
EDT&L 559: Urban Teaching and Learning, 5 Credits

Autumn Quarter 2009, Monday and Wednesdays, 10:30-12:48pm

Arps Hall, Room 269

Instructor: TBA

Office: Arps Hall

Office hours: By appointment only

Office phone:

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Faculty Coordinator: Adrienne D. Dixon, PhD

General Expected Learning Outcomes:

Category 2, Breadth

Social Science

Social science develop students' understanding of the systematic study of human behavior and cognition; of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

This course satisfies the General Expected Learning Outcomes for Category 2, Breadth, Social Science by engaging the students in reading both theoretical and empirical scholarship on urban education and urban teaching. Students will examine the ways in which knowledge is gathered and assessed on urban educational contexts and urban teaching and learning through reading the scholarly literature in the field. This literature will give students an opportunity to make connections between scholarship and the lived experiences of students and teachers in urban schooling contexts as well as to make inferences regarding the validity and generalizability of the scholarly literature to a more local context like Columbus, OH.

Category 4, Diversity

Social Diversity in the United States. Courses in social diversity foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in

the pluralistic institutions and cultures of the United States.

2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

This course satisfies the General Expected Learning Outcomes for Category 4, Diversity by engaging the students in reading both theoretical and empirical scholarship on the ways in which diverse groups, in particular people of color and immigrant groups participate in urban schooling contexts. Through focused engagement with Columbus City School teachers who will serve as guest speakers in the course, students will have an opportunity to reflect on their own beliefs about not only urban schools, but also the various demographic groups that comprise the teaching force within urban schools. Given the growing immigrant population in Columbus, this course provides an excellent context for students to examine how urban schools work with ethnic, religious and linguistic diversity.

Course Description:

Students enrolled in UTaL (Urban Teaching and Learning) have an opportunity to explore the possibility of becoming an urban teaching professional, through a prolonged engagement with the scholarly literature on urban education with a focus on the teaching and learning aspects of urban education. The course will also bring in Columbus City School teachers and other educational staff as guest speakers to expose students to the complex context of the urban school community from the perspective of a classroom teacher. Students will engage with research and scholarship on urban education as well as interact with in-service classroom teachers in the Columbus City School District. UTaL is a structured course that is designed to assist students in examining what it means to be an urban educator. Students who enroll in this course will be informed and positioned to actively participate and successfully complete a teacher preparation program.

The course work component will introduce students to the interdisciplinary field of urban education through an examination of academic and popular media and literature and use Columbus and Columbus City Schools as a case study in urban teaching and learning. The course will illumine the significant relationship between teaching and learning in urban educational settings through critical readings of historical and contemporary literature and film. We will pay particular attention to the ways in which urban schooling is racialized, gendered, sexualized, and classed in academic literature, film, and other visual and print media. Students will be encouraged to bring to class and share their own examples of texts that reference course themes and concepts.

Course Goals:

1. Students will develop an informed and nuanced understanding of the complexities of teaching in urban schools.
2. Students will understand the complex relationship between historical, social, political and economic factors and urban education.
3. Students will develop an understanding of the relationship between multiple factors, e.g., race, class, gender, native language, and teaching and learning in urban schools.

Texts

Required

1. Anyon, J. (2005). *Radical possibilities: Public policy, urban education and a new social movement*. New York, NY: Routledge.
2. Ayers, W., & Ford, P. (1996). *City kids, city teachers: Lessons from the front row*. New York: New Press.
3. Irvine, J.J. (2002). *Educating teachers for diversity: Seeing with a cultural eye*. New York, NY: Teachers College Press.
4. Jacobs, G.S. (1998). *Getting around Brown: Desegregation, development, and the Columbus Public Schools*. Columbus: Ohio State University Press. (Available for free at, <http://www.ohiostatepress.org/>)
5. Ladson-Billings, G. J. (1994). *Dreamkeepers: Successful teachers of African American students*. San Francisco, CA: Jossey-Bass.
6. Lewis, A. E. (2003). *Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities*
7. Suarez-Orozco, C. & Suarez-Orozco, M. (2002). *Children of immigration (The Developing Child)*. Cambridge, MA: Harvard University Press.
8. Course reader available at Zips publishing.

Select one for your text analysis:

9. Evans-Winters, V. (2005). *Teaching Black girls: Resiliency in urban classrooms*. New York, NY: Peter Lang Publishing.
10. Ballenger, C. *Teaching Other People's Children*
11. Brown, C.S. *Ready From Within: Septima Clark and the Civil Rights Movement*
12. Foster, M. *Black Teachers on Teaching*
13. Gutstein, E. *Reading and Writing the World With Mathematics*

You must retrieve selected journal articles from The Ohio State University Library.

Course Policies

Attendance. The format of the class is designed to promote substantive engagement with the course materials and a meaningful, collaborative learning environment through discussion and dialogue. Thus, it is important that students attend class regularly, arrive on time prepared to contribute to and participate in class. It is imperative that students complete all readings prior to our meetings. Missing more than one class meeting will adversely affect your grade. Two unexcused absences will lower your grade by one letter grade. Three unexcused absences is an automatic failure of the course.

Off-Campus Field Experience: Due to budgetary constraints, none at this time.

Technology: We will use Carmen to extend our discussions on urban teaching and learning. I require that you participate in all Discussion Forums and you are required to post a comment and respond to someone else's post at least twice a week. Participation in the Carmen Discussion Forums is 10% of your overall participation grade.

Important formatting and submission information:

All written assignments must be submitted via Carmen. All written assignments must be word-processed and double-spaced using Times/New Roman, 12-point font with 1" margins all around the page. Please insert page numbers in the upper right hand corner of the page. We use the American Psychology Association style manual, 5th edition for citations and formatting papers.

Grading. Students will earn credit for this course through their active participation in class discussions, written assignments, presentations in-class writing and speaking assignments and off-campus field experience.

A 94-100	B+ 89-87	B- 83-80
A- 93-90	B 86-84	C+ 79-77
C 76-74	C-73-70	D+ 69-67
D 66-64	D-63-60	E 59

Class Participation (20%): To be successful in this course, active participation through discussion and dialogue with peers and the professor is vital. The professor expects all students to come prepared to engage in class discussions by having thoroughly and actively read and/or prepared your journals prior to class. Students will also demonstrate active participation in the course by completing impromptu writing exercises relevant to the week's reading and film selection.

Response Journal (20%):

Each student is required to keep a journal of her/his responses to the weekly readings and field experience. 3 times during the quarter (see calendar for due dates), students will submit their journals via Carmen. Entries should be 2-3 pages in length. Students must demonstrate a careful examination of the week's texts through thoughtful and coherent writing. The journal

responses should briefly address all of the following questions with regard to one of the assigned texts for that week (Consult assignment schedule to determine which text):

1. What is the author's main argument/s? (What themes did it address?)
2. What ideas or discussions about urban education is the author (or filmmaker) addressing, building upon and/or critiquing?
3. What did you find most compelling about the work? What new ideas about urban education did it present for you?
4. How did the text help you make sense of what you are learning about urban teaching and learning?

Text analysis (25%):

You will analyze one of the additional texts using the course themes and concepts and your field experience. In this assignment you are required to analyze, rather than summarize, the text looking specifically for the ways in which it addresses issues relative to teaching and learning in urban contexts. That is, after reading the text, you should have a coherent argument about the text (and urban teaching and learning) that you will develop in your paper. This essay must be between 5-10 pages of text not including references and endnotes.

Film groups (10%):

In groups of 3, you will watch a popular film on urban education and prepare a group presentation. Your group will make a presentation to the class in which you talk about how the film represents urban education in light of our course readings and your field experience. Your presentation should be between 15-20 minutes in length. Please include a handout on your presentation for the class. The films are on reserve at Sullivant Library.

Freedom Writers
Dangerous Minds
Stand and Deliver

Final Exam (25%):

The final exam will be a comprehensive exam. It is to your advantage to take careful notes of your readings and during class lectures and discussions since this examination will cover *all* course material. This exam will include fixed-response items (e.g., multiple choice) but will also include essay items requiring you to analyze and synthesize course content.

Statement of Student Rights:

“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.” Students who wish to have an accommodation for disability are responsible for contacting the professor as soon as possible. The Office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901 TDD) verifies the need for accommodations and assists in the development of accommodation strategies.

Statement of Academic Misconduct:

Any student found to have engaged in academic misconduct while within the university's jurisdiction, as set forth in section 3335-23-02, will be subject to disciplinary action by the university. See your student handbook for further information on academic dishonesty and the accompanying procedures and penalties.

Weekly Schedule

Unit 1: History of Urban Education

Week 1, Monday

Introductions, discussion of syllabus

Week 1, Wednesday

Readings:

Getting Around Brown, (first half of book).

Radical Possibilities, Introduction and Chps. 1-2

Excerpt from Eaton, S. (2007). *The children in room E4: American education on trial*. Chapel Hill, NC: Algonquin [**in course reader**]

Week 2, Monday

Readings:

Getting Around Brown, (second-half of book).

Radical Possibilities, Introduction and Chp. 3-4

Excerpt from Eaton, S. (2007). *The children in room E4: American education on trial*. Chapel Hill, NC: Algonquin [**in course reader**]

Week 2, Wednesday

Readings:

Radical Possibilities, Introduction and Chps. 5-6

Prendergrast, C. (2004) "The Economy of Literacy: How the Supreme Court Stalled the Civil Rights Movement." In Dorinda J. Carter, Stella M. Flores, Richard J. Reddick, Editors, *Legacies of Brown: Multiracial Equity in American Education*, Cambridge: Harvard Educational Review. [**in course reader**]

Due: Response journal #1.

Week 3, Monday

Readings:

Radical Possibilities, Introduction and Chps. 7-8

Week 3, Wednesday

Readings:

Radical Possibilities, Introduction and Chps. 9-10

Prendergrast, C. (2004) "The Economy of Literacy: How the Supreme Court Stalled the Civil Rights Movement." In Dorinda J. Carter, Stella M. Flores, Richard J. Reddick, Editors, *Legacies of Brown: Multiracial Equity in American Education*, Cambridge: Harvard Educational Review. **[in course reader]**

Unit 2: Research on Urban Education and immigrant populations

Week 4, Monday

Readings:

Suarez-Orozco, C. & Suarez-Orozco, M. (2002). *Children of Immigration (The Developing Child)*. Cambridge, MA: Harvard University Press. (First half of book)

Nieto, S. (2004). "Fact and Fiction: Stories of Puerto Ricans in U.S. Schools." In Dorinda J. Carter, Stella M. Flores, Richard J. Reddick, Editors, *Legacies of Brown: Multiracial Equity in American Education*, Cambridge: Harvard Educational Review. **[in course pack]**

Week 4, Wednesday

Readings:

Bulman, R.C. (2002). Teachers in the 'Hood: Hollywood's Middle-Class Fantasy. *The Urban Review*, Vol. 34(3), pp. 251-276.

Stand and Deliver

Film group presentations

Week 5, Monday

Readings:

Suarez-Orozco, C. & Suarez-Orozco, M. (2002). *Children of Immigration (The Developing Child)*. Cambridge, MA: Harvard University Press. (Second half of book)

Week 5, Wednesday

Readings:

Irvine, J.J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. Introduction-chp. 2.

Ladson-Billings, G. J. (1994). *Dreamkeepers: Successful Teachers of African American Students*. Introduction-chp.2

Unit 3: Key Issues in Urban Teaching

Week 6, Monday

Readings:

Irvine, J.J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. chp. 3.

Ladson-Billings, G. J. (1994). *Dreamkeepers: Successful Teachers of African American Students*, chp. 3.

Dangerous Minds

Film group presentations

Due: Response journal #2

Week 6, Wednesday

Readings:

Lynn, M. & Parker, L. (2006). Critical Race Studies in Education: Examining a Decade of Research on U.S. Schools. *The Urban Review*, Vol. 38(4), pp.257-290.

Gordon, E.W. (2003). Urban Education. *Teachers College Record*, Vol. 105 (2), pp. 189-207.

Haberman, M. & Post, L. (1998). Teachers for Multicultural Schools: The Power of Selection. *Theory Into Practice*, Vol. 37 (2), pp. 96-104, Spring 1998.

Week 7, Monday

Readings:

Irvine, J.J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. chp. 4.

Ladson-Billings, G. J. (1994). *Dreamkeepers: Successful Teachers of African American Students*, chp. 4.

Week 7, Wednesday

Readings:

Irvine, J.J. (2003). *Educating Teachers for Diversity: Seeing with a Cultural Eye*, chp. 5.

Ladson-Billings, G. J. (1994). *Dreamkeepers: Successful Teachers of African American Students*, chp. 5.

Freedom Writers

Film group presentations

Week 8, Monday

Readings:

Irvine, J.J. (2003). *Educating Teachers for Diversity: Seeing with a Cultural Eye*, chp. 6.

Ladson-Billings, G. J. (1994). *Dreamkeepers: Successful Teachers of African American Students*, chp. 7.

Week 8, Wednesday

Readings:

Irvine, J.J. (2003). *Educating Teachers for Diversity: Seeing with a Cultural Eye*, chp. 7.

Ladson-Billings, G. J. (1994). *Dreamkeepers: Successful Teachers of African American Students*, chp. 6.

Week 9, Monday

Readings:

Lewis, A. E. (2003). *Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities.*, chps. 1-2.

Week 9, Wednesday

Readings:

Lewis, A. E. (2003). *Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities*, chps. 3-4.

Week 10, Monday

Readings:

Lewis, A. E. (2003). *Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities*, chps. 5-6.

Due: Response journal #3

Week 10, Wednesday

Readings:

Lewis, A. E. (2003). *Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities*, chps. 7 & Appendix: Research Methods.

Due: Research paper

Week 11 Final Examination