Loyola University of Chicago  
School of Education  

ELPS 412  
Urban Education Policy  
Spring 2020

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Office Hours: Tuesdays from 2:00 pm to 3:45 pm (please schedule appointment in advance) or at other dates/times (see document posted on Sakai, resources area) by appointment.

Course Introduction  
“Urban education” is both a very accurate term and a misnomer. Urban education is, in plain language, education that takes place within urban areas. Still, many associations with the term involve underperforming, underfunded and unsafe schools, struggling (or unmotivated, or unqualified) teachers, teacher unions at odds with district administrators and elected officials, dysfunctional districts and disadvantaged students. Some of these associations represent dystopian, deficit driven and even racist fantasies about urban schools, while others speak of situations that are present in schools. And, of course, many of these phenomena are by no means limited to urban spaces. To understand urban education policy, this class takes sociological and historical perspectives on policy as well as on urban schools and urban spaces themselves. Our examination of urban schools begins with their complex ecology, and must consider the history of schooling in cities, evolving urban demography and politics, and how (and why) urban educational policy has been developed and implemented as it has been. In this context, we will aspire to take a more measured, holistic approach to understanding contemporary phenomena such as graduation rates that are generally lower than the nation’s average, the proliferation of charter schools in cities, and increasing tensions between teachers and urban districts over issues of teacher evaluation and school funding priorities. We will consider schooling in a number of American cities including Chicago, a city with a rich and complicated history of school reform and the topic of voluminous, excellent empirical research on urban education.

Essential Questions  
As the instructor, I assume that each student brings their 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:

- How does the urban setting—the “urban” in “urban schools”—impact teaching, learning, policymaking and policy implementation?
- To what degree do urban educational policies and reform efforts acknowledge, incorporate and address the characteristics of urban schools and their settings?
School of Education Conceptual Framework
This course applies the School of Education’s Conceptual Framework—Social Action through Education—in its consideration of how we as educators and educational researchers engage with complex social environments (demographic, political, economic, professional and organizational) with a focus on equity and social justice as we develop, analyze carry out and challenge urban education policy. Our pursuit of this course’s essential questions (listed above) should further develop students’ abilities towards these ends.

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:

- Students will analyze and critically evaluate ideas, arguments, and points of view related to 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 through observational and written assignments.)
- Students will expand their factual knowledge of 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.)
- Students will apply course materials and experiences to strengthen their thinking, problem-solving and decision making about practice and research in urban education. (This goal will have students identifying an issue of concern to them, and doing independent research resulting in a paper, and also going out into the field to observe public education in action and writing about what they see.)

Assigned Texts:
Because of the always-shifting nature of urban education policy, texts for this class include peer-reviewed journal articles and books, newspaper and magazine articles, non-profit organization publications, and district-published materials. Please plan on approximately 150 pages of reading per week, which will combine these types of texts (with varying words-per-page density).

The following books are required texts for this course. All are available for purchase at the Loyola University Bookstore, Water Tower Campus (Baumhart Hall, 26 E. Pearson). These texts are also available on reserve at the Lewis Library. Starred texts are available as e-books, so that you have the option of not purchasing your own copy.


Other readings are either available via Sakai in the “resources” area (either as PDF documents, web-linked documents or via a link to the LUC Library’s electronic copy, which will require you to log in to the LUC Libraries webpage). Webinks sometimes change after the time of the syllabus’ publication; please inform me if a link does not work so that I can provide a correct link to all class members. Guest speakers for our class may occasionally request that you read additional material prior to their conversation with us. I have already asked all guest speakers to provide additional readings. These often come in closer to the date of our class meeting.

**Assessments of Learning and Course Grade**
This course’s assignments seek to build your practical and analytic understanding of urban schools through a number of channels. Assessments of learning generally blend structure that I create as the instructor with space for you to select topics or foci of interest to you. The assignments and the proportion that they contribute to your final grade are as follows.

Assignment 1: Urban education autobiography essay (Due 1/14): 5%
Assignment 2: Policy/Initiative analysis paper topic proposal (Due 2/28): 2.5%
Assignment 3: Classroom observation paper (Due 3/13): 17.5%
Assignment 4: Board meeting paper (Due 3/27): 20%
Assignment 5: Policy/Initiative analysis paper (Due 4/24): 35%
Attendance: 10%
Participation: 10%

These items total to 100 points. Final course grades will be determined using the following scale:

<table>
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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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</table>

Students can track their course grade on Sakai under “Gradebook.” For the final grade, I will round total points to the closest whole number (e.g., 88.2 points would round to 88, 88.7 points would round to 89).
Assignment descriptions (including grading criteria):

Assignment 1: Urban education autobiography essay
This first assignment is intended to promote your reflection on your direct experiences with urban schools. As you write this short essay, I ask that you consider whether or how our week 1 readings help you to make sense of your educational experiences, but this paper should primarily be descriptive (what your experiences have been) rather than analytic (explanations of what your experiences have been). Please prepare a written essay on your immediate, first-person familiarity with urban schools: as a student, educator, parent, community partner, collaborator and/or professional. In your essay, please include the following information:
• Your experiences with urban schools as described above (If you have had none, that is also fine; please note that if that is the case.)
• Any connections you drew to course readings from week 1
• Questions or concerns that you have about urban education

This essay can be very brief or very elaborate, depending on the extent of your familiarity, which will range across students. Based on previous submissions of this assignment, I anticipate a length of .25 to 4 pages, double-spaced. As long as you have thoroughly responded to the prompt above, your essay will receive a passing grade. All I ask is that you provide a description of the full extent of your experiences with and your questions about urban education in this paper. This assignment will be graded on a pass/revise basis—you will receive full credit (worth 5% of your course grade) if you meet all of the requests above. If you don’t, you will be asked to revise it. Please bring a printed copy of this essay to class on 1/14, and be ready to discuss it with your colleagues.

Assignments 2 and 5: Policy/initiative analysis paper topic proposal and paper
This is your major assignment for this course. The paper topic will be graded on a credit-no credit basis (on time topic submissions will be given credit; late submissions will not). The full paper will be graded on a 100-point basis and then converted to 35% of your course grade. The proposal is due on February 28, and the paper is due on April 24. There are two options for this paper.

Option 1 (Highly structured): This topic is intended for people who are still learning the art of crafting a longer research paper, who want a semi-guided experience of analyzing a urban education policy’s or initiative’s context and how it influences policy selection and implementation, or who just prefer to do this particular assignment.

Please choose a specific policy or educational initiative happening in a specific urban district (using the Council for Great City Schools criteria for selecting a district, or, if you prefer to do research on schooling in a city outside of the U.S., a city that meets these criteria as closely as possible, determined in consultation with me). Your selection may be current or historical, as

1 The Council’s membership requirements (https://www.cgcs.org/Page/623) read: “School districts eligible for membership must be located in cities with populations over 250,000 and student enrollments over 35,000. School districts located in the largest city of any state are also eligible for membership, regardless of size.”
long as you have sufficient resources to inform your paper. Some examples (which you may use, but which are not intended to limit your choices) include: The movement to return to an elected school board in Chicago, homeless education initiatives in gentrifying cities, tensions over who accesses elite public high schools New York City, the unionization of charter school teachers in multiple cities, teacher strikes in cities across the US, standardized test and/or data reporting cheating scandals in Atlanta and other major cities, or the proliferation of charter schools in Detroit or New Orleans.

Please write a 12-20 page paper (double-spaced, 1” margins, 12 point font) in which you address all of the following points, which also comprise the paper’s evaluation criteria:

1. Please describe the initiative/policy’s basic characteristics: Whom it targets, what it provides, and what its intended outcomes are (15% of grade).
2. The initiative’s/policy’s origins (How did it come to be? Who brought it to the city/district? Why? Was its initiation wanted, contested, both?) (15% of grade)
3. Assumptions built into this initiative/policy (5% of grade)
4. Recent historical, political and/or economic contextual information that you think is pertinent to the initiative/policy (15% of grade)
5. Relevant demographic trends in the city (e.g., population increases, decreases, or proportional shifts relative to race, ethnicity, language, socioeconomic, or immigrant status) that you think are pertinent to the initiative/policy (10% of grade)
6. Given the initiative’s/policy’s basic characteristics (#1), origins (#2), assumptions (#3) and context (#4 and 5), what outcomes do you anticipate? For current initiatives/policies, will they be able to unfold as intended? What potential resources or obstacles can you identify? If you are considering a historic case, you can consider instead the policy/initiative’s outcomes compared to its intended outcomes, and what you think led to the former. The work you do related to this particular requirement will most directly inform your paper’s over-arching argument. Please ensure that this aspect of your paper connects explicitly to your paper’s earlier sections. (20% of grade)
7. Quality of writing: the degree to which your paper is well-organized (including a thesis paragraph with an identifiable argument, body paragraphs/sections that clearly articulate your findings and tie the paper’s various sections together into a coherent narrative, and a summarizing conclusion), clearly written (with accessible language that effectively conveys your findings and points), and error-free. (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 8 sources of empirical information on your chosen topic (e.g., journalistic accounts, research literature, census data and/or historic narratives).

Option 2 (Less structured): This option is intended for students who have specific interests in urban education AND who feel comfortable identifying a topic and developing an analysis-informed argument-driven paper.

Please develop a paper topic of your choice that is clearly connected to urban education (again, using the Council for Great City Schools criteria if you are focusing on a particular city). Your topic and paper must be explicitly connected to urban education policy or these will be returned
for revision. This project demands more student initiative and independent structuring of the paper, and will require more extensive research and preparation to submit the 1-2 paragraph proposal, in which you inform me of your chosen topic and how you plan to study it (e.g. what kinds of resources you will use). This paper will be graded according to the following rubric:

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<tr>
<th>Content</th>
<th>Possible Points (Out of 100)</th>
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<tbody>
<tr>
<td>Argument clarity and coherence: An original argument (that draws from your research and analysis) is clearly stated in your paper’s introduction and then builds throughout the paper in a fashion that is steady, well-developed and easy to follow.</td>
<td>25</td>
</tr>
<tr>
<td>Argument and claims are substantiated with credible evidence.</td>
<td>25</td>
</tr>
<tr>
<td>Paper reflects thorough efforts to gather and analyze relevant evidence.</td>
<td>10</td>
</tr>
<tr>
<td>Quality of writing</td>
<td></td>
</tr>
<tr>
<td>Writing is clear and easy to understand, even if concepts communicated are complex.</td>
<td>15</td>
</tr>
<tr>
<td>Paper is well-organized, and is broken into sections that mirror and support the procession of the author’s argument.</td>
<td>15</td>
</tr>
<tr>
<td>Conventions of writing are followed (spelling, grammar, sentence structure, punctuation, citations).</td>
<td>10</td>
</tr>
</tbody>
</table>

*Your topic proposal (option 1 or 2) is due on February 28 at 6 pm.* Late submissions will not receive credit, but will receive feedback. *Your paper (option 1 or 2) is due on Friday, April 24 at 6 pm.*

**Assignment 3: Classroom observation paper**

For this assignment, you are required to conduct a thorough observation in an urban classroom, located either within Chicago or in another urban district that meets the Council for Great City Schools eligibility criteria (see footnote 1 in this syllabus). This school can be private, charter or traditional public, and can range from pre-K to 12th grade. I am glad to help you locate a school, although you will likely find many options available through your School of Education and/or professional networks. Your paper will be based on a single observation, so it is of critical importance that you observe very thoroughly and take meticulous, detailed field notes. Discussion of field note taking will take place early in the semester. Please plan to observe a classroom for 30-45 minutes.

When you go to the school, please make note of everything you see and hear, including your observations and interactions your approach to the school, entrance into the school, travel to your classroom (via the school office and/or hallways), and departure from the school. While in the classroom, please take notes on the classroom’s physical appearance (including but not limited to the classroom’s arrangement, learning materials, student work on walls and bulletin boards), the individuals present in the classroom and what they do during your visit, and the interactions between students and teachers (including but not limited to instruction). Please also make note of connections between what you see and what you have learned so far in our class about: 21st century American cities, the history of education in urban areas in general and, more specifically,
in Chicago, school governance, student and teacher experiences in urban schools, and/or portfolio models in urban districts. I suggest that you keep these items in mind when you are observing.

Your paper should be based on your observations within the school and the classroom. If you wish to add background material about the school itself (such as public data on the school), bits of conversation you have while at the school, the school’s physical characteristics or the classroom teacher’s take on what takes place when you are there, that is fine, but please center your analysis on what you observe inside of the classroom during your visit. In your writeup, please use your observations as material for analysis. I seek an argument-driven paper rather than a chronological accounting of everything that you saw. Your argument should weave together your observations with class readings and concepts. Please draw at least two connections to course material, grounding your connections in the citation of evidence from both our class readings and from your observations.

Evaluation criteria for this paper are:
- Author makes clear, thoughtful connections between observations and course readings: 6.5 points
- Author substantiates claims with specific evidence from classroom observation: 6.5 points
- Paper demonstrates clarity of written expression, follows conventions of grammar and an absence of errors, and is effectively organized according to its thesis statement: 4 points

Your paper should be 4-6 pages in length, and is due at 6:00 p.m. on Friday, March 13. Please turn in your transcribed field notes and pdfs of any sketches of the classroom or school that you draw. Your assignment will be considered complete when both the paper and field notes are submitted.

Assignment 4: Board meeting paper
For this assignment, students are required to watch (via internet video, accessible at https://www.cpsboe.org/meetings/past-meetings), or attend in person, the February 26 Chicago Public Schools Board of Education meeting, which begins at 10:30 am. This meeting will take place at the CPS offices, 42 West Madison Street, Garden Level Board Room. Advance registration to attend is highly recommended because the meetings fill and attendees who cannot fit into the main room are asked to watch the meeting from the overflow room (itself a rich experience). The CPS Board of Education guidance for advance registration reads:

Advance registration will be open the Monday preceding the Board meeting at 10:30 a.m. and close Tuesday at 5:00 p.m., or until all slots are filled or otherwise noted. Advance registration is available for speakers and observers. You can advance register via:
- Online: www.cpsboe.org (recommended);
- Phone: (773)553-1600;
- In Person: 1 North Dearborn Street, Suite 950. Although Advance Registration is recommended, you can also register to observe a meeting on the day of a Board Meeting via Same Day In Person Observer Registration: 42 W. Madison Street lobby. Registration Time: Opens at 10:15 AM and will remain open for the duration of the Board Meeting. Same Day, In-Person Observer Registrations are taken on a first come, first serve basis as seats become available.
In the past, photo ID has been required to enter the Board Room and/or the CPS building, so please plan accordingly. If you attend the meeting in person, please keep notes that make it possible for you to write your paper and for you to discuss your impressions in class. This paper should be 4-6 double-spaced pages in length. Please address at least one of the following points in it, weaving your observations and reading-related comments together into a thesis-driven paper:

- How did you see forms of urban school governance represented?
- How did different constituencies—such as teachers, students, parents, Chicago residents, Chicago businesses—participate? What differences did you notice across these groups’ participation?
- How, if at all, was teaching addressed (e.g., instruction, curriculum, teacher performance evaluation)?
- How, if at all, were students’ concerns framed and/or addressed?

Evaluation criteria for this paper are:

- Author makes clear, thoughtful connections between meeting observations and course readings about urban education: 7.5 points
- Author’s claims are substantiated with evidence from board meeting (direct quotes and/or rich description): 7.5 points
- Paper demonstrates clarity of written expression, follows conventions of grammar and an absence of errors, and is effectively organized according to its thesis statement: 5 points

This paper is due on Friday, March 27 at 6 pm.

About written assignments
Assignment length
I have specified each assignment’s length to signal the amount of work I seek from you. This specification is respectfully intended as a statement of both the level of elaboration and of the assignments’ limits in terms of your workload. Accordingly, I ask that you adhere to the stated page length requirements (which do not included pages dedicated to reference lists). Pages should be double-spaced with a 12-point font and 1-inch margins. Please note that if your paper exceeds the stated page length requirement, I will complete reading the paragraph that continues immediately past the assignment’s maximum page number (e.g., first paragraph of page 7 of a 4-6 page assignment) and will then stop reading your paper, assigning a grade to the material I have read up to that point.

Reference lists and citations
Please prepare reference lists for all written assignments where you cite published work. Please follow your academic discipline’s format for in-text citations and reference lists. In the field of education, this is usually APA, but if you use another style (such as MLA), that is fine as well.
Submission of assignments
Unless noted otherwise, please submit all written assignments directly via our course Sakai site’s assignments page (under assignments).

Due dates
Assignments are due on (or before) the date and time stated on the course syllabus. Late assignment submissions will be accepted without penalty only if a) you make a written request for an extension at least five hours before the paper is due; or b) you provide documentation of an illness, personal or family emergency that prevents you from asking for an extension as described above. If you request an extension (item a) you are not required to explain why. Please propose at the time you make your request an alternate date and time when you would like to submit the paper, to which I’ll respond to confirm. Papers turned in after the agreed-upon date and time without any communication from you will be considered late.

Late submissions that don’t meet the descriptions above will be assessed a five-point (on a 100-point scale) penalty. Long story short: If you think you need an extension, please ask for one.

Return of graded papers
You will receive your graded paper back from me, with my comments, within two weeks of its submission. I will return papers to you via the Sakai system. If anything should arise that would keep me from returning your paper on time, I will let you know.

Assignment revisions
You are allowed 1 week from when your graded assignment is returned to revise any written assignment (except for the policy/initiative analysis paper, which is due at the end of the semester). While revision is the best way to improve anyone’s writing, please note that the submission a revised paper does not guarantee a higher grade. Please revise your assignments using the track changes function in Microsoft Word, or please highlight the change you have made, so that I can clearly see where you have revised your original work. If you do not in some way show where you have changed your paper, I will not be able to grade your revision.

Class Attendance
Since this class is discussion-based, your attendance at each session represents a critical part of your learning experience. Full attendance credit is given for full class attendance (arriving to face-to-face or online class meetings on time, staying for the entire class, returning on-time from any class breaks), with partial credit awarded for partial attendance. Attendance represents 10% of your course grade, and is calculated based on the percentage of class meetings you attend. One missed class will be allowed with no penalty. Beyond this allowance, only required military service and documented personal or family medical emergencies will not reduce your attendance points.

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 to see what you missed. All power points from class will be posted on Sakai.
You may receive absence makeup credit for one absence any time during the semester for attending the CEPS Policy Forum (Galvin Auditorium in the Sullivan Center, on Loyola University Chicago Lakeshore/Rogers Park campus (6339 N. Sheridan Road)) on Friday, January 31 from 3-5 pm. To receive this credit, please write a 1-4 paragraph reaction paper connecting content from the forum to the topic of urban education policy.

**Class Participation**
This is a highly interactive course, which makes every student’s participation very important. For this reason, participation is worth 10% of your final grade.

Please arrive on time to class, having read and brought to class all assigned materials (either the text hardcopy or an electronic copy where you have taken notes either on the document or separately), and ready to discuss assigned texts with your colleagues. If you are using an electronic copy of the text, please make sure it is accessible to you at the beginning of class. If you come late and/or unprepared, you will have a difficult time fully participating in class, which will impact the entire group.

The use of electronics (cell phones, computers, tablets) is often a necessity of modern life, but also interferes with engagement and participation in class, particularly in this interactive course. *Cell phone use is not welcome in this class.* If you find yourself dealing with an urgent situation that cannot wait for your attention until class break or the end of class, please step out of the classroom briefly to use your phone (returning as soon as you are done). Laptop or tablet use is welcome only for class-related purposes such as reading electronic texts or doing internet research in class (when called for). Please refrain from using electronic devices in class if their use (e.g., surfing the internet, checking and/or deleting email, typing other than taking notes) does not pertain directly to your participation in our course. In a small class like ours, these kinds of technology use are obvious to your colleagues and to me, and are unpleasantly distracting.

*Face-to-face class meetings* blend brief lectures, large group discussion, independent work and small group, interactive work. Your participation in these class sessions will involve your engagement in all of these activities. I ask that you strive to balance meaningful, on-topic contributions with a commitment to leaving space for others’ participation. Further, in keeping with SOE criteria for assessing students’ professional dispositions in all classes (please see additional detail at the end of this syllabus), I ask all students to engage with colleagues, visitors and myself in a manner that is collegial and respectful.

*Online class meetings* blend independent work using material that students will be able to access via Sakai with shared conversations where all class members will join together in a synchronous, online class format (using Zoom software, during our regularly scheduled class time). During online class meeting weeks in particular, please check your email regularly for communications from me and/or from colleagues with whom you are collaborating. Participation in these sessions will be evaluated by the quality of comments made and completion of all tasks assigned during online sessions. Zoom links for all five online class sessions will be sent out at the beginning of the semester in one “announcement” email using the Sakai system. You will be able to access these links all semester through the announcements section of our course Sakai site.
To fully participate in synchronous online class discussions, which will take place using the
Zoom online platform, you will need headphones with a microphone function (most headphones
for use with a cell phone are adequate) and a device (phone, computer or tablet) that has camera
capability. Please also ensure that your device is ready to use Zoom before the date of our first
synchronous online class session (January 21), using the following link:
https://www.luc.edu/itrs/teachingwithtechnology/zoom/zoomparticipantsupportinstructions/#d.en .435710 . All of these steps are necessary for you to take part in online class and breakout small
groups, which are an important part of building knowledge together in our class. Please
purchase and test headphones if necessary before the first synchronous online class session.
Headphones are also available for checkout via LUC Digital Media Services (part of the Lewis
Library on Water Tower Camus and the Information Commons at the Lakeshore Campus).

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 Sakai and LOCUS systems. I will assume that if I have sent email updates to
you at the address associated with these systems, 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, 8 am-6 pm. I hold office hours, by appointment
only, on Tuesdays from 2:00 pm to 3:45 pm, and have shared on Sakai a schedule of my other
office hours with you as well. I can also schedule a time to meet with you outside of these hours,
either in person, via phone or via Zoom.

Class meeting dates, themes and assigned readings
Week 1, January 14
Class will meet face-to-face.
Course and student introduction
What is urban?; The 21st century American city, preparation for online class meetings.
Assignment 1 due, hard copy, in class.


equality, chapter 3 (p. 47-90). Please carefully read the introduction’s main argument and the
vignettes about Atlanta, Dallas, Los Angeles, Detroit and Philadelphia (all in gray text boxes);
the rest of the chapter is optional and will not be discussed in class.

Katz, M. (2012). What is an American city? (p.19-46) from Why Don’t American Cities Burn?
(continues on next page)
Week 2, January 21

Class will meet online.

History of urban education in the United States, preparation for assignments 2 and 3.


Tyack, ”From village school to urban system: Bureaucratization in the 19th century,” (p. 28-59), “Functions of schooling” (p. 72-77) and “Inside the system: The character of urban schools, 1890-1940”) (pp.177-255).


Week 3, January 28

Class will meet face-to-face.

History of urban schooling, part 2; Urban school governance


Cucchiara, pages 22-28, 43-47.


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Optional:


Guest speaker: Jennie Biggs, Communications & Outreach Director, Raise Your Hand Illinois, former member, Mayoral Education Transition Committee (2019).

*Friday, January 31, 3 pm-5 pm: CEPS Policy Forum, Galvin Auditorium in the Sullivan Center, on Loyola University Chicago Lakeshore/Rogers Park campus (6339 N. Sheridan Road).*

Week 4, February 4

*Class will meet online.*

The history of schooling in Chicago: What’s in our city’s peat bog, and what does it matter to education policy?

Todd-Brelend, chapters 1 and 2 (pp. 19-80), 5 (143-144, 157-164, 173-177, skim other sections as you like), 6 (179-190).


Meisner, J., & Perez , J., (2017, Apr. 28). Byrd-Bennett sobs while trying to explain corruption, gets 4 1/2 years in prison. *Chicago Tribune.* Sakai


(Continues on next page)


Optional:


Week 5, February 11
*Class will meet face-to-face.*

Neighborhoods, communities and urban education: Connections between resources and boundaries.


Week 6, February 18
*Class will meet online.*

The experiences of students in urban schools.


(Continues on next page)


Guest speakers: Youth from Teens Take Charge, New York City.

*Monday, February 24*: Registration opens for February 27 CPS Board Meeting, 10:30 am (see Board Meeting Paper assignment description for more information).

Week 7: February 25
*Class meets face-to-face.*
Teaching in the city: Conditions of teaching, the teacher workforce, and labor issues

For class tonight, please locate a teacher (but not a teacher enrolled in our class) who currently works in a urban school (any school in any city that meets the council for Great City Schools criteria). Please ask them the following questions (by Zoom, phone or email is fine) and take note on their responses, as you will be required to enter this information into a google spreadsheet (posted on Sakai under resources) by 9 am on February 24. You will not be required to share any identifying information about the person or their school. If you need help locating a teacher to interview, please let me know by 2/1.

1. In what kind of a school do you currently work (school level, charter/private/public)
2. Please describe your working conditions, such as your work space, available supplies, break time, and professional support for challenging aspects of your practice.
3. What are one or two policies that shape your every day work? How do they shape your work?
4. What do you love most about your job?
5. What do you find most difficult about your job?


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Todd-Brelan, chapter 4 (111-140), pages 229-231.


Tyack, “Lady labor sluggers and the professional proletariat” (p.255-268, please also read 285-289).


Optional

Wednesday, February 26: CPS Board of Education meeting (focus of Board Meeting Paper), 10:30 am. (see Board Meeting Paper assignment description for more information).

Friday, February 28, 6 pm: Policy/Initiative analysis paper topic proposal due.

No class March 3: Enjoy LUC’s spring break!

Week 8, March 10
*Class will meet online.*
Recent models of urban education policy: Portfolio models and school choice.


(Continues on next page)


Illinois House of Representatives Bill 5721, pertaining to Educational Facilities. Sakai

*Friday, March 13, 6 pm: Classroom observation paper due*

Week 9, March 17
*Class will meet face-to-face.*
Recent models of urban education policy: Charter schools


*Have you heard* podcast: The silent treatment: A day in the life of a child in “no excuses” land.” Sakai.


Todd-Breland, 204-215 (charters in Chicago; history of charters in Woodlawn community)


Guest speaker: Ben Samuels-Kalow, Founding Principal, Creo College Prep, Bronx/New York City
Class 10, March 24

*Class will meet face-to-face.*

Recent models of urban education policy: School closures.


Ewing, 15-166.

Perez, J. (2018, Dec. 4). 'We've finally won one,' National Teachers Academy supporters say after CPS drops plans for high school. *Chicago Tribune.* Sakai


Guest speaker: Sadie Stockdale, Deputy Chief of Staff, Chicago Public Schools, CEPS Doctoral Student

*Friday, March 27, 6 pm: Board meeting paper due.*

Class 11, March 31

*Class will meet face-to-face.*

Recent models of urban education policy: School integration and desegregation (racial and socioeconomic)


(Continues on next page)
Richards, E. (2020). New York is in an uproar over a push to ax gifted programs. This school is doing it anyway. *USA Today*. Sakai.

Week 12, April 7
*Class will meet online.*
Recent models of urban education policy: Safety and discipline


Rios, pages 1-55, 140-155.


Recommended:


Guest speaker: Miranda Johnson, Professor, LUC School of Law

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Week 13, April 14
*Class will meet face-to-face.*
Recent models of urban education policy: School-parent-community partnerships; course summary.


Cucchiara, Chapter 6: “This school can be way better!” Transforming Grant Elementary (p. 137-166).


Guest Speaker: David Castro, Organizer, Southwest Community Organizing Project, CEPS Doctoral Student

*April 21: Class will not meet, due to American Educational Research Association meeting in San Francisco, CA. Policy/initiative analysis paper is due this week instead.*

*Friday, April 24, 6 pm: Policy/Initiative Analysis paper due*

Have a wonderful summer!!

**Loyola University Chicago and School of Education policies that pertain to this course**

**Diversity**
This course addresses diversity in urban schools and districts through many of its assigned readings. In addition, I as instructor will encourage class members to include notions of diversity (e.g., social class, gender, ethnicity, race, age, physical ability sexual and gender identity) as we consider different topics throughout the course. 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.

**Smart Evaluation**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent
reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

Center for Student Access and Assistance (CSAA)
*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa]. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.* This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

Additional information about Academic Honesty policy
In addition to University policies on academic honesty, please also note that all written assignments for this course are to be submitted on Sakai. At that time, each of your papers will be assessed, using the Turnitin program, for originality (comparing it to other papers submitted for this course, and available internet resources, including Wikipedia, academic and popular press articles, and other electronic texts). If you have any questions about properly citing and using other resources, please let me know.