

**EAD 901: Proseminar in Urban Education: An Historical Overview**  
**Fall 2016**  
**Tuesdays 4:10-7:00pm; 226 Erickson Hall**

**Although this course will take primarily in a F2F format, some course-related information and materials can be found at the following URL: <https://d2l.msu.edu>**

**Dr. Terah Venzant Chambers**

404 Erickson Hall

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Office: 517-884-4526

Office Hours: Can be held either face-to-face or online. Contact me via email to set up an appointment.

**Course Description:**

This course is the first of a series of courses recently developed with a concentration on issues in urban education. As this course has its focus on the historical foundations of urban education, it will explore the emergence and evolution of urban communities, specifically schools, as well as the social and political factors that have influenced their development. Although there are many ways to approach this topic, I have chosen to explore the history of urban education through a lens of migration. Thus, we will learn how and why the movement of communities of color differed from that of European communities, as well as what influence these patterns had on the development of public education generally, but education in urban spaces particularly. An historical approach to understanding urban schools is critical because many of the contemporary challenges facing urban schools today have their root in decades-old policies and practices.

The format of this course is a traditional graduate seminar. For me, this means that *dialogue* will form the center of our conversations each week. Further, much of that dialogue is intended to be student generated. This means that I will not plan to lecture in the traditional manner; rather, students will co-construct our conversations each week (both formally through a “lead class” assignment as well as informally through critical reading-related conversation). **Students are expected to come to class having read the required texts and prepared to thoughtfully contribute to our conversations.** There is a fair amount of reading in this course. We will talk about managing the reading load on the first night of class, but learning how to read efficiently *and* comprehensively is a skill you will need to acquire.

**Course Texts:**

Required/Highly Recommended:

- Anderson, J.D. (1988). *The education of blacks in the South: 1860-1935*. Chapel Hill, NC: The University of North Carolina Press. **HIGHLY RECOMMENDED**
- Douglas, D. M. (2005). *Jim Crow moves North: The battle over northern school segregation, 1865-1954*. New York, NY: Cambridge University Press. **HIGHLY RECOMMENDED**
- Wilkerson, I. (2011). *The warmth of other sons: The epic story of America’s Great Migration*. New York, NY: Vintage.
- Mirel, J.E. (2010). *Patriotic pluralism: Americanization education and European immigrants*. Cambridge, MA: Harvard University Press.
- Tyack, D.B. (1974). *The one best system: A history of American urban education*. Cambridge, MA: Harvard University Press.

- Massey, D.S. & Denton, N.A. (1993). *American apartheid: Segregation and the making of the underclass*. Cambridge, MA: Harvard University Press.
- Sugrue, T.J. (2005). *The origins of the urban crisis: Race and inequality in postwar Detroit*. Princeton, NJ: Princeton University Press.
- Kruse, K.M. & Sugrue, T.J. (eds.). (2006). *The new suburban history*. Chicago, IL: The University of Chicago Press.
- Lipman, P. (2011). *The new political economy of urban education: Neoliberalism, race, and the right to the city*. New York, NY: Routledge.

Recommended:

- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York, NY: The New Press.
- Anyon, J. (2005). *Radical possibilities: Public policy, urban education, and a new social movement*. New York, NY: Routledge.
- Anyon, J. (1997). *Ghetto schooling: A political economy of urban educational reform*. New York, NY: Teachers College Press.
- Gold, B.A. (2007). *Still separate and unequal: Segregation and the future of urban school reform*. New York, NY: Teachers College Press.
- Hirsch, A.R. (1998). *Making the second ghetto: race and housing in Chicago, 1940-1960*. Chicago, IL: The University of Chicago Press.
- Ignatiev, N. (1995). *How the Irish became white*. New York, NY: Routledge.
- Katznelson, I. (2005). *When affirmative action was white*. New York, NY: Norton.
- Mirel, J. (1993). *The rise and fall of an urban school system: Detroit, 1907-81*. Ann Arbor, MI: The University of Michigan Press.
- Watkins, W.H. (2001). *The white architects of black education: Ideology and power in America, 1865-1954*. New York, NY: Routledge.

*In addition to the book(s) noted above, a collection of articles also required for class will be available electronically through the course website unless otherwise noted.*

**Course Requirements and Grading:**

25 pts/25%     **Attendance, Participation and Engagement (APE).** This hybrid course is designed as a seminar, relying heavily on student contributions. Therefore, the success of our class depends on student input. Students are expected to be in class having read all of the assigned readings and prepared with questions to contribute to class discussions. **If it becomes apparent that students are NOT reading, I reserve the right to add weekly critical reflection papers to the syllabus, which will count toward your APE score.** Creating an environment where the issues related to the course can be critically engaged is central to the goals of the course. To earn all 25 points in this category, students will be expected to positively contribute to this atmosphere. Of course, I would prefer that students not miss our face-to-face classes. However, I also understand that missing some classes will be unavoidable. Please see important information at the end of the syllabus regarding late-attended or missed classes.

25 pts/25%

**Leading Class Discussion.** Each student will choose at least one module to be responsible for producing a “reading guide” that provides a 3-5 page summary of the readings as well as a list of 7-10 critical questions to guide our class discussion. Since (in most cases) multiple students will be assigned to each week, students will work to come up with the reading guide and questions as a small group. Students should post their summaries and questions in D2L to the entire class, including the professor, by the FRIDAY BEFORE their assigned class. The questions should be based on issues you find relevant to that week’s readings and that you feel will prompt an engaging and thoughtful class discussion. A list of available class sessions will be posted in D2L and discussed the first night of class. Students assigned to each module will also be encouraged to develop an activity (additional readings, videos, etc.) that corresponds with the readings to add to the discussion.

50 pts/50%

**Final Paper and Presentation.** Students will choose from three different options for the final assignment for this course.

**Option 1: Literature Review.** Students will choose the contemporary urban education issue of their choice and write a paper that frames that issue using relevant literature. Students are strongly encouraged to choose a topic that aligns with their personal and professional research interests to begin to build a body of work that will support later coursework and research. Students may structure the paper in the manner of their choosing as long as the paper presents a holistic and relevant review of literature for the topic selected. This is a great option for master’s students or doctoral students who are early in their programs.

**Option 2: Urban Education Case Study.** This course will explore issues of urban education generally, with some specific attention to the South and Midwest. However, students may have an interest in understanding urban education in other locations in the United States or internationally. Students who select Option 2 will choose an urban area and write a case study of the history of education in that location. Students may rely entirely on secondary sources for this project, but it is strongly recommended that students also include primary sources.

**Option 3: Urban Education Pilot Study.** The final option for the final assignment for this course allows students to conduct a pilot study of the urban education issue of their choice. Students who are enrolled in the Graduate Urban Education Certificate may choose this option to fulfill requirements for that program. Students will employ the research methods of their choice, in consultation with their advisor and me. Please note that if you plan to use the data collected from this project for your future work (dissertation, publications) you WILL need to get IRB approval.

**FOR ALL OPTIONS:** Students will make a brief presentation of their work on the last night of class. Presentation will be NO LONGER THAN 8-10 minutes each. All papers should be AT LEAST 25-30 pages long not including references, appendices, and/or other supplemental information. Papers should be formatted according to APA 6<sup>th</sup> edition rules and be in 12 point Times New Roman font, double-spaced with one-inch margins. You may use course readings for this assignment but must also use outside sources.

All students should also pay attention to these important benchmarks:

- On Week 4 (Sep 27), come to class ready to discuss your choice and initial plan for the final paper.
- On Week 9 (Nov 1), a rough draft of your final paper is due. Please bring a hard copy to class to exchange with a peer.
- On Week 10 (Nov 8), drafts of draft papers are due to partners by Week 10.
- On Week 14 (Dec 6), final presentations will take place in class in Week 14.
- On Week 14 (Dec 9), your final papers will be due by 11:55pm.

**Grading for Final assignment:**

Rough draft: 10 points  
Presentation: 10 points  
Final paper: 30 points  
Total: 50 points

**Grading Scale:**

90-100 = 4.0    80-89 = 3.5    70-79 = 3.0    60-69 = 2.5    Below 60 = 2.0

**Schedule of Readings and Assignments:**

*Note: Readings and schedule are subject to change based on the pace and general interests of our class.*

**Week One:**

Sep 6

**Education of Blacks in the South and North**

Readings:

- Anderson, J.D. (1988). *The education of blacks in the South:1860-1935*. Chapel Hill, NC: The University of North Carolina Press. (Read selections in D2L: Ch 1, Ch 3, Ch 5, Ch 6 and Epilogue).
- Douglas, D. M. (2005). *Jim Crow moves North: The battle over northern school segregation, 1865-1954*. New York, NY: Cambridge University Press. (Read selections in D2L: Introduction, Ch 2 and Conclusion).

Assignments:

By Monday (Sep 5) at 11:55pm:

- **STUDENTS TBD** post reading guide and critical questions in D2L.
- **Dr. Chambers** on snack duty.

**Week Two:**

Sep 13

**The Great Migration (Part 1)**

Readings:

- Wilkerson, I. (2011). *The warmth of other sons: The epic story of America's Great Migration*. New York, NY: Vintage. (FIRST HALF)

Assignments:

- **STUDENTS TBD** post reading guide & critical questions in D2L by previous Friday.
- **STUDENTS TBD** on snack duty.

**Week Three:**

Sep 20

**The Great Migration (Part 2)**

Readings:

Wilkerson, I. (2011). *The warmth of other sons: The epic story of America's Great Migration*. New York, NY: Vintage. (SECOND HALF)

Assignments:

- **STUDENTS TBD** post reading guide & critical questions in D2L by previous Friday.
- **STUDENTS TBD** on snack duty.

**Week Four:**

Sep 27

**European Migration and Education**

Readings:

- Mirel, J.E. (2010). *Patriotic pluralism: Americanization education and European immigrants*. Cambridge, MA: Harvard University Press. (ALL)

Assignments:

- **STUDENTS TBD** post reading guide & critical questions in D2L by previous Friday.
- **STUDENTS TBD** on snack duty.

**DUE: Come to class prepared to discuss your plan for the final paper**

**Week Five:**  
Oct 4

**Tracing the Origins of "Urban" Education (Part 1)**

Readings:

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

Assignments:

- **STUDENTS TBD** post reading guide & critical questions in D2L by previous Friday.
- **STUDENTS TBD** on snack duty.

**Week Six:**  
Oct 11

**Tracing the Origins of "Urban" Education (Part 2)**

Readings:

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

Assignments:

- **STUDENTS TBD** post reading guide & critical questions in D2L by previous Friday.
- **STUDENTS TBD** on snack duty.

**Week Seven:**  
Oct 18

**Urban Education, Segregation, and the Making of the Underclass**

Readings:

- Massey, D.S. & Denton, N.A. (1993). *American apartheid: Segregation and the making of the underclass*. Cambridge, MA: Harvard University Press. (ALL)

Assignments:

- **STUDENTS TBD** post reading guide & critical questions in D2L by previous Friday.
- **STUDENTS TBD** on snack duty.

**Week Eight:**  
Oct 25

**Urban Education, Detroit-Style (Part 1)**

Readings:

- Sugrue, T.J. (2005). *The origins of the urban crisis: Race and inequality in postwar Detroit*. Princeton, NJ: Princeton University Press. (FIRST HALF)

Assignments:

- **STUDENTS TBD** post reading guide & critical questions in D2L by previous Friday.
- **STUDENTS TBD** on snack duty.

**Week Nine:**  
Nov 1

**Urban Education, Detroit-Style (Part 2)**

Readings:

- Sugrue, T.J. (2005). *The origins of the urban crisis: Race and inequality in postwar Detroit*. Princeton, NJ: Princeton University Press.

Assignments:

- **STUDENTS TBD** post reading guide & critical questions in D2L by previous Friday.
- **STUDENTS TBD** on snack duty.

**DUE: ROUGH DRAFTS OF FINAL PAPER FOR EXCHANGE WITH PEER**

- Week Ten:**  
Nov 8
- So...What's the Role of the Suburbs in All of This?**  
Readings:
- Kruse, K.M. & Sgrue, T.J. (eds.). (2006). *The new suburban history*. Chicago, IL: The University of Chicago Press. (ALL)
- Assignments:
- **STUDENTS TBD** post reading guide & critical questions in D2L by previous Friday.
  - **STUDENTS TBD** on snack duty.
- DUE: ROUGH DRAFTS OF FINAL PAPERS WITH MARKUPS FOR PARTNER(S)**
- Week Eleven:**  
Nov 15
- University Council for Educational Administration (UCEA) (No class)**  
Readings:
- None
- Assignments:
- Work on final paper and presentation
- Week Twelve:**  
Nov 22
- Thanksgiving (No class)**  
Readings:
- None
- Assignments:
- Work on final paper and presentation
- Week Thirteen:**  
Nov 29
- Urban Education and Neoliberalism**  
Readings:
- Lipman, P. (2011). *The new political economy of urban education: Neoliberalism, race, and the right to the city*. New York, NY: Routledge.
- Assignments:
- **STUDENTS TBD** post reading guide & critical questions in D2L by previous Friday.
  - **STUDENTS TBD** on snack duty.
- Week Fourteen:**  
Dec 6
- Bringing it all Together**  
Readings:
- None
- Assignments:
- **Dr. Chambers** on snack duty.
- DUE (IN CLASS): Final presentation**  
**DUE (in D2L BY DEC 9 at 11:55pm): Final paper**

**Thank you all for a great class!**

**Useful Things to Know:**

- **Tips for the Course Website:**

- **Course-related Correspondence:** Nearly all of the official correspondence I send will be done through the course website and students are encouraged to check the website regularly.
- **Technical Difficulties/Access/Permissions:** I am working on gaining some familiarity with D2L but am by no means an expert. Should you encounter technical difficulties, you should contact MSU technical support for assistance. Technical difficulties will not be accepted as a legitimate excuse for late postings or assignments. That said, I understand that technology does not always work as intended. I will make adjustments to our course schedule if and when it is appropriate to do so.
- **Why 11:55pm?:** You may find it odd that many of your online assignments are “due” at 11:55pm. Why is this? Apparently, many online systems have difficulty with midnight deadlines so setting the time assignments are due to be 11:55pm avoids this problem. Of course, I would encourage you to complete all postings well before this deadline, anyway. 😊

- **Zoom:**

- In the event we need to meet online synchronously, MSU contracts with ZOOM, a video conferencing software. Here’s the information you need to participate in a ZOOM chat:

**To download and join a Zoom meeting:**

*Join from a PC, Mac, iPad, iPhone or Android device:*

Please click this URL to start or join. <https://msu.zoom.us/j/9580255307>

Or, go to <https://zoom.us/join> and enter meeting ID: 958-025-5307

*Join from dial-in phone line:*

Dial: +1 (424) 203-8450 or +1 (209) 255-1200

Meeting ID: 958-025-5307

Participant ID: Shown after joining the meeting

International numbers available: <https://zoom.us/teleconference>

- **Written Work:** All work you turn in is a reflection of you as a person, as well as your orientation toward the class. With that in mind, I do not expect anyone to turn in a “first draft” of anything. Work turned in on the due date noted on the syllabus should have already gone through several stages of revision through the writing center, your peers, or your instructor. I am happy to read drafts of your work if given sufficient time. Obvious spelling, punctuation or grammar mistakes in final drafts are not acceptable. All work must be typed and double-spaced in a reasonable font. **APA format is required for all written work.** This includes *formal* work posted online.



- **Missed class/Late Paper/Late Post/Late Assignment Policy:** It is *strongly* encouraged that you turn in all assignments on time. All assignments are due IN CLASS (for most assignments) or by 11:55pm (for the final paper) on the designated due unless otherwise noted. **Late assignments will lose two points on the first day they are late, and one point each additional day.** All assignments are due at 4:10pm (F2F) or 11:55pm (Online). After that, assignments are considered late. As with any policy, exceptions are granted in rare circumstances. Please talk to me as soon as you think there might be a problem. Technical problems will NOT be accepted as an excuse. **If you need to miss a class, talk to me as soon as possible. Once approved, most of you will then need complete a "Beyond the Reading" assignment FOR EACH MISSED CLASS:**

**Beyond the Readings Assignments.** Students will have the opportunity to broaden their understanding of issues discussed in class by selecting an activity of their liking NOT covered in class (films, community events, plays, school activities/productions, books, etc). Students will then write a short (2-3 page) reflection paper on what the activity was about, how it related to issues covered in the class, and how it has furthered your understanding of urban education.

If a student has a university-approved excuse for missing class or an assignment, or if an assignment or paper is due on a religious holy day, I will allow the student to make up or delay the assignment with no penalty (although an alternative assignment may be required). A list of approved excuses can be found on the MSU website. Students with a university-approved excuse must contact me in advance of the missed class to discuss alternative arrangements.

- **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 (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: [www.msu.edu](http://www.msu.edu).)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](#) webpage.)

- **Accommodations for Students with Disabilities** (from the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.