



Graduate School of Education

Rutgers, The State University of New Jersey

URBAN EDUCATION – Part II

1.5 CREDITS

Spring 2021

Thursday 6:10 p.m. – 9:00 p.m.

05:300:451 Section M3

GSE, NEW BRUNSWICK CAMPUS

Instructor: Dr. Reshma Ramkellawan	Email: rr1050@rutgers.gse.edu
Location: Zoom https://us02web.zoom.us/j/89274280344	
Office Hours: By appointment only	Prerequisites or other limitations: Urban Education Part I
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other OFF CAMPUS	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Course Description

This course is the second 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. Through a series of assignments, you will get to know a particular urban community and its schools, sharing your research with your peers.

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.

<https://www.youtube.com/watch?v=nYBujE3kLCM>

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>.

<p>Learner Development, essential knowledge, 2, 4; critical dispositions, 1, 2, 3, 4; Learning Differences, essential knowledge, 5, 6; critical dispositions, 1, 2, 3, 4; Learning Environments, essential knowledge 4, Ethical Practice, performances, 1, 2, 3, 6, 7; essential knowledge, 1, 2, 3, 4; critical dispositions, all Leadership and Collaboration (10): essential knowledge, 1,2,3,4</p>
<p>Domain 1b: Demonstrating Knowledge of Students, Domain 2a: Creating an Environment of Respect and Rapport, Domain 4c: Communicating with Families</p>
<p>Task 1- Planning: 2, Planning to Support Varied Student Needs; 3, Using Knowledge of Students to Inform Teaching and Learning; Task 2 - Instruction: 6, Learning Environment</p>

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?

Course Objectives

In this second module (second 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 and 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.

Emdin, C. (2017). *For white folks who teach in the hood . . . and the rest of y'all too: Reality pedagogy and urban education*. NY: Beacon Press. ISBN: 978-0807028025

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-repetitious 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.

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.

Web site: <https://canvas.rutgers.edu/portal> A specific Canvas page on this portal will be dedicated to this course.

Course Requirements

Attendance Policy - 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. In addition, please make sure that you talk to a fellow student who can collect extra handouts and help you catch up on what was

discussed in your absence. If you miss more than one class during the semester without a bona fide medical reason (including a doctor's note) your grade for the course could result in the reduction of an entire letter grade.

Class Participation: Class participation is crucial to your understanding and application of course content. You are expected to come to class prepared to discuss assigned readings, field placement experiences and to participate in class activities. I will take note of participation in every class. Please note that inappropriate use of technology or lack of participation/online presence will result in a lowering of your participation points for the day.

Major Assignments:

Forum and Facilitations: Throughout the semester, we will have a Socratic discussion/Facilitation on the topic of the week that will be facilitated by one group of 2-4 people. Participation in these discussions is a required component of your class participation. Prior class, all participants **except for the discussion leaders** will submit a 2-paragraph reflection on the readings through Canvas.

The reflection can include insights, moments that stood out, and lingering ideas or questions. This reflection must be submitted by the end of the day on the Sunday following each class. The reflections, graded out of 3 points, must be developed, meaningful, and specific in order to receive full credit. Taking notes during the discussion might help you to write your reflection. You may reflect on any part of the discussions, including the one that you observed.

Discussion leaders will receive full credit for the discussion if it meets the following requirements: **preparation** (questions and quotes are selected in advance and brought to class); **meaningful connection to week's readings** (discussion should not solely focus on experiences and observations without the lens of the texts); **skillful facilitation** (leaders work to ensure that all voices are represented, follow-up questions are asked when necessary, transitions to the next question or idea are appropriate).

Educational Artifact Paper: This assignment works the intensities of memory as it relates to our educational development in our specific social and cultural schooling contexts as well as within the broader scope of society. For this paper, you will identify an artifact from your schooling past that can be "read" through multiple critical lenses based on theories and understandings of urban education. Within the paper, critically analyze the artifact as well as the ideas and experiences that are recalled for you by the artifact to develop a discussion of your own sociocultural development as it pertains to education and equity. Be sure to cite at least three class readings in your analysis. (see assignment sheet for detailed task descriptions and rubric).

Due February 18th.

Educator Inquiry Study: Task One was completed during Urban Ed Module I; Task Two will be completed this semester. Task One focused on a school analysis. Given the special circumstances afforded by COVID, below are several options to choose from. You are welcome to work in groups of 3 to 4. **Due March 4th**

- **Classroom/Teacher Analysis:** This option asks you to observe the dynamics of a classroom either in the school you profiled during the first semester, or in another context. As a part of your analysis, you are

tasked with interviewing students and teachers to gain greater comprehension about the school and its impact on learning practices. How does the school work to provide students with equitable learning experiences? What opportunities might exist for further improvement, based on teacher and student interviews?

- **Troubling the Media:** The media plays a substantive role in shaping our perceptions of schools, particularly urban schools. Choose several media clips (e.g., movies, news footage, etc.) and with our course readings, explain the ways in which these images stereotype “urban” schools and the attributes they might get right. How can the media provide a more objective, authentic portrayal of urban schools? How can Black and Brown communities be seen in an asset based light?
- **Urban Schools:** Trace the history of urban schools and its relationship to racialized oppression in American society. What is the relationship between the two? How have these practices had an impact on your own schooling and learning experiences? What do you wish to disrupt as a future educator? Choose a creative mode to present your findings and reflections.
- **Your Choice: These options not work for you? No problem! Pitch a potential idea to Dr. Ramkellawan no later than February 11th.**

Discussion Facilitation	10 points
Forum Posts	15 points
Educator Inquiry Study – Part Two	15 points
Educational Artifact Paper	15 points
Preparation and participation	5 points

- 45-50 = A
- 40-44.5 = B
- 35-39.5 = C
- 30-34.5 = D
- below 30 = F

Urban Education Part 2: Course Schedule by Week

Week	Topics to be Covered	Assignments and Readings
Jan. 21 st	Taking an Inquiry Stance to Urban Teaching <i>What does it mean to be a successful teacher in urban contexts?</i>	<ul style="list-style-type: none"> • Course Preview
Week 2: January 28 th	Capacity and Community-Based Approaches to Urban Education <i>How can we draw upon the cultures, strengths, knowledge, and capacities of our students and school communities?</i>	Read <ul style="list-style-type: none"> • Emdin, Introduction and Ch. 1-2 <p><i>Due Sunday 1/24 by midnight: Forum Post 1</i></p>
Week 3: February 4 th	Humanizing Classrooms and Schools: Rethinking Discipline and Classification <i>How do urban students receive and experience different forms of classroom discipline and classification? What are alternatives?</i>	Read: <ul style="list-style-type: none"> • Emdin, Ch. 3-4 • Teaching Tolerance “The School to Prison Pipeline” • “Zeroing Out Zero Tolerance” by Berwick • CKCS, Ch. 9 (Christensen) <p><i>Due Sunday 1/31 by midnight: Forum Post 2</i></p>
Week 4: February 11 th	Pedagogical Approaches: Culturally Responsive (and Sustaining) Pedagogies <i>How can we teach in ways that honor and amplify the cultural and linguistic resources of our students?</i>	Read: <ul style="list-style-type: none"> • Emdin, Ch. 5-6 • “Funds of Knowledge for Teaching” by Moll et al. • CKCS, Ch. 18 (Ladson-Billings) <p><i>Due Sunday 2/7 by midnight: Forum Post 3</i></p>

<p>Week 5: February 18th</p>	<p>Pedagogical Approaches: Getting Critical (and Political) in the Classroom</p> <p><i>How can we help students develop habits of critical thinking about the world around them in politically polarized times?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> ● Emdin, Ch. 7-8 ● CKCS, Ch. 16, Delpit ● CKCS, Ch. 22 (Morrell & Duncan-Andrade) <p><i>Due Sunday 2/14 by midnight: Forum Post 4</i></p> <p><i>Due via Canvas: Educational Artifact Paper</i></p>
<p>Week 6: February 25th</p>	<p>Building Family, School, and Community Partnerships</p> <p><i>What are the elements of a strong community? How do we go about building community in schools?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> ● Emdin, Ch. 9- Conclusion <p><i>Due Sunday 2/21 by midnight: Forum Post 5</i></p>
<p>Week 7: March 4th</p>	<p>Sustaining Ourselves and a Movement for Urban Schools</p> <p><i>How do we sustain ourselves and our students as we strive for equity and justice?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> ● Bettina Love Chapter 5 (handed out in class) ● <u>"A Talk to Teachers" by James Baldwin:</u> <p><i>Due in class and Canvas: Educator Inquiry Part II</i></p>