2012
EAD 901: Proseminar in Urban Education: An Historical Overview.

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This course is hybrid in format. There will be a combination of face to face and online work. This course is the first of a series of courses recently developed with a concentration on issues in urban education. It will explore the emergence and evolvement of urban communities and subsequent schools. This course will examine social and political factors that have impacted the development of both entities.

The course will also examine the influence of labor markets, communities and cultures, and racial segregation and inequality on the development of public schools as we have come to know them. Students will explore the influence of public housing, employment discrimination, and its impact on schooling for poor urban children of color.

Underlying Principle

Urban education students of today need to be aware of the past history around issues they now confront. As David Tyack has argued that current reformers both within and outside of the educational establishment act as if "history was something to be overcome, not a source of insight." Students of urban education must understand the context in which educational decisions were proposed and implemented and further understand the impact of such decisions. This course will provide students an opportunity to refer to actual historical examples when discussing philosophical controversies and perspectives.

Course Outline
This is a hybrid course that will meet in class and online. Students are expected to follow the syllabus unless otherwise advised by the Professor. You are expected to participate in class and online discussions. All
assignments must be turned in on time. Two points per-day will be deducted for late assignments up to five days. After five days, you will forfeit points for that assignment.

Students must be prepared to address the following questions:

1) What are your reactions to the reading(s)?
2) What is the author arguing—what is the author’s position?
3) What critical questions are significant and appropriate to pose about the topic?

Course Requirements and Grading.

Class participation. The success of this class depends heavily on students to complete all reading assignments in a thorough, thoughtful and critical manner. This will require you to take notes while reading assignments, write questions that arise as you read, and note points of contention in your preparation to be an active participant in class discussions. There will be little lecturing in the traditional sense, as the course is intended to operate more like a seminar. Therefore it is vital that students prepare for class by reading the assignments. Each student is expected to co-lead one class reading. This co-leadership will consist of the following: introducing the key topics and issues to the class, and leading the discussion centered on questions intended to highlight themes from the reading. Every co-leader is responsible for turning in a typed outline (from their respective chapter(s) that indicates themes, probing questions, and methods designed to engage colleagues. You are encouraged to use creative classroom activities to highlight themes and ideas about the readings. However, your creativity should not overshadow the essence of the chapter(s). I strongly encourage you to think creatively about how to carry out these activities. This will constitute 25% of the grade for the course. Note!! The 25% is not automatic. If you come to class and do not participate do not expect to receive the full credit.

Written assignments. Students are expected to prepare two assignments and a 1 page review of a current article concerned urban neighborhoods and schools its, impact on student achievement. The second assignment requires students to compose a 10-12 page analysis of the Sugrue and Neckerman text that compares and contrasts their analysis of the educational plight of African American youth.

The paper is due October 23rd Send as attachment.
The final paper requires you to synthesize the readings, class discussions, videos and other resources into a coherent paper that demonstrates your understanding of the history of urban education. Questions you must address include:

1) Discuss 3-4 major themes that have emerged from the course that have informed and or challenged your perceptions of the development of urban communities and schools?

2) What historical factors have most contributed to the current public perception and condition of urban schools?

3) What have you learned from the historical overview of urban schools that may assist you to improve the system, as it exists today?

4) Are there concerns that have NOT been addressed in today’s current educational climate that if, addressed may serve to improve educational outcomes for the most underserved populations?

You are expected to demonstrate a thorough understanding of appropriate material presented in the course. You will consider practical applications offered by the readings and specifically apply them to your (or a school) school, or school district. You may use additional resources such as scholarly journal articles, and scholarly books as well as other sources available to you. It is imperative that we know what the research reflects on your topic. The intent would be to provide you, as well as your classmates, with new and interesting insights on your topic. The last class (perhaps two classes) will provide an opportunity to present your key ideas and themes to the class. The final paper is due **December 11, 2011**.

**Required Texts**

The following books have been ordered and are/should be available at MSU and surrounding bookstores.


**Additional References.** HOWEVER, NOT REQUIRED TEXTS


**Evaluation**

Written assignments will be assessed on the basis of their consistency with the assignment; development and organization of the argument; clarity of written expression; use of sources/resources. Class participation will be evaluated on the following criteria: demonstrated mastery of the readings and how well you are able to invoke student participation when you co-lead the class discussion. This assessment will be based on the comprehensiveness of your presentation, its clarity and originality of thought.

Grades will based on the following:

- 25% Participation
- 35% First paper
- 40% Final paper.

**Class Calendar**

Sept. 4
Overview of class expectations. **Please read** Chapters 1 & 3 in Research on Schools Neighborhoods and Communities: Toward Civic Engagement (Ed. William, Tate). **You will find this book on Angel.**
What is urban education? The term urban became a pejorative code word for the problems caused by the large numbers of poor and minorities who live in cities. In a broad sense, urban education as defined by Joe Kincheloe as “education of all members of the urban community.”

View video-- Kelley Williams-Bolar: Jailed for Sending Kids to "White" School District [http://www.youtube.com/watch?v=n6WTeVBzzpI](http://www.youtube.com/watch?v=n6WTeVBzzpI).

Sept.11 Read: Chapters 1-2 Making the Second Ghetto (Hirsch)

Sept. 18. Read Chapters 3- 4 Making the Second Ghetto. (Hirsch)

Sept. 25 Read Chapter 5 –end of book.

Oct. 2 Read Chapters 1-3 in Schools Betrayed: Roots of Failure in Inner-City Education. Kathryn M. Neckerman.

Oct. 9. Read Chapters 4-7 in Schools Betrayed: Roots of Failure in Inner-City Education. Kathryn M. Neckerman. Online discussion. No class

Oct. 16 Read The Origin of the Urban Crisis: Race and Inequality in Postwar Detroit. Read Sugrue text pages 1-89.

Oct. 23 Read Sugrue text pages 91-179

Oct.30 Read Sugrue pages -181-273

Nov 6. Comparison Paper Due
Read: pages 1-83 American Apartheid text. Massey & Denton


Nov. 20 [Online](http://example.com)

Nov. 27 Online Discussion Finish Massey and Denton book. No class

Last class Dec.4th

Dec. 11 Final Papers due