

Education 164: Critical Perspectives in Urban Education

Summer 2018¹

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Time: Mondays and Wednesdays from 9:00 a.m. – 12:30 p.m. | Location: Phys Sciences 136

Office Hours: Wednesdays, 1:00 – 2:00 p.m. and by appointment

Education then, beyond all other devices of human origin, is a great equalizer of the conditions of men—the balance wheel of the social machinery.

~ Horace Mann, “Founding Father” of Public Schooling, 1848

To the individual working-class person, mobility may mean something. . . A few can make it. The class can never follow. It is through a good number trying, however, that the class structure is legitimated.

~ Paul Willis, Social Theorist, 1977

In America, education is still the great equalizer.

~ Arne Duncan, Secretary of Education, 2011

Course description: Since the mid-nineteenth century, public schooling in the U.S. has been thought of as one of the most effective and viable routes to upward mobility. Although individuals from historically disadvantaged backgrounds have climbed the social ladder, schooling has tended to re-create broad racial, gender, and class inequalities. These patterns of social reproduction are particularly evident in “urban” settings, where people from across race, class and cultural divides live in close proximity, create identities in relation to each other and vie for scarce resources.

The course explores the links between urban schools and urban cities as a basis for understanding the meaning of educational equity in this historic moment. Together, we’ll investigate how school leaders, teachers, parents and young people negotiate resilient inequities and struggle to create more just schools and neighborhoods. We will also critically examine prevailing approaches to reforming “urban” schools and explore potentially emancipatory alternatives, such as, grassroots, youth and community organizing approaches to education reform.

Course materials: A course reader is required for participation in this course. It can be purchased at The Literary Guillotine in downtown Santa Cruz (204 Locust Street, (831) 457-1195, open 10 am to 6 pm). Please call in advance to ensure there is a copy available for you.

¹ This syllabus is adapted from Amanda Lashaw’s (winter 2016) and Eduardo Mosqueda’s (fall 2013) syllabi of the same course offered by UC Santa Cruz’s Education Department.

Philosophy of teaching: I will expand on and provide examples of my teaching philosophy in class. For now, here are a few assumptions that underpin my approach to teaching and learning:

- ❖ Students possess rich theoretical and experiential knowledges that guide how we'll make sense of course content together.
- ❖ My role is to introduce new ideas, frameworks and case examples in ways that build on and sharpen your existing knowledges.
- ❖ I reserve the right to establish equitable contexts for participation and lift up voices that have been historically excluded from higher education.
- ❖ Real life challenges do not disappear during our time together (such as care for family, care for your health, managing work obligations, paying rent, etc.).
- ❖ Acknowledging these real-life issues, I assume rigorous learning occurs when both you and I arrive to each class session fully prepared and engage in intentional and thoughtful dialogue about course content.
- ❖ Sincere engagements with each other and with course materials will leave few unchanged by the conclusion of the course. My hope is that we will take what we have learned during this course and apply it to our personal, professional and political lives.

Accommodations for Students with Disabilities: If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to me in person within the first two class sessions. Contact DRC at 459-2089 (voice), 459-4806 (TTY), or <http://drc.ucsc.edu> for more information.

Academic integrity: All students enrolled at UCSC are expected to read, and must abide by, the student code of ethics. I encourage you to review the policies on issues like academic honesty and misconduct (available here: <http://deanofstudents.ucsc.edu/pdf/santa-cruz-campus-code-of-student-conduct.pdf>). Plagiarism and cheating are serious offenses and not worth the risk. Your work for this course must be original, i.e., your own and not previously created or submitted for different courses. You may borrow others' ideas as long as you follow proper attribution. Feel free to ask me about these expectations.

Attendance and late submissions: We have 9 class sessions together. Your attendance at and participation in every class session is vital. Missing one class means you have missed 11% of the course! Consequently, your grade will reflect this—each unexcused absence will drop your maximum grade by 11%. If you miss class, it is your responsibility to get information that you missed from a classmate and complete all assignments on time. Arriving late will also hurt your participation grade, so please plan accordingly and arrive on time. *Your grade for any work submitted after its deadline will drop by one letter for each day it is late.

Course big ideas and individual class-session objectives:



1) Explain the historic formation of 'urban' inequities across cities and schools.

- Define equity and provide examples of equity v. equality.
- Understand the relationship between place, race and educational opportunities.
- Compare and contrast neoliberal and progressive reforms.



2) Evaluate how students and teachers reproduce and resist inequitable schooling.

- Define reproduction and resistance and analyze examples of both/and (e.g., "opportunity in geography").
- Analyze intersectional examples of students re-creating *and* resisting inequities.
- Evaluate an urban teacher preparation program using the concepts of "authentic care" and "critical hope."



3) Construct an organizing media piece to advance equitable and community-based urban education reform.

- Define youth participatory action research (YPAR) and examine YPAR approaches to urban school-community reform.
- Critically analyze notions of restoring "public" schooling.
- Re-arrange deficit narratives of urban communities and create a participatory approach for emancipatory urban education reform.

Assignments and grading:

	Points	%	Due Date
Attendance, participation and reading responses	90	30%	Each class session
In-class assessments (quizzes, reflections, etc.)	60	20%	Each class session
Written assignments	150	50%	Paper 1 - July 5 th Paper 2 - July 18 th Paper 3 - July 27 th
Total	300	100%	

***A = 270-300 | B = 240-269 | C = 210-239 | D = 180-209**

1. Attendance, participation and reading responses (30%)

Canvas reading responses. Given that not all students prefer speaking in whole group discussions, participation will be evaluated through in-class participation and reading responses. Reading responses are intended to provide you a chance to grapple with key readings before class and serve as a resource for you to engage during in-class discussions.

*Please post your responses by 5 p.m. the night before class. We will only read (and credit) responses posted by that time. *For each session, on-time arrival and participation = 5 pts.; a completed, on-time Canvas reading response = 5 pts. (10 pts. x 9 sessions = 90 total pts.).

2. In-class assessments (20%)

During each class, you will have at least one opportunity to earn credit through an in-class formative assessment. This may take the form of a critical response to a video analysis, reflection on a group discussion or quiz on key concepts from course readings. *If you print your Canvas reading response, you will be allowed to use it during for in-class assessments. (10 pts. x 6 assessments = 60 pts.)

Note: You will have the opportunity to make-up 1 in-class assessment.

3. Papers (50%)

All papers should follow APA guidelines, be written in 12 pt. **Times New Roman** font and double-spaced. ****IMPORANT**** Upload all assignments to Canvas by the deadlines noted in blue and using the following filename: **Your last name_Title of Assignment.**

Paper 1 Auto-ethnography of place, race and schooling (30 pts.)

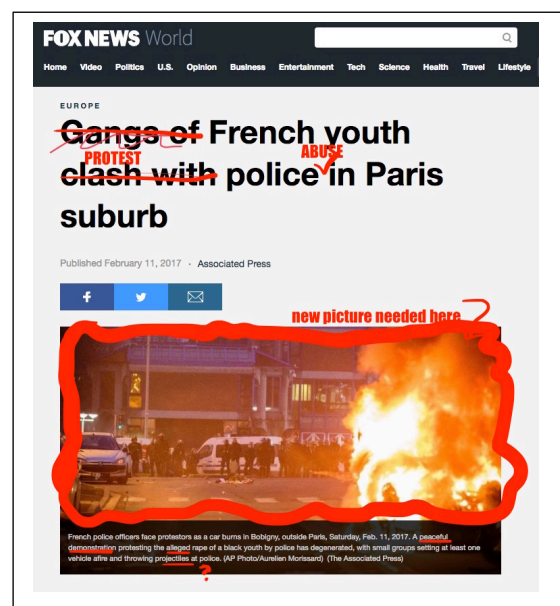
- ❖ Paper reflection (2.5 - 3 pages maximum). **Due July 5th at 12:00 a.m.**

Your first paper invites you to critically reflect on how issues of place, race and schooling influenced your school experiences and opportunities today. The paper must include demographic and historical data on the particular school-community you attended. Also, the paper must draw from at least 2 of the class readings to analyze the in/equities of educational opportunity that you describe.

Paper 2 Redaction headlines and reflections (45 pts.)

- ❖ Redacted headline & paper reflection (1.5 - 2 pages maximum). **Due July 18 by 12:00 a.m.**

Your second paper will be a mixed-media assignment combining new digital media practices and your critical insights. Working in groups, you will focus on school and youth narratives specific to one city—such as, Los Angeles, Oakland, Seattle, Chicago, Flint, Detroit, Houston, New York City, Boston. Your collaborators will help you select and critically analyze your news article, or pop-cultural text. You will then offer your counter-redaction (as in the example on the right) and, in a short paper, elaborate on the specific issue at hand and your strategic reasons for how and why you redacted the headline. More information will be provided later in the course.



Paper 3 Archeology of thinking (75 pts.)

- ❖ Final paper (8 to 10 pages maximum). **Due July 27th by 12:00 a.m.**

Your final paper should address this question: How have your notions of “urban” education been challenged and/or developed by this course? You can choose to broadly examine your learning in the course, or focus on a specific topic. This paper requires you to focus on the theories and readings that were most influential to you and discuss how they impacted your thinking (and feelings perhaps) in relation to urban communities, schools and youth.

Although this paper invites a reflective tone, it should incorporate at least 1 reading from each of the “Big Idea” sections of the course (e.g., one reading from each color-coded portion of the graphic syllabus). You should also feel free to use any current events or media clips shown in class. Formal citations of lecture-based materials can be found in additional readings.

Note: Alternative final paper topics that reflect a similar degree of analytic rigor are welcomed. I will outline additional possibilities later in the course, such as analytic extensions of either Papers 1 or 2.

4. Extra credit

Given that there is much *excluded* from the current syllabus, I am open to creative ideas for extra credit that involve a careful reading and analysis of texts located under “Additional readings and references from lectures.” This does not mean restating key points from lecture. Rather, it involves a careful synthesis and reaction to the author’s main argument and key points. You might find a text that is generative for your final project and use this opportunity to engage readings we have not been able to grapple with in class. For written submissions, this should be a minimum of a 1.5 to 2 page, double-spaced, typed response.

Schedule of Readings

Please complete all readings before arriving to class and as indicated in the table below. Articles noted with "♦" indicate that the reading is a shorter, current-event piece. All other readings are academic articles or chapter excerpts from book publications.

Class Session	Readings	Big Idea
1. June 25	<input type="checkbox"/> ♦ Blackwell, A. G. (2017). The Curb-Cut Effect. <i>Stanford Social Innovation Review</i> , 28-33. (Exception - to be read in class on Day 1).	1
2. June 27	<input type="checkbox"/> Kozol, J. (2005). Still separate, still unequal. <i>Harper's Magazine</i> , 9, 41-55. <input type="checkbox"/> Orfield, G., Kucsera, J., & Siegel-Hawley, G. (2012). "E Pluribus"... Separation: Deepening Double Segregation for More Students. <i>Civil Rights Project/Proyecto Derechos Civiles</i> . <input type="checkbox"/> Irby, D. (2015). Urban is Floating Face Down in the Mainstream: Using Hip-Hop Based Education Research to Resurrect "The Urban" in Urban Education. <i>Urban Education</i> , 50(1), 7-30. doi:10.1177/0042085914563183 <input type="checkbox"/> ♦ Anderson, M. D. (2017 Jul. 27). Why the Myth of Meritocracy Hurts Kids of Color. <i>The Atlantic</i> . Retrieved from https://www.theatlantic.com/education/archive/2017/07/internalizing-the-myth-of-meritocracy/535035/ *Post Canvas reading response by 5 p.m. on June 26th	1
3. July 2	<input type="checkbox"/> Berliner, D. (2006). Our impoverished view of educational reform. <i>The Teachers College Record</i> , 108(6), 949-995. <input type="checkbox"/> ♦ Flannery, M. E. (2017 Dec. 8). Schools in Farming Communities Surrounded by Dangerous Pesticides. Retrieved February 5, 2018, from http://neatoday.org/2017/11/08/california-educators-protest-environmental-racism/ <input type="checkbox"/> Holme, J. J. (2002). Buying homes, buying schools: School choice and the social construction of school quality. <i>Harvard Educational Review</i> , 72(2), 177-206. *Post Canvas reading response by 5 p.m. on July 1st	1
4. July 4	No Class - July 4 th Holiday Due by midnight July 5th - Paper 1 Auto-ethnography of place, race and schooling	
5. July 9	<input type="checkbox"/> Green, T. L. (2015). Places of inequality, places of possibility: Mapping "opportunity in geography" across urban school-communities. <i>The Urban Review</i> , 47(4), 717-741. <input type="checkbox"/> Tuck, E. (2009). Suspending damage: A letter to communities. <i>Harvard Educational Review</i> , 79(3), 409-427. <input type="checkbox"/> Kohl, H. (1994). I won't learn from you. Confronting student resistance in our classrooms. <i>Teaching for Equity and Social Justice</i> , 134135. *Post Canvas reading response by 5 p.m. on July 8th	2
6. July 11	<input type="checkbox"/> Lei, J. L. (2003). (Un) Necessary toughness?: Those "loud Black girls" and those "quiet Asian boys". <i>Anthropology & Education Quarterly</i> , 34(2), 158-181.	2

	<ul style="list-style-type: none"> □ Gonzales, R. G. (2011). Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood. <i>American sociological review</i>, 76(4), 602-619. □ El-Haj, T. R. A. (2010). "The beauty of America": Nationalism, education, and the war on terror. <i>Harvard Educational Review</i>, 80(2), 242-275. <p style="text-align: center;">*Post Canvas reading response by 5 p.m. on July 10th</p>	
7. July 16	<ul style="list-style-type: none"> □ Rolón-Dow, R. (2005). Critical care: A color (full) analysis of care narratives in the schooling experiences of Puerto Rican girls. <i>American Educational Research Journal</i>, 42(1), 77-111. □ Duncan-Andrade, J. (2009). Note to educators: Hope required when growing roses in concrete. <i>Harvard Educational Review</i>, 79(2), 181-194. □ ♦ Rhodes, D. (2018 Apr. 8). Culture Shock: Teachers Call Noble Charters Dehumanizing. Retrieved April 8, 2018, from http://nprillinois.org/post/culture-shock-teachers-call-noble-charters-dehumanizing <p style="text-align: center;">*Post Canvas reading response by 5 p.m. on July 15th</p>	2
8. July 18	<ul style="list-style-type: none"> □ Stovall, D. O. (2016). <i>Born out of struggle: Critical race theory, school creation, and the politics of interruption</i>. New York: Suny Press. [Excerpts]. □ Herr, K. (2017). Insiders doing PAR with youth in their schools: negotiating professional boundaries and healing justice. <i>International Journal of Qualitative Studies in Education</i>, 30(5), 450-463. □ Akom, A., Shah, A., Nakai, A., & Cruz, T. (2016). Youth Participatory Action Research (YPAR) 2.0: How technological innovation and digital organizing sparked a food revolution in East Oakland. <i>International Journal of Qualitative Studies in Education</i>, 29(10), 1287-1307. <p style="text-align: center;">*Post Canvas reading response by 5 p.m. on July 17th</p> <p style="text-align: center;">Due by midnight July 18th - Paper 2 Redaction headlines and reflections</p>	3
9. July 23	<ul style="list-style-type: none"> □ Fine, M., & Ruglis, J. (2009). Circuits and consequences of dispossession: The racialized realignment of the public sphere for US youth. <i>Transforming Anthropology</i>, 17(1), 20-33. □ Warren, M. (2014). Transforming public education: the need for an educational justice movement. <i>New England Journal of Public Policy</i>, 26, 1-17. □ Gerrard, J. (2018). Whose public, which public? The challenge for public education. <i>Critical Studies in Education</i>, 1-14. □ ♦ Christakis, E. (2017 Oct.). Americans have given up on public schools. That's a mistake. <i>The Atlantic</i>. Retrieved from https://www.theatlantic.com/magazine/archive/2017/10/the-war-on-public-schools/537903/ <p style="text-align: center;">*Post Canvas reading response by 5 p.m. on July 22nd</p>	3
10. July 25	<ul style="list-style-type: none"> □ Edgoose, J. (2010). Hope in the unexpected: How can teachers still make a difference in the world? <i>Teachers College Record</i>, 112 (2) 386-406. <p style="text-align: center;">*Post Canvas reading response by 5 p.m. on July 24th</p> <p style="text-align: center;">Due by midnight July 27th - Paper 3</p>	1-3

Evaluation of Written Work

Papers will be graded based on clarity of ideas, connection to course readings and overall quality of writing. Well-expressed writing that answers the question/addresses the issue in an articulate way and with reference to the readings will receive top marks. Drawing on additional references and materials appropriately and effectively may boost your marks. *In all papers - please be clear on what your argument is - make sure you make a point and that you support it with evidence and analysis from the reports and readings. Plan your papers well. Please use the rubric provided to guide the development of your papers.

	Exceeds	Meets	Approaches	Does not include
Analysis and quality of ideas	Paper indicates synthesis of key ideas, in-depth analysis and original thought.	Paper indicates original thinking and develops ideas with sufficient evidence.	Paper indicates a few original thoughts, but primarily restates author's argument and/or does not substantiate with evidence.	Shows some signs of emergent thinking and reasoning, but most ideas are underdeveloped.
Organization	Writing shows a high degree of attention to logic and reasoning. Paper clearly leads the reader to the conclusion and leads to new questions regarding the topic.	Writing is coherent and logically organized. Overall unity of ideas are present.	Writing is somewhat coherent and logically organized. Yet, some points are misplaced and stray from the topic.	Writing lacks logical organization. It shows some coherence but also contains several serious errors.

Additional readings and references from lectures

- Achinstein, B., & Ogawa, R. T. (2011). *Change(d) agents: New teachers of color in urban schools*. New York: Teachers College Press.
- Akom, A. A. (2007). Free spaces: excavating race, class, and gender among urban schools and communities. *International Journal of Qualitative Studies in Education*, 20, 6, pp. 611-616.
- Anyon, J. (1997). *Ghetto schooling: a political economy of urban educational reform*. New York: Teachers College Press.
- Anyon, J. (2005). What "counts" as educational policy? Notes toward a new paradigm. *Harvard Educational Review* 75(1), 65-88.
- Apple, M. W. (2012). *Can education change society?*. New York: Routledge.
- Berliner, D. (2009). *Poverty and Potential: Out-of-School Factors and School Success*. Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. Retrieved. August 15, 2017 from <http://epicpolicy.org/publication/poverty-and-potential>
- Bettie, J. (2014). *Women without class: Girls, race, and identity*. Univ of California Press.
- Brown (2010). ARISE to the challenge: Partnering with urban youth to improve educational research and learning. *Penn GSE Perspectives on Urban Education*, 7(1), 4-14.
- Buendía, E. & Ares, N. (2006). *Geographies of Difference: the social construction of the East Side, West Side, and Central City School*. New York: Peter Lang.
- Cammarota, J., & Fine, M. (2008). *Revolutionizing education: youth participatory action research in motion*. New York, NY: Routledge.
- Carter (2008). Achievement as resistance: The development of a Critical Race achievement ideology among black achievers. *Harvard Educational Review*, 78(3), p. 466-497.
- Conchas (2001). Structuring failure and success: Understanding the variability in Latino school engagement. *Harvard Educational Review*, 71(3), p. 471-504
- Cucchiara, M. B. (2013). *Marketing Schools, Marketing Cities: Who Wins and Who Loses When Schools Become Urban Amenities*. University of Chicago Press.
- Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard educational review*, 58(3), 280-299.
- Duncan, G. A. (2005). Critical race ethnography in education: Narrative, inequality and the problem of epistemology. *Race Ethnicity and Education*, 8(1), 93-114.
- Fine, M. (1991). Framing dropouts: Notes on the politics of an urban high school. Chapters 2, 3, and 5.
- Ginwright, S. A. (2010). *Black youth rising: Activism and radical healing in urban America*. New York: Teachers College Press.
- Ginwright, S., & Cammarota, J. (2007). Youth activism in the urban community: Learning critical civic praxis within community organizations. *International Journal of Qualitative Studies in Education*, 20(6), 693-710.
- Green, T. L. (2015). Leading for urban school reform and community development. *Educational Administration Quarterly*, 51, 679-711.
- Hogan, A. (2016) #tellPearson: the activist 'public education' network. *Discourse: Studies in*

the Cultural Politics of Education.

- Horton, M., & Freire, P. (1990). *We make the road by walking: Conversations on education and social change.* Temple University Press.
- Ishimaru, A. (2013). From heroes to organizers: principals and education organizing in urban school reform. *Educational Administration Quarterly*, 49(1), 3-51.
- Kirshner, B., & Ginwright, S. (2012). Youth organizing as a developmental context for African American and Latino adolescents. *Child Development Perspectives*, 6(3), 288-294.
- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational researcher*, 35(7), 3-12.
- Lipman, P. (2011). *The new political economy of urban education: Neoliberalism, race and the right to the city.* New York: Routledge.
- Payne, C. M. (2008). *So much reform, so little change: The persistence of failure in urban schools.* Cambridge, MA: Harvard Education Press.
- Malagon & Alvarez (2010). Scholarship girls aren't the only Chicanas who go to college: Former Chicana continuation High School students disrupting the educational achievement binary. *Harvard Educational Review*, 80(2), pg 149-173.
- Neumann, J. W. (2013). Advocating for a more effective critical pedagogy by examining structural obstacles to critical educational reform. *The Urban Review*, 45(5), 728-740.
- Noel, J. (2010). Weaving teacher education into the fabric of urban schools and communities. *Teacher Education Quarterly*, 37(3), 9-25.
- Noguera, P. (2003). *City schools and the American dream: Reclaiming the promise of public education.* Teachers College Press.
- Nygreen, K. (2010). From voicing your opinion to politicized voice: a youth-led social justice class at an urban continuation high school. *Ethnography and Education*, 5(3), 245-260.
- Oakes, J. (1982). The reproduction of inequity: The content of secondary school tracking. *The Urban Review*, 14(2), 107-120.
- Patel, L. (2013). *Youth held at the border: Immigration, education, and the politics of inclusion.* New York: Teachers College Press.
- Posey-Maddox, L.E. (2014). *When middle-class parents choose urban schools: Class, race, and the challenge of equity in public education.* Chicago: University of Chicago Press.
- Putnam, R. D. (2016). *Our kids: The American dream in crisis.* New York: Simon and Schuster.
- Rothstein, R. (2017). *The color of law: A forgotten history of how our government segregated America.* New York: Liveright.
- Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education. *Journal of health care for the poor and underserved*, 9(2), 117-125.
- Warren, M. R. & Mapp, K. L. (2011). *A match on dry grass: Community organizing as a catalyst for school reform.* New York: Oxford University Press.
- Watson, T. N., & Bogotch, I. (2015). Reframing parent involvement: What should urban school leaders do differently? *Leadership and Policy in Schools*, 14, 257-278.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, 8(1), 69-91.