

**ELDF 7701 Seminar in Social Foundations**

Leadership, Foundations, and Policy

3 Credit Hours

Fall 2018

August 29 to December 7, 2018

Wednesdays 6:30 - 9:00pm

Dell 2, Room 101

**Instructor**

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**DESCRIPTION**

This class is an introductory seminar in the social foundations of education. It is designed primarily to introduce students to social foundations as an area of scholarly study. We will consider key questions such as: What are the social foundations of education? Why study the social foundations of education? What value does a social foundations lens bring to research, thinking, and practice regarding contemporary issues or problems in education? What are the characteristics of each of the different disciplinary lenses often used by scholars in the field of social foundations and the social sciences (sociology, history, anthropology, philosophy, etc.)? Through the reading and discussion of a variety of texts during the semester, listening to guest lectures, and other activities, we expect students and faculty to engage in intense, thought-provoking conversations that will lead to deeper inquiry into the field of social foundations. Our goal is to challenge the views of ourselves and others, to consider new ideas, and to expand our personal and professional horizons.

**LEARNING OBJECTIVES**

After completion of the course, students will be able to:

- Engage in intellectual reflection, critical questioning, and dialogue surrounding the purpose(s) of education and the nature of our assumptions about education and the way we learn.
- Apply foundational perspectives to the examination of contemporary and historical educational issues.
- Demonstrate the ability to reflect on and critically question the relationships between education, culture, and society.
- Defend the value of understanding social foundations of education and how the perspectives gleaned from the course can contribute to greater understanding and advocacy for teaching and learning.
- Continue studying education through a critical and reflective lens.

**INSTRUCTIONAL METHODS**

Social Foundations of Education is an interdisciplinary program of study that situates American education in the broader context of society, drawing upon the study and research of thinkers and authors in the fields of educational history, philosophy, sociology, psychology, comparative education, and educational studies. The course engages with this material through extensive readings, lectures, discussions, presentations, and papers requiring analysis. Every student will complete readings and papers independently and is expected to participate in all assigned Canvas learning experiences.

Discourse is critical to understanding the complex nature of education reform and the factors which contribute to the growth and development of schooling as an institution. Therefore, thoughtful participation throughout the course is essential to successfully meeting the requirements. Social Foundations requires students to read, reflect, analyze, probe, review, and evaluate education within a larger social and cultural context. Instructional methods encourage critical thinking and construction of knowledge through Canvas and interactive experiences. This course depends for its success on your active participation. Students who fail to do the reading cannot contribute to small or large group activities in thoughtful ways and detract from the total learning experience of everyone.

**COURSE TEXTS****Required (available for free online through UVA):**

Tozer, S., Gallegos, B. P., Henry, A., Greiner, M. B., & Price, P. G. (Eds.). (2011). *Handbook of research in the social foundations of education*. New York, NY: Routledge.

<https://www-routledgehandbooks-com.proxy01.its.virginia.edu/doi/10.4324/9780203874837>

**Required (available for purchase at UVA bookstore):**

Byrd, W. C. (2017). *Poison in the ivy: Race relations and the reproduction of inequality on elite college campuses*. New Brunswick, NJ: Rutgers University Press.

Heller, H. (2016). *The capitalist university: The transformation of higher education in the United States since 1945*. London, England: PlutoPress.

Kelchen, R. (2018). *Higher education accountability*. Baltimore, MD: Johns Hopkins University Press.

Warikoo, N. K. (2016). *The diversity bargain: And other dilemmas of race, admissions, and meritocracy at elite universities*. Chicago, IL: University of Chicago Press.

## COURSE OUTLINE

Date	Topics	Readings/Exercises/Assignments
8/29	<b>Week 1: Introduction &amp; Overview</b>	<ul style="list-style-type: none"> <li>• Preface to <i>Handbook of Research in the Social Foundations of Education</i> (p. xi-xiv)</li> </ul>
9/5	<b>Week 2</b>	<ul style="list-style-type: none"> <li>• <i>SF Handbook</i> Part I. - Original Foundational Disciplines (Tozer, p.1-3)</li> <li>• <i>SF Handbook</i> Ch. 1 - The Evolution of Social Foundations of Education (Tozer &amp; Butts, 4-14)</li> </ul>
9/12	<b>Week 3: History I</b>	<ul style="list-style-type: none"> <li>• BOOK – <i>The Capitalist University</i> (Heller, 2016)</li> </ul>
9/19	<b>Week 4: History II</b>	<ul style="list-style-type: none"> <li>• Meal With a Scholar – Derrick Alridge, University of Virginia (Directions and readings will be provided by host)</li> </ul>
9/26	<b>Week 5: Sociology</b>	<ul style="list-style-type: none"> <li>• SKYPE INTERVIEW – Carson Byrd, University of Louisville</li> <li>• BOOK – <i>Poison in the Ivy</i> (Byrd, 2017)</li> </ul>
10/3	<b>Week 6</b>	<ul style="list-style-type: none"> <li>• Independent progress on papers and reading</li> <li>• <b>Book Review 1 due 10/3 by 6:30p</b></li> </ul>
10/10	<b>Week 7: Fall Break Week</b>	<ul style="list-style-type: none"> <li>• Independent progress on papers and reading</li> </ul>
10/17	<b>Week 8: Anthropology</b>	<ul style="list-style-type: none"> <li>• Meal With a Scholar – Diane Hoffman, University of Virginia (Directions and readings will be provided by host)</li> </ul>
10/24	<b>Week 9: Economics &amp; Public Policy</b>	<ul style="list-style-type: none"> <li>• SKYPE INTERVIEW – Robert Kelchen, Seton Hall University</li> <li>• BOOK – <i>Higher Education Accountability</i> (Kelchen, 2018)</li> </ul>
10/31	<b>Week 10</b>	<ul style="list-style-type: none"> <li>• Independent progress on papers and reading</li> <li>• <b>Book Review 2 due 10/31 by 6:30p</b></li> </ul>

11/7	<b>Week 11: Comparative &amp; International</b>	<ul style="list-style-type: none"> <li>• BOOK – <i>The Diversity Bargain</i> (Warikoo, 2016)</li> </ul>
11/14	<b>Week 12: Philosophy</b>	<ul style="list-style-type: none"> <li>• Meal With a Scholar – Rachel Wahl, University of Virginia (Directions and readings will be provided by host)</li> </ul>
11/21	<b>Week 13</b>	<ul style="list-style-type: none"> <li>• Thanksgiving break – no class</li> </ul>
11/28	<b>Week 14: Overview</b>	<ul style="list-style-type: none"> <li>• Course review and debriefing</li> <li>• <b>Peer Review Paper (e.g. Book Reviews 3 &amp; 4) due Nov 28<sup>th</sup> by 11:59p</b></li> </ul>
12/7	<b>Week 15: Final Exam</b>	<ul style="list-style-type: none"> <li>• <b>Final Paper (e.g. Book Reviews 1, 2, 3, and 4) due Dec 7<sup>th</sup> by 11:59p</b></li> </ul>

\*Note: course schedule and readings are subject to change. Any changes will be announced via email and posted on Canvas.

## ASSESSMENTS

Students in the Introduction to the Social Foundations of Education are expected to complete all assignments and will be graded as follows:

Active Engagement (15%)

Reviews: Book Review #1 and #2 (15% each)

Peer Review: Book Review #3 and #4 (15%)

Final Paper: Book Review #1, #2, #3, and #4 (40%)

### 1. Active Engagement (15%).

Understanding challenges facing education and engaging competently in cross-disciplinary debates requires not only familiarity with the course material but an active engagement with it. Coming to class, being prepared to discuss the readings, and participating in class discussions and activities are thus crucial for the success of this course. Please bring assigned course readings to class. When articles are assigned, you are welcome to bring them on your computer, but any attention to matters not related to the course will severely impact your performance in this component of the course. Class meetings for this course are discussion-based seminars. You must do all assigned readings to be prepared to make contributions to discussions and participate in class meetings.

**2. Reviews: Book Review #1 and #2 (15% each).****Due 10/3 and 10/31 respectively.**

The book review is an important mechanism within academia that enables the discourse on a given topic to continue in a succinct manner given the vast amount of information our society must engage daily. As developing scholars and practitioners, the book review is an excellent first genre of writing to master given its focus on both synthesis and evaluation. In this vein, this course will provide each student multiple opportunities to master this format of scholarly writing, all of which will be cumulatively demonstrated in the final paper for the course.

Throughout the course, students will write a total of four book reviews from the list of *required* textbooks for this class. Book Review #1 is due on 10/3 and will be critiqued by the instructor. Book Review #2 is due on 10/31 and will be critiqued by the instructor. Book Reviews #3 and #4 will be critiqued by a peer within the course, and this critique is due on 11/28. Each student will then revise his/her work based on the corresponding instructor and peer feedback and submit a final course paper comprised of all four book reviews within a single file.

The guidelines for the book review are as follows:

- An appropriate title should be included for each review.
- The length of the paper is limited to a single page (single spaced) or two pages (if double spaced). Please do not go lower than an 11 point font or ¾ inch margins.
- Opening hook – the first sentence or two should catch the reader’s attention and set the context for your piece.
- The two essential portions of a book review should be evident – synthesis and evaluation.
- The synthesis portion of the review summarizes broad aspects of the work such as its purpose, contribution, method, primary audience, theoretical approach, and scope.
- The evaluation portion of the review engages the work conceptually to examine the merit of its premise such as weaknesses in the argument, unsubstantiated claims, missing elements, or shortcomings in the analysis to name a few.
- A sparing use of quotes highlights that a student can articulate the argument of the author in his/her own words.
- Each review will be approximately 3-4 paragraphs. First sentences should be used very strategically and headers are optional but not required given the length.
- Approximately 3-6 references should be included with each review on a separate page that follows the review itself. This highlights the ability of the student to situate the given work within the broader scholarly discourse.

In addition to the guidelines above, it is suggested that students consider examining the guidelines of book reviews in actual publications. A few are provided below, but others should be referenced as well:

*Educational Studies* – [Guidelines here](#)

*Teacher’s College Record* – [Guidelines here](#)

*The Review of Higher Education* – [Guidelines here](#)

*Social Forces* – [Guidelines here](#)

Book reviews will be graded and typically returned to students within a week. Each review should be uploaded to Canvas by Wednesday 10/3 and 10/31 by 6:30pm in a MS Word file.

**3. Peer Review: Book Reviews #3 and #4 (15%).****Due 11/28.**

Peer review is a foundational practice within the university, both in its curricular and co-curricular divisions. Scholars and higher education professionals are regularly expected to provide critically constructive feedback for the purpose of improving the ideas, communities, and the organization itself. This skill is expected of educators in their work in school committees, accreditation reports, and scholarship, among others.

In this vein, this course provides students the opportunity to display and further refine their critical thinking and constructive feedback skills through a peer review process aimed to improve the ideas presented in their final paper. Students are expected to exchange an electronic draft of the Book Reviews #3 and #4 with a classmate. Reviewers are expected to provide feedback on the reviews using the edit/comment features in MS Word or comment features in Adobe Reader.

Reviewer comments should address the following aspects of a peer's paper:

- The extent to which the draft meets the “essential elements” of a book review.
- Grammatical and typographical errors in the paper.
- Constructive feedback on the ideas of the review. Does it read easily and clearly? What portions are unclear? How could the ideas be further aligned to improve flow or logic?

Please note, *what is graded in this assignment is not the substance of the manuscript draft, but rather the substance of the reviewer feedback.* Student authors are expected to examine the reviews of their manuscript draft and give serious consideration as to which items should be incorporated for the final paper. Peer reviews should be uploaded to Canvas by Wednesday 11/28 at 11:59pm.

**4. Final Paper: Book Reviews #1, #2, #3, and #4 (40%).****Due 12/7.**

The final paper for the course will consist of the four compiled book reviews, each comprised of the essential elements (outlined above). Students are expected to incorporate the prior instances of feedback (instructor and peer review) into the final paper. The length of each individual review should not exceed one page if single spaced or two pages if double spaced. A references page (including 3-6 references) should be included following the respective review. The length of a typical final paper should be approximately 8 pages if single spaced or 16 pages if double spaced. Final papers should be uploaded to Canvas by Friday 12/7 at 11:59pm in a single MS Word file.

## UVA ACADEMIC POLICIES

### Statement on Academic Fraud

According to the UVA Honor Committee, “All students at the University of Virginia are bound by the Honor Code not to commit Academic Fraud, which is a form of cheating. “ Consequently, it is required or implied that all work conducted by students conform to the following honor pledge: “On my honor as a student, I have neither given nor received aid on this assignment.” If you are not familiar with or require further information about the honor system, please see <http://www.virginia.edu/honor/>.

### Accommodations for Students with Disabilities

All students with special needs requiring accommodations should present the appropriate paperwork from the Learning Needs and Evaluation Center (LNEC). It is the student’s responsibility to present this paperwork in a timely fashion and follow up with the instructor about the accommodations being offered. Accommodations for test-taking (e.g., extended time) should be arranged at least one week before an exam. The LNEC is located in the Department of Student Health and can be contacted at 243-5180/5181. For more information, please see <http://www.virginia.edu/studenthealth/lneec.htm>.

### Class Attendance and Excused Absences

Regular attendance in all classes is expected. Absences traditionally excused are those that occur because of death in a student's family, important religious holidays, or authorized University activities. Students who anticipate absence for cause should obtain permission from the instructor in advance of the absence. Unforeseen absences resulting from sickness, or from other circumstances considered to be emergencies, may be excused by the instructor and arrangements may be made with the instructor to complete the assignments missed.

### Students in Distress

Services for students in various forms of distress are offered by Counseling and Psychological Services (<http://www.virginia.edu/studenthealth/caps.html>) in the Elson Student Health Center. During evenings and weekends, emergency crisis assistance (434-972-7004) is available. In addition, if you are concerned about another student, call 434-243-5150 during business hours, and request the consulting clinician.

### Classroom Civility Statement

Students are asked to refrain from conducting private conversations (both in-person and electronically) in class, and are requested to use appropriate language and behavior that are not demeaning or disruptive to either the instructor or the other members of the class. Failure to consistently abide by these attendance policies will have an adverse impact on one’s final grade.