Hunter College of the City University of New York
School of Education, Department of Curriculum and Teaching

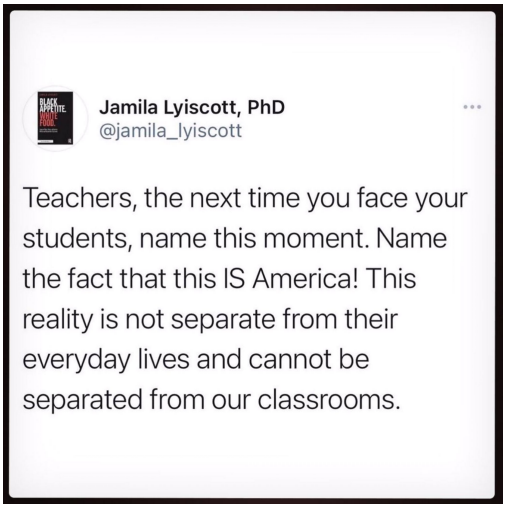
EDUC 25000-01 & 02
Introduction to Urban Education: Topics and Issues around Diversity and Equity
Summer 2024
(Pre-Requisite: ENGL 12000)

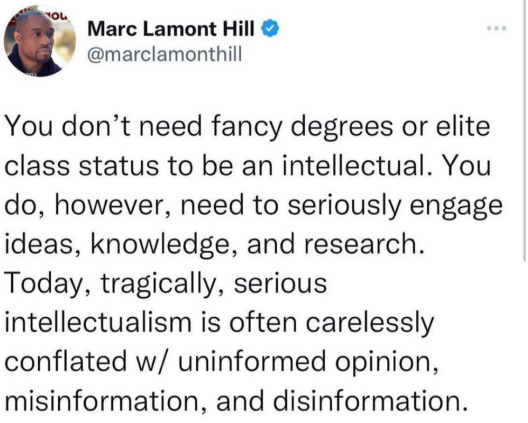
Synchronous Sessions: 5/28, 6/11, & 6/25 via Zoom / Kumospace (see links below)

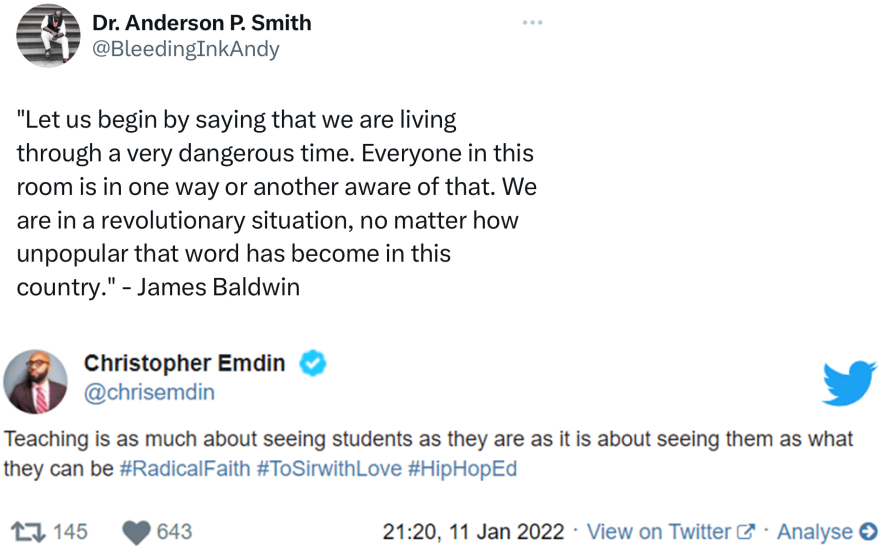
THE REST OF THE COURSEWORK IS ASYNCHRONOUS ONLINE

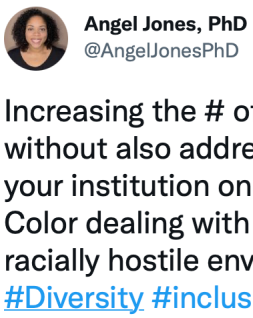
This course is designated writing-intensive and meets Pluralism & Diversity, Group B

Professor: Anderson Smith, Ph.D.
Office Hours: My door is always open; let's set aside some time to talk.
Email: as14246@hunter.cuny.edu









Introduction

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

Who determines what information is taught and to whom? According to Lisa Delpit (1995), "When one 'we' gets to determine standards for all 'wes,' then some 'we' are in trouble." As an active member of the *we in trouble*, I recognize a power struggle between those who have control and those struggling to attain equality. For some, the illusion of education provides hope for those seeking to change their socioeconomic status through a system designed to oppress them.

In deviation from banking education, Paulo Freire (1970) offers problem-posing education, which allows for increased freedom of interpretation by situating the teacher and students as equals in dialogue with each other for meaning-making purposes. Freire states, "The teacher is no longer merely the one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach" (p. 80). This teacher-student relationship becomes symbiotic with the potential for more productive conversations that transcend the classroom and spill into society.

However, teachers are pressured to ensure that the established curriculum is followed. There is little time for creativity when the employment status of personnel and funding of an institution is contingent on students making the grade come standardized test time. In this instance, establishing a dialogical classroom is wishful thinking for those like me who wish to foster such a space because, as it would appear, time would not allow for it. It may even work against the guidelines that govern the classroom by directors. But that's the point. To interrupt the system and become a cog in the wheel of progress, breaking free from the norm and creating a movement to bring change.

Course Description

This course introduces urban education, specifically focusing on current pedagogical approaches and the various historical, socioeconomic, sociocultural, and political factors that influence schools, with an eye to equity and justice to close the achievement gap for marginalized students.

Expanded Description

Students will be introduced to the history of urban education, including the socioeconomic, sociocultural, and political factors that influence how decisions are made in schools. Topics will include controversies behind such initiatives as Common Core, charter schools, standardized testing, non-gendered bathrooms, and bilingual education. Students will also be exposed to effective, research-

based instructional approaches that allow for equity in the classroom, including but not limited to social-emotional development, differentiation, culturally responsive instruction, and critical pedagogy. Specifically, students will learn how to meet the needs of diverse populations, including special needs students, LGBTQ students, immigrants, and English language learners. Students will understand and discuss inequities in the classroom, such as the achievement gap and implicit bias, as they impact special education and disciplinary actions. Prospective students would include those interested in the politics and history of urban education, curriculum and pedagogy (early childhood through adolescence), educational psychology, and educational policy.

Course Objectives

The course is designed to achieve the following goals:

- Recognize how philosophy, ideology, and theory impact school experiences that lead to educational and career decisions of urban students
- Examine the impact of historical, sociocultural, and political perspectives on students, teachers, and communities
- Discuss and summarize inequities in urban schooling surrounding issues of race, class, religion, ability, language, immigrant status, and gender and sexual discrimination
- Identify and explain research, theory, and data analysis surrounding inequity in urban education.
- Define and analyze the relationship between socio-economic contexts and theories of educational practice and policy

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:

- I believe that students possess rich theoretical and experiential knowledge 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 knowledge.
- I reserve the right to establish equitable contexts for participation and lift voices that have been historically excluded from higher education.

- Real-life challenges remain while you are in my course (such as COVID-19, care for your family, care for your health, managing work obligations, paying rent, etc.).
- Acknowledging these real-life issues, I assume rigorous learning occurs when you and I arrive at each class session fully prepared and engage in intentional and thoughtful dialogue about the course content.
- Sincere engagements with each other and with course materials will leave a few unchanged by the conclusion of the course. I hope we will apply what we learned during this course and apply it to our personal, professional, and political lives.

Course Requirements

1. **One-pagers – 10 Points.** In each module (more or less), there will be a written response to assigned readings. Responses may be no more than 500 words in length. In each one-pager, you should: Engage with the task by, for instance, connecting the text to your own experience or philosophy, analyzing or evaluating the arguments in the text, connecting the readings to other texts, considering the implications for research or practice, and extending the ideas in the text. You should also reflect the text accurately, cite relevant parts of the reading, and follow the conventions for proper academic prose. Do not summarize the readings (I read them already).

2. **Educational Autobiography – 20 Points (DUE: 6/07/24).** This project invites you to expand your understanding of urban education by constructing a personal narrative recounting your experiences with/in the education system and how they inform your present-day understanding of urban education. This assignment provides the opportunity to look at your life experiences so that you may start examining your beliefs about education to consciously hold on to some of these beliefs while deciding to let go of others. Given the focus of our course, you are strongly encouraged to identify instances in your narrative that speak with and against some of the themes and topics we cover in class, with specific attention to the historical, sociocultural, and political factors that underlie these instances. In addition, you should interpret and analyze your autobiography in light of at least three course readings. No more than 3 pages (not including title and reference pages), 12-pt font (Arial, Times New Roman, Georgia), 1-inch margins, double spaced. MLA or APA format. Rubric to be provided.

3. **Survey of Urban Students/Teachers – 20 Points (DUE: 6/21/24).** To further explore the concept of urban education and other themes presented in this course, you will conduct a virtual interview with at least two of the following community members:

- Family of student in NYC DOE
- Teacher in NYC DOE

- Administrator in NYC DOE
- Student in NYC DOE

Your interviewees may not be in the same group. That is, you cannot interview two teachers. If you choose to interview a teacher, you will need to find another interviewee who is not a teacher. You will write your own interview questions for this assignment, and in 4-5 pages interpret the interviewees' responses in light of at least five course readings; synthesize what was learned and reflect on what implications these conversations have for your thinking around urban education. I recommend Zoom, Google Hangout, or another virtual video service, or in-person. I also strongly encourage that your interviewees have experience with schooling in urban contexts. We will collectively articulate what we mean by "urban contexts" and "urban education" in our first class session. No more than 4 pages (not including title and reference pages). 12-pt font (Arial, Times New Roman, Georgia), 1-inch margins, double spaced. MLA or APA format. Rubric to be provided.

*To protect the interviewees' privacy, please use a pseudonym for them, the schools, the neighborhoods, and any other details that could give away their identities.

4. **Research Paper: Equity in Urban Education – 40 Points (DUE: 7/08/24).** The final assignment is a paper of 2,000 words (double-spaced, please) on a topic related to the issues covered in the course and centering on how these ideas can provide more equity in our urban classrooms. The final paper should: 1) communicate an argument/narrative, 2) incorporate reference to the readings or discussions from the course, 3) show consideration of a variety of literature from beyond the course that pertains to the topic.

- Discuss and summarize inequities in urban schooling surrounding issues of race, class, gender and sexual discrimination.
- Identify and explain research, theory, and data analysis surrounding inequity in urban education.
- Define and analyze the relationship between socio-economic contexts and theories of educational practice and policy

Additionally, there is an **Equity in Education Research Roundtable** component, where you will record a 3-minute presentation via ***Flip***, discussing your research. You should include visuals and/or graphics to synthesize your findings. We will discuss this during our synchronous session.

All written final projects are due on Monday, July 10, with no exceptions.

The **Equity in Education Research Roundtable** recording is due on Tuesday, July 09, with no exceptions.

Final grade calculations:

One-pagers:	**10 points**
Participation in class:	**10 points**
Educational Autobiography:	**20 points**
Survey of Urban Students/Teachers:	**20 points**
Research Paper: Equity in Urban Education:	**40 points**

Final grades will be calculated on the following 100-point scale:

Grading System (from the Hunter College Graduate Catalog)

A+ 97.5 – 100% 4.0	A 92.5 – 97.4% 4.0	A- 90.0 – 92.4% 3.7
B+ 87.5 – 89.9% 3.3	B 82.5 – 87.4% 3.0	B- 80.0 – 82.4% 2.7
C+ 77.5 – 79.9% 2.3	C 70.0 – 77.4% 2.0	F 77.0 – 69.9% 0

Late Assignment Policy

Course assignments are due on the date indicated. It is the expectation that all assignments will be submitted on time regardless of class attendance. Late assignments will result in a 10% loss of points for each day late (weekends included). Late assignments will not be accepted after three days past the due date, and the assignment will be scored zero.

Attendance and Participation

This course is an opportunity for you to become part of a community of learners committed to learning through reading, writing, discussing, and collaborating. To be a part of that community, you need to attend every class meeting and participate thoughtfully in all activities. Your active engagement and participation in course meetings and your timely completion of course assignments are crucial for the success of this course and your own learning.

Academic Integrity

Plagiarism can be defined as the intentional or unintentional use of another's work without providing reasonable and appropriate credit to the author or source of the work.

Plagiarism includes, but is not limited to, the use of another's words, ideas, opinions, theories, or data.

The matter of plagiarism is nuanced. Understanding the different forms it can take will empower you to develop relevant competencies to avoid plagiarising and produce a high standard of work. As a

student, you need to take responsibility for your own academic work and ensure that you submit your own work.

There are several types of plagiarism, including:

- Direct plagiarism: This form of plagiarism refers to the direct usage of another's work in your submission. You are committing direct plagiarism if you directly duplicate material without attributing it (by including in-text and bibliography references).
- Accidental plagiarism: While direct plagiarism is an intentional act, accidental plagiarism is unintentional and results from failing to properly cite your sources (by including in-text references in your work and full references in the bibliography). Be sure to attribute all sources that you have drawn from.
- Mosaic plagiarism: This kind of plagiarism results from patching together numerous sources without citation to create a unique, if not original, piece of work. It is important to indicate all sources used in both in-text and bibliographic references

For more information, read Plagiarism.org's article on how to avoid plagiarism in your writing.

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussions, or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Campus Policy in Compliance with the American Disabilities Act

All students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and an appointment, contact the Office of AccessABILITY located in Room E1214, or call 212-772-4857 /or VP 646-755- 3129.

Course readings

Before listing the readings that will/may guide our discussions, it is important to note that this syllabus is nothing but a general guideline that stands as my attempt to plan the uncertain. As discussions progress, the syllabus will be reformulated to suit the needs of the group better. As such, readings will most likely change as the syllabus becomes a product of the collective work of the class. The objective is to extract the necessary intellectual tools to enrich our discussions about the

assumptions that order pedagogical thought and thus open up possibilities by exploring unfamiliar terrains.

Required readings available at the bookstore:

- Emdin, C. (2021). *Ratchetdemic: Reimagining Academic Success*
- Various articles to be assigned in class and posted on Blackboard

Course Calendar (Subject to change)

Synchronous		
Date	**Topic**	**Links**
5/28	**Synchronous Class #1** INTRODUCTION AND COURSE OVERVIEW What is urban education? What do I know about urban education?	**Join Zoom Meeting**: Meeting ID: 927 6499 2775 Passcode: 187005
6/11	**Synchronous Class #2:** SCHOOL TO PRISON PIPELINE **Special Guest: Ash Cole Jr., MSW** **/ Rehabilitation Through the Arts** For more info visit: www.rta-arts.org	**Join Zoom Meeting**: Meeting ID: 927 6499 2775 Passcode: 187005
6/25	**Synchronous Class #3:** HIP HOP EDUCATION: CULTURAL APPRECIATION VS. CULTURAL APPROPRIATION: WHY IT MATTERS / SO, WHAT EXACTLY IS URBAN EDUCATION? RECAP & DISCOVERIES	Join Kumospace: https://www.kumospace.com/educ250_su24 **Join Zoom Meeting**: Meeting ID: 927 6499 2775 Passcode: 187005

ASYNCHRONOUS			
Module #1: **DEFINING URBAN EDUCATION: WHAT ARE URBAN SCHOOLS? HOW HAVE THEY BEEN SHAPED OVER TIME?** 5/28 – 6/3			
Section	**Topic**	**Assignment Guide**	**Tasks/Readings**

Section: 1	Historical and political perspectives of urban schools	Brainstorm/outline your experiences with/in the education system and how they inform your present-day understandings of urban education.	Milner, R. (2012). "But what is urban education?" Urban Education, 47 (3), 556-561. Christakis, E. (2017). "Americans have given up on public schools. That's a mistake." Freire, P. (1998). *Pedagogy of the Oppressed*. CH 2. Deschenes, S. et al. (2001) "Mismatch: Historical Perspectives on Schools and Students Who Don't Fit Them." See Blackboard for assigned tasks/and additional readings.
Section: 2	What is the School to Prison Pipeline?	By this point, you should create a draft of your paper.	Beger, R. (2002). Expansion of police power in public schools and the vanishing rights of students. Sojoyner, D. M. (2013). Black radicals make for bad citizens: Undoing the myth of the school to prison pipeline. Berkeley Review of Education, 4(2), 241-263. Glickman, D.J. (2016). Fashioning children: gender restrictive dress codes as an entry point for the trans school to prison pipeline. **OPTIONAL**: McGrew, K. (2016). The dangers of pipeline thinking: How the school-to-prison pipeline metaphor squeezes out complexity. See Blackboard for assigned tasks/and additional readings.
Project #1: Educational Autobiography Due: 6/7			

Module #2: **ECONOMICS OF URBAN EDUCATION & SOCIAL LOCATION: HOW ARE URBAN SCHOOLS IMPACTED BY THE URBAN ECONOMY?** 6/4 – 6/10			
Section	**Topic**	**Assignment Guide**	**Tasks/Readings**
Section: 1	Urban Education & Urban Living	Start thinking about students / teachers you would like to interview Begin interviews.	Blackwell, A. G. (2017). The Curb-Cut Effect. Stanford Social Innovation Review, 28-33. Lipman, P. (2009). The Cultural Politics of Mixed-Income Schools and Housing: A Racialized Discourse of Displacement, Exclusion, and Control. Dalton, C. (2001). "A room of one's own...Housing and educational stratification." Boustan, L. (2011) "Racial Residential Segregation in American Cities." Hannah-Jones, N. (2016). Choosing a school for my daughter in a segregated city. See Blackboard for assigned tasks/and additional readings.
Module #3: **TEACHERS, CURRICULUM AND ASSESSMENT** 6/11 – 6/17			
Section	**Topic**	**Assignment Guide**	**Tasks/Readings**
Section: 1	What is to be taught in urban schools?	Prepare an outline of your paper.	Watson, D. (2011). "Urban, but Not Too Urban": Unpacking Teachers' Desires to Teach Urban Students. Journal of Teacher

			Education, 62(1), 23-34. Welsh, R., Swain, W. (2020). (Re)Defining Urban Education: A Conceptual Review and Empirical Exploration of the Definition of Urban Education. Martin, J.L., & Beese, J.A. (2017). Talking back at school: Using the literacy classroom as a site for resistance to the school-to-prison pipeline and recognition of students labeled "at risk". OPTIONAL: Garcia, O., Sylvan, C. E., & Witt, D. (2011). Pedagogies and practices in multilingual classrooms: singularities in pluralities. See Blackboard for assigned tasks/and additional readings.
Section: 2	Assessment, standardized testing, and standards-based education	Draft your survey of urban students/teachers	Ladson-Billings, G. (2006). From achievement gap to education debt: Understanding achievement in U.S. schools. Kendi, I. (2016). Why the achievement gap is a racist idea. Black Perspectives. Sternberg, R. (2007). Who are the bright children? The cultural context of being and acting intelligent. See Blackboard for assigned tasks/and additional readings.
Section: 3	Discrimination in urban education	Draft your survey of urban students/teachers	Alvarez, L., & Rios, F. (2012). La política vecindaria: A micro to macro lens on immigrant newcomer students in U.S. schools. Goodwin, L.A. (2010). Curriculum as colonizer: (Asian) American education in the current U.S.

			Faltis, C. (2002). Bilingualism and schooling as political and social struggles. Chapman, A. Gender bias in education. Bartone, M. (2017). "Nothing has stopped me. I keep going." Black gay narratives. Sleeter, C. (1988). The social construction of learning disabilities: A reply to Kavale and Forness. See Blackboard for assigned tasks/and additional readings.
Section: 4	Critical Race Theory in Education	Draft your survey of urban students/teachers	Ladson-Billings, G., & Tate IV, W. F. (2006). Toward a Critical Race Theory of Education. Park, J. J., & Liu, A. (2014). Interest Convergence or Divergence?: A Critical Race Analysis of Asian Americans, Meritocracy, and Critical Mass in the Affirmative Action Debate. See Blackboard for assigned tasks/and additional readings.
Project #2: Survey of Urban Students/Teachers Due: 6/21			
Module #4: **GETTING RATCHET WITH EDUCATION** 6/18 – 6/24			
Section	**Topic**	**Assignment Guide**	**Tasks/Readings**
Section: 1	Identifying and Becoming Ratchet	Prepare an outline of your paper.	Emdin, C. (2021). *Ratchetdemic: Reimagining Academic Success*, CH Intro - 5 See Blackboard for assigned tasks.

Section: 2	On Impostor Syndrome and Genius	Identify sources.	Emdin, C. (2021). Ratchetdemic: Reimagining Academic Success, CH 6 - 12 See Blackboard for assigned tasks.
Module #5: **DECOLONIZE URBAN EDUCATION** 6/25 – 7/1			
Section	**Topic**	**Assignment Guide**	**Tasks/Readings**
Section: 1	Using public scholarship to educate	Meeting w/ your thought partner/group	Jones, A. *Street Scholar: Using Public Scholarship to Educate, Advocate, and Liberate.* CH 2. Jones, A. *Street Scholar: Using Public Scholarship to Educate, Advocate, and Liberate.* CH 4. See Blackboard for assigned tasks/and additional readings.
Section: 2	Hip hop pedagogy as culturally sustaining pedagogy	**Draft your research paper**	Irby, D. (2015). Urban is Floating Face Down in the Mainstream: Using Hip-Hop Based Education Research to Resurrect "The Urban" in Urban Education. Buffington, M. L., & Day, J. (2018). Hip hop pedagogy as culturally sustaining pedagogy. Adjapong,E., Emdin, C. (2015). Rethinking Pedagogy in Urban Spaces: Implementing Hip-Hop Pedagogy In The Urban Science Classroom See Blackboard for assigned tasks/and additional readings.
Section: 3	Culturally Responsive and Relevant Teaching	Meeting w/ your thought partner/group	Baldwin, J. (2008). A talk to teachers. Delpit, L. (2006). Lessons from Teachers. Ladson-Billings, G. (2006). "Yes, but how do we do it? Practicing cultural relevant pedagogy."

			Ladson-Billings, G., (1995). But that's just good teaching!: The case for culturally relevant pedagogy. Paris, D. (2012). Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice Paris, D., Alim, H.S. (2014). What Are We Seeking to Sustain Through Culturally Sustaining Pedagogy? A Loving Critique Forward See Blackboard for assigned tasks/and additional readings.
Section: 4	Culturally Responsive and Relevant Teaching	Meeting w/ your thought partner/group	Baldwin, J. (2008). A talk to teachers. Delpit, L. (2006). Lessons from Teachers. Ladson-Billings, G. (2006). "Yes, but how do we do it? Practicing cultural relevant pedagogy." Ladson-Billings, G., (1995). But that's just good teaching!: The case for culturally relevant pedagogy. Paris, D. (2012). Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice Paris, D., Alim, H.S. (2014). What Are We Seeking to Sustain Through Culturally Sustaining Pedagogy? A Loving Critique Forward See Blackboard for assigned tasks/and additional readings.
WORK ON YOUR FINAL PAPER! 7/2– 7/8			

Project #3: Research Paper: Equity in Urban Education

Due: 7/8 & 7/9/24