <i>Cultural Autobiography</i> due via e-mail to Alicia by <u>Monday, March 10</u></p>
Saturday, March 15, 1-5pm - TEC 101S Sunday, March 16, 9am-noon - EDUC 204	<p>Focus:</p> <ul style="list-style-type: none"> ▪ <i>Studying Subcultures in Education</i>

	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Rhoads - <u>Community Service & Higher Learning</u> <p>Assignment Due: Teams present subculture topic & inquiry plan to class for feedback on <u>Saturday, March 15</u></p>
<p>Saturday, April 12, 1-5pm - TEC 101S Sunday, April 13, 8am-noon - EDUC 204</p>	<p>Focus:</p> <ul style="list-style-type: none"> ▪ <i>Subcultures & Implications for Leaders</i> - Saturday ▪ <i>Intro to Organizational Culture</i> - Sunday <p>Readings:</p> <ul style="list-style-type: none"> ▪ See Reading List at end of Syllabus <p>Assignment Due:</p> <ul style="list-style-type: none"> ▪ Subculture Inquiry Project Team Presentations & Papers <u>due in class on Saturday, April 12.</u> ▪ Bring enough copies of papers for each member of the class.
<p>Saturday, May 10, 1-5pm - TEC 101S Sunday, May 11, 8am-noon - EDUC 204</p>	<p>Focus:</p> <ul style="list-style-type: none"> ▪ <i>Leading Cultural Transformation in Education</i> ▪ <i>Course Wrap Up</i> <p>Readings:</p> <ul style="list-style-type: none"> ▪ See Reading List at end of syllabus ▪ Includes Deal & Peterson's - <u>School Culture: The Heart of Leadership</u> <p>Assignment Due:</p> <ul style="list-style-type: none"> ▪ Transforming Organizational Culture Essay due via e-mail to Alicia by <u>Monday, May 5</u>

Graded Assignments

Learning Assignment	Final Grade Percent	Due Date & Details of Submission
Cultural Autobiography	35	One page proposal due via e-mail to Alicia on <u>Monday, Feb 4</u> 1 st draft due via e-mail to Alicia on <u>Monday, Feb 18</u> Final Draft due via e-mail to Alicia on <u>Monday, March 10</u>
Subculture Inquiry Team Project	40	Presentations & Papers due in class on <u>Saturday, April 12</u>
Transforming Organizational Culture Essay & Sharing	25	Paper due via e-mail on <u>Monday, May 5</u>

Cultural Autobiography

30% of final grade

One page proposal due via e-mail to Alicia on **Monday, Feb 4**

1st draft due via e-mail to Alicia on **Monday, Feb 18**

Final Draft due via e-mail to Alicia on **Monday, March 10**

The cultural autobiography is a 14-25 page paper with the following components. Keep in mind that

depth of self-analysis, illustration, thick description, and application to your own leadership are the key to success in writing this anthropological self study paper. To enhance your creativity, this paper does NOT have to be written in APA style.

One Page Proposal – due Wednesday, February 4

- Submit via e-mail to Alicia
- A one page proposal is due to Alicia for feedback and approval on the date specified. Feel free to e-mail me or arrange a phone appointment with me should you wish to discuss your ideas or have questions.
 - In your one page proposal outline the identity you'd like to focus on in the cultural autobiography and how focusing on this identity will assist you as a transformational educational leader.
- We will spend time in the January class sessions on activities designed to assist you in exploring this assignment.
- Examples of cultural autobiographies including student papers and published works by professionals and students in education are provided in the course reader for you to learn from other's deep reflections on intersections of identity, education, and in some cases, professional practice.

Part I

- For the first part of this assignment, each student will write an autobiographical essay focusing on one identity of your cultured self. This identity should be one that you were either **born as or born into** and have lived within for all or most of your life.
 - **Born as** – i.e. gender, sexuality, ethnicity
 - **Born into** – i.e. income/class, religion or spirituality, geographical region or circumstance such as rural or urban upbringing. This must be something you've lived with all or most of your life.
 - **Students must be careful to focus on only one aspect of their identity for the purpose of deep anthropological self analysis.** Other aspects of identity should be processed **only** as they relate to the chosen identity.
- Part I of the cultural autobiography should be a **story & interpretation** about your life in this culture. This is a chance for you to **describe and illustrate(give examples)** of this aspect of your cultured self and **what being a part of this culture means in your life.** **Be sure to go deep!** You are encouraged to utilize whatever metaphors, artifacts such as photos, themes or other creative means to explore this culture but be sure to stay focused on the values elements of one aspect of your identity. **Students are welcome to write Parts I & II in separate or integrated form.**
 - You may choose to write about the deep impact of your social or economic class, ethnicity, culture, gender, religion, sexuality, nationality, or other approved aspect on who you are today.
 - Write about **3-5 major values, assumptions, beliefs, and the behaviors** these lead to in your life....as well as current attitudes and motivations that originate in this cultured aspect of your identity, upbringing and experience.
 - In the past I have had students who have utilized

- Catholic sacraments or Jewish rituals as themes to explore religion;
 - relationships as themes to explore heterosexuality;
 - cultural symbols to explore ethnic/racial culture;
 - family photos to illustrate themes of being a motherless daughter; and
 - material objects to explore class distinctions between two parents.
- Part I should be about 7-15 pages double spaced

Part II

The second part of your essay should describe, analyze, critique and consider the implications of this cultured aspect of yourself on your leadership. You should utilize Part I as a foundation for this portion of the assignment. The focus of this project is the interpretation, critique and implications of the values/themes of your cultured self (from Part I) and **how they manifest themselves in your professional practice**. Specifically the following areas should be explored in-depth:

- Analyze and critique the effect of at least 3 elements of your cultured self from Part I on your professional work or future work.
 - Analyze the effect of these elements on your view (interpretations, assumptions, generalizations, judgments etc.) of others as a leader in education (students, peers, community, etc.).
 - Some questions to consider might include....
 - How do your learned cultural values described in Part I affect the way you see interpret and judge others in educational environments?
 - How do your learned cultured values impact the way you see, interpret & judge yourself as an educational leader?
 - Analyze the effect of these elements on your behavior toward others and toward yourself in your work as an educational leader or future educational leader. Consider specifically how this aspect of your identity affects the way you lead in the realm of education.
 - Analyze the impact of these elements on your leadership practice/style/priorities and values.
 - Discuss the implications of these affects on your ability to work effectively with and serve a diversity of constituents as an educational leader.
 - Discuss ways in which these elements of yourself act as both **strengths** and **limitations** to your leadership and how you can maximize them as strengths as well as minimize them as limitations.
 - Summarize 3-5 goals for your continued journey in learning to be aware of, understand, critique and utilize cultured elements of yourself in your leadership.
- This part of the paper should be 7-10 pages, double spaced.

Parts I & II are both due via e-mail to Alicia in full draft form on **Monday, Feb 18** and in Final Draft on **Monday, March 10**.

- Alicia will assign a tentative grade with extensive feedback for the first draft. Students will then have the option to accept the assigned grade or to revise based on the feedback and resubmit by the final due date for final grading. If revised papers are not received by the final due date of March 10, the initial grade will stand.

Subculture Inquiry Team Project

40% of final grade

Teams will informally propose their subculture topic and inquiry plan to the class on **Saturday, March 15** for feedback and suggestions and will have Sunday, March 16 to work together on the project.

Presentations and Papers are due in class on **Saturday, April 12**

During the March 2 class session students will form 4-5 project teams and we will negotiate subculture assignments for each team to focus their inquiry. Students will spend the time between March 2 and April 12 developing a deep understanding of this subculture and its similarities and contrasts across K-12 and collegiate educational environments chosen. This project includes the following specifications:

- Groups will be assigned to study subcultures within each of the following populations in education*:
 - Teachers/faculty in one academic area taught in both K-12 & college (i.e. sciences, math, English etc.)
 - Merit/classified staff (i.e. tech, clerical, grounds, maintenance)
 - Student affairs/student services staff OR business/finance staff
 - Students (i.e. athletes, students with disabilities, students from one identity population, honors students)

**Note:* Depending on the size of the class we may have more than one group studying a student subculture or have subculture studies for both student services and business/finance staff

- Students will need to utilize 3 or more forms of information to develop and portray an in-depth understanding and “thick description” of this subculture across educational settings.
 - Information can be gleaned from semi-formal subject interviews, participant observation, observation, group interviews, informant interviews, published literature on this population, school/university data, websites, document analysis, photography, journaling by participants and/or other forms.
- An inquiry study plan – shared informally with the class on **Saturday, March 15**.
- Students should utilize and apply anthropological concepts from the course in developing, conducting and writing up their study.
 - Teams are expected to offer a sense of patterns within this subculture, similarities and differences across K-12 and higher ed, as well as the diversity within the subculture.
 - Teams should pay special attention to the *meaning* that individuals within this subculture make of being a part of this population in education.
- **Paper**
 - These papers may be utilized by peers in the final essay for the course ---**copies of the paper should be provided for the instructor and each student in the class on Saturday, April 12.**
 - The paper should include a **one page reflection from each individual team member** on the part they played in the inquiry project and what they learned from deeply studying one subculture in education and how this will assist them to be a more effective leader.
 - This paper should be double spaced, of a length considered suitable to provide a “thick description” of this subpopulation by the team and is due in class on Saturday, April 12. Visual models, narrative quotes from individuals in the subculture, photos, drawings, poetry and other forms of expression are encouraged within this thick description of the subculture.

- **Presentation**

- Teams will offer a *30 minute presentation* on their subculture to the class on April 12.
- This presentation should “bring this subculture alive” for the class using a variety of creative means to share your findings and “sense” of this subculture. Interactive techniques are encouraged and teams are expected to offer a sense of patterns within this subculture, similarities and differences in the subculture across K-12 and higher ed, as well as the diversity within the subculture. Teams should be prepared for questions about the study and findings from class members and the instructor.

Transforming Organizational Culture Essay & Sharing

25% of Final Grade

Due via e-mail to Alicia on **Monday, May 5.**

- Be ready to process some of what you learned through this essay in the final class sessions on May 10-11.

This essay is designed to assist you in applying some of what you’ve learned in this course to your own transformative efforts as an educational leader. All students will need to share insights from this assignment in the final class sessions. The essay should be 6-10 pages in length. You have two options for the focus of this assignment.

Option I

Identify a major *organizational cultural shift* that would be helpful in your work environment/department or school/college.

- Describe the current cultural context in this organizational area using the levels of organizational culture presented in class --- assumptions, values, beliefs, behaviors
- Discuss the reasons you believe a cultural shift would be helpful.
- Using a variety of specific anthropological strategies from the following, develop a detailed process for leading this cultural shift.
 - Deal, T. & Peterson, K. (1999). Shaping school culture: The heart of leadership. San Francisco: Jossey-Bass.
 - Schein, E. (2004). *The Learning Culture and the Learning Leader*. Organizational Culture & Leadership, 3rd Edition, 393-418. San Francisco: Jossey-Bass.
 - Bensimon, E. & Neumann, A. (1994). *A different way to think about leadership teams: teams as cultures*. Redesigning collegiate leadership: Teams and teamwork in higher education. Baltimore: Johns Hopkins University Press.
- Discuss likely challenges, teachable/changeable moments and strengths you can draw on in this organizational area?
- Describe how aspects of your identity and leadership will be helpful and those that will be limiting in leading this cultural shift.
 - Feel free to go beyond or into other identities than that of your cultural autobiography
 - How will you best use those that are helpful and how will you overcome those that are limiting?
 - Who might you draw from within your organization who has abilities/ perspectives/ experience that are different from your own. How might you draw these individuals into your own leadership initiative?

- Finally, summarize and synthesize the areas above and conclude by processing several aspects of your own leadership that will benefit from development toward greater effectiveness as a leader of organizational cultural change.

Option II

Choose one of the *subculture inquiry project papers* developed by a team other than your own. Construct a detailed process to develop an organizational culture within your own unit, department or school/college that fosters a more natural learning environment (if you choose a student subculture) or conducive to drawing from the strengths of this subculture toward the mission of the organization (if you choose a professional subculture).

- Describe the current cultural context in this organizational area using the levels of organizational culture presented in class --- assumptions, values, beliefs, behaviors
- Discuss the reasons you believe a cultural shift would be helpful to/for this specific subculture.
- Using a variety of specific anthropological strategies from the following, develop a detailed process for leading this cultural shift.
 - Deal, T. & Peterson, K. (1999). *Shaping school culture: The heart of leadership*. San Francisco: Jossey-Bass.
 - Schein, E. (2004). *The Learning Culture and the Learning Leader. Organizational Culture & Leadership*, 3rd Edition, 393-418. San Francisco: Jossey-Bass.
 - Bensimon, E. & Neumann, A. (1994). *A different way to think about leadership teams: teams as cultures. Redesigning collegiate leadership: Teams and teamwork in higher education*. Baltimore: Johns Hopkins University Press.
- Discuss likely challenges, teachable/changeable moments and strengths you can draw on in this organizational area?
- Describe how aspects of your identity and leadership will be helpful and those that will be limiting in leading this cultural shift.
 - Feel free to go beyond or into other identities than that of your cultural autobiography
 - How will you best use those that are helpful and how will you overcome those that are limiting?
 - Who might you draw from within your organization who has abilities/ perspectives/ experience that are different from your own. How might you draw these individuals into your own leadership initiative?
- Finally, summarize and synthesize the areas above and conclude by processing several aspects of your own leadership that will benefit from development toward greater effectiveness as a leader of organizational cultural change.

Reading List

EdLead 593 - *Enhancing Leadership through Educational Anthropology*

January 28 – Feb 28

Readings

Page #

Introduction to Educational Anthropology

Peacock, J. (1986). *The Anthropological lens: Harsh light, soft focus*. Substance, 1-47. Cambridge: Cambridge University Press.

Fried, J. (1994). *Believing is seeing: Culture as paradigm*. Shifting paradigms in student affairs: Culture, context, teaching, and learning, 3-66. Washington DC: ACAP.

Cultural Proficiency and its Importance to Transformative Educational Leadership

Lindsey, R; Nuri Robins, K. & Terrell, R. (1999). *What is cultural proficiency?* Cultural proficiency: A manual for school leaders, 19-48. Thousand Oaks, CA: Corwin Press.

Rhoads, R. & Black, M. (1995). *Student affairs practitioners as transformative educators: Advancing a critical cultural perspective*. Journal of College Student Development, 36(5). 413-421.

Cultural Autobiography: Anthropology of the Self

Read the Obama text, the Ellis chapter & some of the examples of cultural autobiographies:

Obama, B. (1995). Dreams from my father: A story of race and inheritance. New York: Three Rivers Press.

Ellis, S. (2004). *Autoethnographic research: Putting the self into research*. The Ethnographic I: A methodological novel about autoethnography, 86-111. Walnut Creek, CA: Alta Mira Press.

Cultural Autobiographies

The following are supplemental readings to assist you as examples of autobiographical writing in developing your *Cultural Autobiography Paper*. Identities self explored by these individuals include sexuality, class, geographical/national upbringing, ethnicity & religion.

Chaz (1998). *Don't ask, don't tell*. In Shane Windemeyer & Pamela Freeman's Out on fraternity row: Personal accounts on being gay in a college fraternity, 35-40. Los Angeles: Alyson Books.

Christopher, R. (1995). *A carpenters daughter*. In Barney Dews & Carlyn Leste Law's This fine place so far from home: Voices of academics from the working class, 137-150. Philadelphia: Temple University Press.

Emmons, M. (2007). *Third culture kid: Tales of a global nomad*. Unpublished manuscript.

Rodriguez, A. (2007). *Me against the wall*. In Andrew Garrod, Robert Kilkenny & Christina Gómez' Mi Voz, Mi Vida, 203-212. Ithaca, NY: Cornell University Press.

Salob, D. (1999). *Growing up Jewish: Letters to my father*. Unpublished manuscript.

March 3-14

The Study of Subcultures in Education

Read the Rhoads text:

Rhoads, R. (1997). *Community service and higher learning: Explorations of the caring self*. New York: State University of New York Press.

March 17 – April 11

The Study of Subcultures in Education (continued)

Read the following short readings

Readings

Page #

Creswell, J. (1998). *An ethnography. Qualitative Inquiry and research design: Choosing among five traditions*, 58-61. Thousand Oaks, CA: Sage Publications.

Wolcott, H. (2005). *Fieldwork, the basic arts. The art of fieldwork*, 2nd Edition, 79-114. Walnut Creek, CA: Alta Mira Press.

Suina, J. (2004). *Native language teachers in a struggle for language and cultural survival. Anthropology & Education Quarterly*, 35(3), 281-302.

Hersch, P. (1998). *Creating my own space: The long cold winter and descent into darkness.. A tribe apart: A journey into the heart of American adolescence*, 267-282. New York: Ballantine Books.

Jones, S. (2007). *Working-poor mothers and middle class others: Psychosocial considerations in home-school relations and research. Anthropology & Education*, 38(2) 159-177.

April 14 – May 9

Leading Cultural Transformation in Education

Read the Deal & Peterson text and the following short readings:

Deal, T. & Peterson, K. (1999). *Shaping school culture: The heart of leadership*. San Francisco: Jossey-Bass.

Readings

Page #

Schein, E. (2004). *The Learning Culture and the Learning Leader. Organizational Culture & Leadership*, 3rd Edition, 393-418. San Francisco: Jossey-Bass.

Bensimon, E. & Neumann, A. (1994). *A different way to think about leadership teams: teams as cultures. Redesigning collegiate leadership: Teams and teamwork in higher education*. Baltimore: Johns Hopkins University Press.