

TE982: Issues in Urban Education  
Thursdays: 3:00pm-5:50pm  
133D Erickson Hall, Spring 2008

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**NOTE: This syllabus is a draft and is subject to changes.**

**Course Description:**

The issues confronting urban public schools are inextricably connected to the social, cultural, economic, and political conditions present within the urban environment. Too often educational reform efforts have overlooked these connections and the problems confronting schools have been addressed without adequate consideration of the sociohistorical and sociopolitical. This course allows students to situate their study of urban education within conceptual frameworks that allow consideration for how the political economy and social conditions interact. By doing so, it is hoped that students will gain a greater understanding of the problems that must be confronted and be in a better position to formulate solutions. In this course, students will explore the ways in which schools are influenced by the urban environment. Three main themes make up the course design: (1) historical and sociopolitical perspectives on urban education, (2) teaching and learning in urban schools, and (3) reforming/re-imagining urban education. These themes should provide multiple lenses through which to explore teacher, student, and theoretical perspectives on schooling and how researchers and policymakers propose to address particular challenges in urban education. Some questions guiding our study in the course include:

1. *In what ways can we conceptualize urban education and studies of urban educational practices and reform?*
2. *What have been the developmental trajectories of urban schooling in the United States?*
3. *Historically, what conflicts have arisen as urban schools have developed? How have these conflicts been resolved and who has benefited from these resolutions?*

A core focus of the course will be to examine how race and class stratification are perpetuated (and potentially challenged) in urban school contexts. To this end, we will examine the relationships between the educational system and other social institutions such as the workplace, family, and community. We will also examine school restructuring, school choice, and high stakes accountability policies as contemporary efforts to respond to urban educational challenges.

We will theorize the urban with respect to its social, economic, cultural and ecological foundations.

- *What frameworks might be used to analyze urban processes and outcomes?*
- *What is the relationship between economic structures and urban life?*
- *To what extent are urban spaces expressions of social (and socio-economic) relations?*

We begin by examining a range of perspectives on the challenges facing urban schools and student achievement. Explanations for the racial achievement gap will be explored. Also, we will attempt to understand how several macro-level trends are affecting the character of urban public schools. Changes such as the transformation and decline of some cities as centers of industry and commerce, the demographic changes brought about by suburbanization, and migration and immigration will be explored. At the local level, we will analyze the ways in which urban schools are affected by, and respond to, poverty, crime, and the deterioration of community institutions. We then probe issues and challenges that complicate the teaching and learning process in urban schools. A specific focus on race, class, culture, and gender are necessary. Topics explored include family, school and community partnerships; bilingual and immigrant education; students' responses to schooling; pedagogy and curriculum; and urban education reform.

### **Course Goals:**

This course is designed to achieve three distinct goals. The first goal is to provide students with a more comprehensive understanding of the significance of various historical, cultural, social, economic, structural, and political factors that impact teaching, learning, and educational outcomes in urban schools. Of grave importance is how race is implicated in these areas. We will read and discuss relevant social theory related to race and social identity, scholarship on the political economy of urban areas, anthropological and sociological literature on urban life and schooling, and educational studies on learning.

The second goal of the course is to help students make links between theory, research and practice in order to deepen understanding of the complex issues influencing the performance of students and schools in urban areas. It is hoped that you will be strengthened in your ability to act as leaders, educators, and researchers on the complex issues influencing student performance in urban areas. By probing the real issues and challenges facing urban public schools and synthesizing various ideas to process information pertinent to the schools where we work, the course will provide a setting where discussions can move beyond abstract analysis of what might be to concrete consideration of what should be done.

Finally, we will critically analyze and assess the potential of current reform efforts aimed at improving teaching, learning, and educational outcomes in urban schools. We will examine how researchers, leaders, and activities can respond to the conditions and issues that exist in urban areas.

### **Required Texts:**

Anyon, J. (2005). *Radical possibilities: Public policy, urban education, and a new social movement*. New York, NY: Routledge.

Carter, P. L. (2005). *Keepin' it real: School success beyond Black and White*. New York, NY: Oxford University Press.

Conchas, G. Q. (2006). *The color of success: race and high-achieving urban youth*. New York, NY: Teachers College Press.

Fruchter, N. (2007). *Urban schools, public will: Making education work for all our children*. New York, NY: Teachers College Press.

Lew, J. (2006). *Asian Americans in class: Charting the achievement gap among Korean*

*American youth*. New York, NY: Teachers College Press.

Noguera, P. (2003). *City schools and the American dream: Reclaiming the promise of public education*. New York, NY: Teachers College Press.

Tyack, D. (1974). *The one best system: A history of American urban education*. Cambridge, MA: Harvard University Press.

Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. Albany, NY: State University of New York Press.

### **Course Evaluation**

Grades will be determined as follows:

Attendance and Participation	15%
Briefs	20%
Project of Change	25%
Project Presentation	10%
Film Analysis	20%
Film Analysis Group Presentation	10%

### **Attendance and Class Participation:**

Attendance is expected at all class sessions. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. Your presence is important, and missing class sessions will be reflected in your final grade. As a member of this class, you are responsible for the learning that takes place during each class meeting. Meaningful class discussion is a crucial part of the learning experience for students and the professor; therefore, you are expected to complete all assigned readings and course tasks. Your participation in class will be evaluated based on your contribution to other students' learning, clarity of your contribution, demonstrated knowledge of course content, and your willingness to assume responsibility for making the discussion work in our learning community. For this class, high-quality participation is characterized by the following.

1. **What are you learning?** Students demonstrate an understanding of facts, concepts, and theories presented in the class readings and other materials.
2. **How clearly do you express yourself?** Students ask questions, answer questions or otherwise contribute in a comprehensible manner.
3. **How do you work with others?** Students offer constructive criticism during discussions and build on each other's ideas. Students also assume leadership and maintain active participation in small groups.
4. **How do you go beyond what is given?** Students relate concepts from class to their experiences as a teacher and learner, generating new insights and applications.



### **Peer Teams**

The class will be divided into 3-person Peer Teams to facilitate more intimate cross-cultural dialogue. This allows you to purposefully dialogue with colleagues in- and out- of class over the course material. I will often allow time for the teams to discuss an issue or challenge or strategize alternatives during class. These will then be brought before the large group. At other times, teams will divide the week's readings amongst them. The Peer Teams also provide you an opportunity to give colleagues feedback on their developing Project of Change. These team assignments will serve as the groups for the Film Analysis Presentations.

### **ANGEL Discussion Forums:**

We will use ANGEL to help us continue class discussions, make connections between class readings or discussions, and provide a means for requesting specific kinds of feedback on students' work. This type of out-of-class process helps us critically prepare for class discussion and continue it when class is over.

## **COURSE ASSIGNMENTS**

### **Briefs:**

Students are expected to write seven (7) single-spaced, one-page briefs during the course. In each brief, students should make reflective and analytical responses to the readings. This means developing defensible interpretations, negotiating meanings, and drawing connections to other works, concepts, or phenomena. You are also encouraged to make connections between theory, research, and practice by drawing on your life experiences as a student, professional, and learner. Briefs **SHOULD NOT** summarize the readings. The following questions might help guide students' thinking when preparing briefs.

1. In what ways, if at all, have the readings for this week challenged your beliefs about and attitudes toward urban schools, communities, and students?
2. In what ways, if at all, have the readings for this week enhanced your thinking about what is necessary and sufficient for reforming urban education?
3. How do you see issues of power and privilege -- and their impact on urban schools and achievement -- illuminated in the readings?

Your briefs will help the professor prepare for class discussions. **Briefs should be uploaded to your ANGEL team folder no later than 9:00pm on Monday evening prior to Tuesday's class** so that the professor and your team members have ample time to respond to each student. I will not assign weeks for you to write your brief. You have the option of choosing which seven weeks you will submit briefs. However, don't get yourself caught in a trap of having to do all seven consecutively at the end of the semester. Pace yourself.



### **Film Analysis (due February 19, 2008)**

Part of our study of issues in urban education includes examining how public education, urban environments, and urban people are portrayed and understood through popular culture and the media. What connections can be made to urban schools and teaching and learning? To this end, Peer Teams will view a film of choice that relates to issues and concepts discussed in this course. Each student will write a 5-7 page analysis of the film making connections between readings, themes, and class discussions. Peer Teams will give a group presentation that combines each person's reflections on the film, highlighting salient themes and concepts. I have generated a list of film suggestions below; however, other ideas are welcome. **Each Peer Team should email the professor with their film choice by January 29, 2008.** More information will be provided later.

#### Film Suggestions

Stand and Deliver, Lean on Me, Dangerous Minds, Coach Carter, Boyz n the Hood, Rize, Hoop Dreams, Sister Act, Finding Forrester, Freedom Writers, Cooley High, Walk Out, Save the Last Dance, The Wire (Season 4), Akeelah and the Bee, Pride, ATL, New Jack City, Colors (1988), Menace to Society, Bad Boys (1983), King of New York (1990), True Romance (1993)



### **Project of Change (due April 8, 2008)**

An underlying focus of this course is our need to be agents of change for urban education. How might we address social inequities in public education? What strategies do you have for reforming urban schools? In this assignment, you will draw on your creativity to design a project of change for urban education. **A project proposal is due on February 12, 2008.** More details to follow.



### **Project of Change Presentation (due April 29, 2008)**

During the finals session, students will have an opportunity to share their Project of Change with the class. You should plan for a 8-10min presentation showing how your work intersects with the issues that are central to this course. More details to follow.

### **Late Assignments:**

Students are expected to meet writing deadlines. Any work submitted after its due date will be considered late. Late papers will be reduced by one-half letter grade for the first day of lateness and a full grade any time later, except in extreme cases. Assignments are due at the **beginning** of class.

### **Writing Guidelines:**

Writing proficiency is a minimum requirement for satisfactory completion of this course. All written work must reflect adequate writing skills in order to receive a grade.

Please edit your work carefully and check for spelling/typographical errors before turning it in. Many of you will be teachers and you will need to be able to clearly communicate ideas to parents, other teachers, administrators, community news sources, etc. In light of this, it is our policy to support you in the development of your writing. If you feel you need outside support with writing, the Writing Center in 300 Bessey Hall (tel: 432-3610; website: <http://writing.msu.edu/default.html>) can be of assistance). I may refer you there if I feel they may be of service to you. If you already know that you have weaknesses in your writing, please see me as soon as possible, so we arrange assistance. Please do not feel embarrassed about coming to me for help – assisting you is my job as your instructor.

### **Academic Honesty:**

Article 2.3.3 of the *Academic Freedom Report* states that “the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the College of Education adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in *Spartan Life: Student Handbook and Resource Guide*. Students who commit an act of academic dishonesty may receive a zero on the assignment or in the course.

### **Special Accommodations:**

Students with disabilities should contact the Professor to discuss any accommodations needed to fulfill the course requirements and achieve learning objectives. In order to receive reasonable accommodations from the Professor, students must have certified eligibility through the Resource Center for Persons with Disabilities (RCPD) located at 120 Bessey Hall (tel: 353-9642; TTY: 355-1293; Email: [rcpd@msu.edu](mailto:rcpd@msu.edu); web: <http://www.rcpd.msu.edu>).

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\*\*The course schedule found below is a guide and is subject to change depending on the needs of the class.\*\*

## HISTORICAL AND SOCIOPOLITICAL PERSPECTIVES ON URBAN EDUCATION

### **Week 1 – January 8: Defining “Urban”**

- Course Overview
- Framing the Issues

#### **Required: (Required in preparation for first class)**

- Anyon, Introduction
- Fruchter, pp. 1-14
- Noguera, pp. xi-xiii, Chapter 1

## **Week 2 - January 15: Sociohistorical Perspectives on Urban Education – Part I**

### Required:

- **Tyack**, Prologue, Parts I-II

## **Week 3 - January 22: Sociohistorical Perspectives on Urban Education – Part II**

### Required:

- McClafferty, K. A., Torres, C. A., & Mitchell, T. R. (2000). Introduction: Challenges of the new sociology of urban education (pp. 3-18). In K. A. McClafferty, C. A. Torres, & T. R. Mitchell (eds.), *Challenges of urban education: Sociological perspectives for the next century*. Albany, NY: State University of New York Press.
- **Tyack**, Part III

## **Week 4 - January 29: Historical, Cultural, and Sociopolitical Explanations for the Racial Achievement Gap**

- **FILM CHOICE DUE** (someone from the Peer Team should email the professor)

### Required:

- **Anyon**, Part I
- **Fruchter**, Chapter 2
- **Lew**, pp. 1-16
- **Noguera**, Chapters 3 and 4
- Perry, T (2003). Competing theories of group achievement. In T. Perry, C. Steele, and A. G. Hilliard, *Young, gifted, and Black: Promoting high achievement among African-American students* (pp. 52-86). Boston, MA: Beacon Press.
- Rothstein, R. (2004). Social class, student achievement, and the black-white achievement gap. In *Class and schools: Using social, economic, and educational reform to close the black-white achievement gap* (pp. 13-59). Washington, DC: Economic Policy Institute.

### Recommended:

- McWhorter, J. (2000). The cult of anti-intellectualism. In *Losing the race: Self-sabotage in Black America* (pp. 82-136). New York, NY: The Free Press.
- Ogbu, J. (1994). Overcoming racial barriers to equal access. In J. Goodland, & P. Keating (eds.), *Access to knowledge: The coming agenda for our nation's schools. Revised edition*. New York, NY: The College Board.
- Rothman, R. (2007). The real achievement gap. In *City schools: How districts and communities can create smart education systems* (pp. 9-22). Cambridge, MA: Harvard Education Press.

- Thernstrom, S., & Thernstrom, A. (2003). Chapters 1 and 3. In *No excuses: Closing the racial gap in learning*. New York, NY: Simon & Schuster.
- Traub, J. (1/16/2000). What no school can do. *New York Times Magazine*, pp. 52-91. Retrieved 1/5/2008 from <http://www.nytimes.com/library/magazine/home/20000116mag-traub8.html>

### **Week 5 - February 5: Demographic Change and its Impact on Urban Schools**

#### Required:

- Massey, D. S., & Denton, N. A. (1993). The construction of the ghetto, and The future of the ghetto. In *American Apartheid* (pp. 178-203, 217-236). Cambridge, MA: Harvard University Press.
- Nocera, J. (1990). How the middle class helped ruin the public schools. *Utne Reader*, Sept/Oct., 66-72.
- **Noguera**, Chapter 2
- Orfield, G. (1996). The growth of segregation: African Americans, Latinos, and unequal education. In G. Orfield and S. E. Eaton, *Dismantling desegregation: The quiet reversal of Brown v. Board of Education* (pp. 53-71). New York, NY: The New Press.
- Wilson, W. J. (1996). Societal changes and vulnerable neighborhoods. In *When work disappears: The world of the new urban poor* (pp. 25-50). New York, NY: Knopf.

#### Recommended:

- Gold, B. A. (2007). *Still separate and unequal: Segregation and the future of urban school reform*. New York, NY: Teachers College Press.



*Brown* video clip

### **Week 6 - February 12: Social and Economic Conditions, Community Life, and the Family**

#### **\*\*PROJECT OF CHANGE PROPOSAL DUE\*\***

#### Required:

- Anderson, E. (1999). Decent and street families, and Campaigning for respect. In *Code of the street: Decency, violence, and the moral life of the inner-city* (pp. 35-65; 66-106). New York, NY: W.W. Norton & Company.
- **Anyon**, Part II
- Bourgois, P. (1995). Introduction, A street history of El Barrio, and School



days: Learning to be a better criminal. In *In search of respect* (pp. 48-76; 174-212). Cambridge, MA: Cambridge University Press.

- Payne, R. (1996). *A framework for understanding poverty*, 4<sup>th</sup> ed. Highlands, TX: aha! Process, Inc.
- Wilson, W. J. (1996). Ghetto-related behavior and the structure of opportunity. In *When work disappears: The world of the new urban poor* (pp. 51-86). New York, NY: Alfred A. Knopf.

## TEACHING AND LEARNING IN URBAN SCHOOLS: RACE, CLASS, GENDER, AND CULTURE

### Week 7 - February 19: Bridging Schools, Families, and Communities – Social Class, Social Networks, and Parental Involvement



**\*\*FILM ANALYSIS DUE\*\***

#### Required:

- **Lew**, Chapters 2-3
- Lareau, A. (2003). Chapters 9-11. *Unequal childhoods: Class, race, and family life*. Berkeley, CA: University of California Press.

#### Recommended

- Henig, J. R. et al. (1999). (Eds). “Parental and community participation in education reform,” (pp. 155-208). *The color of school reform: Race, politics, and the challenge of urban education*. Princeton, NJ: Princeton University Press.



*Brown* video clip

### Week 8 - February 26: Bridging Schools, Families, and Communities – Educating Immigrants and ESL Students

- Team 1: Film Analysis Presentation

#### Required:

- **Carter**, Chapter 4
- De Cohen, C. C., and Clewell, B. C. (May, 2007). Putting English language learners on the educational map: The No Child Left Behind Act implemented. Education in Focus Urban Institute Policy Brief. The Education Policy Center.
- Hood, L. (2003). Immigrant students, urban high schools: The challenge

continues. 2003 Carnegie Challenge. Report published by the Carnegie Corporation of New York.

- Menard-Warwick, J. (2007). Biliteracy and schooling in an extended-family Nicaraguan immigrant household: The sociohistorical construction of parental involvement. *Anthropology & Education Quarterly*, 38(2), 119-137.
- **Valenzuela**, Chapters 3-4

### Recommended

- Contreras, A. R. (2002). The impact of immigration policy on education reform: Implications for the new millennium. *Education and Urban Society*, 34(2), 134-155.
- Schwartz, A. E., & Stiefel, L. (2004). Immigrants and the distribution of resources within an urban school district. *Educational Evaluation and Policy Analysis*, 26(4), 303-327.
- Short, D. J. (2002). Newcomer programs: An educational alternative for secondary immigrant students. *Education and Urban Society*, 34(2), 173-198.



Video: Lost in Translation

**Week 9 - March 4: NO CLASS - SPRING BREAK!!!!**

**Week 10 - March 11: Social Identity, Behavior, and Academic Achievement**

### Required:

- Carter, D. J. (in press). Achievement as resistance: The development of a critical race achievement ideology among Black achievers. *Harvard Educational Review*.
- **Carter**, Chapter 1-2
- **Lew**, Chapters 4-6
- **Conchas**, pp. 15-19, Chapter 2-5
- **Valenzuela**, Chapter 6

### Recommended:

- Perry, T. (2003). Achieving in post-civil rights America: The outline of a theory. In T. Perry, C. Steele, & A. G. Hilliard. *Young, gifted, and Black: Promoting high achievement among African-American students* ((pp. 87-108). Boston, MA: Beacon Press.
- Steele, C. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613-629.

## Week 11 - March 18: Gender and Achievement in Urban Schools

- Team 3: Film Analysis Presentation
- **PROJECT OF CHANGE DRAFT UPLOAD TO PEER TEAMS**

### Required:

- Cammarota, J. (2004). The gendered and racialized pathways of Latina and Latino youth: Different struggles, different resistances in the urban context. *Anthropology & Education Quarterly*, 35(1), 53-74.
- Conchas, G. Q., & Noguera, P. A. (2004). Understanding the exceptions: How small schools support the achievement of academically successful Black boys. In N. Way & J. Chu (Eds.), *Adolescent boys: exploring diverse cultures of boyhood* (pp. 317-337). New York: New York University Press.
- Marusza, J. (1997). Skill school boys: Masculine identity formation among White boys in an urban high school vocational autoshop program. *The Urban Review*, 29(3), 175-187.
- Morris, E. W. (2007). “Ladies” or “Loudies”? Perceptions and experiences of Black girls in classrooms. *Youth & Society*, 38(4), 490-515.
- Noguera, P. A. (2003). The trouble with Black boys: The role and influence of environmental and cultural factors on the academic performance of African American males. *Urban Education*, 38(4), 431-459.
- Sullivan, A. M. (1996). From mentor to muse: Recasting the role of women in relationship with urban adolescent girls. In B. J. Ross Leadbeater & N. Way (Eds.), *Urban girls: Resisting stereotypes, creating identities* (pp. 226-253). New York: New York University Press.

### Recommended:

- Brozo, W. G., Walter, P., & Placker, T. (2002). “I know the difference between a real man and a TV man”: A critical exploration of violence and masculinity through literature in a junior high school in the ‘hood. *Journal of Adolescent & Adult Literacy*, 45(6), 530-538.
- Rolon-Dow, R. (2004). Seduced by images: Identity and schooling in the lives of Puerto Rican girls. *Anthropology & Education Quarterly*, 35(1), 8-29.
- Suarez-Orozco, C., & Qin-Hilliard, D. B. (2004). Immigrant boys’ experiences in U.S. schools. In N. Way & J. Chu (Eds.), *Adolescent boys: exploring diverse cultures of boyhood* (pp. 295-316). New York: New York University Press.

## Week 12 - March 25: Urban Schools that Work: Models of Excellence

**NO CLASS – AERA**

Required:

- Carter, S. C. (2001). *No Excuses: Lessons from 21 High-Performing High-Poverty Schools* (pp. 7-11, 13-35). Washington, DC: The Heritage Foundation.

**School Case Studies from the text**

Bennett-Kew Elementary	Inglewood, CA
Marva Collins Preparatory School	Chicago, IL
Cornerstone Schools Association	Detroit, MI
Owen Elementary	Detroit, MI
Newberry Elementary	Detroit, MI
Fourteenth Avenue School	Newark, NJ
Stephen Girard/GAMP	Philadelphia, PA
KIPP Academy	Houston, TX

- Reyes, P., Scribner, J. D., & Scribner, A. P. (Eds.) (1999). *Lessons from high-performing Hispanic schools: Creating learning communities*. Chapters 1 (Introduction), 5 (Creating Student-Centered Classroom Environments: The Case of Mathematics), 8 (Creating Learning Communities for High-Performing Hispanic Students: A Conceptual Framework) (pp. 1-18, 94-130, 188-210). New York, NY: Teachers College Press.

**Week 13 - April 1: The Importance of Social Capital and Peer Networks**

**\*\*PROJECT OF CHANGE DRAFT UPLOAD TO PEER TEAMS\*\***

- Team 4: Film Analysis Presentation

Required:

- **Carter**, Chapter 5
- **Conchas**, Chapters 6-7
- **Valenzuela**, Chapter 5
- **Lew** (be prepared to discuss what we've read up to this point)

**Week 14 - April 8: Pedagogy and Curriculum**

- Team 5: Film Analysis Presentation

Required:

- Gay, G. (2000). Power Pedagogy through Cultural Responsiveness. In *Culturally responsive teacher: Theory, research & practice* (pp. 21-43). New York, NY: Teachers College Press.
- Haberman, M. (Dec, 1991). The pedagogy of poverty versus good teaching. *Phi Delta Kappan*, 73(4), 290-294.
- hooks, b. (1994). Engaged pedagogy. In *Teaching to transgress: Education as the practice of freedom* (pp. 13-22). New York, NY: Routledge.

- Jennings, M. E., & Lynn, M. (2005). The house that race built: Critical pedagogy, African-American education, and the re-conceptualization of a critical race pedagogy. *Educational Foundations*, 19(3/4), 15-32.
- Ladson-Billings, G. (1994). Seeing Color, Seeing Culture (pp. 30-53), Culturally Relevant Teaching (pp. 102-126). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey Bass.
- Sheets, R. H. (2006). What is diversity pedagogy theory? Texas Tech University.

### Teacher Cases

- Harding, H. (2005). City Girl: a portrait of a successful white urban teacher. *Qualitative Inquiry*, 11(1), 52-80.
- Michie, G. (2005). Nancy Serrano. In *See you when we get there: Teaching for change in urban schools* (pp. 153-182). New York: Teachers College Press.
- Michie, G. (2005). Freda Lin. In *See you when we get there: Teaching for change in urban schools* (pp. 85-118). New York, NY: Teachers College Press.
- Michie, G. (2005). Toni Billingsley. In *See you when we get there: Teaching for change in urban schools*. New York, NY: Teachers College Press.
- Michie, G. (2005). Liz Kirby. In *See you when we get there: Teaching for change in urban schools*. New York, NY: Teachers College Press.
- Michie, G. (2005). Cynthia Nambo. In *See you when we get there: Teaching for change in urban schools*. New York, NY: Teachers College Press.

## REFORMING/RE-IMAGINING URBAN EDUCATION

### **Week 15 - April 15: Modern Urban Education Reform: Perspectives and Pockets of Hope**



**\*\*PROJECT OF CHANGE DUE\*\***

#### Required:

- **Anyon**, Chapter 10
- **Fruchter**, Chapters 5-6
- **Noguera**, Chapter 7



*Brown video clip*

## **Week 16 - April 22: School Choice, Accountability Policies, and Privatization**

### Required:

- Darling-Hammond, L. (2004). Standards, accountability, and school reform. *Teachers College Record*, 106(6), 1047-1087.
- Diamond, J. B., & Spillane, J. P. (2004). High stakes accountability in urban elementary schools: Challenging or reproducing inequality? *Teachers College Record*, 106(6), 1140-1171.
- **Fruchter**, Chapter 3-4
- **Noguera**, Chapter 5
- Saporito, S. (2003). Private choices, public consequences: Magnet school choice and segregation by race and poverty. *Social Problems*, 50(2), 181-203.

### Recommended:

- Ridenour, C. S., & St. John, E. P. (2003). "Private scholarships and school choice: Innovation or class reproduction?" (pp. 177-203). In L. F. Mirón and E. P. St. John (Eds.), *Reinterpreting urban school reform: Have urban schools failed, or has the reform movement failed urban schools?* Albany, NY: State University of New York Press.

## **Week 17 - April 29: FINAL EXAM CLASS**



### **Project of Change Presentations**