

# FOUN 8102 - Perspectives on Leadership Among Diverse Populations

Fall 2026 Syllabus, Section A02, CRN 42552,

Credit hours: 3

## Instructor

Patrick Spearman

Email: ptspearman@ysu.edu

## Public Instructor Information

Instructor Title: Associate Professor

Instructor Professional Qualifications: B.A. African American Studies University of Cincinnati (1992); Ed.M. Educational Foundations, University of Cincinnati (2000); Ph.D. Urban Education, Temple University (2004)

Instructor Office Location: Beeghly Hall 4409

Instructor Office Phone: 330-941-1934

## Course Description

8102. Perspectives on Leadership Among Diverse Populations. An explorative study of constructs and concepts of cultural diversity within groups based on notions of class, race, sex, ethnicity, ableness, and religion/spiritualties. Consideration of expectations and organizational practices as informed by diversity issues. Prereq.: Doctoral admission and one of the following: FOUN 6901, FOUN 6902, or FOUN 6905. 3 s.h.

## Course Readings

| Group    | Title                                                        | Author                  | ISBN |
|----------|--------------------------------------------------------------|-------------------------|------|
| Required | Pedagogy of the Oppressed                                    | Freire, Paulo           |      |
| Required | Critical Race Theory in Education                            | Ladson-Billings, Gloria |      |
| Required | Inclusive Leadership                                         | James, Ryan             |      |
| Required | Deculturalization and the Struggle for Equality              | Spring, Joel            |      |
| Required | Why are all the Black kids sitting together in the cafeteria | Tatum, Beverly., Daniel |      |

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

## Course Schedule

| Week of | Reading(s)                                                        | Proposed Topic                                                                        | Due/To Prepare for Class                            |
|---------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------|
| 10/19   | Spring: pp. 1-73<br>McIntosh: pp. 1-19                            | White and Male Privilege and its impact on educational leadership                     | Reaction Paper 1 due Sunday by midnight             |
| 10/26   | Tatum: pp. 1-73<br>Spring: pp. 20 - 110                           | Educational Discrimination: Past, Present, and Future                                 | Personal Narrative due Sunday by midnight           |
| 11/2    | Spring: pp. 111-142<br>Tatum: pp. 99-234                          | Racial Identity and its impact on Leadership Theory                                   | Reaction Paper 2 due Sunday by midnight             |
| 11/9    | Freire: pp. 10-86<br>Tatum: pp. 235-328                           | Theoretical and Practical Responses to Educational Marginalization and Discrimination | Institutional Cultural Audit due Sunday by midnight |
| 11/16   | Freire: 125-183<br>Ladson-Billings: pp. 17-152                    | Cultural Responsiveness inside and outside the classroom                              | Reaction Paper 3 due Sunday by midnight             |
| 11/23   | Cati, V et al: pp. 84-96<br>James: pp. 1-54<br>Tatum: pp. 331-358 | Inclusive Leadership and the maintenance of the status quo                            | Reaction Paper 4 due Sunday by midnight             |

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| 11/30 | James: chs. 3-4<br>Petriwskyj: pp. 195-212 | Addressing Educational Equity | Professional Development Plan due Sunday<br>by midnight |
|-------|--------------------------------------------|-------------------------------|---------------------------------------------------------|

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.