

Resources for Student Leadership Development

Books and Articles

Margaret Wheatley, *Leadership and the New Science: Discovering Order in a Chaotic World* (San Francisco: Berrett-Koehler Publishers, 1999)

Wheatley believes that our thinking about leadership, organizational structures and the process of change is mired in the “old science” of Newtonian physics — e.g., concepts of critical mass, entropy, equilibrium, hierarchy, incremental change, etc. She proposes a new paradigm based on the “new science,” i.e., drawing from the insights of quantum physics and the study of complex systems, where “critical connections are more important than critical mass” and where dynamic disequilibrium, bifurcations in systems, and chaos are not only natural processes in organizations but opportunities for changes in human consciousness. She proposes a new model of leadership to respond to the new conditions around us.

Renate Nummela Caine and Geoffrey Caine, *Making Connections: Teaching and the Human Brain* (Menlo Park, California: Addison-Wesley Publishing, 1991)

According to the authors, the U.S. educational system is based on an “industrial model” of education which met the needs of the twentieth century but now needs to undergo a paradigm shift to meet the challenges of the new “information age.” For their new paradigm, they emphasize a brain-based approach to learning and teaching, focusing on the need for educators to help students “make connections” between existing knowledge and new knowledge and to facilitate the discovery of meaning and relevance. This new educational approach also has intriguing ramifications for leadership development in youth.

David Werner and Bill Bowers, *Helping Health Workers Learn: A Book of Methods, Aids and Ideas for Instructors at the Village Level* (Berkeley: Hesperian Foundation, 1982)

The authors use the framework of Paulo Freire and critical pedagogy as their approach to training health workers in the Third World, while cautioning people to adopt Freire’s approach but not his dense language in their work with others. This book is filled with practical advice, stories, and instructional aids such as drawings and puppet shows to help educators (and mentors) “start at the level where people are at,” to value existing knowledge in their students, and to help advance critical thinking skills. This important book can serve as the foundation for student leadership training and for student activism in communities.

Paulo Freire, *Pedagogy of the Oppressed* (New York: Continuum, 1971)

This classic volume analyzes the relationship between knowing the world and changing it. Freire emphasizes the relationship between critical awareness and social action and the process that each person goes through to attain this insight.

Sharif M. Abdullah, *The Power of One: Authentic Leadership in Turbulent Times* (Gabriola Island, British Columbia: New Society Publishers, 1995)

This small book contains great wisdom. Abdullah argues that the leadership models of the past are inadequate for dealing with what he calls the “mega-crises” of the current world. He explores the relationship between the political consciousness of individuals (“the power of one”) and the communities that they serve.

Bruce Kokopeli and George Lakey, *Leadership for Change: Toward a Feminist Model* (Gabriola Island, British Columbia: New Society Publishers, 1983)

This small pamphlet contrasts patriarchal (hierarchy and domination) and feminist (sharing and nurturing) leadership models and provides practical suggestions for training people in the concept of shared leadership. The authors focus on the importance of group processes and group culture as cornerstones for political change.

Sotsisowah, "Thoughts of Peace: The Great Law," in *Basic Call to Consciousness*, edited by Akwesasne Notes (Summertown, Tennessee: Native Voices, 1978)

Sotsisowah traces the contributions of indigenous peoples thinking in America to questions of peace, justice and leadership in American society by focusing on the teachings of the great Hau de nau see leader who helped found what is known as the Iroquois Federation. This formation lasted for hundreds of years, and many of its ideas relating to peace, justice, and democracy were incorporated into the U.S. Constitution. In this essay, Sotsisowah examines the expanded concept of peace that Hau de nau see leaders developed which, in contrast to the current western concept, is embedded in justice, power, and education.

Websites

Grace Lee Boggs, writings on Freedom Schooling
James and Grace Lee Boggs Center to Nurture Community Leadership
<http://www.boggscenter.org/>

Glenn Omatsu, "Freedom Schooling"
<http://www.boggscenter.org/omatsu.htm>

Hate Free Zone, Campaign of Washington
<http://www.hatefreezone.org/>

Yes! The Magazine of Positive Alternatives
<http://www.futurenet.org/>

Activism in Schools: K-12 and Within Communities
<http://www.teachingforchange.org>

Peace Studies Programs in Universities
<http://csf.colorado.edu/peace/academic.html>

Student Activist Resource Handbook
<http://www.csun.edu/eop/htdocs/studentactivismbook.pdf>

Peer Mentoring Resource Handbook
<http://www.csun.edu/eop/htdocs/peermentoring.pdf>

UCLA class: "Mobilizing for Peace and Justice"
<http://www.sscnet.ucla.edu/aasc/classweb/winter03/aas116/>

Overcoming “White Supremacist Culture” and Its Impact on Our Work in Groups (by Kenneth Jones and Tema Okun)

<http://www.prisonactivist.org/cws/dr-culture.html>