

CRITICAL ISSUES in urban education

**Spring 2022
Mondays
7:00 - 10:00 pm
THEATR 201
EDUC 260**

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Welcome to EDUC 260!

Urban educational landscapes are becoming increasingly complex and varied. Schools as predominant educational sites are inherently contested spaces where issues of governance, funding, curriculum, assessment, personnel, labor and the very nature of education are struggled over each day. We will dive headfirst into the muck and mire of mass education in the city centers of the United States where young people face a matrix of power that has a dramatic impact on their life trajectories. This course asks important philosophical questions such as “What is the purpose of education in a democracy; in a welfare state; in a corporate state; and/or in a carceral state?” We will use critical theory to illuminate power dynamics embedded in educational systems. Who or what determines what is happening in urban schools? How does power flow between state legislatures, school boards, district administration, standardized test and curriculum development corporations, charter authorizers, educators’ unions, police, teachers, counselors, parents, community organizations, and youth? Not only will you have the opportunity to engage in these ideas in theory, you will curate and facilitate a series of community forums guided by mentors doing educational justice work in the Twin Cities. The purpose of these forums will be to create spaces for broader community dialogue, engagement, and action with the most pressing issues facing education in the Twin Cities Metro area.

***“[Education] is only the image
and reflection of society. It
imitates and reproduces the latter
in abbreviated form; it does not
create it”***

-Emile Durkheim

***”Dare the schools build a new
social order?”***

-George S. Counts

Learning Objectives

At the end of this course you should be able to:

- Make connections between P(p)olicy, schools, teachers, and youth & families within an urban context.
- Understand how high stakes standardized testing has impacted the educational landscape of urban education.
- Articulate how urban education is shifting with regard to school governance, school choice, and demographics.
- Demonstrate an understanding of how top-down mandates impact teachers in urban schools.
- Use critical discourse analysis to explore how local and federal education policy produces the potential for disparate outcomes with regard to race, gender, class, and other markers of identity.
- Understand how poverty and economic disinvestment impacts the schooling experiences of youth and families.
- Construct logical and effective arguments about controversial topics in education.
- Map how power circulates within the educational landscape of the Twin Cities.
- Describe a vision for racial, linguistic, cultural, and economic justice in education.
- **Demonstrate understanding of, and skill in implementing approaches to teaching and learning that support higher order inquiry.**



There are no required textbooks for this course.

Recommended Texts:

Apple, M. (2004). *Ideology and Curriculum, Third Edition*. New York: RoutledgeFalmer.

Belfield, C. & Levin, H. (2007). *The Price We Pay: Economic and Social Consequences of Inadequate Education*. Washington, DC: The Brookings Institution.

Carter, P. (2005). *Keepin' It Real: School Success Beyond Black and White*. New York, Oxford University Press.



Duncan-Andrade, J. & Morrell, E. (2008). *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*. New York: Peter Lang Publishing, Inc.

Hagopian, J. (Ed.) (2014). *More Than a Score: The New Uprising Against High-Stakes Testing*. Chicago, IL: Haymarket Books.

Horsford, S. D. (2011). *Learning in a Burning House: Educational Inequality, Ideology, and (Dis)integration*. New York: Teachers College Press.

Kliebard, H. (2004). *The Struggle for the American Curriculum 1893-1958, 3rd Edition*. New York: Routledge.

Kumashiro, K. (2002). *Troubling Education: Queer Activism and Anti-oppressive Pedagogy*. New York: RoutledgeFalmer.

Kumashiro, K. (2012). *Bad Teacher!: How Blaming Teachers Distorts the Bigger Picture*. New York: Teachers College Press.

Lipman, P. (2011). *The New Political Economy of Urban Education: Neoliberalism, Race, and the Right to the City*. New York: Routledge.

Picower, B. & Mayorga, E. (Eds.) (2015). *What's Race Got To Do With It?: How Current School Reform Policy Maintains Racial and Economic Inequality*. New York: Peter Lang.

Rury, J. (Ed.) (2005). *Urban Education in the United States: A Historical Reader*. New York: Palgrave MacMillan.

Tuck, E & Yang, K.W. (Eds.) (2014a). *Youth Resistance Research and Theories of Change*. New York: Routledge.

Valenzuela, A. (1999). *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Albany, NY: SUNY Press.

Watkins, W. (2015). *The Assault on Public Education: Confronting the Politics of Corporate School Reform*. NY:Teachers College Press.

Schedule

(Please note that this schedule is subject to change)

Link for virtual attendance:

<https://macalester.zoom.us/j/92720805313?pwd=aTBkcjlCakVFTDhxL2ppOXA2WWhZU>
T09



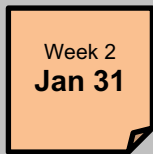
In Class Topics

Welcome!

Building community and a critical classroom ethos

Course Overview

What is Critical Theory and why is it important for understanding education systems?



In Class Topics

How can we make sense of the multiplicity of “urban”?

What can the history of the creation of schools in cities tell us about schooling today?

**Guest lecture –
Anita Chikkatur
(Carleton College)**

Forming Forum
Groups

In Preparation

Read:

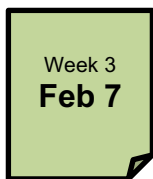
Rury – “The Changing Social Contours of Urban Education” (Moodle)

Picower & Mayorga – Introduction (Moodle)

Nobody?

Chikkatur – More Than Curriculum (Moodle)

Due



In Class Topics

To what extent are we engaged in a democratic educational endeavor?

What role do schools serve in a welfare state? A corporate state?

**Listening session
with forum mentors**

In Preparation






Read:

Biesta – Education and the democratic person (Moodle)

Kantor & Lowe – “Educationalizing the Welfare State” (Moodle)

Due

| | | | |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|  <p>Week 4 Feb 14</p> | <p>In Class Topics What are the implications of situating education as a commodity within a marketplace of access?</p> <p>Forum drafting session</p> | <p>In Preparation</p> <p>Read: Au – Hiding Behind Testing Gee – Intro to Discourse Analysis</p> <p>2020 Forum: Lowering the Stakes: How Can We Reimagine Assessment?</p> | <p>Due</p> |
|  <p>Week 5 Feb 21</p> | <p>In Class Topics How has the field of curriculum studies erased particular narratives and knowledges?</p> <p>Applying Gee’s critical discourse analysis</p> <p>Planning session with forum mentors</p> | <p>In Preparation</p> <p>Read: Brown & Au – Race Memory & Master Narratives (Moodle) <u>3 timelines (Moodle):</u> Rethinking Ethnic Studies Tongue-Tied: The Lives of Multilingual Children Race & Ed Policy – Race Forward</p> | <p>Due</p> <p>Forum Abstract (Due by end of class)</p> |
|  <p>Week 6 Feb 28</p> | <p>In Class Topics What is the role of education in a carceral state?</p> | <p>In Preparation</p> <p>Read: Fasching-Varner et al – <i>Dismantling the School to Prison Pipeline</i> – Intro (Moodle) Meiners – The Problem Child (Moodle)</p> | <p>Due</p> |
|  <p>Week 7 Mar 7</p> | <p>In Class Topics What are the intersections of school choice and school closure?</p> <p>Guest lecture: Shakita Thomas-Kpetay (Univ of MN)</p> | <p>In Preparation</p> <p>Read: Aggarwal – School Choice (Moodle) Good - Invoking landscapes of spatialized inequality (Moodle) https://interactive.wbez.org/generation-school-closings/ Optional: Eve Ewing interviews With Ta-Nehisi Coates C-SPAN</p> | <p>Due</p> <p>Policy Analysis (Due 3/7)</p> <p>Forum 1 reading list and web content (Due 3/7)</p> |

| | In Class Topics | In Preparation | Due |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|  | | | Optional: Mid-term reflection |
|  | Forum planning session | Read: School Colors Podcast – Episodes 2 & 3 | Forum 2 reading list web content (Due 3/21) |
|  | How have the complexities of school governance produced ideological debates in urban education? FORUM #1 | Read: Forum 1 Readings - TBD Stovall – Mayoral Control (Moodle) Karp – “Charter Schools and the Future of Public Education” (Moodle) | Due |
|  | How have the complexities of school governance produced ideological debates in urban education? FORUM #2 | Read: Forum 2 Readings - TBD McCann – When School Choice Means Segregation (Moodle) OR Hawkins – How Minnesota’s Push to Integrate...” (Moodle) | Forum 3 reading list and web content (Due 4/4) |
|  | Why is teaching so white? FORUM #3 | Read: Jones – Keys to the Schoolhouse (Moodle) Ladson-Billings - “Teacher Education & Black Communities” (Moodle) | Forum 4 reading list and web content (Due 4/11) Forum 1 – Power Map due |
| | In Class Topics | In Preparation | Due |

Week 13
Apr 18

Why is teaching so white?

FORUM #3

Read:

Forum 3 Readings – TBD
Perry – “The attack on bad teacher tenure laws...” (Moodle)

Forum 2 Power Map due

Week 14
Apr 25

In Class Topics

FORUM #4

In Preparation

Read:

Forum 4 Readings - TBD

Due

Peer Assessment due 5/2

Week 15
May 2

**Course Wrap-up
Celebration
Forum 3 & 4 Power Maps Due**

Learning Environment

It is critically important that our class be a safe and inclusive environment for everyone. The success of this class is dependent upon everyone’s participation. This course will regularly address issues of race, ethnicity, gender, socioeconomic class, sexuality, disability, and other markers of identity. I intend to present materials and activities that are respectful of diversity among these and other identifiers. I intend that people from all backgrounds will be well served by this course, that your learning needs will be addressed both in and out of class, and that the diversity you bring to this class will be viewed as a resource, strength, and benefit by all class members. Please let me know of any ways to improve the effectiveness of the course for you personally, or for other individuals or student groups. Further, to ensure a productive learning environment for all of us, electronic devices such as cell phones should be kept on silent during class time and only used for class purposes. Friends or relatives of enrolled students are welcome to attend class sessions with prior consent of the instructor.



Accommodations:

I will strive to accommodate every student to achieve optimal learning conditions. In some cases this may mean adapting the course design or classroom environment. If you think you need an accommodation for disability please contact the Office of Student Affairs at your earliest convenience. The Disability Services Coordinator, Josie Hurka, coordinates services. To schedule an appointment call 651-696-6974.

Class Attendance:

Class attendance is critical to the learning process. Many of the class activities and discussions cannot be replicated by make-up assignments. There may also be topics and ideas discussed specifically in class, and not in texts, that you will be expected to understand. Given the realities of COVID-19 consistent class attendance may be challenging. If you are not feeling well you should definitely not attend class and get tested for COVID. If you plan to attend class virtually please let me know beforehand. I understand that unavoidable absences may occur. Whether an absence is planned or unplanned, it is your responsibility to:

- 1) Inform the instructor of your absence before class
- 2) Follow-up on what you have missed with either a classmate or the instructor before the next class session. It is your responsibility to stay on-track with course expectations.

Class Participation

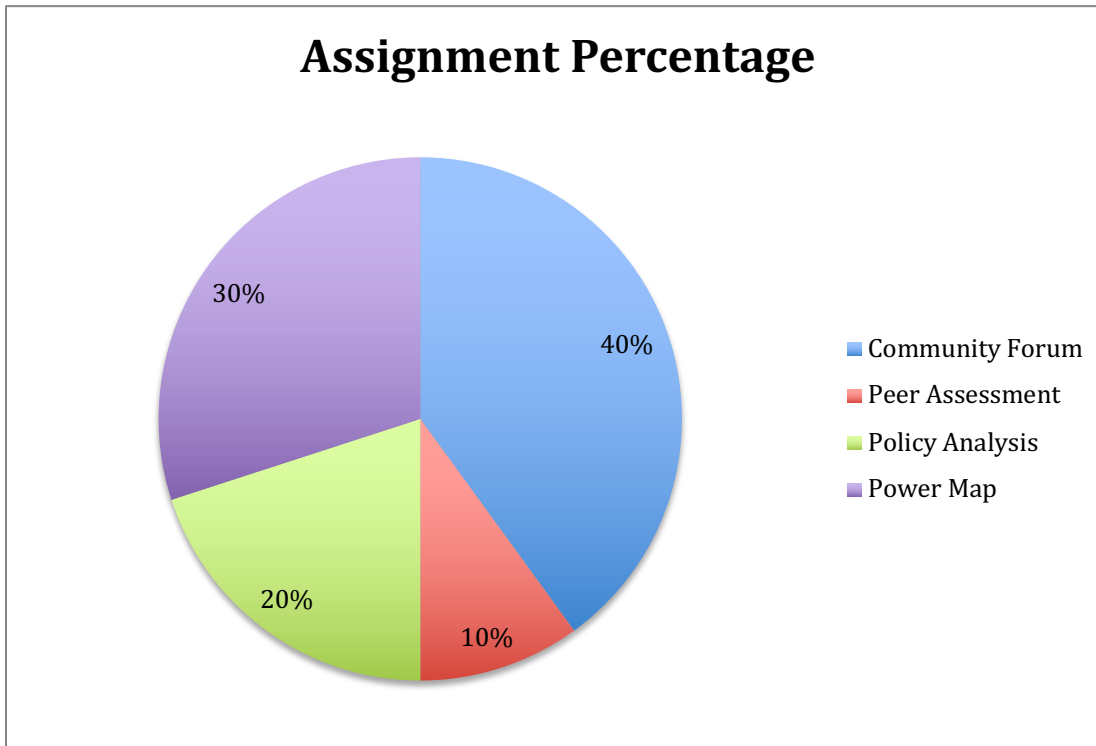
This course is taught from the philosophy that knowledge is socially constructed; therefore, each class member's participation is desired and needed in order to maximize our collective learning and understanding. You are expected to attend each class on time, be prepared for class by having read assigned material and completed assignments, actively participate in class exercises and group learning experiences, and communicate with the instructor to the best of your ability. I understand that not everyone is comfortable speaking in class. In order to accommodate everyone I have included multiple ways to interact with your peers including small and large group discussions, student facilitations, group assignments, and digital annotation of class texts. Each of these are ways you can participate in class.

Late Work

Due dates for assignments are firm for logistical reasons. Unless you and I have prior written agreement on an extension, please submit assignments in a timely manner. Assignments turned in after the due date, without prior written agreement (via email) may not be counted toward your final grade.

Assignments & Grading

Assignment Quick-view



Assignment Details

- Each individual assignment will be introduced in class.
- In some cases assessment rubrics will be made available as the class progresses.
- All written assignments should be double-spaced using 12pt. font, APA citations, and 1" margins.
- Assignments should be submitted electronically on the class Moodle site unless otherwise instructed.

Assignment Overview

| Assignment | Due | % of grade |
|-----------------|----------------|------------|
| Community forum | Multiple dates | 40% |
| Peer Assessment | 5/2 | 10% |
| Policy Analysis | 3/7 | 20% |
| Power Map | Multiple dates | 30% |

Assignment Descriptions

Community Forum – (See detailed assignment description handed out in class) In groups of 5-7 you will work with a community mentor to envision, plan, and host a community forum around a selected topic. Forums will be held four times during the semester in the evening and will be open to the broader community. Forum planning consists of:

1. A forum abstract
2. Forum website content
3. Designing public pedagogy
4. Recruiting participants
5. Advertising
6. Facilitation, including 1-2 readings for the class

Peer Assessment – (See detailed assignment description handed out in class) Each forum team will engage in a peer evaluation consisting of a survey and a letter of evaluation. Each team member will anonymously evaluate all other team members using the survey. In addition, each team member is required to secure a letter from one teammate describing their role in the process.

Power Analysis – (See detailed assignment description handed out in class) Following your community forum you will create a virtual power map about your issue. Power maps will be dynamic visualizations showing how power flows in connection to policies and policy makers. The goal of the map is to help people who want to advocate around your issue to understand the best ways to strategize for change.

Policy Analysis - (See detailed assignment description handed out in class) Much of this class will focus on the federal, state, and local policies that impact K-12, urban education. In this assignment you will identify a policy and write an 800-1200 word (12 pt., APA citation, double-spaced, 1" margins) critical discourse analysis exploring the potential for disparate outcomes. You should apply some form of theoretical framework to your analysis. We will explore critical discourse analysis and examples of critical theoretical frameworks in class.

For support with ...

Writing / Research / Presentations

For support with writing, research, and presentations feel free to talk with me. You can also make use of the MAX Center <http://www.macalester.edu/max/> and the Dewitt Wallace Library <http://www.macalester.edu/library/>

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. I encourage you to remember that sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please reach out to one of the resources listed below.

On-Campus Resources

Laurie Hamre Center for Health & Wellness

Leonard Center Room 53, 651-696-6275 (call to make an appointment). Follow *macalesterhwc* on Instagram. www.macalester.edu/healthandwellness/

- Medical Services
 - There is no charge for an office visit to see a provider for most appointments
 - Medical providers can talk to you about your mental health.
- Counseling Services
 - Health & Wellness counselors provide short-term counseling to students.
 - Drop-in counseling sessions are available each day; first-come, first-served basis.
 - Counseling staff offers multiple groups each semester. Check Hamre Center website for more information on specific groups being offered.
 - 24 Hour Urgent Phone Counseling – PRESS 2
 - To speak to a mental health counselor at any time, call 651-696-6275, then press “2” to be connected to ProtoCall, a free phone counseling service that Macalester provides for students, available 24/7.
- Self-Care Resources
 - Health Promotion
 - Provides a variety of resources and events, including free movement classes, tea, sleep masks, earplugs, and sexual health resources. Visit the HWC website, visit the Wellness Lounge in Leonard Center room 55 (across from Studio 2) for resources.
 - PAWS @ Mac (therapy dog program)
 - To learn more about when and where to find the therapy dogs, email paws@macalester.edu, or follow *pawsatmac* on Instagram or Facebook.

Resident Advisor (RA) and Resident Hall Director (RHD)

- Both RAs and RHDs can serve as a first point of contact and are able to connect you to resources during mental health crises.

Other Support Offices

- Center for Religious and Spiritual Life, (651-696-6298), Weyerhaeuser Chapel
- Office of Student Affairs (651-696-6220), Weyerhaeuser 119

[Urgent and Off-Campus Resources](#)

www.macalester.edu/healthandwellness/afterhours

Macalester Security

- Call 651-696-6555 in the case of any emergency to reach Macalester Security. They will connect you with other campus response personnel.
- On Friday and Saturday nights (9 pm – 2 am), student EMTs are on call, and will respond to health-related emergencies when Security is called

Press 2 – Phone Mental Health Counseling (see description above)

651-696-6275, menu option 2

Crisis Text Line

- Minnesota's suicide prevention and mental health crisis texting services are available 24 hours a day, seven days a week. Text MN to 741741 to be connected to Crisis Text Line.

Transgender Suicide Hotline

- 877-565-8860

Urgent Care for Adult Mental Health

402 University Ave E.

St. Paul, MN 55130

651-266-7900 (24/7 phone support; walk-ins M-F 8am - 5:30pm)

Regions Hospital (Emergency Room)

640 Jackson St

St. Paul, MN 55101

651-254-3456

Transportation

If you have an urgent health need and do not have transportation to get to a clinic or hospital, Hamre Center staff, Residential Life staff, and other campus response individuals can arrange for a ride share (Uber) to and from the clinic/hospital. There is no charge for the ride.