

**The University of Texas at Austin  
Course Outline and Syllabus  
Maymester 2019**

Course: Exploring UK Education (ALD 379)  
Meeting times: May 2019  
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**Exploring UK Education**

**Description**

This four-week Maymester course will explore primary/secondary and postsecondary education in the United Kingdom, and provide students with the opportunity to compare and contrast to the more familiar US systems. Additionally, the course features a special focus on students and faculty of color in UK higher education (again, with the opportunity to compare/contrast to the experiences of underrepresented students in the US context) and a focus on expatriate experiences in the UK (specifically, Department of Defense Education Activity [DoDEA] Schools for dependents of military personnel). The class closes with cultural reflections on the Cold War from the late 20<sup>th</sup> century.

**Course Objectives and Themes**

1. To understand the objectives of UK primary, secondary, and higher education and compare to the objectives of schooling in the US.
2. To interpret the experiences of underrepresented and minoritized student and faculty populations in the UK postsecondary context.
3. To understand the structure and function of DoDEA schools, one of only two states whose gap was smaller than the nation's average gap in all of the grade and subject areas studied in the National Assessment of Educational Progress (NAEP).
4. To understand the cultural impact of the Cold War on US/UK relations in the late 20<sup>th</sup> century.

This course is additionally organized in a discussion format, in which participation from all members of the classroom community is required. The course will frequently feature field trips to educational and historical sites of relevance.

## Textbooks

There are three required books for this course. All are available via Amazon (some are available through Amazon.co.uk, and most are available in Kindle format).

Bennett, A. (2004). *The history boys*. New York: Farrar, Straus, and Giroux.

Lodge, D. (1979). *Changing places: A tale of two campuses*. New York: PenguinMac an Ghail,  
M. (1988). *Young, gifted, and Black: Student-teacher relations in the schooling of Black youth*. London: Open University.

## Required pre-reading:

Bryson, B. (2016). *The road to Little Dribbling: Adventures of an American in Britain*. New York: Anchor.

## Suggested pre-reading:

Campbell, D. (1986). *The unsinkable aircraft carrier: American military power in Britain*. Paladin Grafton Books.

Townsend, S. (2003). *The secret diary of Adrian Mole, aged 13¾*. New York: HarperTempest.

Wills, C. (2017). *Lovers and strangers: An immigrant history of post-war Britain*. London: Allen Lane.

The remaining readings are available online via UT Libraries and additional web resources. Readings will be linked in the syllabus and/or posted in Canvas. *Please note that some links will only work if you are logged in to the UT Libraries at [www.lib.utexas.edu](http://www.lib.utexas.edu) - or you need to be on the utexas wireless network.*

## APA Formatting/Citation Assistance

It is further strongly suggested that all students purchase a copy of the American Psychological Association's Publication Manual (now in its 6th edition). This is an essential reference for students in education.

One of the best APA resources on the Internet is Purdue University's OWL. The URL is <http://owl.english.purdue.edu/owl/resource/560/01/>

Students should avail themselves of the excellent resources at the UT Libraries (<http://www.lib.utexas.edu/>). (You can friend them on Facebook and follow them on Twitter as well!) They offer courses on using research tools such as Google Scholar, databases, and classes on popular bibliographic management software (EndNote, Zotero). In the 21<sup>st</sup> century, the challenge is not so much the collection of data as it is the management of it. **I strongly suggest that students investigate these options – some at cost, some free – to facilitate and manage your use of data.**

Additional readings, if any, will be listed in the readings for each week. There will also be recommended readings listed for students who wish to explore a topic further – these, of course, are not required.

## Course Requirements

Attendance: You are expected to attend all course meetings. In instances of illness or emergency,

contact Dr. Reddick via e-mail, and arrange to borrow lecture notes or materials from a classmate. You are responsible for finding out what transpires in class (changes to syllabus and/or assignments, discussion topics, etc.). Obviously it is in your best interest to make it to class.

However, please exercise good judgment and common sense. If you are sick with a cold or flu, please stay at home. If you anticipate a great deal of travel or **missing more than two class meetings, you should reconsider taking the course at this time.**

Any correspondence about absences should always be directed via e-mail to Dr. Reddick, and you should keep copies of e-mails. **While it is fine to discuss absences with the teaching staff at any time, e-mail is the official record of communication and should be used when discussing absences, permission to leave early, etc.**

Communication: The preferred mode of communication is e-mail. Any requests or questions are best directed in this manner.

## **GRADING**

### Participation (25% of total grade)

Much of the course will be presented in a discussion format. Therefore, it is essential that students come to class prepared to discuss readings and their implications for higher education. Student participation will be assessed in three ways:

- Class attendance: With the exception of illness, students are required to attend all class meetings. During the four-week period, we will meet three days of the week. The weekends and two days that class does not meet is your free time to explore Cambridge, other sites in Britain, or continental Europe if you have the time, interest, and resources to do so. (20% of participation grade; 5 points)
- Discussion provocateurs: Student teams are required to lead a discussion during a class session by either posing a question, statement, or a puzzling point from the readings. Students can also make a point about something that is on their mind in relation to the assigned readings. Be thoughtful about what truly interested, confused, or dissatisfied you in each weeks' readings and craft a way to infuse your own academic interests into our class discussions. There will be a signup for discussion provocateurs during the first week of class. (30% of participation grade; 7.5 points)
- Participation in classroom discussions: As aspiring and practicing professionals and/or researchers in education, students will need to establish a sense of comfort in participating and leading discussions. There will be several different ways to participate in the classroom setting, including: asking questions or provoking a topic of conversation; participating in small group conversations; and presenting research to class participants. The key to establishing proficiency in these areas is to practice. Dr. Reddick strongly encourages the use of study groups to assist in strengthening these skills (50% of participation grade; 12.5 points).

### Written Assignments (40% of total grade)

Canvas posts (10) (35% percent of written assignment grade; 14 points). **Four times during the Maymester**, there will be a prompt on Canvas that you will be asked to write a 250-500 word response to. Typically it will be provoked by a reading, discussion item in class, something a guest speaker shares, a field visit, or something in the media that relates to education in the UK. **Canvas posts must be up by the deadline** to receive full credit.

Interpreting and Comparing US and UK Education Experiences (16 points) (40% percent of written assignment grade):

- Students will write (in APA 6<sup>th</sup> format) an essay interpreting and comparing the US and UK educational systems. This will be based on readings and your own research as well as your individual encounters and/or observations in your personal or professional experience. You will share your initial draft with a colleague in class for a peer edit and assessment. A reader should be able to understand the context (avoid jargon, excessive detail, etc.). *Note – you will not turn this in to Dr. Reddick, but to your partner.* You can share versions electronically if you prefer.
- When you receive feedback from your partner, incorporate the feedback and submit the final version at the end of the course. (The editing process will also serve as an opportunity for you to familiarize yourself with your partner's arguments.) Outside of class, you should investigate how you might incorporate readings and/or guest speakers.

Understanding Marginalized and Minoritized People's Experiences in UK Higher Education (25% percent of written assignment grade; 10 points):

Based on the perspectives shared by guest speakers and your own investigation (interviews, articles, email/social media exchanges, blogs, etc.), share your perspective regarding how marginalized and minoritized students, staff, and faculty navigate higher education experiences in the UK.

- Marginalized and minoritized populations in the UK context typically fall under the BAME (Black, Asian, Minority Ethnic) umbrella. This is somewhat analogous to the US context.
- Posit what individual, institutional, and structural interventions could improve and/or enhance marginalized and minoritized population experiences. In other words, what can individual peers do? What can institutions do? What policies and procedures are needed?

Multimedia/Creative Presentation: New Revelations, New Understandings (35% of total grade)

This is a very open-ended assignment. How can you (creatively) convey what you have learned in this course? Instead of the traditional end-of-semester paper, I'm challenging you to creatively present this learning. Perhaps you will create a short film, a role play, or a game. By the end of week 2, propose your idea and I'll review it for feasibility and rigor. If approved, you can then proceed and present your work the final week. *C'mon guys, I've sat through PowerPoint presentations for 10 years... surprise me with your creativity!* The criteria for assessment will be based on 1) creativity, 2) connection to course content and readings, and 3) quality of presentation.

*Proficiency in writing is expected of all students.* While I am happy to work with students to

improve writing, becoming an excellent writer is largely a self-motivating task. Students should seek out assistance from as many sources as possible. The writing center and peers are great resources. (If you haven't joined or formed a peer-writing group, you absolutely should!)

#### Incomplete Policy:

I will not grant incompletes as a matter of course; they will be discussed only in extenuating circumstances. If you anticipate difficulty in completing the course requirements in time, you should reconsider taking this course. **Plan accordingly so that assignments do not “pile up.”**

#### Guidelines for Submitting Assignments:

**Please read this section carefully.** *Dr. Reddick maintains a “paperless course” and only accepts assignments via PDF, usually uploaded to Canvas* (not Word, Pages, or Rich Text, etc. formats). Written work is due at the start of class on the due date and should adhere to the following format (Please note that EndNote has APA 6<sup>th</sup> templates that you can use):

1. Papers should be completed with letter size (8.5” x 11”) settings and 1” margins. **Font size should be 11 or 12 point, using Times New Roman only.** All assignments, with the exception of memos, should have an APA-style cover sheet with your name, the title of the assignment, and the date. All papers should have the date of submission **and a title.** Follow APA rules for page headers. Page numbers (if submitting more than one page) should appear at the top of the page.
2. There is an APA formatted template in Course Documents – feel free to download and use to ensure that your assignments are correctly formatted.
3. All papers should be submitted as PDFs via Canvas by 1 PM on the due date. Students should keep an electronic backup copy of all submitted work, in PDF format, with accurate time/date information.
4. Proofread by at least one other person to check for spelling and grammatical errors. (Using Word's spellcheck and grammar check is not sufficient!) For this reason, it is a good idea to work with a peer writing group or at least one peer to exchange drafts before they are submitted.
5. Correct citation, in APA 6<sup>th</sup> edition style. All papers should have a references section citing all works used, and citations should appear in text. Poor or spotty citations can often lead to charges of plagiarism. Be certain that you cite, even in drafts. If you have any questions about the use of APA style consult the APA Publication Manual, or ask Dr. Reddick before you submit a paper.
6. Late papers will receive a point deduction each day overdue.

#### Feedback on Assignments:

Papers, annotated with feedback, can be accessed from Canvas Grades.

#### **Communication**

Course updates and information will be distributed via e-mail. You will need to regularly check the Canvas site, particularly the day of class. Be sure that your e-mail address is up-to-date and one you use on a regular basis

Materials, such as handouts and slides for lectures will typically be available immediately before class on Canvas. These are the intellectual property of the teaching staff and can be used as sources, cited thusly:

Reddick, R. J. (Year, Month Day). Lecture. The University of Texas at Austin.

Computer and smartphone use is permissible in this course if being used for note taking and supplemental purposes. Excessive misuse of technology (checking e-mail, Facebooking during class, etc.) may result in a deduction of class participation points. We are only together for a brief part of the day – out of respect for your colleagues, please come focused on collaborative dialogue.

**Please silence phones before the start of class.**

### **University Policies**

Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Services for Students with Disabilities in the Division of Diversity and Community Engagement at 512-471-6259, videophone 512-410-6644. For additional information, please refer to the Services for Students with Disabilities Web site at: <http://ddce.utexas.edu/disability/>

Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University. Policies on scholastic dishonesty will be strictly enforced. When in doubt, always err on the side of caution – consult the instructor if you have a question about an issue. For further information, please visit the Student Judicial Services Web site at: <http://deanofstudents.utexas.edu/sjs/>

Sexual Discrimination and Sexual Harassment: Students who believe they have experienced sexual harassment in the academic environment should consult the following website: <http://deanofstudents.utexas.edu/sh/index.php>

Interested students are also encouraged to call the Office of the Dean of Students at 512-471-5017 and ask to speak to the Associate Dean of Students.

University Electronic Mail Student Notification Policy: Official communication with students in this class will be conducted through e-mail. Course announcements and updates will be posted on Canvas. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address. For more information read: <http://www.utexas.edu/cio/policies/>

Course Evaluation: You will be asked to provide the professor with informal feedback regarding aspects of the course that should be changed for future semesters. At the conclusion of the class, you will have the opportunity to evaluate the course and the instructor using the electronic University Course and Instructor Survey. *I take course feedback very seriously – if something is not working for you, please let Dr. Reddick know ASAP.*

***This section relates to activities that will take place on The University of Texas at Austin campus. When we are in the UK, Dr. Reddick will be your primary contact for any resource and safety concerns.***

University Resources for Students: The university has numerous resources for students to provide assistance and support for your learning:

- Sanger Learning and Career Center: [www.utexas.edu/ugs/slc](http://www.utexas.edu/ugs/slc)
- University Writing Center: <http://uwc.utexas.edu/>
- ITS: <http://www.utexas.edu/its/>
- Counseling and Mental Health Center:

<http://www.cmhc.utexas.edu/individualcounseling.html>

- Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>
- Libraries: <http://www.lib.utexas.edu/>
- Canvas: <https://utexas.instructure.com/courses/633028/pages/student-tutorials>

Important Safety Information: If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm or alert is activated. Alarm activation or announcement requires exiting and assembling outside, unless told otherwise by an official representative.

- Familiarize yourself with all exit doors of each classroom and building you may occupy.
- Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)

Guns: Pursuant to SB11 (<http://www.legis.state.tx.us/tlodocs/84R/billtext/pdf/SB00011F.pdf>) and UT-Austin Campus Carry Policy (<https://campuscarry.utexas.edu/> and <https://www.policies.utexas.edu/policies/campus-concealed-carry>), persons with a current legally valid Concealed Carry License may carry a concealed legal handgun on or about their person in this class. Please take note of several provisions:

1. All legal provisions associated with concealed carry on campus must be followed without fail at all times. In addition to SB11 and UT-Austin Campus Carry policy, please review at least the 84 pages of applicable law curated by TX DPS (<http://www.txdps.state.tx.us/InternetForms/Forms/CHL-16.pdf>).

Please take special note of two of the many legal provisions:

- a. Holstering requirements: “A license holder who carries a handgun on campus must carry it in a holster that completely covers the trigger and entire trigger guard area. The holster must have sufficient tension or grip on the handgun to retain it in the holster even when subjected to unexpected jostling” (UT-Austin HOP 8-1060, VII-A-2).
  - b. “On or about your person means a person licensed to carry a handgun must carry a handgun in a manner that the handgun is close enough to the license holder that he or she can reach it without materially changing position” at all times (UT-Austin HOP 8-1060, IV).
2. Open carry, including partially or wholly visible guns, is not permitted on campus at any time except “under circumstances in which the actor would have been justified in the use of force or deadly force” (SB11, Section 4 and Texas Penal Code, Section 46.035(a-1)). Violation is a Class A misdemeanor or a third degree felony.

If any legal requirement is violated at any moment, the person who witnesses the violation should leave the classroom and call 911 immediately without waiting to ask me for permission.

Police will respond. This will disrupt the class and may create a dangerous situation for all of us.

Violations may result in criminal penalties and sanction by the university, up to and including expulsion.

3. Office visits: You must ask me about my policy regarding concealed carry before entering my office and wait for my instructions before entering. Pursuant to UT-Austin policy (HOP 8-1060, VII-C), I must give oral notice of my prohibition on concealed handguns in my office. I mention this policy here for your convenience; however, oral notice must be given upon your first visit to my office. Following instructions from Campus Safety and Security, once you have been informed orally the first time, my prohibition stands until I revoke it. If my instructions are violated, I will call 911 and the police will respond. Violations may result in criminal penalties and sanction by the university, up to and including expulsion.



**Course Schedule – Readings and Topics subject to change.**

Week	Class	Topic	Readings	Assignment
1	1	Introducing the British Educational System (Primary & Secondary)	<ul style="list-style-type: none"> <li>Education System in the UK: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219167/v01-2012ukes.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219167/v01-2012ukes.pdf</a></li> <li>Bennett, <i>The History Boys</i></li> <li>BBC, “Post 16 Qualifications: What Happens after the Age of 16?” <a href="http://www.bbc.co.uk/schools/parents/education_after_16/">http://www.bbc.co.uk/schools/parents/education_after_16/</a></li> <li>Film: <i>Tales Out of School</i></li> <li><b>Field trip to Cambridge University.</b></li> </ul>	<ul style="list-style-type: none"> <li>Interview a British student about their primary and secondary education experience.</li> </ul>
	2	British Higher Education	<ul style="list-style-type: none"> <li>The British Council, <i>The Higher Education System of the UK</i> (chs. 1-3)</li> <li>Wilhelm, “How Britain is Trying to Expand Access to Higher Education,” <i>Chronicle of Higher Education</i> (<a href="https://www.chronicle.com/article/Video-How-Britain-Is-Trying/234237">https://www.chronicle.com/article/Video-How-Britain-Is-Trying/234237</a>)</li> <li>Lodge, <i>Changing Places</i></li> <li><b>Guest speaker: Dr. Mike Mimirinis, Sr. Lecturer in Higher Education, Anglia Rustin University.</b></li> </ul>	<ul style="list-style-type: none"> <li>Canvas Post 1, due at start of Class 5</li> <li>Provocateur Team 1</li> </ul>
<b>Week 1 Trip: Abbey Gardens, Bury St. Edmunds</b>				
2	3	Asian and Black immigration to the UK/Schooling Experiences	<ul style="list-style-type: none"> <li>Willis, <i>Lovers and Strangers: An Immigrant History of Post-War Britain</i> (chs. 1-10) Mac An Ghaill, <i>Young, Gifted, and Black</i></li> <li>(Recommended) Willis, <i>Lovers and Strangers: An Immigrant History of Post-War Britain</i> (chs. 11-15)</li> <li><b>Guest speaker: Dr. Peter Claus, Access Fellow, Pembroke College, Oxford University.</b></li> </ul>	Submit Interpreting & Comparing US and UK Education Experiences draft
	4	Black faculty and staff in UK Higher Education	<ul style="list-style-type: none"> <li>Adams, “British universities employ no black academics in top roles, figures show,” <i>The Guardian</i> (<a href="https://www.theguardian.com/education/2017/jan/19/british-universities-employ-no-black-academics-in-top-roles-figures-show">https://www.theguardian.com/education/2017/jan/19/british-universities-employ-no-black-academics-in-top-roles-figures-show</a>)</li> <li>Ali, “90% of Black Staff at UK’s Colleges and Universities ‘Facing Barriers to Promotion’,” <i>The Independent</i> (<a href="http://www.independent.co.uk/news/education/education-news/90-of-black-staff-at-uk-s-colleges-at-universities-facing-barriers-to-promotion-a6860661.html">http://www.independent.co.uk/news/education/education-news/90-of-black-staff-at-uk-s-colleges-at-universities-facing-barriers-to-promotion-a6860661.html</a>)</li> <li>Garner, “More than Half of BME University Lecturers and Staff Have Suffered Racial Abuse at Work,” <i>The Independent</i> (<a href="http://www.independent.co.uk/student/news/more-than-half-of-bme-university-lecturers-and-staff-have-suffered-racial-abuse-at-work-9244689.html">http://www.independent.co.uk/student/news/more-than-half-of-bme-university-lecturers-and-staff-have-suffered-racial-abuse-at-work-9244689.html</a>)</li> <li><b>Field trip to Anglia Rustin University.</b></li> </ul>	<ul style="list-style-type: none"> <li>Canvas Post 2, due at start of Class 9</li> <li>Provocateur Team 2</li> </ul>
<b>Week 2 Trip: Roman Ruins in Colchester</b>				

3	5	Expatriate Experiences in the UK: The Cold War in the UK and US	<ul style="list-style-type: none"> <li>Film: <i>Cold War</i></li> <li>Milne, “70 Years of Foreign Troops? We Should Close the Bases,” <i>The Guardian</i>, (<a href="https://www.theguardian.com/commentisfree/2014/jan/23/seventy-years-time-close-us-bases">https://www.theguardian.com/commentisfree/2014/jan/23/seventy-years-time-close-us-bases</a>)</li> <li>(Recommended) Campbell, <i>The Unsinkable Aircraft Carrier: American Military Power in Britain</i></li> </ul>	<ul style="list-style-type: none"> <li>Return Interpreting &amp; Comparing US and UK Education Experiences draft to class colleague with feedback</li> </ul>
	6	Expatriate Experiences in the UK: Department of Defense Education Activity (DoDEA)	<ul style="list-style-type: none"> <li>Smith, “Why Are Students at Military Base Schools Out-Achieving Their Civilian Peers?” <i>AlterNet</i> (<a href="https://www.alternet.org/education/why-are-students-military-base-schools-out-achieving-their-civilian-peers">https://www.alternet.org/education/why-are-students-military-base-schools-out-achieving-their-civilian-peers</a>)</li> <li>Winerip, “Military Children Stay a Step Ahead of Public School Students,” <i>New York Times</i> (<a href="http://www.nytimes.com/2011/12/12/education/military-children-outdo-public-school-students-on-naep-tests.html">http://www.nytimes.com/2011/12/12/education/military-children-outdo-public-school-students-on-naep-tests.html</a>)</li> <li>Smrekar &amp; Owens, “It’s a Way of Life For Us: High Mobility and High Achievement in Department of Defense Schools”</li> <li>Reddick, “Sankofa: A Narrative of a Native Son’s Scholarly Homecoming”</li> <li><b>Field trip to DoDEA school (Lakenheath, Suffolk).</b></li> </ul>	<ul style="list-style-type: none"> <li>Canvas Post 3, due at start of Class 13</li> <li>Provocateur Team 3</li> </ul>
<b>Week 3 Trip: Norwich Cathedral</b>				
4	7	Presentations	<ul style="list-style-type: none"> <li>Presenters 1-7</li> </ul>	<ul style="list-style-type: none"> <li>Submit Interpreting &amp; Comparing US and UK Education Experiences final version</li> </ul>
	8	Presentations	<ul style="list-style-type: none"> <li>Presenters 8-15</li> </ul>	<ul style="list-style-type: none"> <li>Provocateur Team 4</li> </ul>
<b>Week 4 Trip: Orford Castle</b>				
			<ul style="list-style-type: none"> <li>Canvas Post 4, due at end of term</li> <li>Understanding Marginalized and Minoritized People’s Experiences in UK Higher Education, due at end of term</li> </ul>	