

Education 164: Critical Perspectives in Urban Education*

Summer Session I, 2022

Instructor: Kim Vachon | kvachon@ucsc.edu

Teaching assistant: Emanuel Suarez Jimenez | esuarezj@ucsc.edu

Office Hours: Tuesday and Thursday 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 continued pandemic pedagogy

We have been in and out of this virtual learning environment for the last 2.5 years now, and while things may not have gotten any easier, they have gotten a bit more familiar. I want to fully acknowledge that we are still living in and through this pandemic. However different it may look from 2 years ago, the consequences continue to reverberate through our personal lives and political and social structures. 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.

*Adapted from EDUC 164 syllabi of Dr. Amanda Lashaw and Dr. Ethan Chang offered by UC Santa Cruz’s Education Department.

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 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

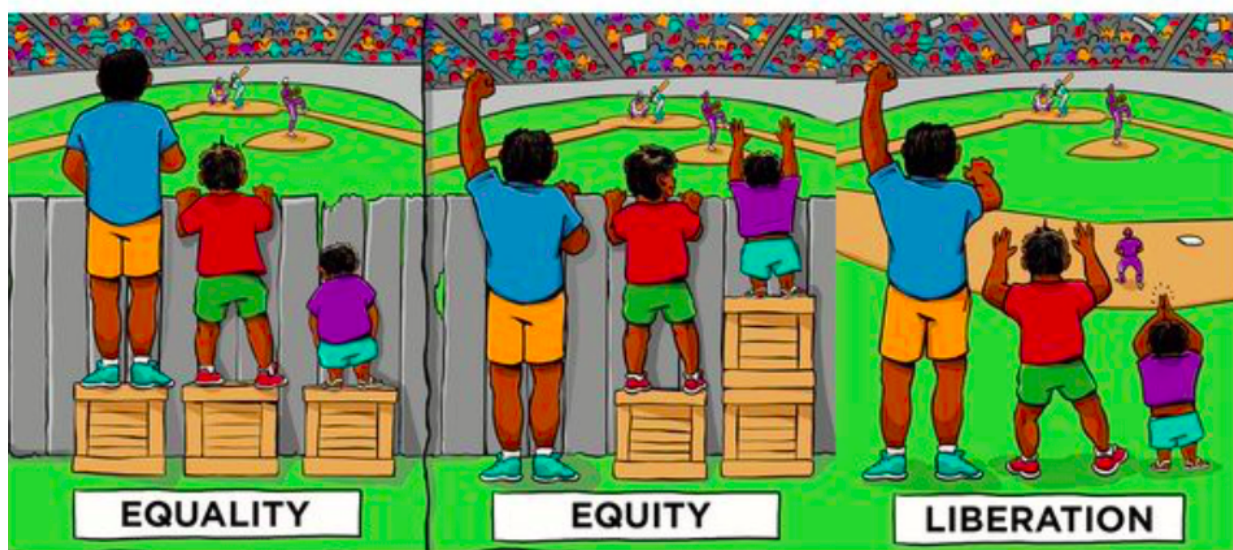
Big Ideas/Concepts of the course

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 each class session (9 classes)	20%	Each class session
Weekly Annotations on readings - 2 per week (10 total)	20%	Saturday at 5pm each week
Auto-ethnography paper of place, race and schooling	20%	Saturday, July 2nd at 5pm
Presentation on School Community	10%	Week 4
Final Project (with outline/draft)	30% (5%)	Draft Due: Sat., July 16th, 5pm Final Due: Fri., July 22nd, 11:59pm

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 classes (20%)

THIS CLASS IS SYNCHRONOUS! We will meet **9 times** throughout this summer session on **Mondays and Wednesdays from 9-11:30am** (we miss one class for Juneteenth and one class for the 4th of July). This is a very limited amount of time! Because we are missing two classes due to holidays, **we have a make-up class on Friday, June 24th from 9-11am**. Your attendance and participation in every class session is vital. You cannot get attendance points for a missed class, however you can miss one class without penalty (this may end up being the make-up class). Because we have such a limited time together, it is strongly recommended that your video is on during these meetings. You do *not* need to notify me if you are going to miss class, but it is up to you to figure out what you missed. Arriving late or leaving early will also hurt your participation grade, so please plan accordingly.

We are still surviving the effects of this pandemic and I acknowledge that it continues to be a challenging time. I want to assure you that I am understanding of many of the unexpected events that may pop up. I promise you that if you communicate with me, I will work with you as best I can while maintaining the rigor of the class.

2. Weekly annotations on readings (20%)

To practice close reading skills, deepen our discussions, and provide you with material you can use in your papers, you will complete annotations for 2 readings of your choice each week and submit them to Canvas. We will go over how to write an annotation in the first week of class. Please follow the template provided. This is an opportunity for you to summarize and analyze the readings both as a way to deepen your own understanding of the concepts but also to use in your papers throughout the summer session.

Please refer to the template and description of annotations for complete guidelines. **We will drop your 2 lowest scores, therefore it is required to turn in 8 total by the end of the summer session.** These are worth 20% of your grade. Annotations are due no later than Saturday at 5pm each week.

3. Auto-ethnography paper of place, race and schooling (20%)

(2 - 3 pages maximum) **Due Saturday, July 2nd at 5 pm**

*All papers should follow APA guidelines, be written in 12 pt. **Times New Roman** font and double-spaced. Upload all assignments to Canvas by the deadlines noted in blue as a word document or PDF.*

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. Feel free to use material from any of the annotations you have written so far. See rubric for more details on expectations for this paper.

4. Presentation on School Community (10%)

10 minute presentation during class meeting **Week of July 11th**

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 has your school community responded? 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: Saturday, July 16th by 5pm**

Final Due: Friday, July 22nd by midnight

*All papers should follow APA guidelines, be written in 12 pt. **Times New Roman** font and double-spaced. Upload all assignments to Canvas by the deadlines noted in blue as a word document or PDF.*

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 Emanuel at esuarezj@ucsc.edu.

Important Summer Session I Remote 2021 Deadlines:

Drop: Monday, June 27

Request for “W”: Friday, July 10

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.

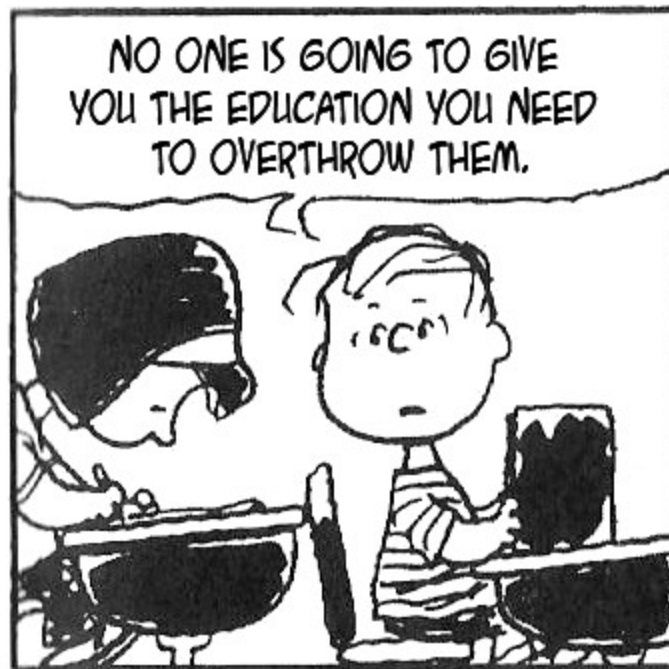
Title IX:

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
Week 1 Wednesday June 22	<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>Sealey-Ruiz, Y. (2022) An Archeology of Self for Our Times: Another Talk to Teachers</p> <p>An overview on Urban Education - Massey et al.</p> <p><i>Watch: Teach Us All (Documentary - 2 hours long)</i></p>	Contradiction of schooling Meaning of urban
Week 1 Friday June 24 (Make-up Class)	<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>Listen: The Campus Tour Has Been Cancelled - This American Life Podcast (1 hour)</i></p>	Tracking Sorting and ranking Meritocracy
Week 2 Monday June 27	<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>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: Nice White Parents podcast Episode 2: "I Still Believe In It" (1 hour)</i></p>	Social reproduction Agency and structure Resistance
Week 2 Wednesday June 29	<p>Tuck, E. (2009). Suspending damage: A letter to communities. Harvard Educational Review, 79(3), 409–427.</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>	Damage-centered Desire School choice

	<p><i>Listen: School Colors Ep. #2: Tales from the Southside (1 hour)</i></p> <p>Autoethnography Due: Saturday July 2nd at 5pm</p>	
<p>Week 3 Monday July 4</p>	<p>No class!</p>	
<p>Week 3 Wednesday July 6</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). Dismantling public schools, displacing African Americans and Latinos/as. 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>Watch: Segregated by Design (18 minutes)</i></p> <p><i>Listen: School Colors #4: The Mason-Dixon Line (1 hour)</i></p>	<p>Redlining</p> <p>Displacement</p> <p>Segregation/ Integration</p>
<p>Week 4 Monday July 11</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>Noguera, P. (2003). Schools, prisons and social implications of punishment: rethinking disciplinary practices. <i>Theory into Practice</i>, 42(4): 341-450.</p> <p><i>Read: EdSource: Oakland school board unanimously agrees to eliminate its police force</i></p> <p>Presentations on School Community</p>	<p>Carcerality</p> <p>Punishment</p>
<p>Week 4 Wednesday July 13</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>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>Criminality</p> <p>Nation</p>

	<p><i>Watch: School Police: Last Week Tonight with John Oliver (30 minutes)</i></p> <p>Presentation on School Community Final Project Outline/Draft Due: Saturday July 16th at 5pm</p>	
<p>Week 5 Monday July 18</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>Guest speaker</p>	<p>Abolition</p> <p>Reform</p>
<p>Week 5 Wednesday July 20</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 (2 hours)</i></p> <p>Final Project Due: Friday July 22nd by midnight</p>	<p>Radical hope</p>