Education 164: Critical Perspectives in Urban Education
Summer 2018

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Teaching Assistant: Alfredo Reyes | areyes20@ucsc.edu
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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, participation and reading responses</td>
<td>90</td>
<td>30%</td>
<td>Each class session</td>
</tr>
<tr>
<td>In-class assessments (quizzes, reflections, etc.)</td>
<td>60</td>
<td>20%</td>
<td>Each class session</td>
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<tr>
<td>Written assignments</td>
<td>150</td>
<td>50%</td>
<td>Paper 1 - July 5th</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Paper 2 - July 18th</td>
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<td></td>
<td></td>
<td>Paper 3 - July 27th</td>
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<tr>
<td>Total</td>
<td>300</td>
<td>100%</td>
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* 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. **IMPORTANT** 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.

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Readings</th>
<th>Big Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. July 4</td>
<td>No Class - July 4th Holiday</td>
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<tr>
<td></td>
<td>Due by midnight July 5th - Paper 1 Auto-ethnography of place, race and schooling</td>
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<tr>
<td>8</td>
<td>July 18</td>
<td>Due by midnight July 18th - Paper 2 Redaction headlines and reflections</td>
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<tr>
<td>9</td>
<td>July 23</td>
<td><em>Post Canvas reading response by 5 p.m. on July 22nd</em></td>
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<tr>
<td>10</td>
<td>July 25</td>
<td>Edgoose, J. (2010). Hope in the unexpected: How can teachers still make a difference in the world? <em>Teachers College Record</em>, 112(2) 386-406. <em>Post Canvas reading response by 5 p.m. on July 24th</em></td>
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<td>Due by midnight July 27th - Paper 3</td>
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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.

<table>
<thead>
<tr>
<th>Analysis and quality of ideas</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Approaches</th>
<th>Does not include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper indicates synthesis of key ideas, in-depth analysis and original thought.</td>
<td>Paper indicates original thinking and develops ideas with sufficient evidence.</td>
<td>Paper indicates a few original thoughts, but primarily restates author’s argument and/or does not substantiate with evidence.</td>
<td>Shows some signs of emergent thinking and reasoning, but most ideas are underdeveloped.</td>
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| 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


the Cultural Politics of Education.


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.


