

Education 164: Critical Perspectives in Urban Education*

Summer 2020

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Office Hours: Monday, Wednesday and Friday by appointment - please email me

“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)

“America has laid the task of rectifying societal inequalities at the schoolhouse door.”

~ Amy Stuart Wells

“Education can’t save us. We have to save education.”

~ Bettina Love

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.

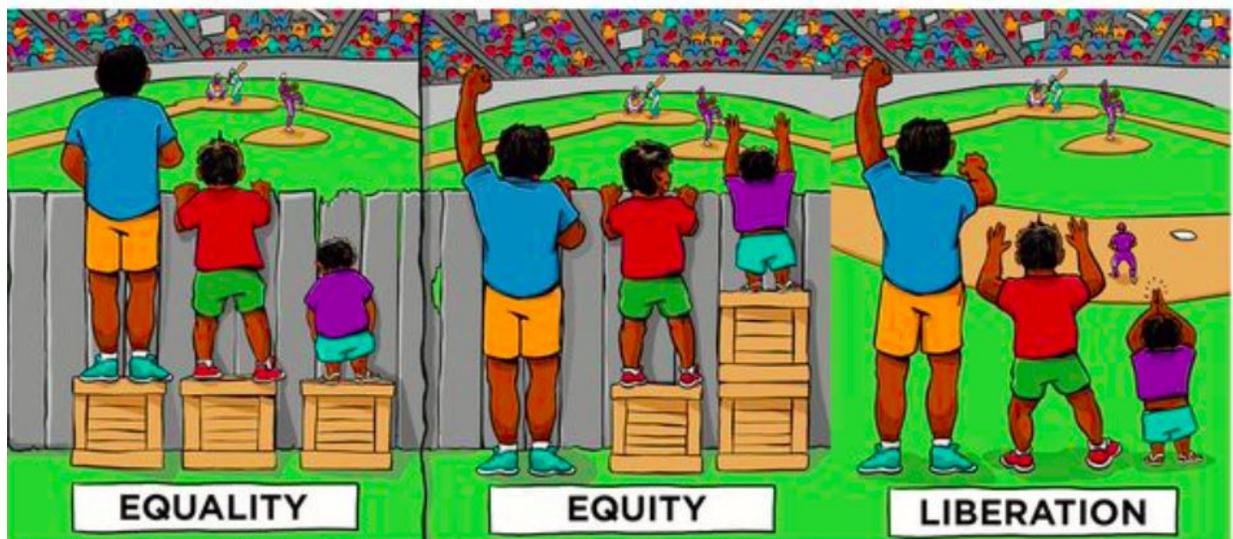
This course examines the contradiction of schooling as a force of both oppression and possibility. These opposing tendencies are especially evident in urban schools, where people

*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:

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

Grading Scale: 100-99 A+; 98-93 A; 92-90 A-; 89-87 B+; 86-83 B; 82-80 B-; 79-77 C+; 76-73 C; 72-70 C-; 69-67 D+; 66-63 D; 62-60 D-; Below 60 = F

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.

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>

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.

Class Session	Readings	Topics and concepts
<p>Week 1 July 27-31</p>	<p>Baldwin, J. (2008/1963). A talk to teachers. In W. Ayres, G. Ladson-Billings, G. Michie and P. Noguera (eds.) City kids, city schools. NY: The New Press. Excerpts.</p> <p>Rury, J. (2005). Introduction: The changing social contours of urban education. In J. Rury (ed.) Urban education in the United States: A historical reader. Gordonsville, VA: Palgrave.</p> <p>Rist, R. C. 1970. Student social class and teacher expectations the self-fulfilling prophecy in ghetto education. Harvard Educational Review, 40(3): 411-451</p> <p>Au, W. (2013). Hiding behind high-stakes testing: Meritocracy, objectivity and inequality in U.S. education. The International Education Journal: Comparative Perspectives, 12(2): 7-19.</p> <p><i>Read: The big problem with education 'pandemic pods' suddenly popping up - Washington Post</i></p>	<p>Contradiction of schooling</p> <p>Urban</p> <p>Tracking</p> <p>Sorting and ranking</p> <p>Meritocracy</p>
<p>Week 2 August 3-7</p>	<p>MacLeod, J. (2009). Social reproduction in theoretical perspective. In Ain't no makin' it: Aspirations and attainment in a low-income neighborhood. Boulder, CO: Westview.</p> <p>Holme, J. J. (2002). Buying homes, buying schools: School choice and the social construction of school quality. Harvard Educational Review, 72(2), 177-206.</p> <p>Tuck, E. (2009). Suspending damage: A letter to communities. Harvard Educational Review, 79(3), 409–427.</p> <p>Kohl, H. (1994). I won't learn from you. Confronting student resistance in our classrooms. Teaching for Equity and Social Justice, 134-135.</p> <p><i>Listen: Kendrick Lamar - Damn</i> <i>Listen: Nice White Parents podcast</i></p>	<p>Social reproduction</p> <p>Agency and structure</p> <p>Resistance</p>

<p>Week 3 August 10-14</p>	<p>Lipsitz, G. (1998). <i>The possessive investment in whiteness</i>. Philadelphia: Temple University Press.</p> <p>Fuller, B., Kim, Y., Galindo, C., Bathia, S., Bridges, M., Duncan, G. & García Valdiva, I. (2019). Worsening school segregation for Latino children? <i>Educational Researcher</i>, 48(5)</p> <p>Lipman, P. (2011). <i>Dismantling public schools, displacing African Americans and Latinos/as</i>. In <i>The new political economy of urban education: Neoliberalism, race and the right to the city</i>. New York: Routledge, 2011.</p> <p>Stovall, D. (2018). Reflections on the perpetual war: School closings, public housing, law enforcement, and the future of black life. In A. Imtiaz Ali & T. L. Buenavista (eds.), <i>Education at War: The fight for students of color in America's schools</i>. New York: Fordham University Press.</p> <p><i>Listen: Nikole Hannah Jones on This American Life "The Problem We All Live With"</i></p>	<p>Redlining</p> <p>Displacement</p> <p>Segregation/ Integration</p>
<p>Week 4 August 17-21</p>	<p>Shange, S. (2019). Black girl ordinary: Flesh, carcerality and the refusal of ethnography. <i>Transforming Anthropology</i>, 27(1): 3-21.</p> <p>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.</p> <p>Noguera, P. (2003). Schools, prisons and social implications of punishment: rethinking disciplinary practices. <i>Theory into Practice</i>, 42(4): 341-450.</p> <p>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> <p><i>Read: "A teenager didn't do her online schoolwork. So a judge sent her to juvenile detention" by Jodi S. Cohen</i></p> <p><i>Watch: Minneapolis School Board Votes to Remove Police From Schools</i></p>	<p>Carcerality</p> <p>Criminality</p> <p>Punishment</p>

<p>Week 5 August 24-28</p>	<p>Reddy, S.K. (2018). We don't need no education: Deschooling as an abolitionist practice. <i>Abolition: A Journal of insurgent Politics</i>, 1: 124-133.</p> <p>Lipman, P. (2011). Education and the right to the city: another world is possible and necessary. In <i>The new political economy of urban education: Neoliberalism, race and the right to the city</i>. New York: Routledge.</p> <p>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> <p><i>Watch: Abolitionist Teaching and the Future of Our Schools - 2nd half</i></p>	<p>Abolition</p> <p>Reform</p> <p>Radical hope</p>
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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.
- 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.

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.

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.