

TOPICS IN AMERICAN POLITICS: THE POLITICS OF URBAN EDUCATION
PSC 328 – Winter Quarter 2017
Tuesdays 6:00 – 9:15 p.m.
Arts and Letters, #304

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COURSE DESCRIPTION

If it's a school day, during school hours, one-fifth of the total American population consists of public school students K through 12. One in five Americans. And if you count teachers and administrators you are probably going to get pretty close to one-quarter of the population of the country at any given time on a weekday sitting in a public school building. Nicholas Lemann

In the broadest sense this course explores the role of education in the reproduction of urban problems, and examines the historical dynamics influencing inequality and inequities in educational resources and opportunities in metropolitan America. In the strictest sense this course explores strategies that seek to ameliorate these conditions. Throughout the quarter we will examine issues pertaining to education—funding disparities, school discipline policies, vouchers, and school segregation.

As urban systems have deindustrialized and the character of metropolitan areas has increasingly been tied to global systems, there has been an increasing premium placed on the skill levels of the work force. In policy terms this has led to a series of policy reforms pertaining to literacy, common language acquisition, and a variety of retraining programs.

Implicitly or explicitly, the education systems of metropolitan areas have been seen both as key aspects of regional competitiveness and as central aspects of community development programs. Intellectual skills have become as central as manual labor skills to the future of urban areas and have begun to enter the portfolio of community development strategies from both community and governmental perspectives.

To be sure, the politics of urban education is significant to the development of local communities and America's position in the global economy. The dynamics and processes that determine the distribution of educational resources is subsequently of paramount importance, and consequential to the smooth functioning of our democracy in a new and technologically complex millennium.

POLICY ON TARDINESS

Class will begin promptly at 6:00 p.m. Tardiness is disruptive, and attendance credit will not be given to students who frequently arrive late without a university acceptable excuse.

LEAVING CLASS DURING LECTURE

Leaving class during lecture is prohibited unless you have prior approval to leave before the end of class. You will not be credited for attendance unless you have prior approval. Please note that we will take a 15 minute break between 7:15 p.m. – 7:30 p.m.

CELL PHONES

Cell phones are disruptive. UNDER NO CIRCUMSTANCES SHOULD STUDENTS RECEIVE CALLS DURING CLASS. Your cell phone must be inaudible.

Any student caught texting during class will be forced to withdraw from the course

ELECTRONIC DEVICES FOR NOTE TAKING

You are *not allowed* to use any electronic devices for note taking (i.e., iphones, thinkpads, or laptop computers) in this class. *There will be no exceptions.*

EATING IN CLASS

Without exception, students are not allowed to eat in class. You will need to eat prior to coming to class or during the break.

ACADEMIC INTEGRITY

Academic integrity entails absolute honesty in one's intellectual efforts. The *DePaul Student Handbook* details the facets and ramifications of academic integrity violations, but you should be especially aware of the policies on cheating and plagiarism. **Cheating** is any action that violates University norms or an instructor's guidelines for the preparation and submission of assignments. Such actions may include using or providing unauthorized assistance or materials on course assignments or possessing unauthorized materials during an examination. **Plagiarism** involves the representation of another's work as your own, for example: (a) submitting as one's own any material that is copied from published or unpublished sources such as the Internet, print, computer files, audio disks, video programs or musical scores without proper acknowledgement that it is someone else's; (b) paraphrasing another's views, opinions or insights without proper acknowledgement or copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement; (c) submitting as one's own work a report, examination, paper, computer file, lab report or other assignment which has been prepared by someone else. If you are unsure about what constitutes unauthorized help on an exam or assignment, or what information requires citation and/or attribution, please ask me. Violations may result in the failure of the assignment, failure of the course, and/or additional disciplinary actions.

SPECIAL CIRCUMSTANCES

If you have any kind of special circumstances that I should be aware of please let me know right away. All information that you share with me will remain confidential. Please note that Special circumstances include a diagnosed (or undiagnosed) learning disability, a physical impairment that will require special arrangements, membership on an athletic team, a band or organization that travels occasionally. If you are a person who has problems with examinations, writing papers, or taking precise notes, please contact the Productive Learning U Strategies (PLuS) program (for LD, AD/HD) and/or The Office for Students with Disabilities (for all other disabilities) at 773-325-1677, or you may stop by their offices at Student Center #370.

COURSE EXPECTATIONS AND REQUIREMENTS

ATTENDANCE – 20% of Final Grade

The class will be taught in a discussion format with a minimum of lecturing. Emphasis will be placed on interactive discussion of materials presented. You will be responsible for information that is presented in class that may not appear in your required reading. Thus, **ATTENDANCE IS REQUIRED**.

I excuse absences when you provide a doctor's note (for your illness), or a funeral program indicating attendance at a funeral of a relative or friend (a newspaper notice is not sufficient) **on the date of the class period you return after your absence**; or you are a member of a university team or organization and have previously provided me with a list of dates that you will be absent. **Missed assignments are due on the date of your return** from an excused absence. Missed assignments cannot be submitted without penalty unless you have an excused (documented) absence.

The final examination cannot be made-up (see section on final exams). Please note that late research papers will be accepted, albeit penalized 10 points per day late (see sections on research and observation papers).

ANALYTICAL READING SUMMARIES – 25% of Final Grade (5 @ 5% each)

You are required to write and submit analytical reading summaries for all of the readings that are covered on six class dates during the quarter. It is up to you to determine for which dates you will submit reading summaries. The purpose of the summaries is to encourage you to complete and think critically about your reading assignments, and to competently participate in class discussion.

In case there are multiple reading assignments – On days where there is more than one reading assignment you are required to review all of the readings within one summary (see below).

A WORD ON MINIMUM PAPER LENGTH AND FOLLOWING GUIDELINES:

Please note that **I am an absolute stickler about students following guidelines and meeting minimum paper length**. Therefore, you will be penalized for an inability to follow guidelines or meet the minimum page requirement.

Cover page -- All analytical reading summaries must have a cover page with pertinent information, name, date, class title/number. **You are prohibited from including headers of any kind on subsequent pages.**

Page length -- Your summaries must be **2 and ½** or more pages, with double spaced pages (Times New Roman 12-point font, with one inch margins). **You will not receive any credit for papers that are less than 2 and ½ pages.**

Pertinent sections -- Your summaries must be divided into three distinct sections that include a heading for each section, i.e., Section 1, Section 2, Section 3. **You will not receive any credit for papers that do not include three distinct sections) for the following 3 prompts:**

Section I What is the central argument of the reading(s) (Worth 2 points)? Your answer to this question must be clear and concise, and **must not be more than two sentences in length.**

In case of multiple reading assignments: You are required to indicate the central thesis or arguments of each reading individually.

Section II **A discussion** of three interesting points covered in the reading(s) **and the page(s) each point appears on** (Worth 2 points). Please note that listing three interesting points is not enough; **you must discuss each point.** This section must be your longest section.

In case of multiple reading assignments: You will only need to provide a total of three interesting points (one or more from each reading).

Each point must be numbered individually, i.e., Point 1, Point 2, Point 3, but you are prohibited from devoting a separate line to each heading (see sample format on D2L).

Section III Your personal views about the reading(s) (Worth 1 point). This section must not be more than a paragraph.

You will not receive credit for summaries that do not review all readings in instances where there are multiple readings.

All analytical reading summaries must be submitted in class on the date that the readings are covered (You will not receive credit for summaries that are emailed, unless you are absent on the day that it is due). **If you are absent without a valid excuse, your summary must be submitted before class begins on the day that it is due.**

There are **no make-ups** for this assignment unless you have an excused and documented absence (see “Attendance” section above).

VIDEO REFLECTION PAPERS – 15% of Final Grade (3 @ 5% each)

You will view three films/videos in this class, and are required to write a video reflection paper for each, using the prompts below.

Cover page -- All video reflection papers must have a cover page with pertinent information, name, date, class title/number. **You are prohibited from including headers of any kind on subsequent pages.**

Page length -- Your reflection must be **2 and ½** or more pages, with double spaced pages (Times New Roman 12-point font, with one inch margins). **You will not receive any credit for papers that are less than 2 and ½ pages.**

Pertinent sections -- Your reflection must be divided into three distinct sections that include a heading for each section, i.e., Section 1, Section 2, Section 3. **You will not receive any credit for reflections that do not include three distinct sections) for the following 3 prompts:**

- Section I: What is the central argument of the video (Worth 2 points)? As in the case of the Analytical Summaries, your answer to this question must be clear and concise, and **must not be more than two sentences in length.**
- Section II: **A discussion** of three interesting points covered in the video (Worth 2 points). Please note that listing three interesting points is not enough; **you must discuss them.** This section must be your longest section with regard to page length.
- **Each example must be numbered individually, i.e., Point 1, Point 2, Point 3,** but you are prohibited from devoting a separate line to each heading (see sample video review on D2L).
- Section III: **What are your personal views about the video,** and why do you think it is important to view this video in this particular class (Worth 1 point)? This section should not be more than a paragraph.

All video reflections must be submitted in class (You will not receive credit for video reflections that are emailed, unless you are absent on the day that it is due). **If you are absent without a valid excuse, your review must be submitted before class begins on the day that it is due.**

Videos are on reserve in the library for students who are absent on the day that they are shown.

- Video Reflection I Due January 10
- Video Reflection II Due January 17
- Video Reflection III Due January 24

RESEARCH PAPER (20% of Final Grade)

You will be required to write a **12-page** research paper based on a topic that we will agree upon.

- The research paper is due at the beginning of class on **February 21** (there will be a five-point deduction for failing to submit a hard copy of your paper in class).
- **You must also submit an electronic copy of your paper to the Drop Box on D2L before class on February 21.**
- A letter grade (ten points) will be subtracted for each day that the paper is late, including weekend days.

Please note that although you will be expected to take a position in your conclusion, this assignment is a "**research**" paper. Therefore, I expect you to utilize your research skills and the library's many resources in obtaining information for your paper topic. **(PAPERS USING THE INTERNET AS THEIR PRIMARY SOURCE) ARE PROHIBITED, AND WILL RECEIVE A FAILING GRADE!!!!** If you have any questions related to accessing sources for your paper you should consult with the reference librarian or the person in charge of government documents.

- The “Research Paper Checklist,” located on the last page of this syllabus, must be attached to your research paper. No paper will be accepted without the checklist. The purpose of the checklist is to ensure that you are apprised of all requirements and have fulfilled them.
- Any paper that does not adhere to these guidelines **will be penalized 10 points** for each relevant item, except where otherwise indicated.
- Please note that **PLAGIARISM**—failing to cite all sources of information used in your paper or submitting a paper written by someone other than yourself-- will be subject to University mandated disciplinary action.
- **YOUR PAPER GRADE WILL BE BASED ON CONTENT, GRAMMAR, AND STRICT ADHERENCE TO PROPER CITING PROCEDURES.**

NO RESEARCH PAPER WILL BE ACCEPTED VIA E-MAIL

RESEARCH PAPER TOPICS

The objective of the paper will be for you to conduct research and take a position on an issue related to education. **Some examples** include vouchers, the charter school movement, school discipline policies, the testing debate—teaching to the test, the *Brown v. Board of Education* (1954) decision, San Antonio v. Rodriguez (1973), testing bias, Common Core, the *No Child Left Behind* legislation, *Race to the Top* legislation, funding disparities, and school segregation.

- **YOU MUST SUBMIT YOUR CHOICE OF THREE PAPER TOPICS (in ranking order of preference) IN WRITING ON January 17.** Only three people at most will be allowed to write on the same topic, therefore it would be advisable to choose a unique topic.
- It is imperative that you check out the availability of sources before choosing a topic. **Changing topics after one has been selected will result in a 15-point deduction in your paper grade.**
- **Submitting a paper on an unauthorized topic will result in a 30-point deduction in your paper grade.**

I will choose a non-negotiable topic for all students who do not submit their choices on the date that paper topics are due. **It is your responsibility however, to ensure that you have received a paper topic, be it one that you have chosen or one that I have assigned.**

SERVICE OPTION AND OBSERVATION PAPER (20% of Final Grade)

This class is a service option course, which allows students an opportunity to tutor for Kenwood Oakland Community Organization (KOCO) at *Dunbar Vocational High School* a minimum of 20 hours, and write a 5-page observation paper, in lieu of the research paper assignment.

You are required to spread your volunteer hours out evenly over the course of the quarter, and document your hours by having a site representative sign your time sheets. You are required to submit a copy of your time sheets on a bi-weekly basis as an indication that you are spreading your hours out evenly over the course of the quarter (see dates below).

Students who wish to take the service option must indicate their intention on **Tuesday, January 17** the day that research paper topics are due. Observation papers and an attendance log reflecting a total of 20 hours performed are due on the last day of class— **March 7**.

Dunbar Vocational High School is located at 3000 S. King Drive, Chicago, Illinois 60616.

FRAMEWORK OF THE OBSERVATION PAPER

In writing your observation paper you should use the following guidelines. In addition, note that the goal of your paper is to reflect on the conditions facing people of color and the poor in the area of education, and any thoughts that you might have on ways to facilitate change.

All papers must include a discussion of:

- The mission of your placement site (Dunbar Vocational High School).
- The academic profile of the school and district, including standardized test scores, graduation rates, and any other factors pertaining to academic achievement.
- The demographics of students and teachers.
- Leadership style and expertise at school (how do teachers and administrators respond to students).
- Whether the day-to-day work of the school reflects its mission.
- How your contribution/work reflects the school's mission.
- The effectiveness of the school.
- The initial stereotypes that you held about the students, teachers, and administrators at Dunbar Vocational High School and the neighborhood where it is located.
- The accuracy/inaccuracy of stereotypes that you held.
- Any initial anxiety that you had about your placement site (Dunbar Vocational High School).
- How students, teachers, and administrators treated you.
- The characteristics and conditions of the neighborhood where the school is located:
 - Who lives there, i.e., race, class?
 - Where do people work, shop, etc.?
 - How do people get around?
 - Can you imagine growing up there?
 - How different your life might have been if you had grown up there.
 - The types of businesses that are in the neighborhood.
 - Are people owners or renters?
 - Various issues and challenges that people in the community face.
 - How did conditions get this way?
- What might the school do to be more effective?
- What might the students or their families do to enhance their own lives?

FINAL EXAMINATION (20% of Final Grade)

The final examination will be cumulative (covering all course materials from the beginning of the quarter to the end of the quarter), and will test your knowledge and comprehension of information from your class lectures, videos, handouts, and reading assignments. **The final will be a take-home examination, and will be due by 8:15 p.m. on March 14.** Please note that you will be held responsible for ALL reading materials, EVEN IF WE ARE UNABLE TO DISCUSS A PARTICULAR READING ASSIGNMENT IN CLASS.

THERE WILL BE PENALTIES FOR LATE FINAL EXAMINATIONS!

FINAL GRADE CALCULATION

Attendance	20%
Analytical Reading Summaries	25% (5@ 5% each)
3 Video Reviews	15%
Research Paper or Observation Paper (w/20 volunteer hours)	20%
Final Examination	20%

REQUIRED READING

- 1) Jean Anyon, *Ghetto Schooling: A Political Economy of Urban Educational Reform*, (New York, New York: Teachers College Press), 1997.
- 2) Paulo Freire, *Pedagogy of the Oppressed*, (New York, N.Y.: Continuum), 1997. Originally published in 1970.
- 3) Jonathan Kozol, *The Shame of the Nation: The Restoration of Apartheid Schooling in America*, (Three Rivers Press), 2006.
- 4) Course Reading Package – *On Desire 2 Learn (D2L)*.

DATES TO COMMIT TO MEMORY

• Analytical Reading Summaries	Due as Required (see pages 3- 5 for guidelines)
• First Video Reflection Due	January 10
• Research/Observation Paper Topic Due	January 17
• Second Video Reflection Due	January 17
• Third Video Reflection Due	January 24
• Copy of Bi-weekly Timesheet Due	January 24
• Copy of Bi-weekly Timesheet Due	February 7
• Research Paper Due	February 21
• Copy of Bi-weekly Timesheet Due	February 21
• Observation Paper and Final Time Sheet Due	March 7
• Take Home Final Exam Due	March 14, by 8:15 pm

WEEK THREE***PART II -- THE ROLE OF PUBLIC SCHOOLS IN A DEMOCRACY***

January 17

Assignment:

Course Reading Package: “Chicago School Policy: Regulating Black and Latino Youth in the Global City,” Pauline Lipman, *Race Ethnicity and Education*, Vol. 6, No. 4, December 2003.

Video Presentation: *The Role of Public Schools in a Democracy*

VIDEO REVIEW II DUE – 5% OF FINAL GRADE

RESEARCH PAPER TOPIC DUE

WEEK FOUR***PART III – INEQUALITIES IN AMERICAN PUBLIC EDUCATION***

January 24

Assignment:

Jonathan Kozol, *The Shame of the Nation: The Restoration of Apartheid Schooling in America*, (Three Rivers Press), 2012.

VIDEO REVIEW III DUE – 5% OF FINAL GRADE

BI-WEEKLY TIMESHEETS DUE

WEEK FIVE***PART IV – THE HISTORICAL STRUGGLE FOR EDUCATION – THE ROLE OF RACE AND ETHNICITY***

January 31

Assignment:

Course Reading Package: “Brown vs. Board of Education (1954) Decision”

Course Reading Package: “From Resegregation to Reintegration: Trends in the Racial/Ethnic Segregation of Metro Public Schools 1993-2009, *American Educational Research Journal*, Stroub, Kori J., and Meredith P. Richards, March 2013.

Course Reading Package: “Toward a Political Sociology of Black Education,” Chapter 1 in William H. Watkins, *The White Architects of Black Education: Ideology and Power in America, 1865-1954*, (2001).

WEEK SIX**PART V – VOUCHERS, CHARTER SCHOOLS AND THE PRIVATIZATION MOVEMENT**

February 7

Assignment:**Course Reading Package:** “History of the Voucher Concept,” in *Educational Vouchers*, John Lindelow**Course Reading Package:** “Possible Problems,” in *Educational Vouchers*, John Lindelow**Course Reading Package:** “Vouchers Are a Smokescreen,” in *Selling Out Our Schools*, a publication of Rethinking Schools**Course Reading Package:** “Choice and Empowerment: The Cultural Politics of Charter Schools,” in *The New Political Economy of Urban Education: Neoliberalism, Race and the Right to the City*, Pauline Lipman, (2011)**BI-WEEKLY TIMESHEETS DUE****WEEK SEVEN****PART VI – SCHOOL DISCIPLINE-- ZERO TOLERANCE: THE SLIPPERY SLOPE**

February 14

Assignment:**Course Reading Package:** “Moving Youth From the Margins to the Mainstream,” Dr. Valerie C. Johnson, 2001.**Course Reading Package:** “Decatur: A Story of Intolerance,” Dr. Valerie Johnson, in *Zero Tolerance: Resisting the Drive for Punishment in Our Schools*, Ayers, Dohrn, and Ayers**WEEK EIGHT****PART VII – CLASS, RACE AND EDUCATIONAL REFORM**

February 21

Assignment:Jean Anyon, *Ghetto Schooling: A Political Economy of Urban Educational Reform*, (New York, New York: Teachers College Press).**RESEARCH PAPER DUE****BI-WEEKLY TIMESHEETS DUE**

WEEK NINE

February 28

Assignment:

Course Reading Package: “From “Separate but Equal” to “No Child Left Behind”: The Collision of New Standards and Old Inequalities,” Linda Darling-Hammond, in *Many Children Left Behind*, Deborah Meier and George Wood, editors.

Course Reading Package: “The Obama Administration's Federal Educational Policy, Intersectionality, Citizenship, and Flourishing,” Stefan Brueck and Carl A. Grant, *Race, Gender & Class*, Vol. 18, No. 3/4, Race, Gender & Class 2011 Conference (2011), pp. 7-27

WEEK TEN**PART VII – WHERE DO WE GO FROM HERE?**

March 7

Assignment:

Paulo Freire, *Pedagogy of the Oppressed*, (New York, N.Y.: Continuum), 1997. Originally published in 1970

OBSERVATION PAPER AND FINAL TIME SHEET DUE**TAKE HOME FINAL EXAM HANDED OUT****FINAL EXAMINATION DUE****March 14 -- NO LATER THAN 8:15 p.m.**

RESEARCH PAPER CHECKLIST

All research papers must include this **completed** research paper checklist as an attachment. Place a checkmark beside each item that applies to your paper, sign it, and attach it to the back of your research paper. Note that unless otherwise indicated, 10 points will be deducted for all items that do not conform to these guidelines.

- _____ The paper is 12 pages in length – excluding the cover page and the bibliography;
- _____ The paper is a new paper that has never been submitted in another class at DePaul;
- _____ The paper is written on a topic that has been pre-approved (100 point deduction);
- _____ The paper includes a bibliography that has at least 5 (five) sources.
 - _____ Each source in your bibliography is singled spaced with a space separating each individual source. Sources are listed in alphabetical order of the author’s last name (last name first).
- _____ ***The primary sources for the paper are journal articles and academic books that have been peer reviewed. You may not use abstracts to journal articles or books as a citation in your paper;***
- _____ Internet citations are limited to one of your five (minimum) sources. Please note that you may use up to three Internet citations, but only one will count toward your 5 minimum required sources;
 - _____ You cannot use internet sources for information that is contained in journal articles and books.
- _____ The paper is typed in Times New Roman 12-point font, and double-spaced with one (1) inch margins;
- _____ Pages in the paper are numbered in chronological order;
- _____ The paper has a cover page that includes the title of the paper, your name, and other relevant information. There are no other headers other than page numbers on subsequent pages;
- _____ The paper includes a thesis statement, setting forth what you will cover in the paper, on the first page;
- _____ The paper includes relevant information/data to support your thesis statement and a discussion of alternative views;
- _____ The data (statistics, etc.) are the most recent available;
- _____ Large direct quotations (those exceeding 3 sentences) are limited to two and are indented and single-spaced.
- _____ The paper includes a conclusion that sets forth your position regarding your topic;
- _____ The paper includes parenthetical citations, footnotes, or endnotes for all of the sources that you use in your paper (please note that the use of nonstandard citations will result in a 30 point deduction in your research paper grade);

--MORE ON BACK--

- _____ Each parenthetical citation, footnote, or endnote includes the page number(s) where you found material that you are citing (please note that failure to indicate the page number(s) within the citation will result in a 10 point deduction in your research paper grade, per citation in which this occurs);
- _____ The paper is not a *patch quilt paper*—a series of quotes quilted together with little to no paraphrasing or analysis.
- _____ The use of more than one chapter from an edited volume (an edited book) counts as one source.
- _____ Wikipedia or any other encyclopedia or dictionary are not used or cited as sources in your paper.
- _____ Required class readings or any other class materials are not used as a source for your paper.
- _____ The following items may be used, but are not counted as sources in your bibliography:
- _____ Amendments to the Constitution; _____ Sources of tables or charts;
 _____ Court cases
- _____ Census Bureau data can be used, but is not counted as one of your 5 minimum required sources.
- _____ Newspaper articles (including *CQ Researcher* articles) are limited to one of your five (minimum) sources. Please note that you may use up to three Newspaper or CQ Researcher articles as citations, but only one will count toward your minimum five sources;
- _____ *Access World News* citations must include the complete citation from the original source;
- _____ The paper has a separate bibliography that includes bibliographic references for all parenthetical citations, footnotes, or endnotes used in your paper, and each type of source, i.e., books, journal articles, newspaper articles, internet, are separated in individual sections;
- _____ All bibliographic references correspond to a parenthetical citation, footnote, or endnote in your paper;
- _____ All tables and charts are reproduced and the source is noted directly beneath the table or chart (sources for tables and charts are not bibliographic sources). Inserting copies of charts, tables, etc. is unacceptable;
- _____ The paper has been re-read and edited and conforms to the rules of English grammar—**EXCESSIVE GRAMMATICAL OR SPELLING ERRORS WILL BE PENALIZED**; and
- _____ By signing this checklist, I agree that I have read and checked all applicable items.

_____ **Signature**