

SYLLABUSⁱ

EADU 8020

ADULT EDUCATION IN SOCIAL CONTEXT

Instructor:	Dr. Robert J. Hill
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Oasis Title:	AD ED IN SOC CONTXT
Course Call No.:	32-556
Class Location:	Room 64 – River's Crossing (Basement)
Class Dates:	Wednesdays, August 19 – December 2, 2009
Time:	4:30 pm – 7:15 pm

Relevance of this Course

“Attention to contexts in which [adult] learning takes place, as well as the holistic nature of learning are characterizing movements in adult learning...today” (Merriam, 2008b, p. ii). **Context is critical** whether we are “assisting adults in preparing for the GED, coaching executives in a Fortune 500 company, or demonstrating a new agricultural technique in a developing country” (Merriam, 2008a, p. 93).

Course Description (Modified from the Catalogue)

The social context of adult education, and the role of adult education in society, including analyses related to race, class, gender, sexual orientation, gender identity, class, language, religion, and other factors. We will explore relevant historical, sociological, political, and economic aspects that influence adult education theory and practice.

Course Objectives

The goal of this course is to provide multiple socioeconomic and political frameworks from which to comprehend and analyze the field of adult education. This will be done by examining the roles of adult education in society and factors that re/produce, sustain, and distribute these roles. Students will complete the course with a greater understanding of:

- a) The social (economic and political) contexts within which adult education takes place
- b) The ways in which hegemony impacts the theory and practice of adult education (“Hegemonic practices and structures normalize and, indeed, reify the experiences of some members of society, while negating the realities of others....these are the marginalized ‘others’” (Sissel & Sheared, 2001, p. 4).
- c) The changing nature of adult education theory and practice related to major social and global trends, especially in light of neo-liberalism and top-down globalization.
- d) The many ways adult educators articulate important social issues related to their area of interest or practice in the field.

Class Structure

The course is designed as a seminar with discussions, videos, experiential/interactive work, and dialog with co-learners (students, instructor, and guest speakers by audioteleconferencing). Because of the centrality of classroom participation, students will be expected to arrive on time to class and to remain for the full session.

Class Attendance Policy

Dynamic participation in class activities is important. It is accepted that there are multiple ways in which dynamic participation can occur. In addition to large and small group class discussions, other forms of participation include: suggesting outside readings, films or television programs that relate to course topics and attending relevant activities outside class and reporting on them to the class.

A component of the course will be conducted **online**. Participation in the online portion of the course is mandatory. Posing discussion questions, online communications, and submitting class reports will be take place online (eLearning Commons and email).

Students will submit a **Remediation Plan** for all classes missed *after using the “Freeloader”* role sheet (To be described the first night of class). The Plan will be submitted *no later than one week after the missed class*. The Remediation Plan will list the general reason for an absence, and the ways the student expects to make up missed work. If approved, the Plan constitutes an excused absence. If not approved, or not submitted, the absence constitutes a missed class for which one letter grade will be deducted from the final course grade for each occurrence.

Email Policy

Please note the following:

In accordance with [University of Georgia policy](#), every student is required to have an e-mail address to which official University communications can be sent. It has been determined that, in the best interest of effective communications management, this address must reside on the University-maintained UGAMail e-mail system.... Any student who elects to forward UGAMail e-mail to a different e-mail address assumes full responsibility for reading e-mail at the forwarded location.... Students are expected to check their University e-mail account, or the account to which their University e-mail is forwarded, at least once a week. See: <http://www.emailinfo.uga.edu/mailpol.html>

I will try to honor requests to use a student's ISP that is other than UGA (e.g., not ending in [____@uga.edu](#)), but I cannot guarantee that all communications will be sent this way.

A Few Common Sense & Common Courtesy Items for Class


1. Students are expected to arrive to class on time and to leave at the end of the class period. Traffic and parking may be a problem—please make plans to deal with them so that you can arrive on time. It is important to make arrangements for all situations that might draw you away from class, except of course for emergencies. Unexcused class absences will result in deductions from the final course grade as described above.
2. In the past I was pleased to photocopy Reading Circle Role Sheets and course-related materials that students wanted to distribute to class. Extreme budgetary conditions will no longer allow this. Students will have to make their own photocopies. I am deeply sorry to report this.
3. I will be sending items by email to students that normally would have been photocopied and distributed as handouts in class. It is essential that you do NOT let your email inbox get “**Over Quota.**” It is your responsibility to see that you have space to receive email messages from the instructor. Please note that UGA policy specifies that faculty are only responsible and accountable for sending email to UGA addresses.
4. When working in groups, coming to class with completed materials not only allows you to make significant contributions, but also enriches the experiences of others. If a member of your group consistently arrives unprepared, or with no Role Sheets, for class, please inform me. This can be done by making an appointment for an in-person conversation, by sending an email, or by leaving a message in my faculty mailbox.
5. It is the role of each Reading Circle member to mandate that group work remains on-point and does not drift to unrelated topics. Reading Circles are times to reflect critically on the topics assigned for that specific class. Our time each class period is brief, we have much to cover, so please use it productively.

6. It is always disheartening to learn the last week of class that the Reading Circles had not worked to their maximum potential. Problems of any nature should be called to the attention of the instructor immediately! Do not wait until the end of the course, please.

7. As we journey together, typically group members build trust. If however, interpersonal conflicts arise, please attempt to resolve them as a group. If this cannot be achieved in a brief period of time, please see me.

8. Are we willing to be disturbed? We will read an article by that title. Willing to be disturbed is linked to the notion that, “*The primary task of a useful teacher is to teach his [sic] students to recognize ‘inconvenient’ facts*” Max Weber, *Science as a Vocation*.

Required Texts:

 Available at the University of Georgia bookstore or through your favorite on-line e-business bookseller:

- Merriam, S. & Brockett, R. (2007). *The profession and practice of adult education: An introduction*. San Francisco: Jossey-Bass. (cited as **MB** in the Study Guide). ISBN 978-0-470-18153-9

Note: If you have the 1997 edition, only the Forward and final chapter have been added in the 2007 edition. We can make arrangements for you to get these “missing” materials on library eReserve.

Reviews of Text:

At last, a comprehensive and readable overview of the field of adult education that will be useful to neophyte and seasoned adult educators, scholars and reflective practitioners. Sharan Merriam and Ralph Brockett have succeeded in a daunting task. (Dr. Jovita M. Ross-Gordon, associate professor and director, Center for Adult Learning Services, New College, St. Edward's University)

This text is a thorough, up-to-date, comprehensive description of the profession and practice of adult education. Drs. Merriam and Brockett combine their wealth of knowledge and experience in the field to deliver this clever, accurate, highly readable and practical text that describes this critical segment of education for adults. (Dr. Lorraine A. Cavaliere, dean of education and associate professor, Gwynedd-Mercy College, Gwynedd Valley, Pennsylvania)

In a postmodern world of crumbling boundaries, here is a book that draws upon the traditions of the field of adult education without being held captive to them. For those wanting to see where adult education has been, where it has gotten to, and where it might be going, Merriam and Brockett's survey offers a great place to begin a critical reading of a complex field of theory and practice. (Arthur L.

Wilson, assistant professor in the Department of Adult and Community College Education, College of Education and Psychology, North Carolina State University and co-author of *Planning Responsibly for Adult Education*)

- Wilson, A. L. & Hayes, E. L. (2000). *The handbook of adult and continuing education*. San Francisco: Jossey-Bass Publishers. (cited as **WH** in the Study Guide). ISBN 0-7879-4998-1

Reviews:

Sponsored by the American Association of Adult & Continuing Education "This monumental work is a testimony to the science of adult education and the skills of Wilson and Hayes. It is a veritable feast for nourishing our understanding of the current field of adult education. The editors and their well-chosen colleagues consistently question how we know and upon what grounds we act. They invite us to consider not only how we can design effective adult education, but also why we practice in a particular socio-economic context." (Jane Vella, author of *Taking Learning to Task and Learning to Listen, Learning to Teach*)

"This new handbook captures the exciting intellectual and professional development of our field in the last decade. It is an indispensable resource for faculty, students, and professionals." (Jack Mezirow, emeritus professor, Adult and Continuing Education, Teachers College, Columbia University)

For nearly seventy years, the handbooks of adult and continuing education have been definitive references on the best practices, programs, and institutions in the field. In this new edition, over sixty leading authorities share their diverse perspectives in a single volume--exploring a wealth of topics, including: learning from experience, adult learning for self-development, race and culture in adult learning, technology and distance learning, learning in the workplace, adult education for community action and development, and much more. Much more than a catalogue of theory and historical facts, this handbook strongly reflects the values of adult educators and instructors who are dedicated to promoting social and educational opportunity for learners and to sustaining fair and ethical practices.

NOTE: An updated *Handbook* will be published sometime during this course. There may be instances where readings from the new edition will be substituted in advance.

Achieving Success

In this seminar course, students should read all assigned materials, submit written papers, and come to class prepared for dialog and depth discussion.

Class Assignments and Due Dates

- **Read and reflect** on the materials prior to each class session
- **Participate** dynamically each week
- Submit the following written assignments (detailed separately):
 - ✍ Adult Education Observation Paper
 - ✍ AERC Analysis Paper
 - ✍ Reading Circle Portfolio

Evaluation

1. Dynamic Participation	25%	3. AERC Analysis Paper	
		Due Sept. 30th	25%
2. Adult Education Observation Paper		4. Reading Circle Portfolio	
Due Oct. 28	25%	Due Nov. 20th	25%

GRADING SYSTEM (See below for Plus/Minus details):

B = 80 – 89
C = 70 – 79

A = 90 and above

I = Incompletes are reserved for documented extreme circumstances only.

Please see Appendix I for Grading Rubric

Plus/Minus Grading Notes

For the official policy, please see: <http://bulletin.uga.edu/PlusMinusGradingFAQ.html>

The plus/minus grading system is the official grading system approved by the Board of Regents for a three-year period. *It is the only grading system approved for the University of Georgia.*

All grades throughout a three-year period beginning Fall 2006 will be provided in this plus/minus grading system.

The assignment of grades in a course is *the responsibility of the instructor*. The new plus/minus system provides more grade options, but *how those options are used is the decision of the instructor*.

Letter grades will correspond to the following point system: (note that there is no A+ in the UGA system!):

A	= 4.0 = 100 – 93	(Points derived from class work as described below)
A-	= 3.7 = 92 – 90	

A and A-	indicates that students show <i>Exemplary Knowledge</i>	
B+	= 3.3 = 89 - 86	
B	= 3.0 = 85 – 83	

B+ and B	indicates that students show <i>Proficient Knowledge</i>	
B-	= 2.7 = 82 – 80	
C+	= 2.3 = 79 – 76	

B- and C+	indicates that students show <i>Emerging Knowledge</i>	
C	= 2.0 = 75 - 73	
C-	= 1.7 = 72 - 70	
D	= 1.0 = 69 - 61	
F	= 0.0 = < 60	

C to F	indicates that students show <i>Incomplete Knowledge</i>	

Description of Assignments

To be distributed in class.

Academic Citizenship

The Department of Lifelong Education, Administration and Policy supports the directives of the President of UGA, the Faculty Council, and University policies on multiculturalism, diversity, and equal opportunity. The University of Georgia continues its **affirmative implementation of equal opportunity** to employees, students, covered contractors and vendors, and applicants for employment, admission, or contractor/vendor status. The University of Georgia will act in matters of employment, admissions, programs, services, and activities free of prohibited bias with regard to race, creed, color, sex, national origin, religion, age, veteran status, and disability. Furthermore, the University of Georgia will not maintain racially segregated facilities. Continuation of the above policies is consistent with applicable provisions of the Civil Rights Act of 1964, the Education Amendments of 1972, Executive Order 11246, Revised Order 4, the Vietnam Era Veterans Readjustment Act of 1974, the Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990, as revised and/or amended, with implementing regulations. Accordingly, this institution will not discriminate in employment, admissions, programs, services, or activities with regard to any position for

which the applicant, employee, or student is qualified and will make reasonable accommodation for covered limitations.

Additionally, the University Council, on April 25, 1991, passed the following resolution, “The University of Georgia strives to maintain a campus environment where all decisions affecting an individual's education, employment, or access to programs, facilities, or services are based on merit and performance. Irrelevant factors or personal characteristics that have no connection with merit or performance have no place in the University's decision-making process. Accordingly, it is the policy of the University of Georgia that an individual's sexual orientation is an irrelevant factor and shall not be a basis for making decisions relating to education, employment, or access to programs, faculties, or services. Any employee of the University of Georgia who believes that he/she has been harassed or discriminated against because of sexual orientation should contact his/her immediate supervisor, the Employment and Employee Relations Department of the Human Resources Division, or the Equal Opportunity Office for appropriate action. Any member of the University community may also call upon the Equal Opportunity Office for counseling and advice....”

The Affirmative Action Plan implementing the above body of law, regulation, and policy is administered by the Director of the UGA Equal Opportunity Office at 3 Peabody Hall, Athens, Georgia 30602-1622. Questions and complaints may be directed to that address. Telephone inquiries concerning this Plan may be directed to (706) 542-7912. Copies of the Plan are available for inspection in the Equal Opportunity Office and in the UGA Main Library during normal weekday working hours.

Note on Access to this Course

The University of Georgia is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualification as determined by the University and state or federal authorities. *If anyone has special assistance needs due a physical condition, please feel free to discuss this with me before or after class.* The University of Georgia has resources available for students with certain disabilities. In addition, other accommodations may be made in consultation with me or with other students.

Attempts will be made to accommodate learners with disabilities. Learners with questions about disabilities should contact UGA Disability Services at <http://www.dissvcs.uga.edu/> or (706) 542-8719.

Academic Integrity Policy (Academic Honesty)

Please refer to the UGA University Honor Code and Academic Honesty Policy. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before

performing any academic work. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

Official Fall Semester 2009 Calendar

Aug. 17, Monday - Classes Begin
Sept. 7, Monday - Holiday: Labor Day, No Classes
Oct. 8, Thursday - Midterm
Oct. 30, Friday - Fall Break
Nov. 20, Friday - Last Day of Classes Prior to Thanksgiving Break
Nov. 23 – 27, Monday - Friday - Holiday: Thanksgiving
Nov. 30, Monday - Classes Resume
Dec. 8, Tuesday - Classes End

Note: This class will not require field research involving human subjects. For students' information, however, you may want to review the university's policies on this.

Approval for Research Involving Human Subjects

The University of Georgia requires prior notification or approval for all research on human subjects, even as part of courses such as this. For class projects, see: <http://www.ovpr.uga.edu/hso/guidelines/12.html>. Information may not be used to theorize from, nor may it be generalized to people or populations. It can not be used in professional papers or presentations. If any class projects/activities include human subject *research*ⁱⁱ, you must have approval from the Institutional Review Board (IRB) before commencing the research. Depending on the complexity of the research, approval may take several weeks, so please plan accordingly. Further information see <http://www.ovpr.uga.edu/hso/>

ⁱ The *Syllabus* and *Study Guide* are presented as a way of familiarizing students interested in the course topic, regarding what we may study. The instructor may provide additional materials, or delete listed items, with prior notice.

ⁱⁱ "Research" is defined at UGA as: "a systematic investigation that contributes to the larger body of knowledge of any given discipline. This includes collection of scholarly materials for theses and dissertations done by students, and investigations carried out by faculty and staff for publication and/or presentation."

APPENDIX I - Grading Rubric

Emerging Knowledge	Proficient Knowledge	Exemplary Knowledge
<p>High Range 82-80 Low Range 79-76 <u>Knowledge (60%)</u> The participant demonstrates minimal knowledge. Assignments show partially correct information. Writing reflects, at best, a superficial understanding of the topic. <u>Organization (20%)</u> Disorganized to poorly organized. Logic not clear or flawed. No or few segues that allow for flow of thought. <u>Orthography (10%)</u> Many errors in spelling, punctuation, capitalization, subject-verb agreement. Appears to not have been proof read. <u>APA 5th (10%)</u> Author appears to have little understanding of APA 5th Style Manual.</p>	<p>High Range 89-86 Low Range 85-83 <u>Knowledge (60%)</u> The participant demonstrates satisfactory knowledge. Assignments show knowledge of details, for the most part. The responses reflect a good <i>basic</i> understanding of the topic. <u>Organization (20%)</u> Loosely organized and structured. Logic sustained throughout. Segues that allow for flow of thought present. Flow of thought obvious and clear. <u>Orthography (10%)</u> Few errors in spelling, punctuation, capitalization, subject-verb agreement. Appears to have been proof read with occasional misses. <u>APA 5th (10%)</u> Author appears to have adequate understanding of APA 5th Style Manual. Some of the more complex points missed.</p>	<p>High Range 100-93 Low Range 92-90 <u>Knowledge (60%)</u> The participant demonstrates extensive knowledge. Assignments show show knowledge of details that are extensive and accurate. The responses show an <i>unusual</i> depth of understanding of the topic. <u>Organization (20%)</u> Expertly organized and structured. Logic beyond criticism. Judicious use of segues allowing for easy of reading. Masterfully crafted piece. <u>Orthography (10%)</u> No errors in spelling, punctuation, capitalization, subject-verb agreement. Shows skill in care in proof reading. <u>APA 5th (10%)</u> Author appears to have expert understanding of APA 5th Style Manual. Highly complex points fully grasped.</p>

References

- Barnow, B. S., & Smith, C. (2005). *Job training policy in the United States*. Kalamazoo, MI: W E Upjohn Institute for Employment Research.
- Fenwick, T. (2006). Work, learning and adult education in Canada. In T. Fenwick, T. Nesbit, T., & B. Spencer (Eds.), *Contexts of adult education: Canadian perspectives* (pp. 187-197). Toronto: Thompson.

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- Fenwick, T., Nesbit, T., & Spencer, B. (Eds.). (2006). *Contexts of adult education: Canadian perspectives*. Toronto: Thompson.
- Merriam, S. B. (2008a). Adult learning theory for the Twenty-First Century. In S. B. Merriam (Ed.), *Third update on adult learning theory* (pp. 93-98). New Directions in Adult and Continuing Education, No. 119. San Francisco: Jossey-Bass.
- Merriam, S. B. (2008b). (Ed.). *Third update on adult learning theory*. New Directions in Adult and Continuing Education, No. 119. San Francisco: Jossey-Bass.
- Sheard, V. & Sissel, P. A. (Eds.). (2001). *Making space: Merging theory and practice in adult education*. Westport, CT: Bergin & Garvey.
- Sissel, P. A. & Sheard, V. (2001). Opening the gates: Reflections on power, hegemony, language and the status quo. In V. Sheard, & P. A. Sissel (Eds.), *Making space: Merging theory and practice in adult education* (pp. 3-14). Westport, CT: Bergin & Garvey.