ELPA 940 Ideology and Educational Leadership

Tuesdays 4:40-7:10 pm, 290 Education Building

Dr. M. Bruce King, instructor

ELPA 940 Ideology and Educational Leadership is an advanced seminar for graduate students interested in an in-depth study of some of the foundational work in critical theory in education, and how that work is crucial for understanding leadership in pre-K-12 schools and districts. We will examine the literature and the debates that have arisen over the last four decades on key issues regarding the relationship of schools and the larger society, and address questions like:

- In what ways do schools reproduce social inequalities, and what are schools’ emancipatory and democratic possibilities?
- What are the connections between key aspects of the educational system—curriculum and instruction, teachers’ work, school leadership, state and federal policies—and systems of power and oppression?
- How can educational leaders (both administrators and teachers) navigate their social and ideological contexts to advance democratic, socially just ends?

“Most novelists, scholars, advertisers, newspapers, teachers and television stations do not produce work that is dramatically subversive of the status quo. That is so glaringly obvious that it generally fails to strike us as significant. Marx’s point is simply that it is not an accident.”

Terry Eagleton (Why Marx was Right, 2011)

We will read and analyze neo-Marxist, radical-democratic, cultural studies, feminist, and anti-racist theoretical perspectives, with particular attention to the scholarship of Professor Michael Apple (UW C&I, EPS) on understanding the relationships among education, culture and power.

“Even during a time of conservative modernization and attacks on the very notion of a critically democratic public sphere, within each and every institution of education, within the crevices and cracks so to speak, there are counter-hegemonic practices being built and defended.”

Michael Apple (Creating Democratic Education in Neoliberal and Neoconservative Times, 2013)

Required texts will include:

We will read additional works by Apple and also read Madeleine Arnot, James Beane, Basil Bernstein, Pierre Bourdieu, Ellen Brantlinger, George Counts, Terry Eagleton, John Fiske, Paulo Freire, Eddie Glaude Jr, Sandy Grande, Shirley Grundy, bell hooks, Cedric Robinson, Kathleen Weiler, Erik Olin Wright.

**Permission of the instructor is required for enrollment**

Please contact Dr. King at mbking1@wisc.edu

“High-stakes accountability, school reconstitution and closings, charter and voucher schools, and similar attempts at restructuring or privatization do not engage directly with critical tasks of building organizational capacity in low-performing schools. These approaches are to a large degree about something other than improving public education (Apple, 2006).” M. Bruce King & Kate Bouchard (2011)

This course may meet ELPA doctoral credit requirements for introduction to the field, core knowledge, program depth, or electives.