



Pitt Education

Doctor of Education (EdD) Program
EDUC 3010: Historical and Social Contexts of Urban Education
Fall 2021

Saturdays, 1:00-5:00p;
Meeting dates: 9/11, 10/2, 11/6, 12/4

The syllabus is a living document.

We reserve the right to change the syllabus to meet class needs.

Course Instructor

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Post Graduate Assistant

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she/her

Office Hours — Dr. Delale-O'Connor and Dr. Brunson offer office hours are by appointment either in person or by Zoom. Please email to set up an appointment. We look forward to meeting with you!

Mission/Vision of the School of Education

We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. We are the School of Education at the University of Pittsburgh.

Doctor of Education (EdD)

The University of Pittsburgh is a center for excellence in professional programs, and the School of Education school-wide Doctor of Education (EdD) program is grounded in this **commitment to excellence**. The program prepares working professionals to become **leader scholar practitioners** to develop *specialized knowledge in their area of concentration* and *apply their intellectual and practical skills to address and mitigate enduring problems affecting children, families, and communities*.

Program Learning Goals

As a result of attending the EdD program at Pitt, students and graduates become leader scholar practitioners who:

1. Identify problems of practice, including questions of equity, ethics, and justice.
2. Use data to inform decisions in daily operations and improvement projects.
3. Communicate and collaborate to work with diverse communities and build partnerships.
4. Lead change that improves practice.
5. Are committed to use improvement science to address problems of practice.

Course Rationale and Description

This course is designed to provide an introductory understanding of the social and historical contexts of urban education to students who plan to engage in research and professional practice in urban schools and communities. Students will engage with readings on historical, social, and structural theories, empirical research as it applies to the development and current structure of urban schools and communities, and (and perhaps most importantly!) the ways these factors impact the students, teachers, and families connected to urban schools.

Course Aims and Outcomes

By the end of this course, students will be able to view urban education and research in urban schools and communities through a multidisciplinary lens and understand the ways that broader social, cultural, historical, political, and economic forces have shaped the development and current structure and function of urban schools. Through this course, students will develop a working knowledge of key concepts and theoretical frameworks in the field of urban education. Students will further be able to analyze and reflect critically on educational practice and reform initiatives as connected to their impact on urban schools and the students, teachers, families, and communities connected to them.

Doctoral Requirements

This course offers historical and sociological understanding of urban education. This course and students' takeaways will inform their understanding of their role in their places of practice and support their understanding and framing of their problems of practice.

Format and Procedures

As instructors, we are committed to pedagogy that is anti-racist, non-sexist, non-classist, non-heterosexist, non-gender-normative, and further. This includes fostering an environment that is as safe and inclusive as possible. It is our intention to name and correct as best as possible any actions on my part that fall short of these commitments. If everyone in the class is likewise committed, the work should be more easily facilitated. We are also committed to making the class mentally and physically accessible to anyone wishing to participate.

Use of Technology

This course uses a Canvas web site provided through the University. To access the course web site, go to www.canvas.pitt.edu and log on using your Pitt user name and password. Or, you can go to www.my.pitt.edu and access the Canvas site there. For help logging onto the course, call 412-624-HELP. This help is available 24/7. The instructors cannot assist you with log-on problems.

Course Format: Hybrid

A hybrid course is not a reduced-time course. According to the University's definition of a credit hour, a one-credit course should have 14 contact hours, where a contact hour is 50 minutes of instruction. Thus a 3-credit course should have 2100 minutes of instruction (50 minutes/hour x 14 hours x 3 credits = 42 hours), and a two-credit course has 1400 minutes or 28 hours of instruction.

In addition, students are expected to spend a minimum of 1.5 hours outside of class for each in-class hour. Therefore, you need to spend 1.5×28 course hours = 42 hours across 11 weeks, in addition to the core of 28 hours. This includes reading, completing weekly exercises, and working on graded assignments.

Course Requirements

1. Course readings and where they are available

The articles and some of the book chapters will be available electronically on Canvas. The required course books should be available from most booksellers online and can be purchased in the medium you prefer:

1. Ewing, E. L. (2018). *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. University of Chicago Press.
2. Shedd, C. (2015). *Unequal city: Race, schools, and perceptions of injustice*. Russell Sage Foundation.
3. Tyack, D. B. (1974). *The one best system: A history of American urban education* (Vol. 95). Harvard University Press.

Additional readings will be available on our course Canvas page.

Grading Basis

1. Introductory assignment	10 points
2. Bi-weekly reaction papers (4/5).....	20 points
3. Class Participation	20 points
4. Final paper outline.....	10 points
5. Paper draft 1.....	10 points
6. Final paper.....	20 points
7. Paper presentation + slides.....	10 points
Total.....	100 points

Feedback and Grading

Feedback is essential for high quality learning and teaching. Therefore, I am committed to giving you individual, detailed, and timely feedback so that you can improve your learning on future assignments.

Assignment	Due Date
All I Know about Urban Education (10%)	Sunday, 9.5.21, by 10:00 PM
Bi-Weekly Reaction Papers (Choose 4 of the 5 dates) (20%; 5% each) Class Participation (20%)	Sunday, 9.19.21 Sunday, 10.3.21 Sunday, 10.17.21 Sunday, 11.7.21 Sunday, 11.28.21
Paper Outline/Paper Proposal (10%)	Sunday, 10.31.21, by 10:00 PM
Paper Draft 1 (10%)	Sunday, 11.21.19, by 10:00 PM
Paper Presentation + Slides (10%)	Saturday, 12.4.21 in class
Final paper (20%)	Friday, 12.10.21, by 5:00 PM

Course Assignments

Introductory Assignment — Everything I know about urban education (10%)

Due—Sunday, September 5, 2021 by 10:00 PM

To start the semester and help you capture what you know and think right now, you will write a brief essay (no more than 800 words) that draws from your own experience and understanding—no matter how vast or limited you believe it is—and detail what you think you know about urban education.

You do not need to have a thesis statement, but try to collect your observations around a central theme(s) and build toward a concluding statement that summarizes your knowledge of urban education and urban schools.

Please DO NOT draw from any class texts for this first assignment. Just sit down and reflect on what you think. Then write about your knowledge, beliefs, and values related to the topic of urban education.

The assignment will receive a letter grade for the quality of writing, but not for content. Please write in complete sentences and paragraphs, not fragments and bullet points.

As with all written assignments for this course, your paper should be typed, double-spaced, 12-point font, one-inch margins, and should follow the guidelines of the [APA Publication Manual](#), Seventh Edition. Papers should be free of spelling, grammatical, and typographical errors.

Final Paper and Process Documents (40%)

Due — Outline (10%) due Sunday, October 31, 2021 by 10PM

Draft 1 (10%) due Sunday, November 21, 2021 by 10PM

Final paper (20%) due Friday, December 10, 2021 by 5PM

The goal of the final paper is to connect what you have learned this semester to your place of practice. The work you do to develop and write this paper, as well as the paper itself will ultimately support your developing understanding of your problem of practice.

For this approximately **5-7 page paper**, you will draw from the materials we have read, listened to, and discussed this semester to offer a historic and social overview of your place of practice and your role in it.

The overarching question to which this paper responds is: **How have history and social contexts worked to shape your place of practice and your role in it?**

For this assignment, please reflect upon and discuss ways in which this course has impacted your understanding of (1) the role of broader forces on education in the U.S.; (2) yourself as a member of U.S. society and as education professional, (3) the communities you work with in a professional capacity, and (4) education policy that shapes heterogeneous stakeholders (e.g., students, educators, community members, community and national leaders).

You will draw from the theories, concepts, and perspectives we have engaged in this class to respond to all/some of the questions below in narrative form:

- What did you think or do at the beginning of this course, and how has your thinking/action changed (expanded, shifted, reversed, deepened)?
- How do the theories, concepts, and perspectives focused on the social and historical context of urban education help you to interpret and understand your place of practice?
- What can you see in your place of practice through the lenses of these concepts, theories, or perspectives?
- What issues (or opportunities) so these concepts, theories, or perspectives bring up that you had not thought of before?
- Does your place of practice offer an opportunity to extend or challenge the concepts or theory?

Please cite at least 5 specific readings or concepts discussed in the course, and explain specifically how they connect to your place or practice and your role there. You are encouraged to draw from your syntheses.

This paper assignment is meant to demonstrate your understanding of the ways that the concepts, theories, and perspectives that we have been discussing play/played out in your place of practice and how that influences your role. As such, you should not take a cursory glance (i.e. “Cultural capital keeps the students I work with from succeeding.”), but rather seek to provide a more thoughtful understanding.

To guide this work, you will complete a paper outline/proposal and a rough draft for feedback.

The **outline/paper proposal** (10%) is due Sunday, October 31, 2021 by 10PM and should be an approximately 1-page overview of the ideas you will be addressing and connections you (preliminarily) believe you will be making.

Draft 1 (10%) is due **Sunday, November 21, 2021 by 10PM**. This should be a rough draft of the final paper, but you should still pay attention to writing conventions such as

spelling and grammar. This is a great place to note questions you have, as well as potential challenges, as I will be providing feedback to support the writing of your final paper. The **Final paper (20%) due Friday, December 10, 2021 by 5PM**

Presentation of Final Paper + Slides (10%)
Due—Saturday, December 4, 2021 in class

During our final class meeting, you will conduct a 10-minute presentation and discussion of your final paper. Be prepared to provide an overview of the topic around which your project centers, connect this to the course readings (and other relevant readings on which the class may need background) and pose/respond to questions for discussion. Presenters should not “lecture,” but instead should be creative in the delivery of their paper/paper topic and should interact with course participants. Presentations should include a formal presentation (i.e., PowerPoint, Keynote, Prezi presentation) and/or a handout for all participants.

Bi-Weekly Reaction Papers + Participation: (40%)¹

In this course, students are expected to complete an extensive amount of reading each week, establish connections between the key concepts, and reflect on ways that the readings can be used in their own work. In order to facilitate critical discussion and thoughtful reflection, students are required to write and submit a reaction paper in 4 of the 15 weeks in the semester as follows:

Sunday, September 19
Sunday, October 3
Sunday, October 17
Sunday, November 7
Sunday, November 28

Papers should be 1 page, single-spaced (not including references) and should include reactions, ideas, and questions about the weekly readings. The papers should NOT be a summary of the readings. Students are expected to integrate and synthesize all the weekly readings into one thoughtful reaction paper. The following questions can be used to develop the papers:

1. What are one or two main themes in the weekly readings?
2. What are the main areas of convergence/divergence across the readings?
3. What are the key ideas, concepts, and/or issues embedded in the readings?
4. What did you find interesting, surprising, or intriguing about the readings?

¹ Adapted from an assignment kindly shared by Dr. Gina Garcia

5. What are your critiques of the ideas presented by the author(s)?
6. In what ways can you use the ideas and concepts in your practical work within educational settings or within your own research?
7. What questions remain unanswered after this week's readings?

**Reaction papers are due on the Sundays noted at 10:00PM and should be posted to the Canvas site.

Class discussion:

Students are expected to read all assigned readings weekly and to participate in discussions at the 4 class sessions. Active participation is not only required but is crucial to meeting the objectives of the course and will benefit all students. As a graduate level course, students are expected to think critically, participate actively, and engage willingly in order to enhance their own learning as well as the learning of others.

Course Schedule

(May change to accommodate guest presenters and student needs)

Week 1: (8.29.21) What do I already know?

Read—No Reading for this week

Watch—Instructor introduction and Syllabus + Canvas overview

Assignment— All I know about urban education

Due Sunday, September 5, 2021 at 10:00PM

Week 2: (9.6.21): What is urban education?

Read— Milner, H. R. (2012). But what is urban education? *Urban Education*, 47(3), 556–561.

(SKIM) King, J. E., Akua, C., & Russell, L. (2013). Liberating urban education for human freedom. In *Handbook of urban education* (pp. 62-87). Routledge.

Welsh, R. O., & Swain, W. A. (2020). (Re) defining urban education: A conceptual review and empirical exploration of the definition of urban education. *Educational Researcher*, 49(2), 90-100.

Watch—CUESEF Panel

Class Meeting 1 (9.11.21)

Additional Resources Mentioned/Reviewed in class (also on Canvas):

Jensen, J. Chronicle, Lessons on the Craft of Scholarly Reading

<https://www.chronicle.com/article/Lessons-on-the-Craft-of/244134>

Dr. Jessica Calarco's Guide for papers: <http://www.jessicacalarco.com/teaching-resources/>

Lamott, A. (2007). "Shitty first drafts" from *Bird by bird: Some instructions on writing and life*. Anchor.

Week 3 (9.12.21): History of urban education in the United States

Read— Tyack, D. B. (1974). *The one best system: A history of American urban education* (Vol. 95). Harvard University Press.
Prologue and Parts 1, 2 and 3

Woods, L. L. (2012). The Federal Home Loan Bank Board, redlining, and the national proliferation of racial lending discrimination, 1921–1950. *Journal of Urban History*, 38(6), 1036-1059.

Listen— The Great Equalizer: Are we asking too much of America’s high poverty schools?
<https://www.apmreports.org/story/2017/02/09/the-great-equalizer>

Week 4 (9.19.21): History of urban education and housing in the United States, cont.

Read— Tyack, D. B. (1974). *The one best system: A history of American urban education* (Vol. 95). Harvard University Press.
Parts 4 and 5 and Epilogue

Rutan, D. Q., & Glass, M. R. (2018). The Lingering Effects of Neighborhood Appraisal: Evaluating Redlining's Legacy in Pittsburgh. *The Professional Geographer*, 70(3), 339-349.

Assignment— Bi-Weekly Reaction Paper #1

Due Sunday, September 19, 2021 at 10:00PM

Week 5 (9.26.21): Context and concentrated disadvantage in urban areas

Read— Pager, D., & Shepherd, H. (2008). The sociology of discrimination: Racial discrimination in employment, housing, credit, and consumer markets. *Annual Review of Sociology*, 34, 181-209.

Lee, T. (2019) A vast wealth gap driven by segregation, redlining, evictions and exclusion, separates white and black America. NYTimes 1619 Project.

Solomon, D., Maxwell, C., & Castro, A.C. (2019, August 7). Systemic Inequality: Displacement, Exclusion, and Segregation-How America's Housing System Undermines Wealth Building in Communities of Color. Center for American Progress

Class Meeting 2 (10.2.21)

Week 6 (10.3.21): Race, place and space—The geography of opportunity

Read— Tate IV, W. F. (2008). “Geography of opportunity”: Poverty, place, and educational outcomes. *Educational Researcher*, 37(7), 397-411.

Green, T. L. (2015). Places of inequality, places of possibility: Mapping “opportunity in geography” across urban school-communities. *The Urban Review*, 47(4), 717-741.

Krus, K.M. (2019) A traffic jam in Atlanta would seem to have nothing to do with slavery, but look closer. NYTimes 1619 Project.

Assignment— Bi-Weekly Reaction Paper #2
Due Sunday, October 3, 2021 at 10:00PM

Week 7 (10.10.21): Race, place, and space—Policing and justice

Read— Shedd, C. (2015). *Unequal city: Race, schools, and perceptions of injustice*. Russell Sage Foundation. (Ch 1-3)

Stevenson, B. (2019) Slavery gave America a fear of black people and a taste for violent punishment. Both still define our criminal justice system. NYTimes 1619 Project.

Listen—Life A la Carte: School Choice, Segregation and Gentrification in an unequal city

<http://haveyouheardblog.com/life-a-la-carte-school-choice-segregation-and-gentrification-in-an-unequal-city/>

Week 8 (10.17.21): Neoliberalism and the right to the city

Read— Shedd, C. (2015). *Unequal city: Race, schools, and perceptions of injustice*. Russell Sage Foundation. (Ch 4-6)

Ewing, E. L. (2018). *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. University of Chicago Press. (Ch 1 and 2)

Assignment— Bi-Weekly Reaction Paper #3
Due Sunday, October 17, 2021 at 10:00PM

Week 9 (10.24.21): Blackness and the right to the city

Read— Ewing, E. L. (2018). *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. University of Chicago Press. (Ch 3, 4 & conclusion)

Hunter, M. A., & Robinson, Z. F. (2016). The sociology of urban black America. *Annual Review of Sociology*, 42, 385-405.

Week 10 (10.31.21): Segregation, desegregation and urban schools

Read— Thompson Dorsey, D. N. (2013). Segregation 2.0: The new generation of school segregation in the 21st century. *Education and Urban Society*, 45(5), 533-547.

(SKIM) Orfield, G., & Lee, C. (2005). Why segregation matters: Poverty and educational inequality. *The Civil Rights Project at Harvard University*.

Listen—Segregation's Back
<https://www.apmreports.org/story/2017/07/21/segregations-back>

Assignments—Paper Outline/Overview

Due Sunday, October 31, 2021 at 10:00PM

Class Meeting 3 (11.6.21)

Week 11 (11.7.19): Educational funding and resources

Read—Baker, B. D., Sciarra, D. G., & Farrie, D. (2014). Is school funding fair? A national report card. *Education Law Center*.

Rothstein, R. (2014). The urban poor shall inherit poverty. *The American Prospect*, 25(4).

Listen & Read—Failing the Future
<https://schoolfundingpa.publicsource.org>

Assignments—Bi-weekly reaction paper

Due Sunday, November 7, 2021 at 10:00PM

Week 12 (11.14.21): Match and mismatch—The role of capital

Read—Deschenes, S., Cuban, L., & Tyack, D. (2013). Historical perspectives on schools and students who don't fit them. *History of Multicultural Education Volume 5: Students and Student Learning*, 332.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, 8(1), 69-91.

Assignment— Paper Draft 1

Due Sunday, November 21, 2021 at 10:00PM

Fall Break Week: November 21-27

Assignment— Bi-Weekly Reaction Paper #5

Due Sunday, November 28, 2021 at 10:00PM

Week 13 (11.28.21): Inside Urban Schools—Teachers

Read— Milner IV, H. R. (2008). Disrupting deficit notions of difference: Counter-narratives of teachers and community in urban education. *Teaching and Teacher Education*, 24(6), 1573-1598.

Listen—Schooled: Bad Teacher

http://www.slate.com/articles/podcasts/education/2013/11/schooled_podcast_confessions_of_a_bad_teacher.html

Preparing and retaining urban teachers

<http://www.wesa.fm/post/preparing-and-retaining-urban-teachers#stream/0>

What teachers need to know about connecting with students in urban schools

<https://why.org/articles/teachers-need-know-connecting-students-urban-schools/>

Class Meeting 4 (12.4.21)

Assignment Due— Final paper presentations due December 4, 2021 in class

Week 14 (12.5.21): Inside Schools—Students

Read— Kozol, excerpt from *Savage Inequalities*

Farmer-Hinton, R. L., Lewis, J. D., Patton, L. D., & Rivers, I. D. (2013). Dear Mr. Kozol ... Four African American women scholars and the re-authoring of *Savage Inequalities*. *Teachers College Record*, 115(5), 1-38.

Listen—This American Life, “Harper High School”

<https://www.thisamericanlife.org/extras/harper-high-school>

Final Paper Due Friday, December 10 by 5PM

Course and University Policies

Attendance

Regular and prompt attendance in the Saturday class sessions is an essential part of the educational experience in the EdD program. Each course meets only four times throughout the term --- missing one of those sessions constitutes a significant portion of the time for face-to-face interaction with instructors and peers.

Although students are expected to attend all Saturday class sessions (either in person or virtually), working professionals sometimes find themselves in circumstances that cause them to miss these class meetings.

Exceptions may be made for a required **work-related commitment, illness, or valid emergency**. In such cases, students need to contact the course instructor to determine if there is any way to make up missed classwork.

In addition, we continue to live through a global pandemic, as well as many other global and personal challenges. We will do our best to be flexible and work with you

to be successful in this course. If you cannot attend a class, it is your responsibility to email Dr. Delale-O'Connor (loridoc@pitt.edu) ahead of time if possible.

Cellphones and Laptops — If possible, please turn off your cell phone and store it during class. If you might need to receive a call during class, please put your phone on vibrate and step out quietly as needed. There will be breaks during each class where we encourage you to check your devices. If you feel you need to use a laptop to take notes, please keep your computer usage to that purpose, closing all applications/websites/etc. except for notes documents and the course readings.

Written Assignments — All written assignments should be typed, double-spaced in, 12-point font, one-inch margins, and should follow the guidelines of the [APA Publication Manual](#), Seventh Edition.

Inclusion and Nondiscrimination — Several university policies are pertinent to this course. As instructors, we are committed to pedagogy that is anti-racist, non-sexist, non-classist, non-heterosexist, non-gender-normative, and further. This includes fostering an environment that is as safe and inclusive as possible. It is our intention to name and correct as best as possible any actions on my part that fall short of these commitments. If everyone in the class is likewise committed, the work should be more easily facilitated. We are also committed to making the class mentally and physically accessible to anyone wishing to participate.

The University of Pittsburgh prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran. The University is committed to creating a learning environment that is inclusive of all races, genders, socioeconomic statuses, religions, sexual orientations, nationalities, and languages.

In particular, we are committed to including the voices of minoritized groups in this class, including those of womxn and other people of color, transgender people, LGBTQIA+ people, non-Christian people, non-US citizens, and those who speak multiple languages. If you feel uncomfortable as a result of your social identities and background or how they are perceived, please let us know.

We seek to be with each other in ways so that each person can feel safe to unlearn and learn. Learning involves taking risks, including letting go of worldviews that don't serve education as a tool for liberation. While you may feel discomfort during the flow of the course, you should not feel unsafe. If you do feel unsafe, please contact the instructors, or if you feel more comfortable, the Office of Diversity & Inclusion <http://www.diversity.pitt.edu/>

Cases of discrimination and harassment based on protected identities should be

reported to the Title IX office <http://www.titleix.pitt.edu/report/report-incident>

Office of Diversity and Inclusion (ODI)

Resources, consultation, and bias incident reporting: <https://www.diversity.pitt.edu/>

Title IX office, resources regarding sexual harassment, gender-based discrimination, and sexual violence: <https://www.titleix.pitt.edu/>

Cases of discrimination and harassment based on protected identities should be reported to the Title IX office <http://www.titleix.pitt.edu/report/report-incident>

Religious Observances

See the [Provost's annual memo](#) about religious observances.

Emergencies

Do you have Pitt Police saved on your mobile phone? 911 works, or Pitt Police, 412-624-2121

Catalogs

The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically.

[Pittsburgh Campus Graduate and Professional Studies](#)

Student Mental Health

Resources to support student mental health and wellness are available here at Pitt:

Counseling Center, in the Wellness Center in Nordenberg Hall:

<https://www.studentaffairs.pitt.edu/cc/> Call 412-648-7930, any time.

Please note the availability of Therapy Assistance Online:

<https://www.studentaffairs.pitt.edu/cc/therapy-assistance-online/>

Sexual Assault Response: 412-648-7856

Care and Resource Support Team (CARS): Email pittcares@pitt.edu or see:

<http://www.studentaffairs.pitt.edu/cars/>

Student Affairs Summary: [Faculty and Staff Guide for Helping Distressed Students](#)

Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term. To

notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) or email (drsrecep@pitt.edu) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union.

Basic Needs Security

Some students are unable to afford groceries or access sufficient food to eat every day. Some students lack a safe and stable place to live. Some students experience challenges balancing school with paid work, childcare, and other family obligations. Those challenges can create considerable anxiety for students and may also affect students' performance in their courses. Students experiencing those challenges are urged to contact the Assistant Dean of Student Engagement, Mr. Shederick McClendon (email: sam06@pitt.edu; phone: 412-383-3751). Students experiencing challenges with food, housing, work and/or family obligations are also encouraged to let your instructors know if you are comfortable in doing so. This will enable us to assist you in accessing support. In addition, the University maintains a student food pantry and a resource guide compiled by the University Library System with food, housing, health, employment, health, and other resources.

Pitt Food Pantry: <https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/>

Pitt Resource Guide: <https://pitt.libguides.com/assistanceresources>

In addition, both the School of Education and the Center for Urban Education have developed additional resource guides to support your wellbeing during this time:

School of Education Resource Guide: https://www.education.pitt.edu/covid-19-resources-and-guidance?utm_source=sendgrid.com&utm_medium=email&utm_campaign=website

Center for Urban Education Resource Guide: <https://www.cue.pitt.edu/cue-resources>

Pitt Food Pantry: <https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/>

Pitt Resource Guide: <https://pitt.libguides.com/assistanceresources>

School 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 in the School of Education 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 chair/associate chair of the faculty member's department; (3)

if needed, next talking to the academic integrity officer of the school; and (4) if needed, filing a written statement of charges with the academic integrity officer.

Academic Integrity — Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. 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 University Guidelines on Academic Integrity. 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. See the School of Education Academic Integrity guidelines, <http://www.education.pitt.edu/CurrentStudents/PoliciesandForms.aspx>

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.

Sexual Misconduct, Required Reporting, Support Services, & Title IX — The University is committed to combatting sexual misconduct. You should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may receive appropriate resources and support.

There are two important exceptions to this requirement about which you should be aware:

(1) Some counselors and medical professionals do not have this reporting responsibility and can maintain confidentiality. A list of these professionals can be found here:

<http://www.titleix.pitt.edu/report/confidentiality>

(2) Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you experience sexual misconduct, you are encouraged to reach out to these resources:

- Title IX Office: 412-648-7860
- SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)
- University of Pittsburgh Police: 412-624-2121

Other reporting information is available here: <http://www.titleix.pitt.edu/report-o>

A Special Note for Learning in Community During COVID-19

Finally, we want to acknowledge that we are not simply learning in hybrid or participating in virtual learning. We are engaged in this learning during a global pandemic that has taken the life and livelihoods of so many and both laid bare and magnified the structural inequities already present in our society (e.g. food insecurity, disparate health outcomes by race, access to technological infrastructure, just to name a few). Among these has also been the further exposure of our national failure to attend to the needs of working people and their caregiving responsibilities. And yet, we are all, in a variety of ways being asked to proceed as “normal” or “act professionally” (which themselves are racist, anti-feminist, and ableist concepts).

To make this course and our time together in virtual community and in person a humanizing space, we want to make sure we are explicit about the following:

- If you need to turn off your camera or step out of the room, please feel comfortable doing so.
- If you need to attend to a child, elder, pet, yourself during class—please feel comfortable doing so.
- Feel free to eat food and drink water during class.
- Children are welcome—they are not a distraction.
- That said, we will respect your boundaries of what we ‘see’ in your home.
- If you are uncomfortable or struggling for whatever reason and need flexibility, please let us know (you do **not** need to disclose any health information, although you are welcome to share and we will work to support you), and we will work with you.
- Above all—learning is important, but your health and well-being are more important.

We look forward to embracing our full humanity and supporting each other as we learn in community.

Adapted from J. Weiner (University of Connecticut); and A. Heiss (Georgia State University)