Statement on pandemic pedagogy
Welcome to the uncharted territory of emergency online education. We are all adjusting to disruptive circumstances and new teaching/learning conditions. My approach to designing this course has been to weave the study of urban education through analysis of current events gripping our attention: primarily current discussion around race and racism, police in schools and the reorganization of our lives due to the pandemic. My goal is to consider the relationships between theory and what’s going on around us, trying to comprehend connections between our everyday struggles. I’m aiming to prioritize intellectual nourishment, political reflection, social connection, and personal accommodation.

Course Objectives
Since its establishment in the mid-nineteenth century, public schooling in the United States has been thought of as a means to social and economic equality. This promise of schooling as “the great equalizer” distinguishes the U.S. from most other countries and it forms an important part of the national identity. The historical record shows that schooling has indeed led to greater human development and upward mobility for individuals from the working class and from minoritized social groups. However, generation after generation, schooling has also been a central site in the preservation of class structures, gender norms, and white supremacy.

This course examines the contradiction of schooling as a force of both oppression and possibility. These opposing tendencies are especially evident in urban schools, where people

*Adapted from EDUC 164 syllabi of Dr. Amanda Lashaw and Dr. Ethan Chang offered by UC Santa Cruz’s Education Department.
from across racial, ethnic, and economic divides tend to live in close proximity while creating identities in opposition to each other and vying for resources. The bulk of our readings are classic ethnographic studies of urban education that explore how students, teachers, and parents actively negotiate the “reproduction” of advantage and subordination. Throughout the quarter, we will examine the ways in which the concept of the “urban” refers not only to physical space but also to racialized social imaginaries. The course also examines explanations for academic success and failure that take account of schooling’s stratifying and equalizing tendencies. 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 Pedagogy, Skills & Outcomes

- Close reading, writing and group discussion to clarify theories of educational inequality
- Compare and evaluate author arguments
- Test your interpretations and arguments by offering opinions based on evidence
- Make personal connections to themes and experiences in texts
- Engage in reflective listening, encourage your classmates’ participation, and advance the dialogue
Big Ideas/Concepts of the course

Equity - Social mobility/meritocracy
Social reproduction and resistance
Segregation/integration and redlining
Neoliberal and Progressive Reform and Abolition

Assignments and grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation in weekly group meetings</td>
<td>20%</td>
<td>Each class session</td>
</tr>
<tr>
<td>Weekly Discussion Posts (5 total)</td>
<td>20%</td>
<td>Friday at 5pm of each week</td>
</tr>
<tr>
<td>Auto-ethnography paper of place, race and schooling</td>
<td>20%</td>
<td>Saturday, August 8th at 5pm</td>
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<tr>
<td>Presentation on School Community</td>
<td>10%</td>
<td>In class week of August 17th</td>
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<tr>
<td>Final Project (with outline/draft)</td>
<td>30%</td>
<td>Monday, August 31st at 12pm</td>
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1. Attendance and participation in weekly group meetings (20%)

We would usually have 10 class sessions together however due to the online format, you will attend FIVE meetings on zoom with your group members. This is a very limited amount of time! Your attendance and participation in every class session is vital. Because we have such a limited time together, it is required that your video is on during these meetings. Your participation points will be impacted if your video is off. Furthermore, missing one meeting means you have missed 20% of the course! Consequently, your grade will reflect this. If you are absent for one class, your overall grade will drop 10%. If you absolutely must miss class, it is your responsibility to inform the instructor, get information that you missed from a classmate and complete all assignments on time. Arriving late or leaving early will also hurt your participation grade, so please plan accordingly. This is a challenging time and we are understanding of many
of the unexpected events that may pop up. I promise you that if you communicate with me and/or the TA, we will work with you as best we can while maintaining the rigor of the class.

2. Weekly Discussion Posts (20%)  
To practice close reading skills and to deepen our discussions, you’ll post at least one response to the texts in the weekly discussion forum on Canvas. Using the concepts on the syllabus and my reading questions as a guide, identify one theme that connects multiple readings discussed during the week. The idea here is to propose thoughts-in-progress, not fully formed ideas. Describe what you noticed, what confused you, and what you want to discuss more. Your post can be a response to another student, but it should still include your own reflection on the readings. Be respectful in your responses to your peers. Ask what they mean by a specific term or add evidence and examples to their concept. (There’s no need to compliment each person each time.)

Please make reference to specific ideas or quotes or pages in the text. Your responses can be casual, but this is a place to practice standard writing. **Your posts should be between 200 and 250 words.** Because threaded discussion is such an important supplement to our online format, these are worth 20% of your grade and each one will be graded. Posts are due no later than Friday at 5 pm each week. That’s a total of 5 posts.

3. Auto-ethnography paper of place, race and schooling (20%)  
(2 - 3 pages maximum) **Due Saturday, August 8th at 5 pm**

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.**

Your first paper invites you to critically reflect on how issues of place, race and schooling influenced your school experiences and opportunities (not) available for you today. The paper must include demographic and historical data on the particular school-community you attended. The paper should also draw on at least 2-3 of the class readings to analyze the in/equities of educational opportunity that you describe. See rubric for more details on expectations for this paper.

4. Presentation on School Community (10%)  
10 minute presentation during class meeting **Week of August 17th**

Building on your auto-ethnography, in this presentation you will explore the current conversation happening in the school community where you attended K-12 school (or another community of your choosing). Given the pandemic and the salience of race and police brutality in the national dialogue, how is your school community responding? How does what we’ve read and discussed in this class inform the actions you see being taken? You should reference at least two of the main “big ideas/concepts” in this presentation.
5. Final Project (25% + 5% for draft) (6-8 pages maximum) **Outline/Draft Due: Monday, August 24th at 12pm (noon)** Final Due: Monday, August 31st 12pm (noon)

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.

Your final paper includes three options that broadly address the question: How have your notions of “urban” education been challenged and/or developed by this course? Each paper option invites you to focus on the theories and readings that were most influential to your learning and apply them to a current example (described below).

If you have concerns about the expectations for any of the above assignments, please email me at kvachon@ucsc.edu or Riley at riacolli@ucsc.edu.

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Important Summer Session 2 Remote 2020 Deadlines:
Drop: Monday, August 3
Request for “W”: Friday, August 14

Summer is unique. You will not be dropped for non-attendance or non-payment. You must drop yourself. Dropping before the deadline results in a full-tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including ‘change of grade option’ (P/NP) and grades due, here is the summer academic calendar: [https://summer.ucsc.edu/studentlife/index.html](https://summer.ucsc.edu/studentlife/index.html)

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

**DRC Remote Accommodations:**

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. Operations continue via remote appointments. If you have questions or concerns about exam accommodations or any other disability-related matter, email the DRC Schedulers at drc@ucsc.edu for an appointment.

**Academic Dishonesty**

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the
value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student’s transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity page at the Division of Undergraduate Education.

**Title IX:**

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information about the Title IX Office, the online reporting link, applicable campus resources, reporting responsibilities, the UC Policy on Sexual Violence and Sexual Harassment, and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our online reporting link.

For more information please visit the Title IX Operations under Covid-19 page.
## Schedule of Readings

Please complete all readings before class and as indicated in the table below.

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Readings</th>
<th>Topics and concepts</th>
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<tbody>
<tr>
<td>Week 3</td>
<td>August 10-14</td>
<td>Redlining</td>
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<tr>
<td>Listen: Nikole Hannah Jones on This American Life “The Problem We All Live With”</td>
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<thead>
<tr>
<th>Week 4</th>
<th>August 17-21</th>
<th>Carcerality</th>
<th>Criminality</th>
<th>Punishment</th>
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<tr>
<td>Read: “A teenager didn’t do her online schoolwork. So a judge sent her to juvenile detention” by Jodi S. Cohen</td>
<td>Watch: Minneapolis School Board Votes to Remove Police From Schools</td>
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<td>Week 5</td>
<td>August 24-28</td>
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<td>Edgoose, J. (2010). Hope in the unexpected: How can teachers still make a difference in the world? Teachers College Record, 112 (2) 386-406.</td>
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**Watch: Abolitionist Teaching and the Future of Our Schools - 2nd half**

**Additional readings and references from lectures**


