



University of Pittsburgh

Center for Urban Education

Course: EDUC 3011: Pedagogies and Practices in Urban Education
University of Pittsburgh, School of Education
Saturday, 1:00 pm – 5:00 pm

Professor: Jason Mendez, PhD
Visiting Assistant Professor of Education
Office: <https://pitt.zoom.us/my/jasonmendez>
Email: Use inbox function on Canvas or jmendez@pitt.edu
Office hours: By appointment

Course Description

In this course, we will explore the development of an urbanized education through the social, historical, and political shaping of schooling in the United States. We will consider institutions of education (both formal and informal) as sites of knowledge production and reproduction, as well as sites of resistance and transgression. Our intent is to create a learning community in which we consider learning itself as our primary theme. The “curriculum,” understood here as knowledge and ways of knowing produced and privileged by multiple discourses, will be approached as a text to be studied. Drawing from the work of Black and Brown writers, poets, and organic scholars, we will examine the *practices* (explicit and implicit) of schooling, social movements, and cultural enterprises; and the *pedagogies*, or ways of producing and transmitting those curricula, are the central foci of the course. Additional themes include: the possibilities of education as the practice of freedom; analysis of the discourses that shape and are shaped by an urbanized education; and the social construction and challenges of knowledge and power.

Course Objectives

1. Through the literature we will identify major concepts, theories, and practices that together constitute the discourse known as *urban education*.
2. Investigate one’s own dispositions and philosophies on critical areas that affect us as individuals and educators, those we serve, and those with whom we work. These critical areas may include, race, class, gender/gender identity, sexual orientation, spirituality/religion, and disability.
3. Engage in productive dialogues with one another on school and classroom practices with an emphasis on interdisciplinary arts, liberation (individual freedom), and critical thinking in a student-centered environment that emphasizes community, collaboration, and creativity.

Required Texts

All course readings are accessible via Canvas

Class Assignments

- Class Participation (25%)
- Annotated Bibliography (25%)
- Research Plan (25%)
- Final Presentation (25%)

Class Participation

Students are expected to read all of the assigned readings for the course and to reference them during their participation in class. Participation includes class discussions and completing reflective in-class written assignments and activities.

Annotated Bibliography

Develop an annotated bibliography containing fifteen sources:

- 15 sources:
 - 5 peer reviewed articles
 - 5 nontraditional texts (e.g. poetry, prose, graphic novels)
 - 5 popular culture texts (e.g. films, television series)
- Adherence to APA format for all citations.
- 100-150 words per annotation.

Research Plan

Design a qualitative research project based on your research interest(s). A “Guide for Developing a Qualitative Research Proposal,” will be provided to help you through the process.

Final Presentation

Students will present their research plans.

Grading Scale

A: 93-100; A-: 90-92; B+: 88-89; B: 83-87; B-: 80-82; C+: 78-79; C: 73-77; C-: 70-72; D+: 68-69; D: 63-67; D-: 60-62; F: 59 and below

Course Policies

Expectations for Commitment: As an undergraduate course, the expectation is students spend an average of 12 hours each week for each 3-credit course. For this course, plan now for that level of effort on a weekly basis.

Departmental Grievance Procedures. The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student taking a course in the Department of Educational Foundations, Organizations and Policy (EFOP) believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the associate chair of EFOP, Dr. Michael Gunzenhauser mgunzen@pitt.edu; (3) if needed, next talking with the academic integrity officer of the school, Asst. Dean Shederick McClendon, sammccclendon@pitt.edu; and (4) if needed, filing a written statement of charges with Asst. Dean McClendon.

Academic Integrity. Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity, posted on the School of Education website. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the School of Education [Academic Integrity Guidelines](#). This may include, but is not limited to, the confiscation of the examination of any individual

suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services. If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Statement on Classroom Recording. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Reference Style for Written Work: You can use any reference style (e.g., American Psychological Association [APA]; Chicago; and Modern Language Association [MLA]) for your bibliographical references in written assignments; just be consistent within each paper.

Course Schedule

Date	Topic(s)	Readings/Assignments Due
January 16th	<u>Introduction to the Course</u> <ul style="list-style-type: none"> ● Getting to Know You ● Course Overview 	Guest Speaker: Dr. Dara Méndez, Exploring the intersections in Public Health and Education
February 6th	Qualitative Methods & Urban Education	<u>Read</u> <ul style="list-style-type: none"> • Urrieta Jr., (2003). Las Identidades Tambien Lloran, Identities also Cry. • Ellis (1997). Evocative Autoethnography • Maxey (199). Beyond Boundaries? Activism, Academia, Reflexivity and Research • Patrón, Flores, & Medina. (2020) The (unspoken) pact: a composite counternarrative of Latino males' compañerismo in a doctoral program at a predominantly white institution in the midwest • Patrón and Flores. (2021). Latino Men Using Compañerismo to Navigate the Unchartered Waters of the Doctoral Program: A Conceptual Model Guest Speaker: Dr. Osly Flores
March 6th	Crafting your Narrative: Positionality, Reflexivity, & Urban Education.	<u>Read</u> <ul style="list-style-type: none"> • Carrillo, Juan. (2007). Lost in <i>Degree</i>: A Chicano PhD Student's Search for Missing Clothes • Carrillo, Juan. (2020). Hoops and “Education”: Latino Males, Fugitivity, and Basketball in the City • Flores, Glenda. (2015). Controlling Images of Space: Latina Teachers and Racial Positioning in Multiracial Schools • Flores, Glenda Marisol. (2011). “Racialized Tokens: Latina Teachers Negotiating, Surviving and Thriving in a White Woman’s Profession.” <i>Qualitative Sociology</i>, 34: 313-335. Guest Speakers: Dr. Juan Carrillo Dr. Glenda Flores
April 10th	Final Presentations	<u>Due</u> Annotated Bibliography Research Plan