Loyola University Chicago
CIEP 469.001 – Issues that Shape Teaching and Learning in Urban Schools and Communities
Spring 2022 (100% Online course)
Nine <mark>synchronous</mark> virtual meetings are required (Th 7:00-9:30 pm)
(01/20; 1/27; 02/10; 02/24; 03/17; 03/31; 04/07; 04/28, 05/05- Subject to Change with Urgent Cases)
<mark>Asynchronous</mark> class activities are required

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Course Location: Zoom ID will be provided separately for a security reason.
Group or Class MTGS: (See tentative schedule for synchronous virtual meetings)
Course Information: Course materials are available on Sakai.
Virtual Office Hours: By appointment. A virtual meeting can be made by emailing either one of us.
Responsiveness: Email will be used as the primary mode of correspondence for this course. We will respond to/be available for email communication between Monday and Friday and get back to you within 48 hours during the workweek and 72 hours during the weekend.
(It is imperative that you activate your Loyola University Chicago account and check it daily. Please check your Loyola spam mail and mail foundry to ensure course-related messages are not misdirected. Additionally, Sakai will be used extensively to conduct forums, turn in assignments, and as a source to update the class about course material).

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 2021-2022 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 *Cura 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. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID -19 Related Information Tab at the top of the page.

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 web page 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 for you to successfully complete your coursework. Active and engaged communication with your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*On-Campus COVID-19 Testing: Everyone in our community is **strongly encouraged** to participate in on-campus surveillance testing—even if fully vaccinated and boosted.

*COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and test often. N95 masks are available for pick up at each on-campus testing site. Please be sure to review all LUC REQUIRED Safety Protocols.

*COVID-19 Reporting Protocol: If you test positive for COVID-19, continue to follow the University's Positive Diagnosis Protocol and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

*Exposure notification process update: Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like Tell Your Contacts to report anonymously.

Essential Course Information

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 essential questions: *What are important teaching-learning issues that urban schools, organizations, and/or communities should deal with? What are pedagogical, collaborative efforts to mitigate structural racism, sexism, and classism (and more)?* 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 structurally 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 and Gendered Bodies** – none of us are immune from the impact of racism and sexism in American society. We are, as individuals, imprinted with the scourges of racism and sexism and this reality impacts our implicit and explicit approaches to the world and to our teaching.

2. **Racialized and Gendered Systems** – all of our institutions and organizations bear the historical and systematic imprint of racism and sexism 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 Educational Spaces** – our educational institutions can open up spaces 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) impacts education, 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 Educational Institutions and Communities** – educational spaces 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 educational institutions carry with them, we uncover opportunities to shift perspectives and frameworks about how we engage our school/immediate communities. Education becomes a means of community problem solving, preparing students to be publicly engaged citizens.

The course is also developed around our **3 Cs (Curriculum, Culture, and Communities)** 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 and/or learners effectively given the American history of racism and other forms of oppression?
5. How do we make change in the ecosystem of schools and/or communities?

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.

Learning Outcome: Students will be able to demonstrate a complex understanding of issues that face urban schools, their relationship to local communities and the educational resources that can be generated by partnerships between schools and communities.

Additional Course Objectives:

1. Learning to analyze and critically evaluate ideas, arguments, and points of view
2. Learning to apply knowledge and skills to benefit others or serve the public good

3. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
4. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
5. Learning to apply course material (to improve thinking, problem solving, and decisions)
6. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
7. Developing ethical reasoning and/or ethical decision making

Required Readings, Technology, and Software

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Required Readings (Available on Sakai)

Alcoff, L. (1991). The problem of speaking for others. *Cultural Critique, 20,* 5-32.

Alexander, M. (2011). The new Jim Crow: Mass incarceration: Causes, consequences, and exit strategies. *Ohio State Journal of Criminal Law, 9*(1), 7-26.

Benson, L., Harkavy, I., Johanek, M., & Puckett, J. (2009). The enduring appeal of community schools. *American Educator*, *33*(2), 22-47.

Blakeney, A. (2005). Antiracist pedagogy: Definition, theory, purpose, and professional development. *Journal of Curriculum and Pedagogy, 2*(1), 119-132.

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.

Dwyer-Voss, R., & Bishop, I. (2019*). Let's get explicit: Social justice in asset-based community development*. The Asset-Based Community Development Institute.

https://resources.depaul.edu/abcd-institute/publications/publications-by-topic/Documents/Lets%20Get%20Explicit_Social%20Justice%20in%20ABCD.pdf

Ellis, A. E. (2017). Merging art and educative practice: Using paintings as an approach to developing antiracist pedagogy. *New Directions for Adult and Continuing Education, 154*, 61-70.

Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard Educational Review, 59*(3), 297-324.

Emdin, C. (2016). *For white folks who teach in the hood…and the rest of y'all too: Reality pedagogy and urban education*. Beacon Press.

Garcia, I. (2020). *Asset-Based Community Development (ABCD): Core principles*. The Asset-Based Community Development Institute.

https://resources.depaul.edu/abcd-institute/publications/Documents/Workbooks/ABCD%20101%20-%20Chapter%20-%20CD%20Reader.pdf

Gaynor, S. & Wilson, M. (2020). Social vulnerability and equity: The disproportionate impact of COVID-19. *Public Administration Review, 80* (5), 832–838.

Green, P. M., Bergen, D. J., Stewart, C. P., & Nayve, C. (2021). An Engagement of hope: A framework and equity-centered theory of action for community engagement. *Metropolitan Universities, 32*(2), 129-157

Greene, M. (2000). Imagining futures: The public school and possibility. *Journal of Curriculum Studies, 32*(2), 267-280.

Gregorio, & Hancock, M. (2001). *Exclusions & awakenings: The Life of Maxine Greene.* Hancock Productions.

Gutierrez-Vicario, M. A. (2016). More than a mural: The intersection of public art, immigrant youth, and

human rights. *Radical Teacher, 104*, 55-61.

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/.

Harrison, U., Ollis, T., & Ryan, C. (2020). Practice in the social space of neighbourhood houses: Community, relationships, and adult learning. *Australian Journal of Adult Learning, 60*(3), 467-491.

Herrenkohl, L. R., Napolitan, K., Herrenkohl, T., Kazemi, E., Mcauley, L., & Phelps, D. (2019). Navigating fragility and building resilience: A school–university partnership to support the development of a full-service community school. *Teachers College Record, 121*, 1-40.

Kishimoto, K. (2018) Anti-racist pedagogy: From faculty's self-reflection to organizing within and beyond the classroom. *Race, Ethnicity, and Education, 2*(4), 540-554.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into practice*, *34*(3), 159-165.

Lemke, M. (2020). (Un)doing spatially fixed inequality: Critical reflections on urban school district-community partnerships. *The Urban Review, 52*, 623–649.

Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom.* Beacon Press.

Luttrell, W. (2019) Picturing care: An introduction. *Gender and Education, 31*(5), 563-575.

McArthur, S. A., & Lane, M. (2019). Schoolin' Black girls: Politicized caring and healing as pedagogical Love. *The Urban Review, 51*, 65–80.

Miller, A. (2019). Expertise fails to attenuate gendered biases in judicial decision-making. *Social Psychological and Personality Science, 10*(2), 227-234.

Mitchell, T. D., Donahue, D. M., & Young-Law, C. (2012) Service learning as a Pedagogy of Whiteness. *Equity & Excellence in Education, 45*(4), 612-629,

Moon, S. (Ed.) (2017). The Maxine Greene lectures from "Education and the Aesthetic Experience": A&HF 4092 [in-the-making]. Maxine Greene Archive: "Teaching (Courses, Syllabi) and CV.". A&HF 4092 Transcript Seungho Moon. Housed by the Gottesman Library at Teaches College, Columbia University, New York, NY: Teachers College. Retrieved from http://pocketknowledge.tc.columbia.edu/home.php/viewfile/149063.

Moyer, J., Warren, M., & King, A. (2020). "Our stories are powerful": The use of youth storytelling in policy advocacy to combat the school-to-prison pipeline. *Harvard Educational Review, 90*(2), 172-194.

Olsen, T. (2013). *Tell me a riddle, Requa I, and other works*. University of Nebraska Press.

Payne, A. & Welch, K. (2015). Restorative justice in schools: The influence of race on restorative discipline. *Youth and Society*, 47(4) 539-564.

Rothstein, R. (2015). The making of Ferguson. *Journal of Affordable Housing & Community Development Law*, 24(2), 165-204.

Songolo, M. (2020). What abolishing the police means to me: A student's perspective. *Education Week*.

Spivak, G.C. (1988). Can the subaltern speak? In C. Nelson & L. Grossberg (Eds.). *Marxism and the interpretation of culture* (pp. 271-313). Macmillan Education

Tanchuk, N., Rocha, T., & Kruze, M. (2021). Is complicity in oppression a privilege? Toward social justice education as mutual aid. *Harvard Educational Review, 91* (3), 341-361.

The following text is <u>recommended</u>:

- APA (2020). *Publication Manual of the American Psychological Association, Seventh Edition*. (Click here for e-copy via LUC library). https://apastyle.apa.org/products/publication-manual-7th-edition#TOC Also: https://apastyle.apa.org/products/publication-manual-7th-edition-introduction.pdf

Since this is an online course and students are required to join the course website provided by LUC (Sakai: https://sakai.luc.edu). The course website provides many documents related to readings and discussions, along with discussion boards to which you will post. The professor will continue to post links and optional materials for the duration of the course; see the announcements page for information regarding recent additions. If you have trouble accessing Sakai or if you do not receive e-mail messages from me, please see Sakai support provided by LUC (https://www.luc.edu/itrs/sakai/index.shtml)

Assignments and Grading:

1. Participation   10 points
Students are expected to attend class, read, and discuss assigned readings, as well as participate in all class activities. The following course protocols offer more details on the expectations regarding participation in this course.
> • Attendance - Class attendance and punctuality are professional responsibilities to be exercised for success in this course. If you know you will be late or you will need to miss a class, please notify me in advance. Consistently being late and/or missing more than one class session will affect the assessment of your participation.
> • Class participation - Class participation is an important part of the final grade. Participation will be based on preparation and involvement in class discussions and quality of knowledge-based responses.
> • Communication –All participants are required to monitor communication from their instructor and from the School of Education via your Loyola email. It is the participant's responsibility to receive all communication in a timely manner. Be sure to forward your personal email account to your Loyola email address.

2. (Asynchronous Weeks Only)
Posting Discussion Questions & Responses to the Discussion Questions   10 points
As asynchronous class activities, you will be assigned into small groups of 4-5 classmates. You are required to communicate within this assigned group for weekly discussions (Weeks 3, 5, 7, 9, and 13). It is optional to review other groups' posts, but you are recommended to take the ownership of learning by participating in other groups' conversation.

> *Stage 1: Post Discussion Questions*
> You are responsible for weekly postings of <u>one</u> discussion question regarding the required readings (or a film) for that week. Your question should be designed to spark discussion and may be directly based on the readings or based on real difficulty you are having in understanding the readings. You should provide a background of the question (at least <u>80-100 words</u>). **Due by 11:55 pm on <u>Thursday.</u>**

> *Stage 2: Respond to Questions*
> During these assigned times, you should respond substantially to at least <u>three</u> postings. You decide if you will respond to your classmates' questions directly or respond to your classmates' postings on your question. Try to respond to someone who hasn't yet had a response and try to vary the classmates you respond to each week. You have two options on how to respond:

> *Option 1: Written Response*
> An acceptable written response should be around <u>100-200 words</u> long.
> *Option 2: Oral Response*
> Record a voice memo on Sakai using the "Record Audio Clip" which is a microphone icon on Sakai

[The second line, right side of the Message box]. The audio clip should be about 2 minutes long.

Both response options should pertain to the readings AND the question. **Due by 11:55 pm on <u>Wednesday</u>. Submit through Sakai. See the rubrics in Sakai under 'Discussions'.**

3. **Personal Reflection on Culture and Pedagogy**   **10 points**
In a three-page essay (about 750 words), 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 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/learners and your expectations of them? **Submit through Sakai. (Assignment due Wednesday, February 2, 11:55 pm)**

4. Local School Council/Public Meeting   **10 points**
Students will submit a report from their Local School Council meeting or a public meeting (either virtual or in-person). Students may 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 are welcome to attend a public meeting to extend the understanding about teaching-learning issues in the urban context. Students will report on the logistics of the meeting (attendees, agenda, etc.) and the substantive discussion of the meeting. It is a <u>recommended</u> to interview at least one LSC member or the key personnel of the public meeting about their participation on the public meeting or LSC. Students will provide an assessment of the efficacy of the LSC and its relationship to urban school reform. **Submit through Sakai. (Assignment due Wednesday, March 2, 11:55 pm)**

5. Community Civic Action Project   **30 points**
Option 1. **Civic Action Curriculum Unit**
Either individually or in a small group, students will design a curricular proposal for a civic action project. In the unit, incorporate students' experiences, cultures, and community resources to engage youth in their communities. 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

Option 2 **Community Art Project –The Lens of Anti-Racist and/or Anti-Oppression Pedagogy**
Anti-racist pedagogy aims to promote equity considering structural racism perpetuating U.S. society historically. Students critically analyze art represented in local communities (e.g., Humboldt Park, Auburn Gresham, Pilsen, and Chinatown). Either individually or as a small group, you are expected to select, interpret, and analyze selected works of art in communities. The central point of analysis is examining the ways in which culture and history are represented with the format of a sculpture, mural, painting, and more. The major line of inquiry of this course includes: *What are important teaching-learning issues that urban schools, organizations, and/or communities should deal with? What are pedagogical, collaborative efforts to mitigate structural racism, sexism, and classism (and more)?* The community art project is the opportunity to explore these questions with the use of art.

    Part I: Explore at least two local communities and take 4-6 photos of community art

Part II: Describe the context and background of the art. If available, interview with the artist (optional)

Part III: Interpret and analyze the artwork with the anti-racist pedagogy framework. What is seen in the art? What is a sociopolitical issue signified in artwork? Use literature (both in and out of class readings) to support the argument.

Submit through Sakai. (Assignment due Wednesday, March 23, 11:55 pm)

6. Final Project and Presentation   **30 points**
Community-Based Research Project
Option 1
Individually or in a small group, 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, Prezi) addressing the following elements:
    - o <u>Context and Background</u>: Describe the community school, its demographics, and its mission. Identify key data points of the school that demonstrate both strengths and areas for growth.
    - o <u>Community Organizations</u>: Identify at least <u>three</u> 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.
    - o <u>Community Asset Map</u>: Provide a detailed community asset map that includes the community school site and 8-10 businesses, organizations, associations.
    - o <u>Analysis of Assets and Needs</u>: Conduct an analysis of how the community school can utilize community organizational assets to better meet the educational needs of families in the neighborhood?
    - o <u>Reflection</u>: 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 Sakai.**
- **Part III**: Reflection on asset mapping experience. <u>Individually,</u> prepare a reflection paper (500-750 words) on your 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 through Sakai.**

Option 2
 Individually or in a small group, students will conduct a community-based research project on a community organization (or a department in a university) serving urban youth. Students will identify and research a community organization that addresses the educational needs of urban youth (and their families if possible) through tutoring, academic enrichment, civic engagement, health, or after school care/programs. The project will include the organization's name, location and contact information, a description of the organization and the communities it serves, and the research activities the student will

conduct, e.g. literature review, data analysis, interviews, observations, and/or working with the organization. The project and presentation will address each of the following:

- **Part I**: Students will develop a project presentation (paper, website, slide show, Prezi) addressing the following elements:
  - o <u>Context and Background</u>: Describe the organization and its mission; how long it has been in existence; and how it is funded and governed. Describe the demographics of the communities and clients it serves.
  - o <u>Teaching and Learning</u>: Describe the educational programs offered by the organization and the needs these programs address. Discuss the goals, structure, and methods of these programs. Assess the impact these programs have on the communities and clients served. Support your discussion with evidence from your interviews, observations, and experiences.
  - o <u>Communities and Community Organizations</u>: Describe the relationship between the organization and the communities and clients served. Support your discussion with evidence from your interviews, observations, and experiences.
  - o <u>Community and Organizational Resources</u>: Provide a detailed community and organization asset map.
  - o <u>Analysis of Assets and Needs</u>: How can the community organization utilize community and organizational assets to better meet the educational needs of the communities and clients served?
  - o <u>Reflection</u>: What issues of social justice and inequity have been raised by your research? How has your research project informed your understanding of urban communities and their educational resources? How might schools use these resources to enhance student learning?
- **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 Sakai.**
- **Part III**: Reflection on Community Field Experiences. <u>Individually,</u> prepare a reflection paper (500-750 words) on your 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 through Sakai.**

Option 3

If a student has an innovative idea of final project, contact the instructor with a one-page proposal by March 17th for approval.

(Assignment due Wednesday, May 4, 11:55 pm)

<u>**General Evaluation Criteria**</u> - In addition to the general criteria, each assignment has a rubric with specific criteria. **These rubrics are available on Sakai under "Assignments"**.

<u>**Course Grades**</u>
There are a total of 100 points possible in this course. The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), and F (62% and below).

Late Work/Make-Up Policy:

- Assignments submitted after the due date will receive a lower grade. A point will be deducted 10% for each day late.
- If you miss a synchronous meeting, communicate with the instructor about a make-up assignment.

APA Citation & File Format:

- All work must address overall assignment requirements, including formatting – typed, double-spaced, 1" margins, 12-point font, Times New Roman font, and appropriate identifying information, etc.
- All projects should be submitted as an MS word file (.docx) for interactive feedback.
- Please note: Writing support is available through the university's writing center: http://www.luc.edu/writing/.

Research Component of CIEP 469 for 3Cs Evaluations

As a part of the ongoing evaluation and research of the 3Cs program, faculty of this course may use your classroom assignments and assessments as data for research, program evaluation, and program promotion. Access to data will only occur after final grades for this course have been submitted to SOE's assessment systems (e.g., Sakai, Digication). Pseudonyms will be used in place of your names in presentations, reports, or publications. There is no penalty if you opt-out of the research. Students will have the option to opt-out of the research by emailing the instructor after final grades are released.

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.

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/

SOE Conceptual Framework Standards (CFS) are:
- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices

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.

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.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs. Three dispositional areas of *Professionalism, Inquiry, and Social Justice* are assessed in this course, and you can find the rubrics related to these dispositions in DIGICATION. 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. In order to exceed the expectation, consider the following standards:

Professionalism: Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management. Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial. Candidate exemplifies ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.

Inquiry: Candidate demonstrates the ability to generate their own knowledge by carrying out discipline-recognize, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all.

Social Justice: Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice. Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates clearly and actively model their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.

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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.

Digication *(to be updated)*

All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

Digication is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Additional ONLINE Course Policies

***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.

***Synchronous Meetings**

For synchronous meetings, Zoom will be used. Zoom ID will be provided separately for a security purpose. See the tentative schedule on the final pages for the synchronous meeting days and times.

*Student Participation

This course is a 100% online, synchronous and asynchronous format. No submission for the assigned week of asynchronous format will be regarded as absence. Any portion of absence needs to inform the instructor. If your home internet does not work (or too slow), you should find a public place (including the LUC libraries) for having high-speed internet access. Attendance in the online setting refers to careful reading of assigned readings as well as active and thoughtful participations through Sakai. Each participant's meaningful contribution is crucial to building an online community of critical thinkers, reflexive learners, co-creators of knowledge, and active researchers. Students are required to login Sakai at least twice a week to check updated announcements.

*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](http://www.luc.edu/sac/) (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/academics/syllabi/

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. This schedule is subject to change.

Week 1	
Date	January 20, 2022 (synchronous meeting day)
Topic	Racialized Bodies Power & Privilege: From Bias to Racism EQUITY Principles, Resistance to Oppression, and the Aesthetic Experience
Readings	- Olsen, T. (2013). "I stand here ironing" in *Tell me a riddle, Requa I, and other works*. University of Nebraska Press. (pp. 5-14) - Moon, S. (Ed.) (2017). *The Maxine Greene lectures from "Education and the Aesthetic Experience": A&HF 4092* [in-the-making]. pp. 46-59
Assignment(s) Due	N/A
Week 2	
Date	January 27, 2022 (synchronous meeting day)
Topic	Gendered Bodies and Intersecting Oppressions
Readings	-Luttrell, W. (2019) Picturing care: An introduction. *Gender and Education, 31*(5), 563-575. -McArthur, S. A., & Lane, M. (2019). Schoolin' Black girls: Politicized caring and healing as pedagogical Love. *The Urban Review, 51*, 65–80. -Miller, A. (2019). Expertise fails to attenuate gendered biases in judicial decision-making. *Social Psychological and Personality Science, 10*(2), 227-234.
Guest Speaker	Dr. Sandra Kaufmann and dance students
Assignment(s) Due	N/A
Week 3	
Date	February 3, 2022 (asynchronous day)
Topic	The Creation of Community and Combating Oppression through the Arts
Readings	- "Exclusions and Awakenings" (Documentary on Maxine Greene) -Greene, M. (2000). Imagining futures: The public school and possibility. *Journal of Curriculum Studies, 32*(2), 267-280. -Gutierrez-Vicario, M. A. (2016). More than a mural: The intersection of public art, immigrant youth, and human rights. *Radical Teacher, 104*, 55-61.
Assignment(s) Due	-**Social Identity Paper: Personal Reflection on Culture and Pedagogy** -**Week 3 Discussion (Asynchronous activity)**
Week 4	
Date	February 10, 2022 (synchronous meeting day)
Topic	Teaching-Learning with Communities
Readings	-Dwyer-Voss, R., & Bishop, I. (2019*). Let's get explicit: Social justice in asset-based community development.* The Asset-Based Community Development Institute. -Green, P.M., Bergen, D.J., Stewart, C.P., & Nayve, C. (2021). An Engagement of hope: A framework and equity-centered theory of action for community engagement. *Metropolitan Universities, 32*(2), 129-157.

	-Mitchell, T. D., Donahue, D. M., & Young-Law, C. (2012) Service learning as a Pedagogy of Whiteness. *Equity & Excellence in Education, 45*(4), 612-629.
Guest Speaker	Dr. Patrick Green
Assignment(s) Due	N/A
Week 5	
Date	February 17, 2022 (asynchronous day)
Topic	Socio/Political Issues and Urban Education Contemporary Segregation and Social Vulnerability
Readings	-Gaynor, S. & Wilson, M. (2020). Social vulnerability and equity: The disproportionate impact of COVID-19. *Public Administration Review, 80* (5), 832–838. - 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/ - "Little Rock Central: 50 years later" (documentary) - *Strongly recommended*
Assignment(s) Due	**Week 5 Discussion (Asynchronous activity)**
Week 6	
Date	February 24, 2022 (synchronous meeting day)
Topic	Socio/Political Issues and Urban Education Understanding the Causes of Segregation to Support Remedies
Readings	-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/ - Garcia, I. (2020). *Asset-Based Community Development (ABCD): Core principles*. The Asset-Based Community Development Institute. https://resources.depaul.edu/abcd-institute/publications/Documents/Workbooks/ABCD%20101%20-%20Chapter%20-%20CD%20Reader.pdf - Rothstein, R. (2015). The making of Ferguson. *Journal of Affordable Housing & Community Development Law*, 24(2), 165-204.
Guest Speaker	Dr. Cynthia Stewart
Assignment(s) Due	N/A
Week 7	
Date	March 03, 2022 (asynchronous day)
Topic	Anti-Racist Classroom Strategies Anti-Racist Pedagogy Abolitionist Pedagogy
Readings	-Blakeney, A. (2005). Antiracist pedagogy: Definition, theory, purpose, and professional development. *Journal of Curriculum and Pedagogy, 2*(1), 119-132. -Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational reform*. Beacon Press. (Chapter 5) -Kishimoto, K. (2018) Anti-racist pedagogy: From faculty's self-reflection to organizing within and beyond the classroom. *Race, Ethnicity, and Education, 2*(4), 540-554.
Assignment(s) Due	**Local School Council/Public Meeting Report** **Week 7 Discussion (Asynchronous activity)**

Spring Break (On the week of March 7 – March 11)

Week 8	
Date	March 17 (synchronous meeting day)
Topic	Socio/Political Issues and Urban Education Policing and Criminal Justice
Readings	-Alexander, M. (2011). The new Jim Crow: Mass incarceration: Causes, consequences, and exit strategies. *Ohio State Journal of Criminal Law, 9*(1), 7-26. -Moyer, J., Warren, M., & King, A. (2020). "Our stories are powerful": The use of youth storytelling in policy advocacy to combat the school-to-prison pipeline. *Harvard Educational Review, 90*(2), 172-194. -Songolo, M. (2020). What abolishing the police means to me: A student's perspective. *Education Week.*
Assignment(s) Due	N/A
Week 9	
Date	March 24 (asynchronous day)
Topic	Culturally Sustaining Pedagogies
Readings	-Emdin, C. (2016). *For white folks who teach in the hood…and the rest of y'all too: Reality pedagogy and urban education.* Beacon Press. -Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into practice, 34*(3), 159-165.
Assignment(s) Due	**Community Civic Action Project/ Community Art Project** **Week 9Discussion (Asynchronous activity)**
Week 10	
Date	March 31 (synchronous meeting day)
Topic	The Community School
Readings	-Benson, L., Harkavy, I., Johanek, M., & Puckett, J. (2009). The enduring appeal of community schools. *American Educator, 33*(2), 22-47. -Herrenkohl, L. R., Napolitan, K., Herrenkohl, T., et al. (2019). Navigating fragility and building resilience: A school–university partnership to support the development of a full-service community school. *Teachers College Record, 121*, 1-40. -Lemke, M. (2020). (Un)doing spatially fixed inequality: Critical reflections on urban school district-community partnerships. *The Urban Review, 52*, 623–649.
Assignment(s) Due	N/A
Week 11	
Date	April 07 (synchronous meeting day)
Topic	Constructive Parent Engagement and Community Involvement
Readings	-Crowson, R.L. & Boyd, W.L. (2001). The new role of community development in educational reform, *Peabody Journal of Education, 76*(2), 9-29. -Harrison, U., Ollis, T., & Ryan, C. (2020). Practice in the social space of neighbourhood houses: Community, relationships, and adult learning. *Australian Journal of Adult Learning, 60*(3), 467-491.
Guest Speaker	Najwa Hallal

Assignment(s) Due	N/A

No class on Week 12 (April 14): LUC's Official Easter Holiday

Week 13	
Date	April 21 (asynchronous day)
Topic	Social Justice Education Classrooms as Communities
Readings	-Ellis, A. E. (2017). Merging art and educative practice: Using paintings as an approach to developing antiracist pedagogy. *New Directions for Adult and Continuing Education, 154*, 61-70. -Payne, A. & Welch, K. (2015). Restorative justice in schools: The influence of race on restorative discipline. *Youth and Society*, 47(4) 539-564. -Tanchuk, N., Rocha, T., & Kruze, M. (2021). Is complicity in oppression a privilege? Toward social justice education as mutual aid. *Harvard Educational Review, 91* (3), 341-361.
Assignment(s) Due	**Week 13Discussion (Asynchronous activity)**
Week 14	
Date	April 28 (synchronous meeting day)
Topic	Voice and Teaching-Learning in Urban Contexts
Readings	-Alcoff, L. (1991). The problem of speaking for others. *Cultural Critique, 20*, 5-32. -Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard Educational Review, 59*(3), 297-324. -Spivak, G.C. (1988). Can the subaltern speak? In C. Nelson & L. Grossberg (Eds.). *Marxism and the interpretation of culture* (pp. 271-313). Macmillan Education.
Assignment Due	N/A
Week 15	
Date	May 5 (synchronous meeting day)
Topic	Final Project and Student Presentations
Readings	N/A
Assignment(s) Due	**Community-Based Research Project in Sakai** **Student Presentations in Class**