

<p style="text-align: center;">Urban Education EDUC 225 Fall 2010 Tuesdays and Thursdays, 10:10 to 11:55 am Scoville 106</p>
--

Anita Chikkatur

Willis 105

507-222-7109

apchikka@carleton.edu

Office hours: Tues/Thurs 3:15 to 5 pm or by appointment

Course Description

This course is an introduction to urban education in the United States. Course readings and discussion will focus on various perspectives in the field in order to understand the key issues and debates confronting urban education. We will examine historical, political, economic, and socio-cultural frameworks for understanding urban schools, students and teachers. Through course readings, field visits and class discussions, we explore the following: (1) student, teacher and researcher perspectives on urban education, (2) the broader sociopolitical urban context of K-12 schooling in cities, (3) teaching and learning in urban settings and (4) ideas about re-imagining urban education.

Course Expectations

A successful class depends on each member actively engaging as both a learner and a teacher. Class meetings will be mainly structured around small and large group discussions of assigned readings. Students are expected to come to every class on time with the assignments read and completed, and to be responsible and active participants in all class activities. I encourage you to think critically and voice your opinions; however, respect for the opinions of others and a willingness to collaborate with others are also essential.

Policies

Attendance: Given the importance that all Educational Studies classes place on learning with peers through classroom discussions, students are expected to come to every single class session, prepared to participate. We cannot become a community of learners without regular attendance and participation from everyone. After two absences from class, each subsequent absence will result in the lowering of your course grade by a third (e.g. from a B to a B-). **If you miss more than 4 class sessions (20% of the class sessions), you will not be able to pass the class.**

Late Assignments: Assignments not turned in during class on the due date will be penalized one-half grade per day late (A to A-, etc.) and **will not be accepted after 7 days.**

Students with Disabilities: Any student with a documented disability seeking academic accommodations is required to speak with Disability Services for Students. Although they will send out a letter about accommodations, it would be helpful if you can inform me of any accommodations required, so that we can make the appropriate arrangements for you.

Required Book

Noguera, P. (2003). *City schools and the American dream : reclaiming the promise of public education*. New York: Teachers College Press

There are copies of the book for purchase at the bookstore and a copy on closed reserve at the library. All other readings will be available on Moodle.

Assignments overview

<u>Assignment</u>	<u>Due Date</u>
Critical reading response essay #1 (15%)	September 30 th
Critical reading response essay #2 (15%)	October 19 th
Movie critique (15%)	Rolling deadline; Nov 2 nd final due date
Reflective memo about school visits (15%)	Rolling deadline; Nov 11 th final due date
Presentations (25%)	November 22 nd 8:30 to 11 am
Class participation (15%)	

School visit

In small groups (no more than 4), you will visit a school up in the Twin Cities. More information will be given about the possible choices and logistics during the second week of classes. You will write an individual reflective memo about your visit and share your observations with the rest of your classmates.

Please note that a lot of information about the course including assignment details is provided in the syllabus and on Moodle, so please make sure to read the syllabus carefully and check Moodle on a regular basis.

Reading Schedule

***Please note that readings are organized by themes, not by weeks.**

Theme 1: What is “urban” about urban education? The making of the inner-city.

September 14th

Introductions

September 16th

Massey, D. S., & Denton, N. A. (1993). *American apartheid : segregation and the making of the underclass*. Cambridge, Mass.: Harvard University Press (Chapters 1 & 5).

Shapiro, T., Meschede, T., & Sullivan, L. (2010). *The racial wealth gap increases fourfold*. Waltham, MA: Institute on assets and social policy. <http://iasp.brandeis.edu/pdfs/Racial-Wealth-Gap-Brief.pdf>

September 21st

Wacquant, L. J. D., & Wilson, W. J. (1989). The cost of racial and class exclusion in the inner city. *Annals of the American Academy of Political and Social Science*, 501, 8-25.

September 23rd

Lipman, P. (1998). *Race, class, and power in school restructuring*. Albany: State University of New York Press (pp. 1- 18).

Rose, M. (1995). *Possible lives : the promise of public education in America*. Boston: Houghton Mifflin Co. (Chapter 3)

September 28th

Noguera, P. (2003). *City schools and the American dream : reclaiming the promise of public education*. New York: Teachers College Press. (Chapter 2)

Theme 2: Achievement and failure

September 30th CRITICAL READING RESPONSE ESSAY #1 DUE

Tyack, D. B. (1974). *The one best system : a history of American urban education*. Cambridge, Mass.: Harvard University Press (Prologue & Epilogue).

Traub, J. (2000, 1/16/2000). What no school can do. *The New York Times*.

October 5th PRESENTATION GROUPS ASSIGNED

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools *Educational Researcher*, 35(7), 3-12.

Oakes, J. (2005). *Keeping track : how schools structure inequality* (2nd ed.). New Haven: Yale University Press (Chapters 4 & 5).

October 7th WE WILL MEET IN THE LIBRARY (LIBE 306)

Rothstein, R. (2004). *Class and schools: Using social, economic, and educational reform to close the Black-White achievement gap*. New York: Teachers College Press (Chapter 1).

Presentation by Danya Leebaw about data sources for group presentation

October 12th

Noguera, P. (2003). *City schools and the American dream : reclaiming the promise of public education*. New York: Teachers College Press. (Chapters 3 & 4).

October 14th

Nieto, S. (2004). *Affirming diversity : the sociopolitical context of multicultural education* (4th ed.). Boston: Pearson. (pp. 35-54, pp. 254-275)

Theme 3: Student perspectives and responses

October 19th CRITICAL READING RESPONSE ESSAY #2 DUE

Fine, M. (1991). *Framing dropouts : notes on the politics of an urban public high school*. Albany, N.Y.: State University of New York Press (pp. 13-82).

Lorde, A. (1982). *Zami, a new spelling of my name*. Freedom, CA: Crossing Press (pp. 21-31).

Dance, L. J. (2002). *Tough fronts : the impact of street culture on schooling*. New York: Routledge/Falmer (pp. 51-84).

October 21st

MacLeod, J. (1995). *Ain't no makin' it : aspirations and attainment in a low-income neighborhood*. Boulder: Westview Press (Chapter 1 & 6).

October 26th

GROUP 1 Lee, S. J. (1994). Behind the Model-Minority Stereotype: Voices of High- and Low-Achieving Asian American Students *Anthropology & Education Quarterly*, 25(4), 413-429.

GROUP 2 Lopez, N. (2002). Race-gender experiences and schooling: second-generation. *Race Ethnicity and Education*, 5(1), 67-89.

GROUP 3 Ngo, B. (2010). *Unresolved identities : discourse, ambivalence, and urban immigrant students*. Albany: State University of New York Press (Chapters 1 & 5).

October 28th

GROUP 1 Carter, P. L. (2005). *Keepin' it real : school success beyond black and white*. Oxford ; New York: Oxford University Press (pp. 3-15 and Chapter 1).

GROUP 2 Fordham, S. (1999). Dissin' "the Standard": Ebonics as Guerrilla Warfare at Capital High. *Anthropology & Education Quarterly*, 30(3), 272-293.

GROUP 3 Rosenbloom, S. R., & Way, N. (2004). Experiences of discrimination among African American, Asian American, and Latino adolescents in an urban high school. *Youth & Society*, 35(4), 420-451.

Theme 4: Teacher Perspectives, Pedagogy, Curriculum and Discipline

November 2nd FINAL DUE DATE FOR MOVIE CRITIQUE ESSAY

Haberman, M. (1991). "The pedagogy of poverty versus good teaching" in *Transforming Urban Education / edited by Joseph Kretovics & Edward J. Nussel*. Boston: Allyn and Bacon (pp. 305-314).

Michie, G. (2005). *See you when we get there : teaching for change in urban schools*. New York: Teachers College Press (pp. 152-182).

November 4th

EVERYONE: Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.

GROUP A Duncan-Andrade, J. M. R. (2004). Your best friend or your worst enemy: Youth popular culture, pedagogy, and curriculum in urban classrooms. *Review of education, pedagogy, and cultural studies*, 26(4), 313-337.

GROUP B Skilton-Sylvester, P. (1994). Elementary school curricula and urban transformation. *Harvard Educational Review*, 64(3), 309-331.

November 9th

Ladson-Billings, G. (2001) "America still eats her young" " in *Zero tolerance : resisting the drive for punishment in our schools : a handbook for parents, students, educators, and citizens / edited by William Ayers, Bernardine Dobrn, and Rick Ayers*. New York: New Press : Distributed by W.W. Norton (pp. 77-86)

Gordon, R., Piana, L.D., & Keleher, T. (2001) "Zero tolerance: A basic racial report card" in *Zero tolerance : resisting the drive for punishment in our schools : a handbook for parents, students, educators, and citizens / edited by William Ayers, Bernardine Dobrn, and Rick Ayers*. New York: New Press : Distributed by W.W. Norton (pp. 165-175).

Browne, J.A. (2001) "The ABCs of school discipline: Lessons from Miami-Dade" in *Zero tolerance : resisting the drive for punishment in our schools : a handbook for parents, students, educators, and citizens / edited by William Ayers, Bernardine Dobrn, and Rick Ayers*. New York: New Press : Distributed by W.W. Norton (pp. 188-201).

Noguera, P. (2003). *City schools and the American dream : reclaiming the promise of public education*. New York: Teachers College Press (Chapter 6).

Theme 5: Re-forming and re-imagining urban schools

November 11th FINAL DUE DATE FOR SCHOOL VISIT REFLECTIVE MEMOS

Noguera, P. (2003). *City schools and the American dream : reclaiming the promise of public education*. New York: Teachers College Press (Chapter 7).

Lipman, P. (1998). *Race, class, and power in school restructuring*. Albany: State University of New York Press (Chapter 7)

Anyon, J. (2005). *Radical possibilities: public policy, urban education, and a new social movement*. New York: Routledge (Chapter 10).

November 16th LAST DAY TO HAND IN REVISED CRITICAL READING ESSAYS

Payne, C. (2001). So much reform, so little change: Building-level obstacles to urban school reform. In L. B. Joseph (Ed.), *Educational policy for the 21st century: Challenges and opportunities in standards-based reform* (pp. 239-278). Champaign, IL: University of Illinois Press.

Henze, R. (2008). Naming the racial hierarchies that arise during school reform. In M. Pollock (Ed.), *Everyday antiracism: getting real about race in school* (pp. 262-266). New York: New Press : Distributed by W.W. Norton & Co.

Hawley, W. (2008). Spearheading school-wide reform. In M. Pollock (Ed.), *Everyday antiracism : getting real about race in school* (pp. 267-272). New York: New Press : Distributed by W.W. Norton & Co.

November 22nd, 8:30 am to 11 am STUDENT DATA GROUP PRESENTATIONS

ASSIGNMENT DETAILS

CLASS PARTICIPATION (15%)

This class is organized mainly around discussions and therefore it is essential that students come to class regularly and are prepared. Your class participation grade will depend on your attendance and evidence of having done the assigned readings (see attendance policy); your active engagement in class activities; and your efforts to ensure that your classmates are able to participate in class (see guidelines for participation). **Please note that while class participation is 10% of your final grade, not attending classes might result in a failing grade for the course, regardless of your grade on other assignments (see attendance policy).**

GENERAL INFORMATION ABOUT WRITTEN ASSIGNMENTS

ALL WRITTEN ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS ON THE DUE DATE. HALF A GRADE WILL BE DEDUCTED FOR EACH DAY IT IS LATE. LATE PAPERS WILL NOT BE ACCEPTED LATER THAN 7 DAYS AFTER THE DUE DATE.

1. All written assignments should be typed using 12-point font (Times Roman would be best), **double-spaced and stapled**. Assignments should be handed in at the beginning of class on the due date. Double-sided printing is encouraged.
2. Quality of writing: **Make sure to proofread** and spell-check your papers and to use proper citation in-text and in the reference lists. Use APA format for in-text citation and the bibliography. You do not need a cover page. Make sure that you are familiar with the College's policy on plagiarism. **At least half a grade point will be deducted for improper citation.** See these websites for more information:
<https://apps.carleton.edu/campus/doc/honesty/complete/>
<http://owl.english.purdue.edu/owl/resource/560/01/> [also has good general information about academic writing]

3. Papers should provide evidence for assertions and should demonstrate a close reading of and connections to the course material.

4. You are strongly encouraged to use the writing resources on campus to work on improving your writing. A good place to access those resources is the Writing Center:
<http://apps.carleton.edu/campus/asc/writeplace/>

CRITICAL READING RESPONSE ESSAYS (30% TOTAL) [5-7 pages]

Critical Reading Response Essay #1 15% (Due September 30th)

Critical Reading Response Essay #2 15% (Due October 19th)

These essays will be graded anonymously so please write your Carleton ID numbers, rather than your names, on the 1st page. You do not need a separate title page.

You can choose to respond to any of the course materials we have read before the due date. The goal of these essays is to read closely and analyze critically course material. These essays are *not* summaries of the readings. Instead, it is a chance for you to explore a theme within one reading (or across a few of the readings) in depth. The response should demonstrate a close reading of the material. While you may use other readings, personal experiences, current events, and other sources of information in your responses to the readings, the main focus of the essay should be on the readings. These essays are to be written in formal, academic format, meaning that you need to follow standard conventions of writing and citation. Make sure to include a bibliography.

GRADING CRITERIA:

1. Quality of writing: spelling, punctuation, word choice.
2. Organization of essay—clear introduction with a thesis; logical transitions between paragraphs; a clear conclusion.
3. Evidence cited for assertions made in the essay; each paragraph provides evidence for central thesis.
4. Original voice and analysis.
5. Proper citation of sources and a bibliography.
6. Relevance to the course material.

A detailed grading rubric is up on Moodle as are sample essays from previous classes to clarify what my expectations are for these critical reading response essays.

Revision Option Due November 16th

You can choose to revise one or both of your two critical reading response essays. If you choose to do so, you will need to hand in the original paper WITH MY COMMENTS along with the revised version. Otherwise, your revised essay will not be graded. Revising the paper does not guarantee a higher grade. The paper will be graded as a new paper. (I will use the higher grade.) The revised paper, if you choose to submit one, is due on the last day of class—November 16th. You can hand in the revisions before November 16th, but I will NOT accept revised essays after class time November 16th.

Please note that revising a late paper will NOT erase the late penalty on the original paper.

MOVIE CRITIQUE (15%) [5-7 pages]

ROLLING DEADLINE, FINAL DUE DATE NOVEMBER 2nd

These essays will be graded anonymously so please write your Carleton ID numbers, rather than your names, on the 1st page. You do not need a separate title page.

The goal of this essay is to reflect critically on how public education is portrayed in popular culture. There will be a list of movie suggestions up on Moodle. If you want to watch a movie *not* on the list, let me know before you watch it. Please note that you should choose

a movie that was meant to appeal to a broad, mainstream audience. You can get together a group to watch a movie—however, everyone needs to write their own critique.

The focus question for this movie critique is how do the representations in this movie reflect, contribute to, critique and possibly transform our collective understandings of urban public schools in the U.S.? In your essay, you should briefly describe the movie (plot, relevant characters, etc.). However, the bulk of your essay should focus on:

1. How does movie portray urban students, teachers, parents and schools?
2. Who seems to be the intended audience for the movie? How can you tell?
3. How representations of urban school, students and teachers in this movie reflect, contribute to, critique and possibly transform our collective understandings of urban public schools in the U.S.?

You should use course readings to help you analyze the movie. Be sure to cite specific evidence from the movie (particular scenes, character arcs, etc.) to provide evidence for your assertions about the movie's portrayal of urban education. You can look at reviews of the movie to help you get an idea of how the movie was received by critics.

These critiques are to be written in formal, academic format, meaning that you need to follow standard conventions of writing and citation. Make sure to include a bibliography.

GRADING CRITERIA:

1. Quality of writing: spelling, punctuation, word choice.
2. Organization of essay—clear introduction with a thesis; logical transitions between paragraphs; a clear conclusion.
3. Evidence cited for assertions made in the essay (specific scenes or plot devices, character arcs, etc.); each paragraph provides evidence for central thesis.
4. Original voice and analysis.
5. Proper citation of sources and a bibliography.
6. Use of and relevance to the course material.

REFLECTIVE MEMO (15%) [5-7 pages]

ROLLING DEADLINE; FINAL DUE DATE NOVEMBER 11TH

The paper will be a reflective memo about your school visit. You will be expected to reflect upon your observations and communicate how what you have saw and heard at the school relates to what we have been reading and discussion about urban education. Some questions to consider:

- (1) How are student experiences and perspectives considered (or not) at the schools we visited?
- (2) Were there particular pedagogical or curricular practices that you think might be particular effective (or ineffective)?

- (3) How do the schools compare and contrast to other urban schools we have been reading about? (You can also compare it to the school in the movie you watched for the movie critique).
- (4) How does the school you visited confirm or challenge the course readings about urban areas and urban schools?

While this will be a more informally written paper than the critical reading reflection essays, make sure that your essay is written well with clearly organized paragraphs, effective transitions, and so forth. This isn't a thesis-driven argument. However, you should have a particular focus for your reflections—that is, the essay should NOT just be a list of your observations about the school.

GRADING CRITERIA:

1. Quality of writing: spelling, punctuation, word choice.
2. Organization of essay—clear introduction; logical transitions between paragraphs; a clear conclusion.
3. Evidence cited for assertions made in the essay (specific things that you observed, particular curricular decisions, etc).
4. Original voice and analysis.
5. Proper citation of sources and a bibliography.
6. Use of and relevance to the course material.

STUDENT DATA PRESENTATIONS (25%)

This assignment is a quantitative reasoning encounter. There are four main goals:

- (1) to become familiar with reputable sources of data on student demographics and achievement in urban school districts
- (2) becoming critical consumers of quantitative educational data
- (3) to construct tables or graphs to convey these data to a particular audience in an accessible way
- (4) to provide at least two alternative explanations for the data.

You will be assigned to one of four groups. Each group will be assigned one of the four largest urban school districts in the country and a particular audience for your presentation: New York City Public Schools (students); Los Angeles Unified School District (new teachers); Chicago Public Schools (veteran teachers) and Miami-Dade County Public Schools (principals).

What you will be doing (as a group):

THE RESEARCH PROCESS

1. Finding data on student demographics and achievement data
 - a. What kinds of data are available about student demographics?
 - b. What kinds of data are available about student achievement in the district?

- c. What kinds of data are **not** available? What are some gaps in the data?
 - d. Are there differences between data available through the school district website compared to what is available through the federal or state government?
 - e. How are the data gathered? (methodology)
2. Analyzing the achievement data:
- a. How is achievement measured?
 - b. How are students' identities characterized? (e.g. what are the racial categories that are used? How is "poverty" measured?)
 - c. Are there any "achievement gaps" that you can identify? Are there particular patterns (e.g. racial, class, gender, English language ability) to these gaps?
 - d. What additional data would you have liked to have about how students are doing in schools in your district?
 - e. What are plausible explanations for these gaps?

These are two websites to get you started:

National Center for Education Statistics <http://nces.ed.gov/>

Council of the Great City Schools <http://www.cgcs.org/>

You should also check the websites for your assigned school district. You can also consult with Danya Leebaw, the Educational Studies library liaison.

THE PRESENTATION

Keeping in mind your assigned audience, prepare a 20 to 25 minute presentation (with visual aids) that

1. provides them with an overview of the school district in terms of student demographics and achievement levels/gaps
2. gives at least two explanations for the achievement levels/gaps (draw on course readings)
3. provides at least three suggestions about what they can do about the achievement levels/gaps (draw on course readings)

GRADING CRITERIA:

- Level of preparation
- Staying within the allotted time
- Depth of analysis
- Appropriate incorporation of theories/viewpoints from class readings
- Appropriateness for intended audience
- Clarity of presentation (particularly presentation of data)
- Level of group effort

On the day of the presentation, please hand in:

1. a bibliography documenting the sources of the data you used in your presentations and readings you referenced in your explanations of the data
2. a description of the specific tasks undertaken by each of the group members
3. a copy of any visual aids used (handouts, powerpoint presentation, etc.).
You can also email me these.