



Arithmetic by Frank Morrison

Course: EDUC 3011: Pedagogies and Practices in Urban Education

University of Pittsburgh, School of Education

Saturday, 1:00 pm – 5:00 pm

Professor: Richard D. Benson II, Ph.D.

Office Hours: By appointment

Schedule and Assignments
(Subject to change per professor's discretion with advance notice)

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. We intend 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.

Course Schedule and Assignments

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Required Texts

All course readings are accessible via Canvas

Transitional Source Material

Following the conclusion of the allotted class time; students are also required to read the transitional source material also outlined in the course schedule. These readings will enhance your understanding for the weeks to follow.



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Class Assignments

- Class Participation (25%)
- Annotated Bibliography (25%)
- Research Plan (25%)
- Dialogical Assessment (25%)

Class Participation

Students are expected to read all of the course 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. Participation and critical engagement of the scholarly material provided is important for the seminar style of the class and for your development as a leader in education. Discussions will reflect the academic literature on the given topic and you are encouraged to refer to the literature to frame your remarks. Failure to be a productive member of the class and to present scholarly responses can result in the reduction of your final grade. NOTE: TO MEET THE AFOREMENTIONED REQUIREMENTS, IT IS CRUCIAL THAT YOU COMPLETE THE WEEKLY READINGS

Annotated Bibliography



Develop an annotated bibliography containing fifteen sources:

- 15 sources:
- 5 peer-reviewed articles
- 5 non-traditional 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 research project based on your research interest(s). A "Guide for Developing a Research Proposal," will be provided to help you through the process. This is an opportunity to advance your existing doctoral work in preparation for identifying your thesis and any related research that will support your forthcoming dissertations.

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Dialogical Assessment

The instructor will pose questions to the student in spoken form. The student has to answer the question(s) to fully demonstrate mastery of course readings and display sufficient knowledge of the subject to pass the assessment successfully.

Course Policies

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 in 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 the Department of Educational Foundations, Organizations, and Policy (Dr. Lori Delale-O'Connor); (3) if needed, next talking to the academic integrity officer of the school (Dr. Andrea Zito, Assistant Dean); and (4) if needed, filing a written statement of charges with the academic integrity officer. The grievance process is further specified in the School of Education's Guidelines on Academic Integrity.

Academic Integrity. Students in this course are expected to comply with the School of Education's Guidelines 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.

Disability Services. Suppose you have a disability that requires special testing accommodations or other classroom modifications. In that case, 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.

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Basic Needs. 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. Resources are available in the Division of Student Affairs: The Pitt Pantry, the Care and Resource Support Team (412-624-5756 or PittCares@pitt.edu), and Health, Wellness, and Counseling Services. Furthermore, if you are comfortable doing so, please notify your instructor, department chair, and/or associate department chair who may provide access to resources.

Course Schedule

Date	Topic(s)	Readings/Assignments Due
January 14 th Class Meets		<p>Guest Speaker: Kamau Rashid, Ph.D. Kamau Rashid earned his bachelor's in Sociology and Ph.D. in Educational Policy from the University of Illinois, and his master's in Urban Community Studies. He is the Founding Director of the Doctorate in Education at Northeastern Illinois University's Daniel L. Goodwin College of Education (2021).</p> <ol style="list-style-type: none">1. Kamau Rashid, "<u>Occasional Papers, The Lamentation of Oppression: The Multifarious Nature of Race and Racism</u>"2. James Baldwin "<u>A Talk to Teachers.</u>"3. Pauline Lipman - <i>The New Political Economy of Urban Education</i> - Intro4. Howard Zinn, "<u>On Columbus and Western Civilization</u>"5. Jonathan Kozol, "The Shame of the Nation: The Restoration of Apartheid Schooling in America" Parts 1 & 36. Harold Lasswell, "Ideology and the Legitimation of Inequality"7. Edward Shils - <i>Centre and Periphery</i> Video Democracy Now on Detroit, Friday, April 2, 2010 - http://www.democracynow.org/shows/2010/4/2 Respiration by Black Star - http://www.youtube.com/watch?v=eeTnog5RRQo

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		<p>Video</p> <p>The danger of a single story: http://www.youtube.com/watch?v=D9Ihs241zeg</p> <p>Supplemental: <u>"Show Us the Love: Revolutionary Teaching in (Un)Critical Times"</u> (TB) (4232) <u>'We the People' - the three most misunderstood words in US history Mark Charles TEDxTysons - YouTube RRA</u></p>
Transitional Source Material 1 (1/16)		<ul style="list-style-type: none"> • <u>Human Capital: High School, Junior High School, and Vocational Guidance and Education</u> • Dylan Lukes and Christopher Cleveland. Working Paper. <u>"The Lingering Legacy of Redlining on School Funding, Diversity, and Performance."</u> EdWorkingPapers, 21-363, Pp. 1-85. Publisher's Version • <u>Redlining and Education: How 20th Century Impact 21st Century Kids</u> Article by the Heritage Foundation
Transitional Source Material 2 (1/23)		<ul style="list-style-type: none"> • <u>How America's public schools keep kids in poverty</u> Youtube Ted Talk • <u>Dean's Distinguished Speaker Series - Dr. Gloria Ladson-Billings</u>
Transitional Source Material 3(1/30)		<ul style="list-style-type: none"> • George Albert Pettitt <u>Primitive Education in North America</u> • <u>The Making of An American High School</u>
February 4 th Class Meets		<p>Readings</p> <ol style="list-style-type: none"> 1. William Ayers, "Beginning Again: The Mystery of Teaching" 2. Sonia Neito, "Teaching as Anger and Desperation", 3. Sonia Neito, "Teaching as Intellectual Work" 4. Sonia Neito, "Teaching as Democratic Practice 5. Jose Garcia. <u>The Hatred Within.</u> 6. New Political Economy of Urban Education, ch. 1 and 2

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		<p>7. Gloria Ladson-Billings, "America Still Eats Her Young.";</p> <p>8. Eric Blumenson & Eva S. Nilsen, "How to Construct an Underclass: Or how the War on Drugs became a War on Education."</p> <p>9. Enora A. Brown, "The Quiet Disaster of No Child Left Behind: Standardization and Deracialization Breed Inequality."</p> <p>Video The Merchants of Cool - http://www.pbs.org/wgbh/pages/frontline/shows/cool/ Supplemental: Vaught, S. Brayboy, B. M. J., and Chin, J. (2022). <i>The school-prison trust</i>. Minneapolis: University of Minnesota Press. Link: The School—Prison Trust Manifold @uminnpress (umn.edu) (It may be free. If not, there may be a minimal fee to read online or you can order the paperback.)</p>
Transitional Source Material 4 (2/6)		<ul style="list-style-type: none"> • <u>Ladson-Billings (2006). Yes, but how do we do it ? Practicing culturally relevant pedagogy</u> • <u>Urban Schools: Challenges and Possibilities for Early Childhood and Elementary Education</u> • <u>The Making of Ferguson: Public Policies at the Root of its Trouble EPI</u>
Transitional Source Material 5 (2/13)		<ul style="list-style-type: none"> • <u>Deculturalization Chpt. 1.pdf</u> • <u>Cosier Reading.pdf</u> • <u>Smiler Reading.pdf</u>
Transitional Source Material 6 (2/21)		<ul style="list-style-type: none"> • <u>StandingUpforTocarra.pdf</u> • <u>Tan Reading.pdf</u> • <u>Historian Says Don't 'Sanitize' How Our Government Created Ghettos NPR</u>
March 4 th Class Meets		<p><u>Guest Speakers: Dr. Erica Davila and Dr. Ann Aviles</u></p> <p>Dr. Dávila and Dr. Ann Aviles will facilitate a dialogue anchored on two of her co-authored publications that pertain to the</p>

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		<p>social context of the Chicago Public Schools (CPS).</p> <ul style="list-style-type: none"> ◇ <i>Examining Education for Latinas/os in Chicago: A CRT/LatCrit Approach</i> was published over a decade ago (2010) in the Journal of Education Foundations ◇ Recently published (2022) book chapter entitled, <i>Latina/o/x Education in Chicago Public Schools Community Research, Resistance, and Representation.</i>) <p>This discussion will examine both the findings and implications that the research project has revealed as well as a discussion on the research process, which was the focus on the more recent publication in the edited volume entitled, <i>Latina/o/x Education in Chicago: Roots, Resistance, and Transformations. Examining Education for Latinas/os in Chicago: A CRT/LatCrit Approach</i> was published over a decade ago (2010) in the Journal of Education Foundations</p> <ol style="list-style-type: none"> 1. Erica Davila, Examining Education for Latinas/os in Chicago: A CRT/LatCrit Approach 2. Erica Davila, Latina/o/x Education in Chicago Public Schools Community Research, Resistance, and Representation 3. <u>Angelita Urena. Orgullo Dominicana</u> 4. New Political Economy of Urban Education, ch. 3 5. "Taking Multicultural, Anti-Racist Education Seriously." 6. David Stovall, "Critical Race Theory as Educational Protest" 7. David Stovall, "Engaging Community: Notes of the Necessity of Reflection." 8. David Stovall, "A challenge to traditional theory: Critical race theory, African-American community organizers and Education." <p>Supplemental:</p>
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		<p>Beyoncé, Nash, T., Stewart, C., Isaken, J.C. Carter, S., Ross, F., Pigott, A., Allen, G., McFarlane, F.. (2022). Break my soul. [Recorded by Beyoncé]. On <i>Renaissance</i>. New York City: Parkwood/Columbia. Link: https://m.youtube.com/watch?v=yjki-9Pthh0.</p> <p>Dancy, T. E. & Generett, G. (2021). Censorship and the attack on critical race theory. Center for Urban Education Lunch and Learn. YouTube [video]. Link: October 2021 Lunch & Learn - Censorship and the Attack on Critical Race Theory - YouTube. (TED)</p>
Transitional Source Material 7 (3/6)		<ul style="list-style-type: none"> • Dean's Distinguished Speaker Series- Dr. David Stovall • Urban Teaching and Black Girls' Pedagogy • Minding the Gap: Cultivating Black Male Teachers in a Time of Crisis in Urban Schools
Transitional Source Material 8 (3/13)		<ul style="list-style-type: none"> • Ideology and Curriculum • Popular Culture and Politics • But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy
Transitional Source Material 9 (3/20)		<ul style="list-style-type: none"> • Urban Education Leadership: Challenges at an Inner City School • The Challenge of indigenous education: practice and perspectives
<p>April 1st</p> <p>Class Meets</p> <p><i>Dialogical Assessment - The instructor will pose questions to the student in spoken form. The student has to answer the question(s) to fully demonstrate mastery of course readings to</i></p>		<ol style="list-style-type: none"> 1. Paulo Freire, "Teaching is Not Just Transferring Knowledge" 2. Paulo Freire, Pedagogy of the Oppressed – ch. 2 3. http://articles.latimes.com/2009/jun/20/local/me-harvard20 4. Ayers- What is teaching for ? 5. ARTICLE How to Construct an Underclass_ or How the War on Drugs Became a War on Education_ 6 J. Gen.PDF 6. OpenMindsToEqualityChpt1.pdf

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<i>display a sufficient knowledge of the subject to successfully pass the assessment.</i>		<ol style="list-style-type: none">7. Laurence Tan, "The 5 E's of Emancipatory Pedagogy: The Rehumanizing Approach to Teaching and learning with Inner-City Youth."8. Alex Friedman, "Juvenile Crime Pays – But at What Cost? Supplemental: <u>Lunch & Learn: "Liberated Territories: Pedagogy as Social Transformation with Dr. Russell Rickford</u>
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