

Loyola University Chicago
CIEP 469 – Teaching and Learning in Urban Communities
Spring 2021

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Office/Office Hours:	Lewis Towers, 10 th Floor: Office hours are available by appointment.
Course Information:	Course materials are available on Sakai.
Meetings:	Monday, 5:30 – 8:00; Online: https://luc.zoom.us/j/86119340977

Course Description

This course examines teaching and learning in urban communities. Through course readings, discussions, civic engagement experience, activities and assignments, students consider the social, economic, political, cultural and historical factors that shape urban teaching and learning. The course emphasizes the importance of educators understanding themselves as members of the communities they work in and therefore, students examine the relationship between social and cultural identities and pedagogical practices.

The course is guided by an essential question: *How does the urban context impact a student's ability to learn and grow and a teacher's orientation to teaching and learning?* The course is organized into four units articulated below. You'll notice that there is an emphasis on how race and racism have deeply characterized our history, systems, institutions and ourselves. Without acknowledging and working through the deeply entrenched nature of racism that infiltrates much of what and who we are (intellectually, emotionally, spiritually, and physically), we will not be able to do the important work of practicing education in ways that liberate schools, ourselves, and our students.

1. **Racialized Bodies** – none of us are immune from the impact of racism in American society. We are, as individuals, imprinted with the scourge of racism and this reality impacts our implicit and explicit approaches to the world and to our teaching.
2. **Racialized Systems** – all of our institutions and organizations bear the historical and systematic imprint of racism in American society. Our work and participation in these organizations and systems impacts how we act in, understand, and further shape our environments.
3. **Anti-Racist Classrooms** – our classrooms can become/are places where we re-think traditional approaches to education and create liberating approaches to teaching and learning. When we seek to unpack the ways that racism (and other isms) impact our classrooms, we position ourselves to seek out more socially just and student-centered approaches to teaching and learning that are both more responsive to and sustaining of our students, their families, and their communities.
4. **Anti-Racist Schools** – our schools exist within a complex set bioecological factors that lead to assumptions, norms, and rationales that are often implicit and unacknowledged. When we explore and seek to understand the often unacknowledged assumptions that our schools carry with them, we uncover opportunities to shift perspectives and frameworks about how we engage our school communities.

The course is also developed around our 3 C's (community, culture, curriculum) framework. Our goal in this course is to think more deeply about curriculum (and pedagogy) within the context of our community and the cultures that impact or might impact more explicitly our approaches to teaching and learning. The 3 C's framework is intentionally integrated throughout our inquiry.

Our course is also guided by a set of essential questions

1. What is the impact of race, culture, and class in teaching and learning?
2. How do socio-political issues impact teaching and learning?

3. What could the relationship between the school and its community in the educational project encompass?
4. How can we engage urban students effectively given the American history of racism and other forms of oppression?
5. How do we make change in the ecosystem of schools?

A central element of the course is a field experience working with a local community school addressing education data and exploring the relationship between the school, its community, and its local community organizations and other resources. This community-based research component is designed to assist students in developing a complex understanding of urban communities and their educational resources.

The School of Education's Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. Our conceptual framework is described here: <http://www.luc.edu/education/mission/>

Specifically grounded in the overarching principles of *Social Action through Education*, this sequence focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

Loyola University Acknowledgement of Land Occupation

The Loyola community occupies the ancestral homelands of the people of [the Council of Three Fires](#), an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: the Odawa, Potawatomi, and Ojibwe nations. The land that Loyola occupies, which includes the shore and waters of Lake Michigan, was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes, including the Menominee, Michigamea, Miami, Kickapoo, Peoria and Ho-Chunk nations. The history of the city of Chicago is intertwined with histories of native peoples. The name Chicago is adopted from the Algonquin language, and the Chicagoland area is still home to the largest number of Native Americans in the Midwest, over 65,000.

This historical relationship is not innocuous. The [1833 Treaty of Chicago](#) forced the migration of the Odawa, Potawatomi and Ojibwe to drastically smaller lands west of the Mississippi River. Chicago was also the destination, more than a century later, for coerced relocation of Native peoples under the Indian Relocation Act of 1956, which resulted in widespread disenfranchisement, poverty and isolation for the Native people relocated to Chicago and other urban centers. The history of the lands Loyola occupies, and the history of Native Americans in Chicago and Illinois, is a history of displacement, conquest, and dehumanization. We at Loyola, in step with our Jesuit Catholic tradition, must commit to acknowledging this violent history by incorporating Native American texts and perspectives into our classes and working to keep this shared history alive in our study, conversation, and professional development.

Diversity

By focusing on the policy and practice in urban classrooms, this course addresses multiple perspectives on diversity, including but not limited to the diversity in student and teacher backgrounds (i.e., culture, language, ability), classroom, school and community contexts.

Technology

Students will use technology for a variety of purposes in this course. Students will access information from Sakai in order to complete assignments. Students will also use internet-based resources to access readings, conduct research, and develop curriculum. Students will participate in online Zoom classroom sessions and activities. These activities are designed to enhance students' ability to use technology as a teaching and learning tool.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- 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.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Important University Policies and Information

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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: http://www.luc.edu/education/academics_policies.shtml#honesty.

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>.

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 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.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

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](#).

Harassment

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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>. If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. For more detailed information/resources: www.luc.edu/ethicsline

Syllabus Addendum

For additional information regarding academic issues or concerns:
<https://www.luc.edu/education/studentlife/resources/syllabi/>

Course Objectives

- Reflect on the relationship between one's cultural identity and pedagogical practice. (NCATE 1, 4; IPTS 3F, 10)
- Describe the affect that race, class and culture have on teaching and learning. (NCATE 4; IPTS 3C)
- Explain how broader social and historical issues affect teaching and learning. (NCATE 4; IPTS 3E)
- Articulate the implications contemporary urban school reform has for teaching and learning. (NCATE 1; IPTS 11)
- Become familiar with contemporary urban schools and school systems. (NCATE 1; IPTS 11B)
- Conduct a community-based research project and demonstrate a complex understanding of urban communities and their educational resources. (NCATE 3, 4; IPTS 3C, 3E, 9A)
- Conduct a review of research literature on an issue particular to urban education. (NCATE 1; IPTS 3E)
- Reflect on field experiences and how one's choices and actions affect others and self. (NCATE 3; IPTS 10)
- Design a civic action project that incorporates students' experiences, cultures, and community resources and engages youth in their communities. (NCATE 1; IPTS 3E, 4)
- Demonstrate a commitment to learning about schools and communities. (NCATE 4; IPTS 3E)

IDEA Evaluation Objectives

To facilitate the process for online course evaluations, these are the core course objectives that your faculty have rated as critical to your course:

- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Developing a clearer understanding of, and commitment to, personal values

Texts and Resources

Recommended Text

- Oakes, J. & Lipton, M. (2013). *Teaching to change the world* (4th ed.). New York: McGraw-Hill Companies.

Other Required Reading (Available on Sakai)

- Alexander, M. (2011). The new Jim Crow: Mass incarceration: Causes, consequences, and exit strategies. *Ohio State Journal of Criminal Law*, 9(1), 7-26.
- Blakeney, A. (2005). Antiracist pedagogy: Definition, theory, purpose and professional development. *Journal of Curriculum and Pedagogy*, 2(1), 119-132.
- Benson, L., Harkavy, I., Johaneck, M., & Puckett, J. (2009). The enduring appeal of community schools. *American Educator*, 33(2), 22-47.
- Carlisle, L., Jackson, B., & George, A. (2006). Principles of social justice education: The social justice education in schools project. *Equity & Excellence in Education*, 39, 55-64.
- Coates, T. (2014). The Case for Reparations: Two Hundred Fifty Years of Slavery. *The Atlantic*, Retrieved July 16, 2014, from <http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>.
- Crowson, R.L. & Boyd, W.L. (2001). The new role of community development in educational reform, *Peabody Journal of Education*, 76(2), 9-29.
- Duncan-Andrade, J. (March 2005). Developing Social Justice Educators, *Educational Leadership*, 70-74
- Duncan-Andrade, J. (Summer 2009). Note to Educators: Hope Required When Growing Roses in Concrete, *Harvard Educational Review*, 79(2), 1-13.
- Emdin, C. (2016). *For white folks who teach in the hood...and the rest of y'all too: Reality pedagogy and urban education*. Boston: Beacon Press.
- Farmer-Hinton, R. (2002). The Chicago context: Understanding the consequences of urban processes on school capacity. *The Journal of Negro Education*, 71(4), 313-330.
- Hammond, Z. (2015). *Culturally responsive teaching & the brain. Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.
- Hannah-Jones, N. (April 16, 2014). Segregation Now...Sixty Years after Brown v. Board of Education, *The Atlantic*. Retrieved July 16, 2014, from <http://www.theatlantic.com/features/archive/2014/04/segregation-now/359813/>.
- Joffe-Walt, C. (2020). Nice white parents. *This American Life*. Retrieved on 12/16/20 from <https://www.thisamericanlife.org/712/nice-white-parents>.
- Kahne, J. & Westheimer, J. (2005). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, (41(2), 237-269.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into practice*, 34(3), 159-165.
- Lukacs, K. & Galluzzo, G. (2014). Beyond empty vessels and bridges: Toward defining teachers as the agents of school change. *Teacher Development*, 18(1) 100-106.
- Logan Square Neighborhood Association. (January 2009). *Opening the Schoolhouse Doors: Replicable Models for School Community Partnerships*, (January 2009). Retrieved on August 22, 2016, from http://www.lsna.net/content/2/documents/education_brochure_2008-2009_for_web.pdf.
- Ohito, E. (2016). Making the emperor's new clothes visible in anti-racist teacher education: Enacting a pedagogy of discomfort with white preservice teachers. *Education & Excellence in Education*, 49(4), 454-467.

- Orfield, G. (September 2012). E Pluribus...Separation. Deepening Double Segregation for More Students. *The Civil Rights Project*. Retrieved July 20, 2014, from http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/e-pluribus...separation-deepening-double-segregation-for-more-students/orfield_epluribus_revised_omplete_2012.pdf. Foreword, Introduction, pp. 1-27.
- Paat, Y. (2103). Working with immigrant children and their families: An application of Bronfenbrenner's ecological systems theory. *Journal of Human Behavior in the Social Environment*. 23(8), 954-966.
- Payne, A. & Welch, K. (2015). Restorative justice in schools: The influence of race on restorative discipline. *Youth and Society*, 47(4) 539-564.
- Rodriguez, A. (1999). *The Boy Without a Flag: Tales of the South Bronx*, Milkweed Editions.
- Rothstein, R. (2015). The making of Ferguson. *Journal of Affordable Housing & Community Development Law*, 24(2), 165-204.
- Rury, J. (1999). Race, space, and the politics of Chicago's public schools: Benjamin Willis and the tragedy of urban education, *History of Education Quarterly*, 39(2), 117-142.
- Songolo, M. (2020). What abolishing the police means to me: A student's perspective. *Education Week*.
- Stovall, D. (2013). Against the politics of desperation: Educational justice, critical race theory, and Chicago school reform. *Critical Studies in Education*, 54(1), 33-43.
- Stelmach, B. (2011). Metaphor as insight. In *Including Families and communities in Urban Education*. Charlotte: Information Age Publishing.
- Tatum, B. (2003). *Why are all the Black kids sitting together in the cafeteria and other conversations about race*. New York: Basic Books. (Chapters 2&4)
- Voices of Youth in Chicago Education (VOYCE). (2011). Failed policies, broken futures: The true cost of zero tolerance in Chicago. Retrieved on August 22, 2016, from <https://www.documentcloud.org/documents/216318-voyce.html>.
- Zeichner, K. et al. (2016). Engaging and working in solidarity with local communities in preparing the teachers of their children. *Journal of Teacher Education*, 67(4), 277-290.

Required Media

- Sakai: www.sakai.luc.edu
- LiveText: www.livetext.com
- Citation Style Guide: <http://library.duke.edu/research/citing/>

Recommended Texts and Resources:

- Anyon, J. (1997). *Ghetto schooling: A political economy of urban educational reform*. New York: Teachers College Press.
- Anyon, J. (2005). *Radical possibilities: Public policy, urban education, and a new social movement*. New York: Routledge.
- Bryk, A.S., Bender Sebring, P., Kerbow, D., Rollow, S. & Easton, J.Q. (2001). *Charting Chicago school reform: Democratic localism as a leverage for change*. Boulder, CO: Westview Press.
- Conchas, G.Q. (2006). *The color of success: Race and high-achieving urban youth*. New York: Teachers College Press.
- Green, G.P & Haines, A. (2007). *Asset building and community development*. Thousand Oaks, CA: Sage Publications.
- Hammond, Z. (2015). *Culturally responsive teaching & the brain. Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin.
- Hands, C. & Hubbard, L. (2011). *Including families and communities in urban education*. Charlotte, NC: Information Age Publishing.
- Howard, T. (2019). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*. New York: Teachers College Press.
- Kretzmann, J.P. & McKnight, J.L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Evanston, IL: Institute for Policy Research.

- Lopez, N. (2003). *Hopeful girls, troubled boys: Race and gender disparity in urban education*. New York: Routledge.
- Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational reform*. Boston: Beacon Press.
- Marsh, John. (2011). *Class dismissed: Why we cannot teach or learn our way out of inequality*. New York: Monthly Review Press.
- Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. New York: Scholastic, Inc.
- Murrell, P.C., Jr. (2001). *The community teacher: A new framework for effective urban teaching*. New York: Teachers College Press.
- Noguera, P. (2003). *City schools and the American dream: Reclaiming the promise of public education*. New York: Teachers College Press.
- Rothstein, R. (2004). *Class and schools: Using social, economic, and educational reform to close the black-white achievement gap*. Washington, D.C.: Economic Policy Institute.
- Rury, J.L. (Ed.). (2005). *Urban Education in the United States: A Historical Reader*. New York: Palgrave Macmillan.
- Russo, A. (Ed.). (2004). *School reform in Chicago: Lessons in policy and practice*. Cambridge, MA: Harvard Education Press.
- Shipp, D. (2003). Pulling Together: Civic Capacity and Urban School Reform. *American Educational Research Journal*, 841-878.
- Teel, Karen Manheim & Obidah, Jennifer E. (2008) *Building Racial and Cultural Competence in the Classroom*. New York: Teachers College Press.
- *Chicago Tribune Community Profiles*: <http://www.chicagotribune.com/news/custom/information>
- *ISBE School Report Cards*: www.isbe.net

Evaluation and Assignments

In addition to the general criteria listed, work needs to address assignment specific criteria. Rubrics with these criteria are available on Livetext for each assignment. Assignments themselves are posted on Sakai.

- Assignments submitted after the due date will receive a lower grade unless prior agreement with the instructor has been reached concerning extenuating circumstances.
- Assignments need to be typed double-spaced with 1" margins in 12-point font.
- Include appropriate identifying information.
- Students are expected to use APA style (6th ed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources must be cited.
- **Submit all assignments using Livetext unless otherwise noted.**

Participation (20 points) - In order to create a constructive learning environment, it is essential for each student to attend class, be on time, and participate. Class activities are planned with the assumption that all students will be in attendance. Please be sure to contact me ahead of time if you will be absent.

Reflective Journal (60 points) – Students will write six weekly reflections of a 500-750. Journal entries should focus on and cite course topics, readings, discussions, and field experiences. Students can choose to respond to prompts given in class or generate one in response to a topic that is compelling for the student. Reflections should discuss students' experiences, observations, and intellectual and professional growth in relation to teaching and learning in urban communities. Journals are due each week beginning on the second of class and continuing through the twelfth week. All entries must be submitted in order to be considered complete. **Submit in Sakai.** Feel free to submit more than the required number for extra credit.

Personal Reflection on Culture and Pedagogy (40 points) – In a three-page essay, students will reflect on the relationship between their social identities and pedagogical practice. This essay should examine how your social identities affect your approach to content, pedagogy, teacher-student relationships, and classroom environment. The essay should and address each element of the following question: How does who you

are affect the way you teach, what you choose to teach, and how you understand your students and your expectations of them? **Submit in Livetext.**

Research Review (50 points) – Summarize and review three research articles on a particular topic in urban education. Include complete citations for the articles. Use APA 6th edition for formatting and citations.

Submit in Livetext. This assignment expects that you will:

- identify and introduce a particular topic of importance in urban education;
- provide a concise summary and review of *three* research studies on this topic;
- assess the implications these studies have for teaching and learning in urban schools; and
- explain how these studies contribute to your understanding of this topic in urban education.

Civic Action Unit Proposal (40 points) – Either individually or in a small group, students will design a curricular proposal for a civic action project that incorporates students' experiences, cultures, and community resources and engages youth in their communities. **Submit in Livetext.** The proposal must include the following:

- Project description and purpose statement
- Social issue and action project
- Community partners
- Project timeline
- Learner outcomes for the project: Goals, Objectives and Standards
- Unit plan, academic content, skill content, and assessment
- Introductory lesson plan: Goal, Objective, Standards, Materials and Resources, Learning Activities and Instructional Procedures, and Assessment

Local School Council/Public Meeting (20 points) – Students will submit a report from their Local School Council meeting. Students can choose an LSC meeting that best fits their schedule but are advised to attend an LSC meeting that is connected with their asset-mapping site placement. Students will report on the logistics of the meeting (attendees, agenda, etc.), the substantive discussion of the meeting, and interview at least two LSC members about their participation on the LSC. Students will provide an assessment of the efficacy of the LSC and its relationship to urban school reform. **Submit in Livetext.**

Community-based Research Project and Presentation (70 points) – Individually or in pairs, students will conduct a community-based research project on a community school site. The project and presentation will address each of the following:

- **Part I:** Students will develop a project presentation (paper, website, slide show, prezzi) addressing the following elements:
 - Context and Background: Describe the community school, its demographics, and its mission. Identify key data points of the school that demonstrate both strengths and areas for growth.
 - Community Organizations: Identify at least five community organizations/associations to be included in an asset map. Provide a brief description of these organizations and how their assets can be utilized for teaching and learning efforts. Conduct a deep dive of one of these organizations. Describe the work of that organization with particular attention paid to teaching and learning opportunities offered by the organization. Discuss the goals, structure, and methods of these programs. Support your discussion with evidence from your interviews, observations, and experiences. Describe in detail the relationship between the organization and the communities and clients served.
 - Community Asset Map: Provide a detailed community asset map that includes the community school site and 8-10 businesses, organizations, associations.
 - Analysis of Assets and Needs: Conduct an analysis of how the community school can utilize community organizational assets to better meet the educational needs of families in the neighborhood?

- **Reflection:** What issues of social justice and inequity have been raised by your research? How might schools use community resources to enhance student learning and support families? To what extent can this work embed a school in its community to a greater degree?
- **Part II:** Students will prepare and deliver a short presentation of their project. Students will prepare a one-page handout with background information on the organization and their analysis of assets and needs. **Submit through Livetext and bring paper copy of one-pager to class.**
- **Part III:** Reflection on asset mapping experience. Students will prepare a 750-1000 word reflection on their field experiences and conducting a community-based research project as well as discuss how your experience informed your understanding of social justice and equity issues, the nature of urban communities and their educational resources? **Submit in LiveText.**

Course Grades

Grade	Percent	Points
A	93%	280-300
A-	90%	270-279
B+	87%	260-269
B	83%	250-259
B-	80%	240-249
C+	77%	230-239
C	73%	220-229
C-	70%	210-219
D+	67%	200-209
D	63%	190-199
D-	60%	180-189
F	59% and Below	179 and Below

Course Schedule

The following is a schedule of topics with required readings and assignment due dates for the course. Those readings available electronically can be accessed through the course's Sakai site or Loyola's library. These readings should be brought to class.

	Racialized Bodies
Date	January 25, 2021
Topic	Introduction to Teaching and Learning in Urban Communities Social Identity and Intersectionality Power & Privilege: From Bias to Racism
Readings	Tatum, B. (2003). Why are all the Black kids sitting together in the cafeteria and other conversations about race. New York: Basic Books. (Chapter 2 – The Complexity of Identity) Ohito, E. (2016). Making the emperor's new clothes visible in anti-racist teacher education: Enacting a pedagogy of discomfort with white preservice teachers. <i>Education & Excellence in Education</i> , 49(4), 454-467. Sleeter, C. Critical race theory and the whiteness of teacher education. <i>Urban Education</i> , 52(2), 155-169.
Assignment(s) Due	N/A

Date	February 1, 2021
Topic	School Culture School Structures
Readings	TCW Chapter 2 Rodriguez, Abraham (1999). <i>The Boy Without a Flag: Tales of the South Bronx</i> , Milkweed Editions. Tatum, B. (2003). <i>Why are all the Black kids sitting together in the cafeteria?</i> New York: Basic Books. (Chapter 4 – Identity Development in Adolescence)
Assignment(s) Due	Reflection Essay #1: I Am From...
Date	February 8
Topic	Urban Students: Social, Cultural, Economic Dynamics
Readings	TCW Chapter 1 Paat, Y. (2103). Working with immigrant children and their families: An application of Bronfenbrenner’s ecological systems theory. <i>Journal of Human Behavior in the Social Environment</i> . 23(8), 954-966.
Assignment(s) Due	Social Identity Paper
	Racialized Systems
Date	February 15
Topic	Socio/Political Issues and Urban Education <i>Education</i> <ul style="list-style-type: none"> • School systems • School reform • School choice • School segregation
Readings	Farmer-Hinton, R. (2002). The Chicago context: Understanding the consequences of urban processes on school capacity. <i>The Journal of Negro Education</i> , 71(4), 313-330. Shipp, D. (2003). Pulling together: Civic capacity and urban school reform, <i>American Educational Research Journal</i> , 40(4), 841-878. Rury, J. (1999). Race, space, and the politics of Chicago’s public schools: Benjamin Willis and the tragedy of urban education, <i>History of Education Quarterly</i> , 39(2), 117-142. Orfield, Gary. (September 2012). E Pluribus...Separation. Deepening Double Segregation for More Students. <i>The Civil Rights Project</i> . Retrieved July 20, 2014, from http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/e-pluribus...separation-deepening-double-segregation-for-more-students/orfield_epluribus_revised_complete_2012.pdf . Foreword, Introduction, pp. 1-27. Hannah-Jones, Nikole. (April 16, 2014). Segregation Now...Sixty Years after Brown v. Board of Education, <i>The Atlantic</i> . Retrieved July 16, 2014, from http://www.theatlantic.com/features/archive/2014/04/segregation-now/359813/ . Stovall, David. (2013). Against the politics of desperation: Educational justice, critical race theory, and Chicago school reform. <i>Critical Studies in Education</i> , 54(1), 33-43.
Assignment(s) Due	Reflection #2
Date	February 22
Topic	Socio/Political Issues and Urban Education <i>Housing</i>
Readings	Coates, Ta-Nehisi (May 21, 2014). The Case for Reparations: Two Hundred Fifty Years of Slavery. <i>The Atlantic</i> , Retrieved July 16, 2014, from http://www.theatlantic.com/features/archive/2014/05/the-case-for-

	reparations/361631/ Rothstein, R. (2015). The making of Ferguson. <i>Journal of Affordable Housing & Community Development Law</i> , 24(2), 165-204.
Assignment(s) Due	Reflection 3
Date	March 1
Topic	Socio/Political Issues and Urban Education <i>Policing and Criminal Justice</i>
Readings	Alexander, Michelle. (2010). The new Jim Crow: Mass incarceration in the age of colorblindness. <i>Ohio State Journal of Criminal Law</i> , 9(1) 7-26. <i>Prison Nation</i> , http://www.pbs.org/wgbh/pages/frontline/locked-up-in-america/ Voices of Youth in Chicago Education (VOYCE). (2011). Failed policies, broken futures: The true cost of zero tolerance in Chicago. Retrieved on August 22, 2016, from https://www.documentcloud.org/documents/216318-voyce.html . Songolo, M. (2020). What abolishing the police means to me: A student's perspective. <i>Education Week</i> .
Assignment(s) Due	N/A
	Anti-Racist Classroom Strategies
Date	March 15
Topic	Anti-Racist Pedagogy Abolitionist Pedagogy
Readings	Blakeney, A. (.). Antiracist pedagogy: Definition, theory, purpose and professional development. <i>Journal of Curriculum and Pedagogy</i> , 119-132. Love, B. (2019). <i>We want to do more than survive: Abolitionist teaching and the pursuit of educational reform</i> . Boston: Beacon Press. (Chapter 5)
Assignment(s) Due	Reflection 4 Public Meeting Report

Date	March 22
Topic	Culturally-situated pedagogies
Readings	Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. <i>Theory into practice</i> , 34(3), 159-165. Emdin, C. (2016). <i>For white folks who teach in the hood...and the rest of y'all too: Reality pedagogy and urban education</i> . Boston: Beacon Press. Hammond, Z. (2015). <i>Culturally responsive teaching & the brain. Promoting authentic engagement and rigor among culturally and linguistically diverse students</i> . Thousand Oaks, CA: Corwin.
Assignment(s) Due	Research Paper
Date	March 29
Topic	Social Justice Education
Readings	Muhammad, G. (2020). <i>Cultivating genius: An equity framework for culturally and historically responsive literacy</i> . New York: Scholastic, Inc. (Chapter 2 – What is historically responsive literacy?) Carlisle, L., Jackson, B., & George, A. (2006). Principles of social justice education: The social justice education in schools project. <i>Equity & Excellence in Education</i> , 39, 55-64. Duncan-Andrade, Jeffrey. (2005). Developing Social Justice Educators, <i>Educational Leadership</i> , 70-74. Duncan-Andrade, Jeffrey. (2009). Note to Educators: Hope Required When

	Growing Roses in Concrete, <i>Harvard Educational Review</i> , 79(2), 1-13. Kahne, J & Westheimer, J. (2005). What kind of citizen? The politics of educating for democracy. <i>American Educational Research Journal</i> , 41(2), 237-269.
Assignment(s) Due	N/A
	Anti-Racist Schools
Date	April 5
Topic	Community Schools
Readings	Logan Square Neighborhood Association. (January 2009). <i>Opening the Schoolhouse Doors: Replicable Models for School Community Partnerships</i> , (January 2009). Retrieved on August 22, 2016, from http://www.lsna.net/content/2/documents/education_brochure_2008-2009_for_web.pdf . Benson, L., Harkavy, I., Johaneck, M., & Puckett, J. (2009). The enduring appeal of community schools. <i>American Educator</i> , 33(2), 22-47. Community Schools Infographic
Assignment(s) Due	Reflection 5
Date	April 12
Topic	Restorative Justice
Readings	Payne, Allison & Welch, Kelly. (2015). Restorative justice in schools: The influence of race on restorative discipline. <i>Youth and Society</i> , 47(4) 539-564. Powell, T. (2014). Mom: What are black preschool kids suspended? <i>The Washington Post</i> . TCW 8 Teaching Tolerance
Assignment(s) Due	Civic action unit proposal
Date	April 19
Topic	Parent and Community Engagement
Readings	Stelmach, B. (2011). Metaphor as insight. In <i>Including Families and communities in Urban Education</i> . Charlotte: Information Age Publishing. Joffe-Walt, C. (2020). Nice white parents. <i>This American Life</i> . Retrieved on 12/16/20 from https://www.thisamericanlife.org/712/nice-white-parents . Crowson, R.L. & Boyd, W.L. (2001). The new role of community development in educational reform. <i>Peabody Journal of Education</i> , 76(2), 9-29. Lukacs, Karrin & Galluzzo, Gary. (2014). Beyond empty vessels and bridges: Toward defining teachers as the agents of school change. <i>Teacher Development</i> , 18(1) 100-106. Zeichner, Ken et al. (2016). Engaging and working in solidarity with local communities in preparing the teachers of their children. <i>Journal of Teacher Education</i> , 67(4), 277-290.
Assignment(s) Due	Reflection 6
Date	April 26
Topic	Student Presentations
Readings	N/A
Assignment Due	Community Asset Mapping Project & Reflection