SYLLABUS
EDAD 6343.001– Social & Cultural Contexts of Education
FALL 2016

Instructor: Bradley W. Davis, Ph.D.
Office: Trimble Hall, 103.A
Email: bwdavis@uta.edu
Office Phone: (817) 272-2846

Class Meetings:
Weekly – Thursday evenings 5:30-8:20, Trimble Hall 119

Office Hours:
By appointment - My aim is to be as flexible as possible in meeting students’ needs to establish virtual or face-to-face consultations about coursework and graduate studies. Please send an email with proposed meeting times and place (e.g. campus, your work, coffee shop, home, etc.) in advance of the dates you are available.

Graduate Catalog Description:
This course examines the manner in which K-16 education is influenced by the broader social and cultural contexts within which it is situated. Course materials draw from the foundations, history, sociology, politics, and economics of education. More specifically, the course will consider the ways that race, class, and gender relate to the inequitable distribution of educational opportunity. Additional concepts/topics such as language status, nationality, physical & mental ability, sexual orientation, etc., will be explored to develop a deeper understanding of the ways that student marginalization manifests in K-16 schooling. Prerequisite: ELPS doctoral program admittance required.

Goals and Desired Learning Outcomes:
• Explore the connections between society, culture, education, and schooling
• Describe the ways that educational opportunities, experiences, and outcomes are shaped by social and cultural contexts
• Investigate the manners by which these contexts manifest in various locales and educational institutions/organizations
• Exhibit habits and skills necessary for success in doctoral studies

Course Materials:
Student Provided:

Instructor Provided:
Materials provided by the instructor and assigned as class readings will be posted to Blackboard. These materials are primarily book chapters or journal articles, however additional resources such as videos and non-refereed articles may be posted.

Acknowledgement:
The instructor owes a tremendous debt of gratitude to many individuals whose teaching and syllabi have influenced the development of this course and syllabus, including but not limited to the following:

Gretchen G. Generett, Ph.D.
Mark A. Gooden, Ph.D.
Jennifer J. Holme, Ph.D
Ann O'Doherty, Ed.D.
April L. Peters-Hawkins, Ph.D.
Daniel B. Saunders, Ed.D.

Expectations:

Engagement:
As participants in this course, we all owe to one another and ourselves, the highest level of engagement that we can possibly offer. This means using technology (particularly computers, tablets, phones, etc.) in the classroom only to enhance our learning, not to distract from it. As students in a graduate program, you are expected to provide your full attention and attend to personal communications outside of class instruction time.

Perhaps the most important aspect of appropriate classroom engagement is respect for others. There will come occasion (likely many occasions) when the perspectives offered by the readings, the instructor, and fellow classmates contrast sharply with your own. While experiencing these contrasts can at times be very difficult, respectfully and courageously navigating through them as a group is the very essence of classroom learning.

Attendance:
Attendance is required for every class session. In the event of an emergency, please do your best to notify the instructor of your absence ahead of time (when possible). Excused absences will not be granted for work-related commitments.

You may be excused from one class over the course of the semester. Please notify the instructor of this absence ahead of time. Any additional, unexcused absences - which include late arrivals and early exits from class sessions - will affect your semester grade.

Writing:
As graduate students, one of many skills you are responsible for developing is your writing. Writing is a skill of critical importance in educational practice and research. It is my responsibility to help you improve in this area. Students come to this course from a variety of educational and professional backgrounds. Hence, previous academic preparation (e.g., writing skills) will affect your performance in this course. It is important to acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade. That being said, I am more interested in seeing continuous improvement in writing quality over the semester than I am in seeing your assignments immediately meet a high standard (although the latter would be delightful). I will discuss this last sentiment in greater detail during our first class.
All written work should be typed, formatted, and devoid of grammatical, spelling, and typographical errors. In addition to being clear, concise, and organized, written work should be reflective, analytical, and incorporate literature and research from the course as well as outside readings to support discussion and arguments. Students should use the 6th Edition of the APA Manual as a guideline for writing, formatting, and appropriate citations. If you are from outside the College of Education and your program requires you to write in a different style, please consult with me at the start of the semester. Be sure to proofread your papers before submitting them. Assignments that are not well-edited will be assigned a lower grade. Finally, if you have concerns about your writing, please discuss this matter with me before assignments are due.

My pledge to you:
You will be treated with respect and as an individual. I will honor your background and experiences and learn from your expertise. I will manage the class in the manner I see most fit. I will prepare for every class. I will teach only in areas of my professional expertise. To that end, if I do not know something, I will feel comfortable saying so. I will return your assignments in a timely manner and with critical, yet constructive feedback. I will be honest with you. Your grade will reflect the quality of your work and nothing else.

Assignments and Grading:
Unless otherwise noted, all assignments will be submitted in electronic format to Blackboard. Grades will be posted to Blackboard, including the semester average. All late assignments will receive a reduced grade.

Course Participation & Contribution (25% of Semester Grade):
Students are expected to arrive to class having read all assigned readings, fully prepared to discuss them. Students are expected to meaningfully engage in all discussions and class activities. The most meaningful participation will require students to make direct connections to course readings. As such, it is strongly encouraged that you take notes and mark meaningful passages as you engage with the readings. Attendance and punctuality are requisites of full participation.

Reflective Annotated Bibliography (20% of Semester Grade):
Students will identify a peer-reviewed journal article that explores/discusses the relationship between a course sub-topic and their individual area of interest. For example, if your area of interest is accountability policy, you might identify an article investigating the implications of high stakes testing for students living in poverty. Submissions should contain sections/paragraphs relevant to the following areas:

**Summarize**: What are the main arguments of the article? If it was an empirical work, what were some of the key findings?

**Assess**: What was the scholarly contribution? How does the piece “matter”? What are some of the implications for practice, policy, and research that came from reading the article?

**Reflect**: How might you incorporate the article (or others like it) into your writing? Did the article change (or fail to change) how you think about your topic? If so, how?

Your final product should be APA formatted (no abstract necessary) and contain roughly 1.5 pages of your original writing. You will need to submit 4 entries by November 17th (Week 13). You can only
submit one entry per week. Each entry will be graded on a 1-5 point scale, with each missing entry given a zero (0).

Midterm (20% of Semester Grade):
Students have two pathways to choose from for their midterm-final sequence. For option 1, students will identify a neighborhood, town, city (I will share a cautionary word on this in class), or other locale, then write a brief paper (~5-10 pages) outlining some of its basic facts (e.g. brief history, present status, etc.) and social and cultural contexts. Students should draw on a variety of demographic and related data (e.g. US Census data, data/reports prepared by states, counties, cities, etc.).

For option 2, students will identify a problem, issue, or policy in K-16 education about which to write a brief paper (~5-10 pages). Students will need to clearly explicate the problem/issue/policy and highlight some of the ways it has been discussed in the literature. Details of this assignment will be discussed at length in class.

Final (35% of Semester Grade):
The final will require students to build upon and remain within the pathway established in their midterm. For option 1, students will identify an educational institution or organization (e.g. K-12 campus, community college, university, etc.) within the locale identified for their midterm. They will then write a paper (~15-25 pages) describing the ways that various course sub-topics manifest within and around that institution.

For option 2, student will write a ~15-25 page paper describing the ways that various social and cultural contexts mediate the problem/issue/policy identified in their midterm. In other words, the class readings will provide abundance of evidence that class, place, and race intersect a variety of issues in education and schooling. The same is true of the other social and cultural contexts covered over the course of the semester. Students will need to establish meaningful connections between these contexts and their identified problem/issue/policy. Details of this assignment will be discussed at length in class.

A complete draft of this paper is due December 1\textsuperscript{st}, which is 11 days before the final draft is due. You will not receive specific edits/comments on your draft, but rather general impressions. The purpose of this is to reinforce the idea/reality that you cannot write a paper in a doctoral class the week before it is due. The instructor will look for progress made between the first and second drafts, and both "count" towards your grade for the assignment.

Recap of Semester Grade Contributions:

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<tr>
<th>Course Particpation &amp; Contribution</th>
<th>25%</th>
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<tr>
<td>Reflective Annotated Bibliographies</td>
<td>20%</td>
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<tr>
<td>Midterm</td>
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<td>Final</td>
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<td>Total</td>
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Grading Scale:

| 90-100% | A |
| 80-89%  | B |
| 70-79%  | C |
Resources Available to You:

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

Gretchen Trkay, Reference & Instruction Librarian:
Gretchen works for the UTA library and is the Education specialist. She is eager to help you with your studies. Here is a quick note from her on the Education Subject Guide:

*Need help defining your research topic? Not sure where to find articles? Try the Education Subject Guide,* http://libguides.uta.edu/edad - For further help, contact the Education Librarian Gretchen Trkay (gtrkay@uta.edu).

Semester Calendar:

Note: Required reading is to be completed before the class date in which it is listed. For example, before class begins on September 1st, students will need to have read the first two chapters of *Tearing Down the Gates*. Details for some class dates continue through page breaks. *Because the syllabus is subject to change, refer to the latest version, which will always be available on Blackboard.*

<table>
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<tr>
<th>Date</th>
<th>Course/Reading</th>
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<tr>
<td>August 25th</td>
<td>Course Introduction</td>
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<td>Week 1</td>
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<td>Week 2</td>
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<td>September 8th</td>
<td>Sacks: <em>Tearing Down The Gates</em> Chapters 3-6</td>
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<td>Week 3</td>
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<td>September 15th</td>
<td>Sacks: <em>Tearing Down The Gates</em> Chapters 7-9</td>
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<td>Week 4</td>
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<td>Week 5</td>
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http://doi.org/10.3102/0028312116653204  
| November 10th| Week 12| Gonzales, R. G. (2011). Learning to Be Illegal Undocumented Youth and Shifting...
| --- | --- |
| November 17th Week 13 | **Virtual class meeting**  
One of:  
-or-  
and  
| November 24th Week 14 | **No Class: Thanksgiving** |
| December 1st Week 15 | **Final class meeting**  
**Draft of final due.**  
| December 12th | **Final due** |

**Important University Information**

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may
be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. (cont.)

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in
the student’s suspension or expulsion from the University. Additional information is available at
https://www.uta.edu/conduct/.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate
with students about important deadlines and events, as well as to transact university-related business
regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and
are responsible for checking the inbox regularly. There is no additional charge to students for using this
account, which remains active even after graduation. Information about activating and using MavMail is

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes
categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student
Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each
student through MavMail approximately 10 days before the end of the term. Each student’s feedback
via the SFS database is aggregated with that of other students enrolled in the course. Students’
anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather,
tabulate, and publish student feedback is required by state law and aggregate results are posted online.
Data from SFS is also used for faculty and program evaluations. For more information, visit
http://www.uta.edu/sfs.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final
examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is
to allow students sufficient time to prepare for final examinations. During this week, there shall be no
scheduled activities such as required field trips or performances; and no instructor shall assign any
themes, research problems or exercises of similar scope that have a completion date during or following
this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any
examinations constituting 10% or more of the final grade, except makeup tests and laboratory
examinations. In addition, no instructor shall give any portion of the final examination during Final
Review Week. During this week, classes are held as scheduled. In addition, instructors are not required
to limit content to topics that have been previously covered; they may introduce new concepts as
appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the
building, students should exit the room and move toward the nearest exit – there is one at each end of
the hallway. When exiting the building during an emergency, one should never take an elevator but
should use the stairwells. Faculty members and instructional staff will assist students in selecting the
safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help
students develop academic skills, deal with personal situations, and better understand concepts and
information related to their courses. Resources include tutoring, major-based learning centers,
developmental education, advising and mentoring, personal counseling, and federally funded programs.
For individualized referrals, students may visit the reception desk at University College (Ransom Hall),
call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on
transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To
schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.
The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. [http://library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)
The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

• The first core value, Professionalism, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.

• The second core value, Knowledge, represents candidate theoretical or practical understanding of a subject. In today’s world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

• The third core value, Leadership, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

• Research encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

• Diversity is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

• Technology is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible Partners for the Future – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.
Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381