

ED 660 - EDUCATIONAL ADMINISTRATION IN CULTURAL PERSPECTIVE

Independent Learning Program

INSTRUCTOR:

Ray Barnhardt
Cross-Cultural Education Development Program

Center for Distance Education
University of Alaska Fairbanks
Fairbanks, Alaska 99775

COURSE PROSPECTUS

ED 660 - Educational Administration in Cultural Perspective

Instructor - Ray Barnhardt

Course Description

The course will examine issues related to the administration, social organization and socio-political context of schools, administrative and institutional change processes, and the changing role of administrators in education, using a cross-cultural framework for analysis, and with a focus on the Alaska experience.

Course Purposes

1. To review and compare the role of schooling and education in various cultural settings across the circumpolar north.
2. To examine the role of the administrator and the processes of administration from a cross-cultural and cross-institutional perspective.
3. To examine administrative structures and styles in different institutional and cultural contexts.
4. To explore the processes inherent in cultural and institutional change.
5. To explore alternative models for the development of culturally responsive administrative practices.

Course Credit

Completion of the course will lead to three semester hours of graduate credit at the University of Alaska Fairbanks. The course will fulfill the State of Alaska certification requirement for “multicultural education,” and may be applied toward an M.Ed. at UAF as well as the Type B principals endorsement program at UAA.

Course Design

The course is designed to acquaint students who are located at sites distant from the UAF campus with the same course content they would be exposed to if they were enrolled in the course on campus. In addition, the course attempts to capitalize on the field-based learning opportunities available to off-campus students by incorporating exercises that engage students in on-site data gathering and issue analysis. Although some of the readings utilize examples drawn from Alaska Native and rural school situations, the issues addressed are relevant and readily generalizable to other cultural contexts and school settings as well. If students find an assignment inappropriate to their particular situation, they are invited to contact the instructor to explore a more suitable option.

Course Administration

The course will be administered through readings, practical exercises, on-line resources, written assignments, e-mail and phone calls as needed. Students will work independently, with academic assistance available from the instructor (474-6431) and administrative support offered through the Center for Distance Education in Fairbanks (474-5353). Course assignments should be sent directly to the instructor by e-mail <ffrjb@uaf.edu>, or if that is not possible, they can be sent by fax or regular mail to the Independent Learning Program, addressed as follows:

**Center for Distance Education
Denali Building, College Road
University of Alaska Fairbanks
Fairbanks, AK 99775
(907) 474-5353 • Fax: (907) 474-5402
RACDE@UAF.EDU**

When submitting an assignment by e-mail a Word-formatted document is preferred, and the course and unit number should be included in the subject line.

Evaluation

Students will be evaluated on the basis of the written material turned in to the instructor (please stay within the page length of each assignment). The material will be read, evaluated, and returned to the student as soon as possible after receipt. The assignments are worth a total of 100 points, with an additional five points available for the bonus assignment. The number of points for each assignment are as follows:

1st assignment	15 points
2nd assignment	15 points
3rd assignment	15 points
4th assignment	15 points
5th assignment	15 points
6th assignment	25 points
Bonus assignment	1 point

Final grades for the course will be assigned as follows:

- 90 -101 points - A
- 80 - 89 points - B
- 70 - 79 points - C
- 0 - 69 points - additional assignments

Reading Materials

The following books and articles are required for this course.

Darnell & Hoem - Taken to Extremes: Education in the Far North
(Chapter 4)

http://www.alaskool.org/native_ed/research_reports/taken_to_extremes/darnell.htm#top

First Alaskans Institute – Alaska Native Education Study: A Statewide Survey

http://www.alaskool.org/native_ed/McDowell.pdf

First Alaskans Institute – Our Choices, Our Future (Chapter 6, Education)

<http://www.firstalaskans.org/library/ANPCa6.pdf>

Lindsey, Robins and Terrell – Cultural Proficiency (2nd Edition)

Kamerling – Heart of the Country (videotape)

Dubbs - "Cultural Definitions and Educational Programs"

<http://www.ankn.uaf.edu/curriculum/Articles/PatrickDubbs/definitions.html>

Barnhardt - "Theory Z + N: The Role of Alaska Natives in Administration"

<http://www.ankn.uaf.edu/curriculum/Articles/RayBarnhardt/Theory.html>

Barnhardt - "Administration Across Cultures"

<http://www.ankn.uaf.edu/curriculum/Articles/RayBarnhardt/AdminAcrossCultures.html>

Barnhardt – "Culture, Community and Place in Alaska Native Education"

<http://www.ankn.uaf.edu/Curriculum/Articles/RayBarnhardt/CultureCommunityPlaceANE.html>

Barnhardt - "Administrative Influences in Alaska Native Education"

<http://www.ankn.uaf.edu/Curriculum/Articles/RayBarnhardt/AdminInfluence.html>

ANKN – Guidelines for Culturally Responsive School Boards

<http://www.ankn.uaf.edu/publications/board.html>

ANKN – Guidelines for Cross-Cultural Orientation Programs

<http://www.ankn.uaf.edu/publications/xcop.html>

Alaska Rural Systemic Initiative - Old Minto Camp (DVD)

To gain password access to the following on-line materials as well as other course resources, send an e-mail to Sean Topkok at fncst@uaf.edu and he will forward the necessary access information to you.

Raelin - "The Clash of Cultures: The Social Culture"

<http://www.ankn.uaf.edu:8080/moodle/mod/resource/view.php?id=307>

Anders - "Everybody Run Farragut"

<http://www.ankn.uaf.edu:8080/moodle/mod/resource/view.php?id=311>

Vaudrin - "Native/Non-Native Communication: Creating a Two Way Flow"

<http://www.ankn.uaf.edu:8080/moodle/mod/resource/view.php?id=312>

Madsen - "Decision-Making in Rural Alaskan Communities"

<http://www.ankn.uaf.edu:8080/moodle/mod/resource/view.php?id=315>

Harrison and Hopkins - "The Design of Cross-Cultural Training"

<http://www.ankn.uaf.edu:8080/moodle/mod/resource/view.php?id=317>

Rohlen - "Creating the Uedagin Man"

ASSIGNMENTS

Assignment #1 - 15 points

Read the following material:

Darnell & Hoem - Taken to Extremes: Education in the Far North (Chapter 4, Alaska)

First Alaskans Institute – Alaska Native Education Study: A Statewide Survey

First Alaskans Institute – Our Choices, Our Future (Chapter 6, Education)

One of the primary issues to be examined in this course is the relationship between the way an organization is administered and the cultural milieu in which it exists. Since responsibility for the delivery of educational services has taken on a variety of forms in Alaska over the years, we will look first at the history of the varying organizational and political structures that have administered schools, and then look more closely at some of the issues associated with schooling for Alaska Native students in recent years.

Drawing on the above readings as well as your own experience, **write a 4-5 page paper highlighting some of the key steps in the evolution of the organizational and political frameworks and locus of control through which schooling in Alaska has been administered. In addition, describe how those policy and structural changes were products of larger societal influences.** To what extent and how do the schools in Alaska reflect and reinforce the cultural, historical and community contexts in which they operate? What are some of the issues facing schools today as seen from an Alaska Native perspective?

Assignment #2 - 15 points

Read the following chapters/articles/book:

Chapters 1, 2, 3, 4 and 5 in Cultural Proficiency (Lindsey, Robins and Terrell)

"Cultural Definitions and Educational Programs" (Dubbs)

"The Clash of Cultures: The Social Culture" (Raelin)

In the above chapters and articles, the authors analyze some of the cultural assumptions that influence the way an organization is structured, managed, and maintained. Your task for this assignment is threefold:

1. Using Activities 4.8 (pg 152-156 in Cultural Proficiency) and 8.3 (pg. 277-280), identify where you stand on the various cultural and organizational value statements that are listed.
2. Using the questionnaires in Activities 1.3 (pg 31-35 in Cultural Proficiency) and 3.3 (pg. 105-109), do a survey of the cultural and organizational characteristics of your local school district (or a related organization, such as a non-profit corporation). If possible, try to get someone in an administrative position in the district (such as a principal) to fill out the questionnaires, and then get a teacher to fill out the same questionnaires (you will need to make two copies of each questionnaire to do this). Names do not need to be included, and the information will be kept anonymous and will not be used for any other purpose. If you cannot find a willing administrator, you may ask another teacher to fill out the forms, or as a last resort, you may fill out a set yourself, but then explain why you couldn't find anyone else to do it. (The questionnaires should not be submitted with the assignment.)
3. **Now, with the various sets of information that you have assembled, prepare a 2-3 page paper in which you summarize the responses from the different perspectives and describe how your cultural and organizational values (Part I) fit with the organizational climate reflected in the school/district (Part 2).** How do the administrators and teachers views of the district compare with each other and with yours? What implications does this have for you as an administrator in the district? Give examples to illustrate how your views do or do not fit those reflected in the school/district. **To what extent, if any, does the analysis provided by Raelin in the article, "The Social Culture" apply to your situation?**
4. Each chapter of Cultural Proficiency contains a selection of structured activities for developing culturally proficient leaders. As you go through each chapter in the book, think of yourself as the principal of a school in which you have a teaching staff made up of people from divergent cultural backgrounds, including Alaska Native teachers. Identify one "Structured Exercise" for each of the first five chapters and **describe in 1-2 pages how, as a principal, you could use those activities to improve your**

“cultural proficiency” and develop a culturally harmonious working relationship among your staff. Return all of the papers for this assignment at the same time, and please stay within the page limits.

Assignment #3 - 15 points

Review the following articles/video:

Kamerling – Heart of the Country (videotape)

“Creating the Uedagin Man” (Rohlen)

“Theory Z + N: The Role of Alaska Natives in Administration”
(Barnhardt)

"Administration Across Cultures" (Barnhardt)

In this assignment, we will step back and take a look at management practices in non-Western settings — that of Japanese and Alaska Native administrators. The purpose of this assignment is to examine alternative approaches to administrative/management behavior to see how applicable they might be for schools in Alaska (or comparable culturally diverse situations).

As you read the material and watch the video, jot down your impressions of the Japanese and Alaska Native perspectives on the role of a school administrator. **Now take your notes and examine the applicability of the Japanese and Alaska Native perspective as they might relate to the administration of schools in your community (3-5 pages altogether).** Defend your views with examples from the readings and from your own experience. How do the Japanese views compare with your own and with those reflected in current administrative practices in schools, and with those faced by Alaska Natives as they assume administrative roles (as described in the “Theory Z + N” article)?

Assignment #4 - 15 points

Read the following chapters/articles:

Chapters 6, 7 and 8 in Cultural Proficiency (Lindsey, Robins and Terrell)

"Everybody Run Farragut" (Anders)

Re-read "The Clash of Cultures: The Social Culture" (Raelin)

Re-read "Administration Across Cultures" (Barnhardt)

The Anders case study provides a detailed account of the organizational upheaval that took place in a school in Chicago during a period of major social turmoil. Significant changes in organizational and administrative practices were introduced as a result. After going through the readings, **write five one-page papers in which you respond to each of the following questions** (one page per question):

1. What were some of the factors that contributed to the “restructuring” that took place at Farragut? What is the nature of the organizational/administrative innovations that were introduced as a result? What did they do that was different from prior practices?
2. In what ways does the Farragut case study reflect the times and events that produced the “Clash of Cultures” described by Raelin?
3. Drawing on the three chapters from Cultural Proficiency, what were the actions and characteristics of Harold Charles that gained him respect as a "leader"? What led to Joseph Carroll's downfall as an educational leader? How would you have handled the situation at Farragut if you had been the principal?
4. To what extent does the situation at Farragut reflect the approach to administration outlined in "Administration Across Cultures" by Barnhardt?
5. As you go through the three assigned chapters in Cultural Proficiency, select one “Structured Exercise” from each chapter and **describe in 1-2 pages how you could have used the exercises to handle the situation at Farragut if you had been the principal**. Return all of the papers for this assignment at the same time, and please stay within the page limits.

Assignment #5 - 15 points

Read the following chapter/articles:

“Culture, Community and Place in Alaska Native Education”
(Barnhardt)

Chapters 9 and 10 in Cultural Proficiency (Lindsey, Robins and Terrell)

Guidelines for Culturally Responsive School Boards (ANKN)

In this assignment, we will take a more careful look at the way culture influences the role of schooling in relation to the surrounding society(s). One of the issues that arises in indigenous communities within industrial societies is that we have more than one society competing for the attention of the students, and the messages aren't always compatible.

The Barnhardt article describes how Native people throughout Alaska have sought to incorporate aspects of their local culture into the school, particularly as it relates to the surrounding community and physical environment. In Chapters 9 and 10 of Cultural Proficiency, the authors describe what they see as the “moral imperative” of cultural competence for school administrators. And in Guidelines for Culturally Responsive School Boards, Alaska Native educators have spelled out the cultural responsibilities for school board members and administrators. **Write a 4-5 page paper outlining what you see as some of the implications of the issues raised in these three readings for educational leaders in the community in which you currently reside.**

As you go through the last two chapters in Cultural Proficiency, **select one “Structured Exercise” from those in Chapter 9 and actually put it to use in an appropriate situation, and then describe in 1-2 pages what you have learned from the exercise.** Return both the papers for this assignment at the same time, and please stay within the page limits.

Assignment #6 - 25 points

Read the following chapters/articles and watch the assigned DVD:

"Native/Non-Native Communication: Creating a Two Way Flow"
(Vaudrin)

"Decision-Making in Rural Alaskan Communities" (Madsen)

"The Design of Cross-Cultural Training" (Harrison and Hopkins)

"Administrative Influences in Alaska Native Education" (Barnhardt)

Guidelines for Cross-Cultural Orientation Programs (ANKN)

"Old Minto Camp" (DVD)

Drawing on the above articles, videotape, previous readings, and your own personal experience, **design a new alternative training program for preparing culturally sensitive administrators to work in Alaskan (or comparable) schools.** Disregard existing state certification requirements and design the program in response to what you think are the most important skills and attitudes needed by a school administrator in Alaska, and how you think those skills and attitudes can best be inculcated. Provide a detailed description (**5-7 pages**) of the kind of administrator you would try to produce, the kind of training activities you would require, how they would be organized, and the rationale for them. Be innovative! This is the most important assignment, so give it some careful thought.

Optional Bonus Assignment - 1 point

Please write a one-page critique of the course, including critical comments on both the format and content, and your assessment of the readings. The assignment is worth 1 point no matter what you say, so say what you think! Send the bonus assignment in along with assignment 6.