

Rutgers, The State University of New Jersey

05:300:450 (MD) URBAN EDUCATION – Part 1
1.5 CREDITS
Fall 2021
Tuesdays, 5:00-8:00 PM
Online Hybrid

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Office Hours: By appointment (Email to Schedule)	Prerequisites or other limitations: Admission to the Teacher Education Program
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Office of Academic Services (OSAS) ken.tufo@rutgers.edu

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

***New Jersey Professional Standards for Teachers (2014)*¹**

- Standard One: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

- and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Essential Knowledge 2, 4
 - Critical Dispositions 1, 2, 3, 4
 - Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
 - Essential Knowledge, 5, 6
 - Critical Dispositions 1, 2, 3, 4
 - Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
 - Essential Knowledge 4
 - Standard Nine: Professional Learning. The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.
 - Essential Knowledge 1
 - Critical Dispositions 1, 2, 3, 4
 - Standard Ten: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
 - Essential Knowledge 1, 2, 3, 4

Council for the Accreditation of Education Professionals (2013)²:

Standard 1. Content and Pedagogical Knowledge

- 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
- 1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
- 1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

- 1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Course Catalog Description

Deepens students' understandings of the strengths and complexities of urban schools and communities, with the ultimate goal of developing the knowledge, skills, and dispositions essential to socially just teaching in urban and diverse settings. Through school- and community-based inquiry and critical reading students will become more knowledgeable about the contexts of students and the issues facing urban schools and communities.

Course Introduction

This course is the first part of the GSE's two-part Introduction to Urban Education. The course is designed to deepen your understanding of the strengths and complexities of urban schools and communities, with the ultimate goal of developing the knowledge, skills and dispositions essential to socially just teaching in urban and diverse settings.

We will examine urban education from a variety of disciplines and perspectives. Course readings, discussions and activities will develop your understandings of the historical and structural underpinnings of inequality in U.S. society, and the implications for educational settings. We will interrogate commonly accepted ideas about urban education, learn about how youth form identities amid classroom, community and society, and develop capacity-based approaches to teaching in urban settings.

By the end of the semester, you will have an understanding of the strengths and needs of students in urban settings, and a foundation on which to build a set of general and content-specific pedagogical practices. This course is the first in a two-course sequence.

The two-module sequence is centered around the following key questions:

- What defines urban? What constitutes an urban community?
- How do urban contexts shape schools and schooling?
- What are the historical, political, social and economic contexts in which urban schools are situated? How might understanding urban schooling within these larger frameworks help educators?
- What is the role of schooling in urban settings? How might schools reproduce or reduce economic inequality?
- How do youth develop as learners in urban settings? What practices push this development in a positive direction?

In this first module (first semester), our main objective is for students to be able to articulate a nuanced understanding of the word "urban," describe and discuss the historical and political contexts that shape urban communities, understand the ways in which racial and socioeconomic oppression affect current conditions in urban schools, and consider their own positioning within urban schools and communities. Ultimately, our goal is that students will be able to describe and adopt a capacity-oriented approach to teaching in urban communities.

Required Texts

Ayers, W.; Ladson-Billings, G.; Michie, G.; Noguera, P. (2008). *City kids, city schools: More reports from the front row*. NY: The New Press. ISBN: 978-1595583383

Grading Policy

Evaluation of Written Work

These qualities will be valued in your work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?
- Clarity and organization of writing.
- Conciseness – try to write in a non-repetitive way.
- Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Relevance – Connections between your work and the content and organization of the class should be clear.
- Attention to professional style – Papers should be typed or word-processed and follow APA format. (You can find a good summary of how to use APA format at the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>) Please use Times New Roman 12pt. font, 1-inch margins, and double-space all of your assignments.
- On lateness – If you need an extension of time on an assignment please contact me **24 hours before the date when the paper is due**. If you do not contact me, your grade on the assignment will be dropped one letter grade for every class period it is late.

Letter Grade Equivalents

45-50	A
43-44	B+
40-43	B
38-39	C+
35-37	C
30-34	D
below 30	F

Academic Integrity Policy

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

WebSite

<https://canvas.rutgers.edu/> A specific Canvas page on this portal is dedicated to this course.

Course Requirements

Attendance

If you are unable to attend a class, please contact me via email as soon as possible. This will allow me to send you materials from the missed class so you don't fall behind. If you miss more than one class during the 7-session module without checking in with me, your grade for the course will automatically be reduced. If you miss more than 2 classes for any reason, you will be in danger of failing the course.

Participation

Class participation is crucial to your understanding and application of course content. You are expected to come to class prepared to discuss assigned texts and to participate in class activities. I will take note of participation in every class.

Major Assignments

Forum Posts/Discussion Facilitation: You will sign up to facilitate discussion of the class readings (in a group of 3) during one week of the course. **Forum posts due by Sunday morning each week.** Everyone in class will prepare for discussion by submitting short forum posts including three elements:

- **Quotes from the Readings:** You will share one quote from each of the week's readings that you find interesting, troubling, confusing, etc. that you should be ready to discuss in class.
- **Text-to-Self Connection:** You will write 3-4 sentences explaining how a concept from the readings connects to your own life (either because you have an experience that is similar to or different from what is being discussed)
- **Media/Resource Link:** You will share one link to piece of media or educational resource related to the week's reading, along with a 1-2 sentence explanation of the resource and how it relates to the reading. (*see rubric for details*)

Asynchronous Digital Content Response Sheets: Each week, you will watch a digital text that expands on the topic for the week. This digital content will be accompanied by a set of questions that you will respond to and **submit to Sakai by Sunday morning each week.**

Educational Auto-Ethnography: Write a 7-10 page (double-spaced) educational auto-ethnography about how your schooling experiences and the readings for this course are influencing your understanding of urban education and the practices you plan to enact as a teacher. This paper will include research on your former schooling contexts and at least one educational artifact (you can include a photo, scan, or description of the artifact) that represents or helps to reflect on these experiences. Consider the following questions:

- What were your learning experiences in school? How did you learn in out-of-school spaces? How did adults and peers in your life support your educational identity)?
- How has the history of housing, race, wealth, and education impacted your previous school contexts and experiences?
- How have the readings in this course given you new lenses with which to interpret your learning experiences? When have you experienced power or privilege? When have you

- experienced marginalization or oppression?
- How are your experiences influencing how you want to work with your future students? (Connect your educational identity/experiences to your developing philosophy as an educator.)

(see rubric for details)

Summary of Assessments

Forum posts/Discussion Facilitation	15 points
Digital Content Response Sheets	15 points
Educational Auto-Ethnography	15 points
Preparation and participation	5 points

Course Schedule by Week

Week	Topics to be Covered	Assignments & Readings Due
1: October 26 th	Defining “Urban” in Urban Education <i>What is urban?</i>	<ul style="list-style-type: none"> • Introductions • Course Preview
Asynchronous Digital Content		<p>Watch</p> <ul style="list-style-type: none"> • Race: The Power of An Illusion Episode 3 (The House I Live In) (Create a Kanopy account with your Rutgers ID) <p>Submit</p> <ul style="list-style-type: none"> • Response Sheet #1 by Sunday, 10/31
2: November 2 nd	Structuring Inequality <i>What is structural inequality and how does it impact educational opportunities in urban settings?</i> Optional/Supplemental Text: <i><u>East Lake Meadows</u></i>	<p>Read</p> <ul style="list-style-type: none"> • Ta-Nehisi Coates’ article, “The Case for Reparations” <p>Submit</p> <ul style="list-style-type: none"> • Forum Post #1 by Sunday, 10/31

		<p>Listen</p> <ul style="list-style-type: none"> • “Nice White Parents” Podcast Episode 1 <p>Submit</p> <ul style="list-style-type: none"> • Response Sheet #2 by Sunday, 11/7
<p>3: November 9th</p>	<p>Facing the Consequences of Inequality in Urban Schools</p> <p><i>How do (and should) parents, teachers, and students respond to structural inequality in educational settings?</i></p> <p>Optional/Supplemental Texts:</p> <p><u><i>Nikole Hannah-Jones</i></u></p> <p><u><i>Jonathan Kozol</i></u></p> <p><u><i>“Color of Law”</i></u></p>	<p>Read:</p> <ul style="list-style-type: none"> • Nikole Hannah-Jones, “Choosing a School for My Daughter in a Segregated City” • CKCS, Ch. 17, Shame of the nation, Jonathan Kozol • CKCS, Ch. 20, What teachers need to know about poverty, Sue Books • Rooney, “Two Boys” <p>Submit</p> <ul style="list-style-type: none"> • Forum Post #2 by Sunday, 11/7
	<p>Asynchronous Digital Content</p>	<p>Watch</p> <ul style="list-style-type: none"> • Lisa Delpit “Reimagining Education” <p>Submit</p> <ul style="list-style-type: none"> • Response Sheet #3 by Sunday, 11/14
<p>4: November 16th</p>	<p>Race and Racism in Educational Settings</p> <p><i>How do (and should) schools and communities navigate, construct, or push against racial boundaries?</i></p> <p>Optional/Supplemental Text:</p>	<p>Read:</p> <ul style="list-style-type: none"> • Tara Yosso, Chapter 1 of <i>Critical Race Counterstories along the Chicana/Chicano Educational Pipeline</i> • “Teaching White Students About Racism,” Beverly Tatum • “Behind the Model Minority Stereotype,” Stacey Lee <p>Submit</p> <ul style="list-style-type: none"> • Forum Post #3 by Sunday, 11/14

	<u><i>Gloria Ladson-Billings- Critical Race Theory in Education</i></u>	
Asynchronous Digital Content		Watch <ul style="list-style-type: none"> Bettina Love “<u>We Want to Do More Than Survive</u>” Submit <ul style="list-style-type: none"> Response Sheet #4 by Sunday, 11/21
5: November 23 rd	Teaching and Learning in Urban Schools <i>What are some common educational structures and practices in urban schools? How do they shape learning and identity?</i> Optional/Supplemental Text: <u><i>Ben Justice</i></u>	Read: <ul style="list-style-type: none"> CKCS Ch. 28, Education and the new urban workforce in a global city, Pauline Lipman Cohen, “<u>Online Schoolwork</u>” Jean Anyon, Social class and school knowledge Submit <ul style="list-style-type: none"> Forum Post #4 by Sunday, 11/21
Asynchronous Digital Content		Watch <ul style="list-style-type: none"> <u><i>Fresh Dressed</i></u> Trailer <i>Atlanta</i> Season 2 Episode 10 “<u>Fubu</u>” on Hulu* Submit <ul style="list-style-type: none"> Response Sheet #5 by Sunday, 11/28
6: November 30 th	Youth Experience, Identity, and Resistance <i>What are the daily experiences of young people in urban communities? How do young people engage, resist, and create identities in school?</i> Optional/Supplemental Texts:	Read: <ul style="list-style-type: none"> CKCS, Part I, Chapters 1-2 CKCS, Chapter 19, Angela Valenzuela Ginwright & James “From Assets...” Submit <ul style="list-style-type: none"> Forum Post #5 by Sunday, 11/28

	<p><u>Jeff-Duncan Andrade</u></p> <p><u>Radio Rookies- Young people and agency</u></p>	
7: December 7 th	<p>Educating Citizens in a Diverse Democracy</p> <p><i>What is the purpose of public education?</i></p> <p>Optional/Supplemental Texts:</p> <p><u>Gloria Ladson-Billings</u></p>	<p>Read:</p> <ul style="list-style-type: none"> ● CKCS, Putting education at the center, Jean Anyon ● “Note to Educators,” Jeff Duncan-Andrade ● Ladson-Billings, “Achievement Gap to the Education Debt” <p>Submit</p> <ul style="list-style-type: none"> ● Educational Autoethnography, due by class on Tuesday, 12/7

*Contact Dr. Mirra if you do not have access to this site.