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 US-centric 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. Importantly, perspectives on urban schools gain much greater dimension when we consider urban schools outside of the US. In so doing, we can consider urban phenomena that span nations and cultures, and we can also identify urban education phenomena that are specific to more limited social-geographic spaces.

To understand urban education policy, this class takes sociological and historical perspectives on urban education policy as well as on urban schools and urban spaces themselves. Our examination of urban schools begins with their complex ecology, and considers current and historical schooling and education policy in cities, evolving urban demography and politics, and how (and why) urban educational policy has been developed and implemented as is has been. In this context, we will aspire to take a more measured, holistic approach to understanding contemporary phenomena such as the proliferation of public-private partnership or charter schools in cities, and increasing tensions between teachers and urban jurisdictions over issues of teacher evaluation and school funding. We will consider schooling in a number of international 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?
- How do these phenomena vary across cities and countries? Under what circumstances do they hold constant?
- 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 social and racial 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 understanding and 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 book is a required text for this course. All are available for purchase at the Loyola University Bookstore, Water Tower Campus (Baumphart Hall, 26 E. Pearson). This text is also available the Lewis Library.

All other readings are available via Sakai in the week-by-week section of our course site, 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. Any guest speakers we may have 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.

Attendance and Participation: 10%
Weekly reading responses: 7%
Assignment 1: Urban education autobiography essay (Due 1/19 before class): 5%
Assignment 2: Policy/Initiative analysis paper topic proposal (Due 2/10, 6 pm): 3%
Assignment 3: Classroom observation paper or Literature review paper (Due 2/19, 6 pm): 17.5%
Assignment 4: Board meeting (or equivalent) paper (Due 3/19): 17.5%
Assignment 5: Policy/Initiative analysis paper first draft (Due 4/14, 6 pm): 5%
Assignment 6: Policy/Initiative analysis paper revised draft (Due 4/30, 9 am): 35%

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

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<th>Points</th>
<th>Grade</th>
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<td>93-100</td>
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<td>90-92</td>
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<td>60-62</td>
<td>D-</td>
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<td>59 or below</td>
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Students can track their course grade on Sakai under “Gradebook.” For the all assignment grades and the final course 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).

Class Participation and Attendance
This is a highly interactive course, which makes every student’s participation very important, particularly with our online class format. For this reason, attendance and participation are,
together, worth 10% of your final course grade. Full attendance credit is given for full class attendance (arriving to class meetings on time, staying for the entire class, returning promptly from any class breaks), with partial credit awarded for partial attendance. There is no substitute for in-person class attendance. Due to the unique circumstances of the COVID-19 pandemic, however, I ask that you let me know if there are reasons why you cannot attend our full class meeting online and we will work out an alternative arrangement for you. Please do not feel obligated to share details that are too sensitive for you to feel comfortable sharing.

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, particularly in an online class!, but can also interfere with engagement and participation in class, particularly in this interactive course. Please honor your commitment to our class by refraining from using electronic devices during class if their use (e.g., surfing the internet, writing, checking and/or deleting email, typing other than taking notes, paying bills, I’ve truly seen it all and maybe even did one or two of these things as a student) does not pertain directly to your participation in our course. Use of electronics in ways that do not honor these requests could negatively impact your course participation grade.

Our online class meetings will blend independent work using material that you will be able to access via Sakai together with shared conversations where all class members will join together in discussion. Participation in these sessions will be evaluated by the quality of contributions made and completion of all tasks assigned during online sessions (or by the designated due date). All students are expected to contribute to the conversation. Our large group conversations will involve student verbal and written contributions. While I prefer that students participate in whole class discussions and breakout groups (where I’ll handle the technology and groupings) with cameras turned on, I understand that it may not be possible to do so for a number of very valid reasons. If you are not able to use your camera, simply inform your discussion partners, with the understanding that no explanation is expected.

Weekly reading responses
To ensure that you are thinking through and grappling with the big ideas of our course each week, and to reduce everyone’s Zoom fatigue, I ask that you dedicate up to 30 minutes each week before our class meets to writing out your understanding of concepts from our assigned readings. These responses are due by 12 pm the day class meets (and will be compensated for by a shorter class meeting time) for weeks 2-11 of our class. Because I take this work seriously, I am assigning it credit toward your final course grade (7% of course grade) to acknowledge the labor put into it.

With these reading responses, I will provide a prompt the week before in class (and will post online for the week when the reading response is due), and asking you to respond in writing to
me (posting on Sakai under “Assignments”—one for each assignment, also posted/linked under each week’s “lesson” on Sakai.). Please paste your text into the text box. Please do not submit a document as an attachment. The reading responses are not a test to see whether you understand things correctly, nor are they mini paper assignments. My hope is that you spend 30 minutes at the most on these responses. It is your first chance to write out your initial understanding of the ideas that we’re using in our class, to give both you and me a better understanding of how you are working with the material. If you only partially understand the ideas and/or readings I’ve asked you to write about, that is okay. You are welcome to write about what puzzles you along with providing your best possible response at the time the response is due.

If you write substantially on the topic (at least 300 words, responding to the question) I will consider your response satisfactory. At the end of the semester, I’ll assign the percentage of 7 points (for 7% of the course grade) for whatever percent of the 10 required reading responses you submit fully and on time. Because I these writings to plan class, I am not able to accept them late because they wouldn’t then inform the teaching that I do on the topic.

Assignment descriptions (including grading criteria)

Assignment 1: Urban education autobiography essay, due 1/19 before class begins.
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.

Assignments 2, 5 and 6: Policy/initiative analysis paper topic proposal, first draft and revised draft. Your topic proposal (option 1 or 2) is due on February 10 at 6 pm., the first draft is due on April 14 at 6 pm, and the revised, final paper is due on April 30 at 9 am.

This is your major assignment for this course, and provides an opportunity to explore a topic of your choice in greater depth than our other assignments do. The paper topic will be graded on a
credit-no credit basis (on time topic submissions will be given full credit; late submissions will not receive credit but will receive written feedback). So too will the first draft be graded: An on-time, full draft of at least fifteen pages’ length, fully written out (without outlines, bulleted lists in place of narrative text, or “fill in here” placeholders), proofread and with references, will be given full credit. I will randomize the order of first drafts to grade and will return them in the order I grade them, aiming to return all on-time submissions by 4/20. The full paper will be graded on a 100-point basis and then converted to 35% of your course grade. 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, and who want a more structured experience of analyzing an urban education policy’s or initiative’s context and how it influences policy selection and implementation.

Please choose a specific policy or educational initiative happening in a specific urban district (using the Council for Great City Schools criteria\(^1\) for selecting a case, or, if you 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 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 in any number of cities, the unionization of charter school teachers in multiple cities, teacher strikes in cities, or the proliferation of charter schools in Detroit or New Orleans. You might also choose to analyze a city school system’s COVID-19 policies.

Please write a 15-20 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: These assumptions might be about available human, instructional, or financial resources, about how the policy will be received, about how it will be implemented, or other aspects of how the policy is anticipated to unfold. (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

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\(^1\) 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.”
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 10 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 as a guide 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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<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>35</td>
</tr>
<tr>
<td>Argument and claims are substantiated with credible, relevant evidence.</td>
<td>25</td>
</tr>
<tr>
<td>Paper reflects thorough efforts to gather and analyze relevant evidence on the chosen topic</td>
<td>10</td>
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**Quality of writing**

| Writing is clear and easy to understand, even if concepts communicated are complex. | 10                           |
| Paper is well-organized, and is broken into sections that mirror and support the procession of the author’s argument. | 10                           |
| Conventions of writing are followed (spelling, grammar, sentence structure, punctuation, citations). | 10                           |
Assignment 3: Classroom observation paper or literature review paper. Due 2/19 at 6 pm.

For this assignment, you have two options, given the challenges involved in observing classrooms (this course’s traditional assignment) this year. You are also welcome to do both of these assignments, one of them in lieu of the school board meeting paper (assignment 4).

Option A: Classroom observation:
Please conduct a thorough observation in an urban virtual classroom, located in any urban district that meets or closely approximates 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 preschool through secondary school. 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. Given the pandemic, I ask that you locate an option to observe a virtual class meeting. 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.

Please make note of everything you see and hear. While in the virtual classroom, please take notes on its physical appearance, the individuals present in the virtual 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 cities, distant or recent history of education and education policy in urban areas in general, school governance, student and teacher experiences in urban schools, I suggest that you keep these items in mind when you are observing.

Your paper should be based on your observations within the virtual 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, 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 in the virtual 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 (Choosing from: 21st century cities, critical urban geography, city evolution over time, gentrification, migration, urban school governance or urban school financing): 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 4-7 pages in length. Please turn in your transcribed field notes and PDFs of any sketches of the virtual classroom that you draw. Your assignment will be considered complete when both the paper and field notes are submitted.

Option B: Literature Review
This option is recommended for those who cannot or prefer not to observe a virtual classroom, or who would like to gain additional experience writing a literature review (such as students approaching a thesis project, comprehensive exams or a dissertation project).

Please identify a topic within the study of urban-specific education policy of interest to you. It will need to be narrow enough that you can acquire all pertinent literature (10-20 publications, depending on the topic), read it and synthesize it thematically, but broad enough that research exists on it. Please consult with me as you select your topic, and please also look at literature reviews in journal articles for our class to get a sense of literature review scopes.

For this assignment, I ask that you thoroughly synthesize the literature that you have collected. Please use this exercise to derive an original understanding of your topic based on the literature that you review, and write up your literature review in a fashion that is both argument-driven and thematically organized. Rather than summarize your literature publication by publication, please arrange your literature review thematically, based on what themes emerge from the body of literature that you review. The procession of your literature review write-up should advance your argument paragraph by paragraph.

Evaluation criteria for this paper are:
- Author identifies a clear topic and thoroughly reviews literature that is pertinent to this topic: 6 points
- Paper is argument-driven, establishing an original argument informed by author’s analysis. 4 points
- Paper is thematically organized. 4 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: 3.5 points

Your paper should be 8-12 double-spaced pages in length.

Assignment 4: Board meeting paper. Due 3/19 at 6 pm.
For this assignment, students are required to watch (via internet video, accessible at https://www.cpsboe.org/meetings/past-meetings), or attend virtually, the February 24 Chicago Public Schools Board of Education meeting, which begins at 10:30 am. Students are welcome to identify a comparable meeting pertaining to traditional, private or charter/public-private partnership schools in another city to watch and analyze.

The Chicago BOE meeting will take place virtually. Per the Chicago Board of Education website, “the public will have access to the meeting via live stream at cpsboe.org, and public participation will be held virtually via an electronic platform.”
If you watch the meeting the day of, 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 4-7 double-spaced pages in length. You will have the opportunity to watch the recording once the meeting is complete and the recording is posted (usually within 2 weeks). Please address one to two of the four following points in it, weaving your observations and reading-related comments together into a thesis-driven paper:

1) How did you see forms of urban school governance (as described by Vitteriti, Guo-Brennan, Bulkley & Henig or Ozga—just one of these authors) represented?
2) How did different constituencies—such as teachers, students, parents, city residents, local businesses, religious organizations or nonprofits—participate? What differences did you notice across these groups’ participation?
3) How, if at all, was teaching addressed (e.g., instruction, curriculum, teacher performance evaluation)?
4) 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

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 include 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
Please submit all written assignments directly via our course Sakai site’s assignments page (under assignments). Please title your document by your last name and the assignment name (e.g., Phillippo_class_observation). Please submit your documents in the Microsoft Word format (not as a PDF or as a google doc).
Due dates
I expect timely submission of all assignments or clear, proactive communication if alternative arrangements are needed. Our world is in crisis; I understand that alternative arrangements may be needed, even more than once. If you need to extend an assignment’s due date, by a little or by a lot, we will negotiate a workable date. However, I will consider written assignments turned in on the due date, but after the due time, late unless you have made prior arrangements with me.

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) there is an illness, personal or family emergency that prevents you from turning in your assignment. If you request an extension (option a), you are not required to explain why. Please propose at that time 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, revised date and time without further 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.

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 until the end of the semester to revise any written assignment (except for the policy/initiative analysis paper, which has a revision built in already, and 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.

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. If you don’t hear back from me in that time frame, I respectfully request that you forward me the original email as a reminder. I won’t at all feel offended (rather, I will feel embarrassed), and will be sure to reply to you right away. I hold office hours as noted on this syllabus’ first page.
Class meeting dates, themes and assigned readings
Week 1, January 19
Course and student introduction
What is urban?; 21st century cities, critical social geography, preparation for reading responses.
Assignment 1 (Urban Education Autobiography) due before class begins.


Soja, E. W. (2010). Selections from Seeking spatial justice (Pages 13 (starting with the section, “Putting space first” through 24 (ending with “Foregrounding Los Angeles), pages 31-66, and pages 70 (from “I must repeat. . .”) through 73 (ending at the “Theorizing justice” section title).


Week 2, January 26
City-school relationships evolving over time; preparation for assignments 2 and 3.

Cuban, L. (2010). Selections from As Good as it Gets: What School Reform Brought to Austin, chapter 1 (pages 1-2 (through description of “peat bog” analogy, 19 (beginning with “This brief trip”) through 21 (reading through the first full paragraph)). Cambridge, MA: Harvard University Press.

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, February 2
People, spaces and schools in cities: Relationships between urban schools, migration and gentrification.

(continued on the next page)


Week 4, February 9
Urban school governance


Wednesday, 2/10: Policy/Initiative analysis paper topic proposal due, 6 pm.

Week 5, February 16
Urban school financing


Friday, 2/19: Classroom observation/Literature review paper due, 6 pm.

Week 6, February 23
The experiences of students in urban schools. Preparation for Board Meeting Paper.


Week 7: March 2
Teaching in cities: Conditions of urban teaching, the teacher workforce, and labor issues

For class this week, please locate a teacher (but not a teacher enrolled in our class) who currently works in a school in a city. 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 March 1. Please do not 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, private/public/partnership/charter)
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?


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


Optional
(For those not familiar with the structure of US teacher unions who would like to learn more)

*Wednesday, February 24: 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 9: Enjoy LUC’s spring break!
Week 8, March 16
Contemporary urban education policy issues: Equitable access to a quality education


Friday, March 19, 6 pm: Classroom observation paper due

Week 9, March 23
Contemporary urban education policy issues: Public-private partnerships


(continued on next page)

Class 10, March 30
Contemporary urban education policy issues: High-stakes accountability


Bjork, C. (2015). High-Stakes Schooling: What We Can Learn from Japan's Experiences with Testing, Accountability, and Education Reform (Chapters 2 and 7; descriptions of school sites are available in chapter 3 if you wish to skim them). New York, NY: Oxford.


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

Class 11, April 6
Contemporary urban education policy issues: School safety and policing


No class April 13: Please work on your Policy/Initiative Analysis Papers in lieu of reading and class preparation this week.

Policy/Initiative Analysis Papers are due April 14 at 6 pm CST.

Week 12, April 20
Contemporary urban education policy issues: City schools during the COVID-19 pandemic

For class this week, please locate and read 3-4 articles or well-developed web posts about a city’s school systems since the pandemic began and come to class prepared to share information on: When and under what circumstances schools closed down, when and how they reopened, how the needs of minoritized students were addressed, student and teacher workforce concerns, and exchanges between school governance bodies and city governance bodies about schooling during the pandemic.

UNICEF (2020). Inclusive School Reopening: Supporting the Most Marginalized Children to go to School


Final draft of Policy/Initiative Analysis Paper due 4/30 at 9 am CST

Have a wonderful summer!!

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

School of Education Commitment - COVID-19

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Curam Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s
COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This webpage also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Spring – 2021 Return
Spring 2021 RETURN to CAMPUS Checklist
Spring 2021 RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates

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. Intersectional diversity among enrollees in the course is critical to the richness of this course's learning opportunities. 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.

SOE Vision
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

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 (and in the CEPS Student Handbook). 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.

**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.

The feedback is important so that the instructor can gain insight in to how to improve their

**Dispositions**

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**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](#).

**Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal
class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

*Class Conduct*

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

**Student Support**

**Special Circumstances—Receiving Assistance**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

**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. 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.*

**Syllabus Addendum Link**

https://www.luc.edu/education/studentlife/resources/syllabi/
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.