

UNIT OVERVIEW

<p>Unit Length</p>	<p>This mini-unit is part of a 14-week HIED 601 Higher Education Leadership, Supervision, and Management course offered at Montclair State University. This course is a requirement for the Master of Arts degree in Higher Education. It contains three lessons for class sessions that are two hours in length.</p> <p>This is an asynchronous hybrid course so students will be expected to read materials on their own according to a set schedule. There will be three class meetings on Zoom throughout the semester. The course also includes a discussion activity and final project that require students to utilize <i>The 1619 Project</i> and other digital archival resources to examine, reflect, and critically write and discuss about the role of slavery and its aftermath on the past, current, and future approaches and practices of leadership, management and supervision of higher education.</p>
<p>Grade Level(s)/Subject(s)</p>	<p>Graduate-Level</p>
<p>Unit Overview</p>	<p>The central themes explored in these lessons concern public history and slavery. Specifically we will explore:</p> <ol style="list-style-type: none"> 1. Transformation, Social Justice, and Equity 2. Building Relationships in Leadership 3. Strength-based Approaches to Leadership <p>In her introductory essay, Nikole Hannah-Jones explores the promise of America and the way that promise was compromised by the institutionalized bondage of Black Americans. In these lessons, students will examine and reflect on the context of United States before, during, and after the establishment of various higher education institutions in order to identify the ways in which the institution of slavery and the dehumanization of Black Americans shaped the approaches and support for various types of institutions of higher education, and who those institutions served.</p> <p>A key component to these lesson plans will be connecting with Virginia Union University administrators, and journalists familiar with Mary Lumpkin and her connection to Virginia Union. This will allow students to make direct connections to the past by speaking with administrators about how they incorporate the transformative leadership of Mary Lumpkin into their practices as an HBCU (historically Black college or university). Through the study of primary source documents, as well as the experiential learning in the VUU community, students will be asked to reimagine how stories about slavery and higher education are told.</p>
<p>Course Objectives</p>	<p>Students will...</p>

	<ol style="list-style-type: none"> 1. Develop an understanding of key themes and patterns in histories of HBCUs and HBCU leadership. 2. Consider how local histories of HBCUs and higher education leadership have been represented in public history. 3. Develop techniques, practices, and skills to think and write leadership statements grounded in personal and professional racial consciousness. 4. Utilize creative writing, visits to museums, and visits with historical sites related to slavery in New Jersey as tools for self-representation and empowerment.
<p>Program Outcomes</p>	<p>Students will...</p> <ol style="list-style-type: none"> 1. Understand the political nature of historical narratives, and more specifically, local public history 2. Develop innovative ways to connect classroom learning at an HBCU to the broader Montclair State/HIED community 3. Interrogate higher education leadership and its historical relationship to slavery
<p>Unit Resources</p>	<p>Resources from <i>The 1619 Project</i>: “The Idea of America” by Nikole Hannah-Jones for <i>The 1619 Project</i> in <i>The New York Times Magazine</i> The 1619 Project from The New York Times Magazine “The Slavery Act 1793” by Reginald Dwayne Betts for <i>The 1619 Project</i> in <i>The New York Times Magazine</i></p> <p>Additional focus texts: Faust, Dr. (2019). How slavery warped Jefferson’s vision for the University of Virginia. <i>The Washington Post</i>. Harris, L. (2020). Higher Education’s Reckoning with Slavery. <i>AAUP</i>. Patton, L. D. (2016). Disrupting postsecondary prose: Toward a critical race theory of higher education. <i>Urban Education</i>, 51(3), 315-342. Harper, S. R. (2017). Racially responsive leadership: Addressing the longstanding problem of racism in higher education. In <i>Challenges in higher education leadership</i> (pp. 145-156). Routledge. Within (2022). W.E.B. Du Bois’s Enduring Education Debate with Booker T. Washington Grundman, A. H. (1978). Northern Baptists and the founding of Virginia Union University: The perils of paternalism. <i>The Journal of Negro History</i>, 63(1), 26-41. Hylton, R. P. (2014). Virginia Union University. Arcadia Publishing. Green, Kristen. “The Enslaved Woman Who Liberated a Slave Jail and Transformed It Into an HBCU.” <i>Smithsonian Magazine</i>, April 4, 2022.</p>

	<p>Simmons, D. (2022). Yellow Woman: Mary Lumpkin and the Transformation of the Legacy of the Devil’s Half Acre. <i>The Saber and Scroll Journal</i>, 10(4).</p> <p>Schwarz, V. (2013). Invisible Richmond: The History Behind the Urban Landscape. https://teachers.yale.edu/curriculum/viewer/initiative_13.04.08_u</p> <p>Videos: Shackles and Ivy: The Secret History of How Slavery Helped Build America's Elite Colleges, an interview with author Craig Steven Wilder on <i>Democracy Now</i> about his book Ebony and Ivory: Race, Slavery, and the Troubled History of America's Universities</p>
<p>Performance Task(s)</p>	<p>There will be three main lessons connected to <i>The 1619 Project</i>. Each lesson will culminate in short essay responses designed by participants to share with members of our community. We will draw from various essays and creative pieces made available through <i>The 1619 Project</i>, including Reginald Dwayne Betts’ “The Slavery Act 1793” Nikole Hannah-Jones’ introductory essay, “The Idea of America.”</p> <p>We will draw lessons about leadership and the role of education in the lives of enslaved people. We will engage in a case study about the founding of Virginia Union University, once a prison that held fugitive enslaved people, and how it was transformed by a Black woman named Mary Lumpkin. After learning about how higher education has engaged with the history of slavery, and learning about the transformative leadership of Mary Lumpkin, students will begin to write brief accounts of racialized transformative leadership in higher education. Students will be asked to focus on the following two questions:</p> <ol style="list-style-type: none"> 1. How do we write about leadership that centers the lives of enslaved and formerly enslaved persons? 2. How do we incorporate these histories in our learning of leadership in higher education? <p>Over the course of several weeks, students will learn more about Mary Lumpkin and her role in founding Virginia Union University. Students will analyze texts from <i>The 1619 Project</i>, which provides context to the Mary Lumpkin case. They will then think through how this work can contribute to leadership theory today. The unit will conclude with students sharing their writings and theories of leadership.</p>
<p>Assessment/Evaluation</p>	<p>Rubrics will guide assessment, encompassing students' grasp of historical contexts, critical thinking, application of <i>The 1619 Project</i> insights, innovative project execution, and their ability to convey leadership aspects of Virginia Union University. [.pdf][.docx]</p>

WEEKLY LESSONS AND RESOURCES

Day 1:
The Context and Origins of American Higher Education Part I

Lesson Objective(s) or Essential Question(s)
<p>A. Students will read about the socio historical context of the founding of American higher education, especially the role of slavery and contradictory philosophies about democracy and the subjugation of Black Americans</p> <p>B. Examine the the role of elite institutions and the complicity in slavery and current social inequality</p>
Lesson Materials & Resources
<p><u>“The Idea of America”</u> by Nikole Hannah-Jones for <i>The 1619 Project</i> in <i>The New York Times Magazine</i> <u>Shackles and Ivy: The Secret History of How Slavery Helped Build America's Elite Colleges</u>, an interview with author Craig Steven Wilder on <i>Democracy Now</i> about his book <u>Ebony and Ivory: Race, Slavery, and the Troubled History of America's Universities</u></p>
Lesson Activities
<p>In the assignments for this lesson, students prepare before class by reviewing texts related to the socio historical context of the founding of American higher education, especially the role of slavery and contradictory philosophies about democracy and the subjugation of Black Americans. Through analysis of these texts, students explore themes related to the legacy of the institution of slavery on the landscape of higher education and its various inequities. Students then engage with the following activities as part of an in-person session or through an asynchronous discussion board.</p> <ol style="list-style-type: none"> 1. Group reading and discussion about Nikole Hannah-Jones’ <i>“The Idea of America”</i>, <i>The 1619 Project</i>, and the role of history and slavery in our understanding of leadership, supervision, and management in higher education. 2. Viewing of <i>Shackles and Ivy: The Secret History of How Slavery Helped Build America's Elite Colleges</i> 3. Discussion about how elite college ties to slavery are connected to power, privilege, and inequity in the past and today <p>Discussion Activity 1 posted in a course discussion board: <i>Part I</i>-Student introductions (name, career goals, interests in leadership, management, and supervision and unique attributes). <i>Part II</i>- Students share their opinion and/or questions about how slavery is connected to higher education. As an asynchronous course, students will share weekly posts on Canvas by responding to a prompt (discussion question). Students must interact with at least two peers’ posts. To receive full credit, students must utilize all readings.</p> <p>Part II Prompt posted in a course discussion board: In 500 words or less, discuss how elite college ties to slavery are connected to power, privilege, and inequity in the past and today?</p>

Optional Guiding Questions for In-Person or Synchronous classes:

1. What are the connections between elite U.S. colleges and slavery in the U.S.?
2. How has the connection between elite U.S. colleges and slavery in the U.S. led to inequity, power, and privilege over time?
3. How does the connection between elite colleges and universities and slavery in the U.S. continue to influence power dynamics, privilege, and systemic inequities in higher education today?

Day 2:
The Context and Origins of American Higher Education Part II

Lesson Objective(s) or Essential Question(s)
<p>Students will...</p> <ul style="list-style-type: none"> A. Continue to read about the socio historical context of the founding of American higher education, especially the role of slavery and contradictory philosophies about democracy and the subjugation of Black Americans. B. Reflect on the philosophies and hypocrisies of the architects of early universities in the U.S., especially Thomas Jefferson. C. Learn about different lenses and theories utilized to unveil and understand the role of race and power towards perpetuating inequity in higher education
Lesson Materials & Resources
<p>Faust, Dr. (2019). How slavery warped Jefferson’s vision for the University of Virginia. <i>The Washington Post</i>. Harris, L. (2020). Higher Education’s Reckoning with Slavery. <i>AAUP</i>. Patton, L. D. (2016). Disrupting postsecondary prose: Toward a critical race theory of higher education. <i>Urban Education</i>, 51(3), 315-342. Harper, S. R. (2017). Racially responsive leadership: Addressing the longstanding problem of racism in higher education. In <i>Challenges in higher education leadership</i> (pp. 145-156). Routledge.</p>
Lesson Activities
<p>*This lesson is posted as an asynchronous lesson to the course discussion board. Students are required to complete the readings on their own and then apply their analysis of the readings to the activity below.</p> <p>Discussion Activity- Students share their opinion and/or questions about the role of capitalism, slavery, and white supremacy in the way we currently practice leadership, management, and supervision at Minority Serving Institutions (MSIs). As an asynchronous course, students will share weekly posts on Canvas by responding to a prompt (discussion question). Students must interact with at least two peers’ posts. To receive full credit, students must utilize all readings.</p> <p>Discussion Question: <i>In a discussion post, share your opinion and/or questions about the role of capitalism, slavery, and white supremacy in the way we currently practice leadership, management, and supervision at MSIs.</i></p>

Day 3:
A Case Study of Leadership at the Virginia Union University

Lesson Objective(s) or Essential Question(s)
<p>Students will...</p> <ul style="list-style-type: none"> A. Utilize a case study of an HBCU [Virginia Union University], its founding, approaches to education for different populations, and its leadership structure and approaches to management & supervision to provide real world illustrations of how the socio historical context of slavery informed and shaped debates and practices of leadership for institutions designed to educate non-white students, especially Black Americans and Native Americans. B. Examine the role of slavery and its aftermath in shaping current practices, and how they can critically consider how to both incorporate and reject approaches to administration.
Lesson Materials & Resources
<p><u><i>The 1619 Project</i> from <i>The New York Times Magazine</i></u> Within (2022). <u>W.E.B. Du Bois's Enduring Education Debate with Booker T. Washington</u> Grundman, A. H. (1978). <u>Northern Baptists and the founding of Virginia Union University: The perils of paternalism.</u> <i>The Journal of Negro History</i>, 63(1), 26-41. Hylton, R. P. (2014). <u>Virginia Union University</u>. Arcadia Publishing. <u>Green, Kristen. "The Enslaved Woman Who Liberated a Slave Jail and Transformed It Into an HBCU."</u> <u>Smithsonian Magazine, April 4, 2022.</u> Simmons, D. (2022). <u>Yellow Woman: Mary Lumpkin and the Transformation of the Legacy of the Devil's Half Acre.</u> <i>The Saber and Scroll Journal</i>, 10(4). Schwarz, V. (2013). <i>Invisible Richmond: The History Behind the Urban Landscape.</i> <u>https://teachers.yale.edu/curriculum/viewer/initiative_13.04.08_u</u></p>
Lesson Activities
<p>*This lesson is posted as an asynchronous lesson to the digital course platform. Students are required to complete the readings on their own and then apply their analysis of the readings to the activity below.</p> <ul style="list-style-type: none"> ● Case Study- Reimagine a New Model of Higher Education Leadership: Students will create a collaborative case study to reflect upon and discuss the Virginia Union University case study. The case study should highlight the ways slavery and its aftermath informed and shaped debates and practices of leadership for institutions designed to educate students in higher education and student affairs programs about transformative leadership in higher education today. ● The case study will utilize discussion posts from the first four weeks of class. Students will write their case studies with their group members. The Case Study will be due [ADD DUE DATE.] ● Use details from this week's readings, and the texts explored from <i>The 1619 Project</i>, to describe examples of racialized transformative leadership in higher education. Utilize these examples in a summary of ways that leaders in higher education can center the lives of the enslaved and formerly enslaved persons in their work, and why that is important to incorporating public histories in our

understanding of leadership in higher education.

- o Students will write brief accounts of racialized transformative leadership in higher education.
- o Students will be asked to focus on the following two questions:
 - How do we write about leadership that centers the lives of enslaved and formerly enslaved persons?
 - How do we incorporate these histories in our learning of leadership in higher education?

*Over the course of several weeks, students will learn more about Mary Lumpkin and her role in founding Virginia Union University. The unit will conclude with students sharing their writings and theories of leadership through the assignment below.

ASSIGNMENT DETAILS

Analysis of a Critical Leadership Issue in Higher Education

Reimagine a New Model of Higher Education Leadership:

The purpose of this assignment is to learn how to write case studies based on public histories about higher education leadership. Case studies are important learning tools that can help explore problems and possibilities of current issues.

In groups of 3-4, students will prepare an 6-8-page leadership case study focused on Virginia Union University, an HBCU, and the founding mother of VUU - Mary Lumpkin. Students will create a collaborative case study to reflect upon and discuss how the Virginia Union University case study highlights the ways slavery and its aftermath informed and shaped debates and practices of leadership in higher education and student affairs programs. students will write brief accounts of racialized transformative leadership in higher education.

- o Students will be asked to focus on the following two questions:
 - How do we write about leadership that centers the lives of enslaved and formerly enslaved persons?
 - How do we incorporate these histories in our learning of leadership in higher education?
 - What lessons can we learn from Mary Lumkin about transformative leadership?
 - If you were HESA professional at VUU, how would you teach your community about Mary Lumpkin, transformative leadership, and founding of higher education
- o Over the course of several weeks, students will learn more about Mary Lumpkin and her role in founding Virginia Union University. After we have read through the pieces from the 1619 Project, the class is now ready to write a case study about Mary Lumpkin. We build the case study together in our scholarly groups. Analysis of the case will begin shortly after when we cover leadership theories. The unit will conclude with students sharing their writings and theories of leadership.

INSTRUCTIONS: (Adapted from <https://journals.sagepub.com/author-instructions/JEL>)

MAIN DOCUMENT: The main document should include:

- The recommended length of the combined cases, teaching notes, and references is between 6-8 double-spaced pages or 1800-2400 words.
- Text Sections: All sections should be typed in Times New Roman font (12 pt) with page numbers centered at the top of the page. Sections typically include:
 - Title: Include a descriptive title.
 - Abstract: Include a short 100 word abstract describing the topic(s) of the case and a brief synopsis of the case.
 - Teaching Case Narrative: Include the elements (described below): ambiguity, complexity, context, and relevance.
 - Teaching Notes: Include "Teaching Notes" that situate the case in relevant literature
 - Classroom Activities and Discussion Questions: Provide ideas for activities and prompts for discussion
- References: Provide contemporary references tightly coupled to the case and teaching notes. References should follow the style in the seventh edition of the Publication Manual of the American Psychological Association.

Teaching Case Narrative Rubric:

Cases are reviewed in consideration of the following elements:

Ambiguity: A good teaching case is full of ambiguity. The central problem of a case should not be apparent or easy to identify. On the contrary, there may be a multitude of problems, with some being more important than others. Case discussants should be presented with enough ambiguity that it is not apparent how a problem should be solved or even what the central problem really is. A case teacher will know that a classroom discussion of a case was successful when students present conflicting solutions to a case's central problem or disagree in their identification of the case's core issues.

Complexity: Good teaching cases are complex. All of us have read case studies in which the problem presented is so simple or the case characters are so stereotypical that there is very little to analyze or discuss. Complexity has become a major feature of contemporary educational leadership practice, and effective leaders learn to respond to this complexity by using multiple perspectives, understanding ambiguity, and thinking in more fluid, rather than static, ways.

Context: All cases describe a unique setting—typically a school, a university, or a workplace. A good case provides the reader with rich contextual details—information about the organizational setting, the characters, and the community or relevant larger environment. Other contextual details may be important as well: the legal climate, political themes, cultural norms, and historical information, for example.

Relevance: Above all, a good teaching case presents an important problem with broad implications that applies to the case discussants.