

**Loyola University of Chicago
School of Education**

**ELPS 412
Sociological Analysis of Urban Education and Policy
Spring 2011**

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appointment.**

Course Introduction

“Urban education” is both a very accurate term and a misnomer. Urban education is, in plain language, schooling that takes place within urban areas. Still, many associations with the term involve underperforming, underfunded and lawless schools, struggling teachers, dysfunctional districts and disadvantaged students. While these phenomena are definitely part of the world of urban education, they make up only a *part* of it. The sociological perspective on cities, and on city schools, requires us to look broadly at what is involved in urban education. Such an examination of city schools’ complex ecology must consider the history of schooling in cities, urban demography, and how urban educational policy is developed and implemented. In this context, one can take a more measured approach to understanding contemporary phenomena such as the achievement gap between white and nonwhite students, the push for charter schools in cities or the association of failure with urban schooling that the recent film “Waiting for Superman” seems to have stirred up. We will consider school change in a number of American cities including Chicago, a city with a rich and complicated history of school reform.

Essential Questions

As the instructor, I assume that each student brings her or his own questions to this course and will pursue answers to those questions. I invite you to take in all that you can in this course and make use of it in ways that help you to get answers to, or further develop, your own questions. In addition, the following specific questions (to which I refer as “essential questions”) will guide our inquiry this semester:

1. How does the urban setting—the “urban” in “urban schools”—impact teaching and learning?
2. To what degree do urban educational policies and reform efforts acknowledge, incorporate and address the characteristics of urban schools and/or their settings?

School of Education Conceptual Framework

This course applies the School of Education's Conceptual Framework—*Professionalism in Service of Social Justice*—in its consideration of how we as educators and educational researchers make sense of and interact with the constantly changing kaleidoscope of social, political, economic, professional and organizational factors that impact urban education. Our pursuit of this course's essential questions (listed above) should further develop students' abilities to think critically about and respond to the complex phenomena that occur in urban schools. My hope is that this course will support students' abilities to reason about and respond to these issues with strong mind and spirit.

Course Goals

Given this course's focus and essential questions, my goal as your instructor is to provide you with analytic tools that will help you to study and make sense of urban schools and efforts to influence them. As such, this course's specific goals are that:

1. Students will be able to analyze issues in urban education by placing them in historic, political and demographic context, and by employing policy analysis skills. (This goal will have students analyzing issues in urban education during class discussions as well as written assignments.)
2. Students will increase their familiarity with contemporary events, issues and movements in urban education. (This goal will have students learning about a variety of relevant events, issues and efforts to impact urban schools and school districts.)
3. Students will develop their ability to collect, synthesize and communicate information about urban education. (This goal will have students working with original data.)

Assigned Texts:

The following texts are required for this course. All but the Anyon and Russo texts are available for purchase at the Loyola University Bookstore, Water Tower Campus (Baumhart Hall, 26 E. Pearson). These texts (except Russo, which has yet to be released) are available on reserve at the Lewis Library.

Anyon, Jean (1997). *Ghetto schooling: A political economy of educational reform*. New York, NY: Teachers College Press. ISBN-13: 978-0807736623 (This book was added late; please purchase this online as affordable used copies are easy to acquire.)

Boyd, W.L., Kerchner, C.T., Blyth, M. (2008). *The transformation of great American school districts*. Cambridge, MA: Harvard Education Press. ISBN: 978-1-891792-92-2.

Bryk, A.S., Sebring, P.B., Allensworth, E., Luppescu, S. and Easton, J.Q. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago: University of Chicago Press. ISBN-13: 978-0-226-07800-7

Cuban, L. (2010). *As Good as it Gets: What School Reform Brought to Austin*. Harvard University Press.

Russo, A. (2011). *Stray Dogs, Saints, and Saviors: Fighting for the Soul of America's Toughest High School*. NY: Wiley. ISBN: 9781118001752 (Has not been released yet but I have arranged for discounted purchase directly from the publisher. We will discuss this in the first class meeting).

Tough, P. (2008). *Whatever it takes: Geoffrey Canada's quest to change Harlem and America*. New York, NY: Houghton Mifflin. ISBN-13: 978-0618569892.

Tyack, David B. (1974). *The one best system: A history of American urban education*. Cambridge, MA: Harvard University Press. ISBN: 0674637828.

Other readings are either available through LUC's e-reserves (accessible on the LUC library webpage) or posted on LUC's Blackboard website, and are listed below by the week in which they are assigned. Where readings are accessible on the internet, I have provided a link on this syllabus. Links sometimes change from when the syllabus is written; please inform me if this happens so that I can provide a correct link to all class members.

Assessments of Learning:

This course's assignments seek to build your practical and analytic understanding of urban schools through a number of channels. This semester provides unique learning opportunities for this course, including chances to collect data in schools and to attend a lecture by one of the scholars we read for class. Assessments of learning include traditional papers as well as reaction papers and the presentation of original data that will be collected during the semester. The assignments and the proportion that they contribute to your final grade are as follows.

Assignment 1: Charles Payne lecture reaction paper 10%

Assignment 2: Policy/Initiative analysis paper 30%

Assignment 3: St. Gregory turnaround project 30%

Assignment 4: St. Gregory project reflection paper 10%

Class participation: 20%

- Attendance: 14%
- Participation in class discussions: 6%

Assignment descriptions (including grading criteria):

Assignment 1: Charles Payne lecture reaction paper, Due February 18

Dr. Charles Payne, a highly respected sociologist who studies urban school reform, will lecture at LUC on Wednesday, 2/16 from 6-7:30 pm (Kasbeer Hall, Corboy Law Center). This presents our class with a unique opportunity to hear from an expert in our areas of inquiry. For this reason, I am assigning a reaction paper to this lecture. Please attend the entire lecture and prepare a reaction paper afterwards. This paper, which should be 2-3 pages in length (double-spaced, 1" margins, 12 point font), should do the following:

1. Briefly summarize Payne's argument and key points (25% of grade)
2. Consider Payne's comments in light of what you have learned so far in this course. Does it extend, challenge, nuance your understanding of urban education or urban school reform? (30% of grade)
3. Address your personal reactions: Do you agree or disagree with Payne? Do you find his comments encouraging, depressing, otherwise? Please substantiate your reactions by connecting them to Payne's comments and to your own reading or personal/professional experiences with urban education. (30% of grade)

15% of your grade will reflect the quality of your writing: the degree to which your paper is well-organized (including a thesis paragraph, body paragraphs that articulate your findings, and a summarizing conclusion) and clearly written (with accessible language that effectively conveys your points).

If you are not able to attend Dr. Payne's lecture due to an unavoidable conflict (e.g., a course that meets at the same time, professional commitments, family responsibilities), please let me know and I will work with you to arrange an alternative assignment.

This assignment is due Friday, February 18 by 5:00 p.m.

Assignment 2: Policy/Initiative analysis paper, Topic choice due 2/11, Paper due 3/14.

Choose a specific educational initiative happening in a specific city. This city may be in or beyond the U.S., but it must be a city (so suburban or rural areas will not work for this assignment). Your selection may be current or historical, as long as you have sufficient resources to inform your paper. Some examples (which you may use, but are not intended to limit your choice) include:

- Changes in teacher evaluation in Washington, D.C.
- Houston's response to the influx of school-aged children following Hurricane Katrina
- Parents' efforts to have a charter school company take over McKinley School in Los Angeles

- Sit-ins at Whittier Elementary in protest of Chicago Public Schools' plan to demolish its field house
- 2009 and 2010 school closings in Detroit
- Homeless education initiatives in Seattle

Please write a 10-12 page paper (double-spaced, 1" margins, 12 point font) in which you analyze your chosen initiative/policy from each the following perspectives:

1. The initiative's/policy's origins (How did it come to be? Who brought it to the city/district? Was its initiation wanted, contested, both?) (15% of grade)
2. The initiative's/policy's intended outcomes (15% of grade)
3. Recent historical, political and/or economic context (15% of grade)
4. Demographic trends in the city (e.g., population increases, decreases, or proportional shifts relative to race, ethnicity, language or immigrant status) (15% of grade)
5. Given the initiative's/policy's origins (#1) and context (#3 and 4), what outcomes do you anticipate? Will the policy be able to unfold as intended? What potential resources or obstacles can you identify? If you are considering a historic case, you can look instead at intended and unintended outcomes, contextual influences, and resources and obstacles. (20% of grade)

Your paper's grade will be based on how completely you address each of the above points. Your responses will need to be informed both by class readings and by the research you conduct on your chosen topic. Please incorporate at least 4 sources of empirical information on your chosen topic (e.g., journalistic accounts, research literature and/or historic narratives). 15% of your grade will reflect the quality of your writing: the degree to which your paper is well-organized (including a thesis paragraph, body paragraphs/sections that articulate your findings, and a summarizing conclusion) and clearly written (with accessible language that effectively conveys your findings and points). 5% of your grade is dedicated to your submitting a 2-3 line email by 5 p.m. on Friday, 2/11, in which you inform me of your chosen topic.

This paper is due at 10 p.m. on Monday, 3/14. This date follows LUC's spring break. If you prefer not to work on your paper over spring break, you are welcome to turn it in on an earlier date of your choice. I want to allow maximum flexibility in when this paper is written, but want to leave the rest of the semester clear for your other assignments.

Assignment 3: St. Gregory turnaround project, to be presented in class on April 19.

We have a unique opportunity to study a familiar urban school reform strategy—the school turnaround, in which a school replaces the majority of its faculty and leadership and overhauls its curriculum—in a unique environment, a socioeconomically-diverse urban Catholic school. Small groups of students will have the opportunity to collect, analyze and present data related to the turnaround process happening at St. Gregory the Great High School (1677 West Bryn Mawr Avenue, Chicago).

Student groups will develop protocols for collecting data, will arrange to visit St. Gregory to collect data, and will analyze and present this data in class. Three groups will focus on separate topics:

1. Historical and contextual developments that culminated in the turnaround plan at St. Gregory
2. Teachers' responses to working in a turnaround school
3. Stakeholder perceptions of post-turnaround St. Gregory

Each group will present their analyzed findings in class on April 19. This presentation should include a power point presentation, and should last approximately 20 minutes. 10 additional minutes will be included for questions and discussion with class members. Members of St. Gregory's leadership and faculty will also be invited to these presentations.

Presentations should include relevant background information, a statement of your research questions, a description of your methods for collecting data and the data you ultimately collected, a description of your findings, takeaway lessons for St. Gregory and others interested in the turnaround strategy, and questions that this study has raised for your group. Your groups will have opportunities to workshop this project in class, but you will also need to collaborate outside of class time.

This assignment is multi-pronged, including the negotiation of interview times, developing and carrying out a plan for collecting data, analyzing data, and creating and executing an in-class presentation. It is essential that all group members contribute equally to this project, even though group members may ultimately take on different tasks from one another. For this reason, I ask that each group submit a written description (hardcopy or email is fine) of what each member has contributed to the group project by the time class begins on April 19.

Criteria for grading this assignment are:

- Clear anchoring of your presentation and research questions to relevant literature and/or discussions about urban education (20%)
- Clear description of data collection methods (10%)
- Evidence of thorough data analysis in presentation of findings (25%)
- Connection of conclusions and questions to collected data (20%)
- Clarity, organization and professionalism of the presentation (25%)

I will also ask students to turn in their power point presentations.

Assignment 4: St. Gregory project reflection paper, Due May 2.

As your final work for this course, I would like for each of you to write a 3-5 page reflection paper that does the following:

1. Assembles the three projects' findings, and considers how these findings relate to one another. Is there a smooth connection, a disjoint? For example: How might historical context explain how the turnaround is unfolding at St. Gregory? How, if at all, are teachers' responses connected to the school's engagement with external partners? (40% of grade)
2. Discusses your professional growth as related to your engagement in this project. What have you learned that you want to (or don't want to) explore or pursue in your future studies or professional work? (30% of grade)

Once again, a portion of your grade (20%) will reflect the quality of your writing: the degree to which your paper is well-organized (including a thesis paragraph, body paragraphs/sections that articulate your argument and key points, and a summarizing conclusion) and clearly written (with accessible language that effectively conveys your ideas).

This paper is due on Monday, May 2nd by 10 pm.

About written assignments

Paper length

Please adhere to the stated page length requirements (which do not include reference lists). I reserve the right to not grade material that exceeds the stated maximum length.

Reference lists and citation

Please prepare reference lists for all written assignments where you cite other published work. Please follow your academic discipline's format for in-text citations and reference lists. In Education, this is usually APA, but if you use another style (e.g., MLA), that is fine as well.

Submission of assignments

Please submit all written assignments (except for the 2/11 update on Assignment 2) to the appropriate Turnitin link on this course's Blackboard site. Please email the 2/11 update to me directly.

Due dates

As your instructor, I expect timely submission of assignments or clear, proactive communication if alternative arrangements are needed. If you need to extend an assignment date due to pressing circumstances, please contact me before the assignment is due and we will negotiate a workable date. If you do not make prior arrangements with me, late assignments' grades will be reduced by one-third of a grade (3 points) per day. Written assignments turned in on the due date, but after the due time, will be considered late.

Assignment revisions

You are allowed 2 weeks from when your graded assignment is returned to revise any written assignment (except assignment 4, since it is so close to the grading deadline).

Please note that submitting a revision does not guarantee you a higher grade. Please revise your assignments using the track changes function in Microsoft Word, so that I can clearly see where you have revised your writing.

Class Participation

This is a highly interactive course, which makes every student's participation very important. For this reason, participation is worth 20% of your final grade. Attendance accounts for 14% of your grade, equating to 1% for each class attended. Participation in class discussions (frequency and substance of your contributions) accounts for 6% of your grade.

Please come on time to class, having read all assigned materials, and ready to discuss them with your colleagues. If you arrive late, leave early or are unprepared, both you and your work partners will have a difficult time fully participating in partnered and small group discussions. Please notify me in advance if you must miss part or all of any class meeting. You will still be held responsible for all assigned readings, due dates for assignments, and course requirements or updates discussed in class. Please check in with one of your colleagues if you miss a class meeting.

Regarding electronic texts, if you elect not to print a hard copy of these texts, please make sure that texts are accessible to you *before* class begins, as time spent accessing documents during class takes away from valuable discussion time and may leave your partners in the lurch.

The use of electronics (cell phones, computers) is often a necessity of modern life, but interferes with participation in class. Please refrain from using electronic devices if their use does not pertain directly to your participation in our course.

Communication between instructor and students

In addition to updates I may give verbally in class, I will occasionally send updates to the class via email, using the LOCUS system. I will assume that if I have sent email updates to you at the address provided on LOCUS, and the email has not bounced back to me, that you have read it.

If you wish to reach me, the best way to do so is by my Loyola email address. I will respond within 48 hours between Monday and Friday.

Class meeting dates, themes and assigned readings

Week 1, January 18

Class introduction, syllabus review.

What makes an urban school “urban”?

Brookings Institution (2010). *The State of Metropolitan America*. Overview chapter (22-35), also review “Overview” segment at the beginning of the following sections: Race & Ethnicity, Immigration, Households and Families, Educational Attainment, Income and Poverty. Accessible online at

http://www.brookings.edu/~media/Files/Programs/Metro/state_of_metro_america/metro_america_report.pdf

Bryk et al, pages 158-196.

Borman, K. (1984). *Schools in central cities: Structure and process*. Chapter 1 (p. 1-43, with special emphasis on pages 1-35, 42-43). Posted on Blackboard.

Week 2, January 25

History of urban education

Review Borman from week 1

Cuban: pages 1-2 (the “bog” analogy)

Tyack, “Functions of schooling” (p. 72-77) and Part V (pp.177-268).

Kantor, H. & Brenzel, B. (1992). *Urban Education and the “Truly Disadvantaged”*: The Historical Roots of the Contemporary Crisis, 1945-1990. *Teachers College Record* Volume 94 Number 2, 1992, p. 278-314. Posted on Blackboard.

Week 3, February 1

History of urban education: The evolving political, economic and demographic context of Newark

Anyon, chapters 3-7 (pp. 41-144; you may read chapter conclusions for chapters 3-6; chapter 7 is brief and should be read in its entirety), 155-164.

Goldstein, D. (2010). *What Newark schools need*. Accessible online at <http://www.thenation.com/article/157279/what-newark-schools-need?page=full>

Week 4, February 8

Analyzing urban education policy: Austin, TX

Cuban: pages 21-23 (beginning with "Why pick Austin?"), 52-53, 73-84, 85-133 and 140-170.

Also this week, we will be discussing the St. Gregory research project and I will ask students to sign up for one of the three working groups.

Friday, 2/11: Assignment 2 topic due (please email to Dr. Phillippo by 5 p.m.)

Week 5, February 15

Analyzing urban education policy: Additional perspectives

Boyd et al, Introduction (1-10), Chapters 1 (11-32) and 6 (129-152)

Payne, Charles (2008). Chapter 6, Missing the Inner Intent, from *So much reform: So little change* (p. 153-190)(*Posted on Blackboard*)

Wednesday, February 16: Charles Payne Lecture. 6:00-7:30 pm, Kasbeer Hall, Corboy Law Center.

Friday, February 18, 5:00 pm: Reaction paper to Payne lecture due (via Turnitin link)

Week 6, February 24

Teaching in the city

Sanchez, R. (2010). The education of Ms. Barsallo. Accessible online at <http://www.5280.com/magazine/2010/09/education-ms-barsallo>

Boyd, Lankford, Loeb & Wyckoff (2005). The draw of home: How teachers' preferences for proximity disadvantage urban schools. *Journal of Policy Analysis & Management*, 24(1), 113-132. LUC Library e-reserves.

Allensworth, Ponisciak and Mazzeo (2009). The Schools Teachers Leave. (pages 1-31,). Accessible online at http://ccsr.uchicago.edu/publications/CCSR_Teacher_Mobility.pdf

Haberman, M. & Post, Linda (1998). Teachers for multicultural schools: The power of selection. *Theory into Practice*, 37(2). Reprint posted on Blackboard.

Payne, C. (2008). Chapter 4, Sympathy, knowledge and truth: Teaching black children, from *So much reform: So little change* (p. 93-120)(*Posted on Blackboard*).

Week 7, March 1
School turnarounds

Russo, chapters 1-6, 8-11, and 17-25

Malen, B., Croninger, R. G., Muncey, D., & Redmond-Jones, D. (2002). Reconstituting schools: "Testing" the "Theory of Action". *Educational Evaluation and Policy Analysis*, 24(2), 113-132. On LUC library e-reserves.

During this class, we will also work on developing research questions and data collection instruments for the St. Gregory project.

No class 3/8 due to LUC Spring Break

Monday, 3/14: Assignment 2 due by 10 p.m. (via Turnitin link)

Week 8, March 15
Community-based school reform, school-community partnerships

Tough, pages TBA

Snyder, R. (2008). Faith-based organizing for youth: One organization's district campaign for small schools policy. *New Directions for Youth Development*, 117, p. 93-107. On LUC library e-reserves.

Newmann, Smith, Allensworth & Bryk (2001). Instructional Program Coherence: What It Is and Why It Should Guide School Improvement Policy. *Educational Evaluation and Policy Analysis*, 23(4), 297-321. On LUC library e-reserves.

Week 9, March 22
Charter schools and Catholic schools in cities

Tuttle et al. (2010). Student Characteristics and Achievement in 22 KIPP Middle Schools. Washington, D.C.: Mathematica Policy Research (p. xi -5, the rest of the report can be skimmed for areas of interest but is largely concerned with explaining methodology). Accessible online at <http://www.kipp.org/files/dmfile/KIPPJune2010FinalReportPublic.pdf>

Week 9 readings continued on next page.

Week 9 readings, continued

CREDO (2009). Multiple choice: Charter school performance in 16 states. Executive summary (p. 1-8). Accessible online at http://credo.stanford.edu/reports/MULTIPLE_CHOICE_CREDO.pdf

Tough, P. (2008). A teachable moment. Accessible online at <http://www.nytimes.com/2008/08/17/magazine/17NewOrleans-t.html>

Research on Reforms (2010). Recovery School District's Myth of "Educational Turnaround" in New Orleans. Accessible online at <http://www.researchonreforms.org/html/commentary/researchpapers/RSD%20Myth%20of%20Educational%20Turnaround%20in%20New%20Orleans.pdf>

Recovery District Superintendent Paul Vallas' comments about the Research on Reforms report. Accessible online at [http://www.rsdl.net/About the RSD/Superintendent.aspx](http://www.rsdl.net/About%20the%20RSD/Superintendent.aspx)

O'Keefe, J. & Scheopner, A. (2007). No margin, no mission: Challenges for Catholic schools in the USA (p. 15-35). In *International Handbook of Catholic Education: Challenges for School Systems in the 21st Century*. Posted on Blackboard.

Hallinan, M.T. & Kubitschek, W.N. (2010). School Sector, School Poverty, and the Catholic School Advantage. *Catholic Education: A Journal of Inquiry and Practice*, 14(2) 143-172. Accessible online at <http://ejournals.bc.edu/ojs/index.php/catholic/article/viewFile/1182/1131>

Week 10, March 29

Competition, selectivity and stratification in urban schools.

Condrón, D. and Roscigno, V. (2003). Disparities within: Unequal spending and achievement in an urban school district. *Sociology of Education*, 76(1), p. 18-36. LUC Library e-reserves.

Noguera, P. (2003). Unequal outcomes, unequal opportunities (p. 59-81). From *City Schools and the American Dream*. Posted on Blackboard.

Smith, J. L. and Stovall, D. (2008). 'Coming home' to new homes and new schools: critical race theory and the new politics of containment. *Journal of Education Policy*, v23 n2 p135-152. LUC Library e-reserves.

Cucchiara, M. (2008). Re-branding urban schools: urban revitalization, social status, and marketing public schools to the upper middle class. *Journal of Education Policy* 23 (2) 165-179. LUC Library e-reserves.

Week 10 readings continued on the next page

Week 10 readings, continued

Recommended but not required:

Annegret Staiger (2006). *Learning Difference: Race and Schooling in the Multiracial Metropolis*. (Chapter 3, p. 36-81) Posted on Blackboard.

This week we will also workshop your St. Gregory research projects. Please come prepared to share your activities with your group and with me, and to plot your next steps as you move towards presenting your findings.

Week 11, April 5

School reform, Chicago style

Bryk et al, 12-25, 134-196 (134-6 summarizes pages 97-134—please review pages of interest; also, some of this reading will be review from week 1.)

Stovall, D. (2007). Towards a politics of interruption: high school design as politically relevant pedagogy. *International Journal of Qualitative Studies in Education*, 20(6), 681 – 691. LUC Library e-reserves.

Kahne, J. et al (2008). Small High Schools on a Larger Scale: The Impact of School Conversions in Chicago. *Educational Evaluation and Policy Analysis*, 30(3), pp. 281–315. LUC Library e-reserves.

Boyd et al, Chapter 3 (61-83).

Chicago Public Schools information on Renaissance 2010. Please review info. on following pages:

<http://www.ren2010.cps.k12.il.us/index.asp>

http://www.ren2010.cps.k12.il.us/general_info.shtml#gi1

Karp, S. (2010). Searching for Equity. *Chicago Catalyst*, 21(4), p. 4-10, p. 15. Accessible online at

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxzZWF0dGxlZWY1Y2F0aW9uMjAxMHxneDozOTFlOTdkMWUyZmNkZmNk>

Gwynne and de la Torre (2009). When Schools Close: Effects on Displaced Students in Chicago Public Schools (Consortium on Chicago School Research). Accessible online at: <http://ccsr.uchicago.edu/publications/CCSRSchoolClosings-Final.pdf>

Week 12, April 12
Mayoral control

Boyd et al, Chapters 4 (85-112), 5 (113-127)

Moscovitch et al (2010). Governance and Urban School Improvement: Lessons for New Jersey From Nine Cities. Executive Summary (p. 1-2), Background (p. 3-13), Chapters on Detroit (p. 34-39) and Washington, D.C. (p. 59-64). Accessible online at <http://ielp.rutgers.edu/docs/MC%20Final.pdf>.

Greenblatt, A. (2010). Fenty Lesson: Mayors May Pass On School Reform. Accessible online at <http://www.npr.org/templates/story/story.php?storyId=129887515>

Editorial (2011). The buck stops. . . *Chicago Tribune*. Accessible online at <http://www.chicagotribune.com/news/opinion/editorials/ct-edit-schools-20110101,0,6261807,print.story>

Week 13, April 19

St. Gregory Presentations (Assignment 3, Discussion and Preparation for Reaction Papers)

Week 14, April 26

Final class meeting

Readings TBA

Course Summary and Course Evaluations

Monday, May 2nd: Assignment 4 due by 10 pm (via Turnitin link).

Have a wonderful summer!!

University Policies Related to Course

Diversity

This course addresses diversity in urban education throughout the semester. I will include, and will encourage class members to include, notions of diversity (e.g., social class, gender, ethnicity, race, sexual and gender identity, and age) as we consider different topics.

Diversity among enrollees in the course is critical to this course's success. As instructor, I will promote full participation and contribution by all class members, asking that varied viewpoints be thoroughly considered and respected by all members of our class.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Please note that all assignments submitted via Turnitin on Blackboard are screened for originality, comparing the text of your assignment to available electronic resources, including online newspaper and magazine articles, books, academic journal articles and Wikipedia.

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Technology

Internet access and enrollment in LUC's LOCUS and Blackboard systems is required for this course. I will communicate with students occasionally via the LOCUS system, which sends emails to all students enrolled in this course. All documents (including the syllabus, power

point presentations, and additional texts) are posted on this course's Blackboard page. Occasional communication using online formats may be used during the semester.