Course Overview and Goals: The problems confronting urban public schools in the United States are complex and multi-faceted. This course seeks to enhance and enlarge graduate students' ability to conduct research, be effective leaders, practitioners or policymakers in urban schools by providing them with a broad overview of urban education as a field of inquiry. To that end, the seminar explores three key issues: 1) The historical development of urban schools and the more recent trend of “urbanization” in outer fringe suburbs; 2) The social, economic and personal challenges urban students, teachers, and administrators grapple with, the impact of globalization on educational systems worldwide, and 3) the challenges of urban school reform.

The course might be aptly titled “Critical Perspectives in Urban Education” because it relies heavily on the literature that examines closely the links between schools and the social order, postcolonial analyses of globalism and education, and other theoretical perspectives. In other words, the authors offer criticisms of urban schools and then examine the social, economic and political factors that have shaped those conditions in the first place. For example, the history of urban schools and U.S. and international cities provides an important examination of the link between schooling and the social context and provides the theoretical grounding for the course. Theories of race, ethnicity, class, and culture will be utilized as major frameworks through which to explore the historic development and current conditions of the urban school. In particular, the connections between schooling outcomes and social and economic shifts both locally as well as the impact of globalization and immigration upon the urban social order will also be explored. In doing so, we will utilize surrounding communities and their stakeholders (teacher unions, businesses, e.g.) as case studies for exploring the changing conception of the term urban. Next, the course explores the lives of urban students and the teachers and administrators who work with them. This discussion is based on studies that involve rich ethnographic examinations of the lives of marginalized students, mainly Asian, African American and Latino/a students in urban school districts. We learn, from the perspective of students, why urban schools fail them miserably. We also include the voices of students and teachers regarding the improvement of urban schools. Finally, the course explores the nature and impact of school reform on urban communities. In doing so, the course analyzes both successful and unsuccessful contemporary efforts to reform urban schools as well as urban teacher education. Some texts paint a grim picture of the impact of race, ethnicity, and class on school reform while the other is more hopeful. Yet another builds a model of urban teacher education that is both optimistic and challenging. All of the texts draw particular attention to the impact of social context on urban school reform efforts in
the United States, with links to the impact of deindustrialization, globalization, and transnational networks on cities in the late twentieth and early twenty-first century.

REQUIREMENTS

COURSE READINGS

Required Books


It is my policy that no student will be penalized for not having the finances to secure a copy of the readings/books. If typical efforts to secure library copies of the book from other UM system campuses or public libraries are unsuccessful, kindly inform the instructor so arrangements can be made.

*Academic Integrity*

Your work should be characterized by academic integrity and honesty. All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at [www.inform.umd.edu/JPO](http://www.inform.umd.edu/JPO). If you have any questions regarding the university’s policy on academic integrity, please talk to me.

*Note:* Papers written for other classes or the use of books for book reviews that have been conducted or read in other classes are not permissible in my courses.

*Academic Accommodations for Students with Disabilities*

If you have a documented disability that is relevant to the work that you will do in this course, please contact me as soon as possible so that appropriate accommodations can be made.

*Religious Beliefs and Practices*

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student’s responsibility to inform the instructor as soon as possible of any intended absences for religious observances.
Course Evaluations
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

CLASS REQUIREMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Critique (3pp.)</td>
<td>February 15th</td>
<td>10</td>
</tr>
<tr>
<td>Site Visit Observations and Analysis (4-5pp.)</td>
<td>Floating Date</td>
<td>15</td>
</tr>
<tr>
<td>Research Paper Proposal 1-2 (pp.) plus references</td>
<td>March 1st</td>
<td>10</td>
</tr>
<tr>
<td>Book Review 5 pp.</td>
<td>March 29th</td>
<td>30</td>
</tr>
<tr>
<td>Final Paper (15-20pp.)</td>
<td>May 16th</td>
<td>35</td>
</tr>
</tbody>
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Total Points: 100

Point Distribution for Grades:
A+= 98-100; A=93-97; A-=84-92; B+=77-83; B=71-76; B-=65-70; C+=59-64

Description of Assessments

Reading Critique: The memos assigned in this class are 2-3 page critical analyses of the reading. One of the main goals of graduate education is honing your analytical skills. In this course you will have ample opportunity to do so through reading and reflecting on a variety of approaches to urban education. Reading critiques are a dialogue between you, the reading, and me. Students whose papers are not written at an adequate graduate level will be returned to the student for revising. Students who receive grades of less than a B+ on an assignment may revise for an improved grade.

Site Visit and Analysis
Urban education cannot be studied from theory alone. As part of this class we will conduct a visit to one school in the area that has innovative features common to school reform. The site-visit analysis paper (4pp), described separately, will give you an opportunity to intersect course readings and themes with our visit.

Book Review Requirements: Choose one of the required books in the course, a book from the list appended at the end of the syllabus, or one approved by the instruction. The review should be 5 pages, double-spaced, 12 point font - succinct, opinionated and well-written analysis.

Purpose – What is the difference between a book review and an essay? In an essay or informal analysis of a book or article, you summarize the author’s main points and arguments and then in the best-case scenario, you insert your own opinions of the monograph. A book review has a subtle, but important different mission. A book review should allow someone who has never read the book or may only read the review in an academic journal to obtain knowledge from judgments such as: 1) Would I want to invest in this book for my own professional library, is it specific and invaluable to my field? 2) This book sounds interesting, something I may want to demonstrate that I am current with the literature in my field, but I don’t believe I need to own it. 3) This book definitely does not sound interesting to me, although the title led me to believe that it would be something in my field, the review has helped clarify the real intention and purpose of the book.
Content – A strong review first provides a basic summary of the who, what, where, and why of a monograph. It then may go into one of a few different directions: It could be a discussion of how this book is simply another addition to the body of literature, on let’s say, African-American higher educational history – and then you would point out how it is different, how the same, etc. Or, you could use the book as an example of how higher education is seen by politicians (government officials, university presidents, etc.) in a disdainful manner, as an institution that no longer has a role in society (the emblematic) angle. Look at sample book reviews in The Educational Researcher, The New York Review of Books, or academic journals pertinent to your field such as The Journal of Black Education, or The Journal of Latino Studies.

Elements – Key questions to ask yourself – who is the author, where is she/he coming from theoretically or politically? Sources – what type of sources are utilized? Are they reliable, traceable to their original source, convincing? Does the author have enough evidence to back up her/his statements – or do you think the sources have been skewed, i.e. are they truly representative? Why or why not? Use of statistics – are the statistics convincing or contrived? What questions might you raise about them?

Overall Analysis – The concluding sentences should give your opinion as to whether you recommend the book, or with what qualifications, i.e. do you conclude that yes, this is a book you recommend if you really want a superficial survey of the history of higher education? Or, that this book is recommended only if you have a thorough knowledge of statistical analysis, etc. Or, even though this book has many flaws in style, and grammar, the author nevertheless has several important points and that all policymakers interested in higher education should have it on their bookshelf. Or, although this author has left out the history of women in this book, it contains one or two useful paragraphs about the role of college athletics in shaping and institution’s culture.

Final Paper – Students will write a 15 to 20 page research paper on a topic of their choice. Students will submit a proposal and meet with the instructor in the beginning of the semester to design a feasible research project that meets their intellectual interests. On the last day of class, students will show an electronic poster (more details later) to their colleagues on their paper topic.

Weekly Course Themes

Week One: January 25th, 2011
Lecture: Introduction to Course Themes and Theories on Urban Education


Week Two: February 1st, 2011 Historical Examinations Part One:
Lecture: From macro to micro: Bureaucratic changes in school responses to urban reform.


**Week Three: February 8th, 2011  Historical Examinations Cont’d**

**Week Four: February 15, 2011  Historical Examinations, cont’d.**
**Required Readings:** Sugrue, Origins of the Urban Crisis: Chpts 4 to end.


{FLOATING SITE VISIT DATE}


**Week Six: March 1st, 2011- Historical Examinations, Part II - Desegregation and its Impact on Urban Schools**
**Required Readings:** Baum, Brown in Baltimore: School Desegregation and the Limits of Liberalism, part one.

**Week Seven: March 8th, 2011 – Historical Examinations, Part II – Desegregation**
**Required Readings:** Baum, Brown in Baltimore, part two, to end.

**Week Eight:  March 15th, 2011 – Theories and Race and Ethnicity – Late 20th Century**
**Required Readings:** Omni & Winant, Racial Formation in the US (Entire). Students will divide the book into three parts for teaching to the class.

March 22nd – NO CLASS SPRING BREAK
Week Nine: March 29th, 2011 The Discovery of Child Poverty and Educational Solutions from The Coleman Report to the Present

Required readings: Wilson (1987), Chpts. From The Truly Disadvantaged, The Long Reach of the Coleman Report in Education (BlackBoard) and excerpts from the Coleman Report; Forty Years of Inequality.


Part Two: Internal and External Challenges in Urban Education Transformation

Week Ten: April 5th, 2011:

Contemporary Models of School Reform: Privatization and its History

Lecture: The birth of privatization in the era of Reagan, 1983 +

Required Readings: Collins, Another Kind of Public Education: pp.1-81; and Kaestle, Marketing and PreSchool Choice (Blackboard).


Week Eleven: April 12, 2011

Theoretical Frameworks and Radical Responses


Week Twelve: April 19th, 2011 - Dire Predictions

Required Reading: David Labaree, Someone has to fail: The zero sum game of public schooling.

Week Thirteen: April 26, 2011 - Balancing the New Demography of Urban Schools with Standards and Curriculum


Recommended: Irvine, J.J. (2002). In search of Wholeness: African-American Teachers and Their Culturally-Specific Practices. Palgrave, MacMillan. (Ch. 2 and 3)

Week Fourteen May 3rd - 2011 New and Old Immigrants and Urban Schools.


Week Fifteen: May 10, 2010 – Presentations on Final Research Papers

Selected Reading List

**Students, Parents, and Communities**


**Historical Interpretations of Urban Education and Cities**


**Reform Models of the Late Twentieth Century**


**Teachers and Unions in Urban Classrooms and Urban Reform**


Delpit, Lisa. *Teaching Other People’s Children.*


