FSA 100-601: Urban Education
SUNY Cortland - Foundations & Social Advocacy
Spring 2025

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Office Phone Number: 607-753-4767
Days: Tuesdays and Thursdays
Time: 1:15 pm - 2:30 pm
Location: Van Hoesen Hall B0136
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Catalog Description

Examines urban schools within their broader social, economic and political contexts through an anthropological framework of analysis. Explores how structural and global forces impact the policies and everyday experiences of urban school students and the communities in which they live.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Analyze the history of urban environments and the relationship between that history and current promises and problems of education in urban areas.
2. Characterize the complexities of cultural pluralism in urban schools through exploration of experiences of students from backgrounds that are marginalized in schools.
3. Develop abilities to think critically and reflectively about urban education and the institutional and systemic forces that shape urban classrooms and schools.
4. Demonstrate an understanding of the function schools play within urban neighborhoods and the ways in which federal, state and local education policies impact that function.

Required Text & Course Materials

Please note that all required texts may be obtained in one of two ways. First, you may purchase them online. Or second, you may purchase them at the campus bookstore.

- Edmundson, M. (2007). *Teacher: The one who made the difference*. Vintage.
- Ongoing: Selected articles and web resources are posted on the course Blackboard. You are responsible for bringing these articles to class each week. They must be either downloaded onto your computer or printed (no use of cellphones in class).

Course Policies

Attendance

As a professional expectation, you are requested to be present in class, arrive on time, and stay for the entire class session. If you are ill, then please do not attend class. Due to COVID-19, it is vital that we remain vigilant in not spreading germs this semester. If you are absent, it is your

responsibility to get in touch with me (or another student) before the next class to find out what you missed. As a general rule, each student is allowed 2 unexcused absences. More than 2 unexcused absences will result in a grade deduction.

- The best way to work with the attendance policy is to openly communicate with the professor.

Tardiness

Please note that you are expected to attend all course sessions on time. Arriving to class more than five minutes after start time without an excuse will constitute a lateness. Leaving early without an excuse will likewise constitute a lateness. A pattern of tardiness will result in a lowered participation grade.

Preparation

It is my expectation that each of us will be actively engaged in this course through effective class preparation and regular class participation. To that end, you should be prepared with all readings and class assignments prior to each class.

Participation

Students are expected to be active participants in all class activities. In this view, participation involves asking questions, making comments, participation in class activities, staying on task, and listening and responding to others in a respectful manner. This course emphasizes discussion and participation. Therefore, in order for this course to work, you must attend class and be prepared to participate.

Cell Phones

Do not check your cell phone or have your cell phone out in class. If for any reason (e.g. a family emergency) you need to keep your phone out during a class meeting, please mention this to me before class.

Laptops/Tablets

We will be using technology in class to look up information so I encourage you to bring a laptop or tablet for that purpose. You will be expected to use the devices for course purposes. You will lose participation points if you use laptops/tablets/phones for non-course purposes (i.e. texting, watching videos, etc.).

Due Dates and Times

- All assignments are due before the beginning of the class meeting and/or at the time specified on the syllabi or in class.
- If you are absent, the due date still applies.

- Late assignments will be penalized as follows: 5% off for the first 0-24 hours it is late; 3% off for additional days late to a maximum of 20% off, unless an extension has been granted (Note: extensions will only be granted with reasonable notice prior to the deadline and not afterward, so you must plan ahead. Extensions are not automatic and are granted at my discretion). Except under extreme circumstances, please note that extensions will not be granted for online discussions or the final presentations.

Late Work Policy

Extensions may be granted with adequate reason and with at least 24 hours notice before the deadline.

Guidelines for Written Assignments (expect reductions to your grade if you choose not to follow the mechanics outlined below)

- Typed (12 point Cambria or Times Roman font in black ink),
- Double-spaced with one-inch margins on all sides,
- Numbered pages,
- Proper citation of paraphrasing and quotations,
- Meet the minimum page-length requirement, and
- Turned in at or before the start of the class period in which they are due.

Citing References with APA format

You must cite all paraphrasing and direct quotes using the American Psychological Association (APA) format.

Required APA reference Guide:

Purdue Online Writing Lab http://owl.english.purdue.edu/owl/resource/560/01/

- Paraphrasing. (Taking an idea from an author and putting it in your own words) Cite by showing the author's last name and year of publication in parentheses. Notice that the page number is not included in paraphrasing.

  Example: Adults who use concerted cultivation to raise children tend to have more influence over their children's experiences in school (Lareau, 2003).

  Example: Lareau (2003) reports that adults who use concerted cultivation tend to have more influence over children's experiences in school.
- Direct Quotes. Put the quoted material in quotation marks and cite by putting parentheses around the author's last name, year, and page number where the quote is found. Note that the end mark of the sentence goes after the citation.

  Example: "The unexamined prejudices of the parents are passed onto the children. It is not our fault, but it is our responsibility to interrupt this cycle" (Tatum, 2003, p. 7).

Assignments

Punctuality, Preparedness, and Participation: 15%

Please come to class having completed the readings, prepared to participate actively in discussions and activities, as well as to listen carefully and respectfully to your colleagues. When we begin discussions, it will be easy for certain voices to dominate class discussions. I will work diligently to encourage as many voices to speak, but I ask that you assist this effort by monitoring your own contributions. Speak up if you have spent more time listening. Listen if you have spent more time speaking. Controversial topics will undoubtedly rise throughout the semester. I ask that you listen and respect all opinions/perspectives presented. Finally, if at any time you feel silenced by the conversation, please make an appointment with me to discuss the issue.

You will be expected to submit one question that you had about the reading/s (no yes/no questions, please). This question will be due by the end of class on Tuesday.

Education Movement 1-Pagers (4 Total / 5% each): 20%

You will write a total of four 1-pagers (double spaced) where you will explain each of the 4 educational movements that were covered in class. In your 1-pagers, you will give 1) a general definition (in your own words) of what the educational movement is, 2) how the educational movement is present in education today (give a current day example), and 3) describe an in-class activity you would assign as a future teacher to promote the education movement.

Due: February 7, February 14, February 21, & February 28 by 11:59 pm

Reading Responses (Week 6-14): 15%

You will choose one reading from the week and write one reading response. Unless otherwise instructed, please address the following in your responses:

1. Identify a quote from the reading that you agree with or that struck you and explain why you chose the quote,
2. and identify a quote you disagree with or have a question about and explain why you chose the quote.

These must be typed and submitted on Brightspace by Friday @ 9pm.

Film Analysis Paper: 20%

You will be expected to reflect on and identify the themes discussed in class by critically analyzing a film on urban schooling. Specific details for this assignment will be available on Brightspace. 3-4 pages.

Due: March 28 by 11:59 pm

Teaching Philosophy Statement (Paper/Presentation): 30%

This paper requires you to think about your own teaching philosophy. What particular teaching practices do you want to adopt once you enter the classroom? How will you incorporate what

you have learned in this class to your own teaching? What do you want your students to come away learning after leaving your class? Cite at least five articles. 5 pages.
Due: Finals Week

Summary of Assignments

Assignment	Grade Percentage	Due Date
Punctuality, Preparedness, and Participation	15%	On-going
Education Movement 1-pagers	20%	Various
Brightspace Reading Response	15%	Fridays (Weeks 6-14)
Film Analysis Paper	20%	3/28/25
Teaching Philosophy Statement & Presentation	30%	Finals Week
	100%	

Grading Scale

I will base grades on a standard system which includes a sliding scale determined by points accumulated divided by the total number of points available:

A 100-94	A- 93-90	
B+ 89-87	B 86-84	B- 83-80
C+ 79-77	C 76-74	C- 73-70
D+ 69-67	D 66-64	D- 63-60
F Below 60		

COURSE LAYOUT AND READINGS SCHEDULE

***This syllabus is subject to change if necessary**

The following is a tentative outline of readings and subjects to be covered. We may advance at a different pace than this outline indicates and some readings will be more heavily emphasized than others.

Week 1 - Introduction

Tuesday

- Introductions; review syllabi and class expectations

Thursday

- Spellings, A. (2008). A Nation Accountable: Twenty-five Years after A Nation at Risk. U.S. Department of Education. Retrieved from: http://www.ed.gov/rschstat/research/pubs/accountable/

Week 2 - Humanist Movement in Education

Tuesday

- Tyack, D. (1976). Ways of Seeing: An Essay on the History of Compulsory Schooling. Harvard Educational Review Vol. 46, No. 5: 365-373.
- Finn, C. E. (1996). Can the schools be saved? Commentary 102(3), 41-45.
- Finn Jr, C. E. (1982). A Call for Quality Education. American Education, 18(1), 31-36.

Thursday

- Raquette Lake
- Alternative assignment; no in-person class

Assignment Due - Humanist Movement 1-pager

Week 3 - Social Efficiency Movement in Education

Tuesday

- Tyack, D. (1976). Ways of Seeing: An Essay on the History of Compulsory Schooling. Harvard Educational Review Vol. 46, No. 5: 373-383.
- Bowles, S., & Gintis, H. (2002). Schooling in capitalist America revisited. *Sociology of education*, 1-18.

Thursday

- Anyon, J. (1980). Social class and the hidden curriculum of work. Journal of education, 67-92.

Assignment Due - Social Efficiency Movement 1-pager

Week 4 - Critical Movement in Education

Tuesday

- Tyack, D. (1976). Ways of Seeing: An Essay on the History of Compulsory Schooling. Harvard Educational Review Vol. 46, No. 5: 383-387.

- Freire, P. Chapter 2. In Pedagogy of the Oppressed (pp. 71-86). New York, NY: Continuum.

Thursday

- Hooks, B. (1994): Introduction. In Teaching to transgress: Education as the practice of freedom (pp. 1-12). New York, NY: Routledge.

Assignment Due - Critical Movement 1-pager

Week 5 - Progressive Movement in Education

Tuesday

- Dewey, J (1938). Experience & Education. New York: Collier Books. Ch. 2, The Need of a Theory of Experience, 25-33; Ch. 3, Criteria of Experience, 33-50.

Thursday

- Kohn, A. (2015). Progressive education: Why it's hard to beat, but also hard to find. Bank Street College of Education. Retrieved from: https://tinyurl.com/yazggfu2

Assignment Due - Progressive Movement 1-pager

Week 6 - What is a Teacher? Shaping the Occupation

Tuesday

- Rousmaniere, K. (1997). *City teachers: Teaching and school reform in historical perspective*. Teachers College Press, PO Box 20, Williston, VT 05495-0020. Chapter 2: 28-53.

Thursday

- AAHHE Conference
- Alternative assignment; no in-person class

Assignment Due - Reading Response

Week 7 - Teachers in Urban Schools

Tuesday

- Rousmaniere, K. (1997). *City teachers: Teaching and school reform in historical perspective*. Teachers College Press, PO Box 20, Williston, VT 05495-0020. Chapter 4: 75-93.

Thursday

- Rousmaniere, K. (1997). *City teachers: Teaching and school reform in historical perspective*. Teachers College Press, PO Box 20, Williston, VT 05495-0020. Chapter 5: 94-110.

Assignment Due - Reading Response

Week 8 - Spring Break

- No classes

Week 9 - Benefits of Schooling

Tuesday

- Logan, J. R., & Burdick-Will, J. (2017). School segregation and disparities in urban, suburban, and rural areas. *The ANNALS of the American Academy of Political and Social Science*, *674*(1), 199-216.

Thursday

- Morgan, I., & Amerikaner, A. (2018). Funding Gaps 2018: An Analysis of School Funding Equity across the US and within Each State. *Education Trust*.

Assignment Due - Reading Response

Week 10 - Testing

Tuesday

- Rousmaniere, K. (1997). *City teachers: Teaching and school reform in historical perspective*. Teachers College Press, PO Box 20, Williston, VT 05495-0020. Chapter 3: 54-74.
- Berliner, D. (2011). Rational responses to high stakes testing: The case of curriculum narrowing and the harm that follows. Cambridge Journal of Education, 41(3), 287-302.

Thursday

- Alternative assignment

Assignment Due - Film Analysis Paper

Week 11 - Tracking & Detracking

Tuesday

- Oakes, J. (2005). Keeping track. Yale University Press.

Thursday

- Delpit, L. (1988) The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review 58(3), 118-127.
- Burris, C. C., & Welner, K. G. (2005). Closing the achievement gap by detracking. Phi Delta Kappan, 86(8), 594-598.

Assignment Due - Reading Response

Week 12 - Hope

Tuesday

- Liston, D.P. "Despair and Love in Teaching" in Stories of the Courage to Teach, (Intrator, S. [ed]).
- Liston, D. P. "The Lure of Learning in Teaching", Teachers College Record, 106:3, March 2004, 459-486.

Thursday

- Edmundson, M. (2007). *Teacher: The one who made the difference*. Vintage.

Assignment Due - Reading Response

Week 13 - Teacher

Tuesday

- Edmundson, M. (2007). *Teacher: The one who made the difference*. Vintage.

Thursday

- AERA Conference
- Alternative assignment; no in-person class

Assignment Due - Reading Response

Week 14 - Social and Emotional Learning

Tuesday

- Camangian, P., & Cariaga, S. (2022). Social and emotional learning is hegemonic miseducation: Students deserve humanization instead. *Race Ethnicity and Education*, *25*(7), 901-921.

Thursday

- Edmundson, M. (2007). *Teacher: The one who made the difference*. Vintage.

Assignment Due - Reading Response

Week 15 - Urban Education Today

Tuesday

- Howard, T. C., & Milner, H. R. (2021). Teacher preparation for urban schools. In *Handbook of urban education* (pp. 195-211). Routledge.
- Rivera, S. (2013, February 28). What is the purpose of school? National Education Policy Center. Retrieved from: https://tinyurl.com/yd6cnx2j

Thursday

- Edmundson, M. (2007). *Teacher: The one who made the difference*. Vintage.
- Semester Recap

Finals Week - Teaching Philosophy Presentations

SUNY CORTLAND POLICIES AND RESOURCES FOR STUDENTS

SUNY Cortland Code of Conduct
Students must adhere to the guidelines of the SUNY Cortland Code of Student Conduct that supports the College's values, goals and priorities. Please see the following for the Code of Conduct and Related College Policies: https://www2.cortland.edu/offices/judaffairs/index.dot.

Notice Regarding Disciplinary Violations
In order to maintain the high standards of professionalism required by SUNY Cortland, the NYS Education Department (NYSED), and our teacher education accreditation agency (CAEP), all Teacher Education Candidates must report any off-campus tickets, violations of the student code of conduct, violations of state/federal law, or academic integrity decisions to the associate dean within 5 business days. Likewise, students must report within 5 business days charges of any of the following: driving while intoxicated (DWI), drug possession, a crime against a child, or physical assault. You can contact your associate dean by calling 607-753-5431. Our Teacher Education Candidate Review Committee (TECRC) will review these violations and contact you. If you have any questions about this process, please contact the associate dean.

Teacher Candidate Dispositions
Candidates are expected to exhibit professional behaviors and dispositions at all times. Periodically throughout teacher candidates' programs, they will be assessed on the development of their professional dispositions. Character dispositions include: integrity, emotional maturity, work ethic and empathy. Pedagogy dispositions include the belief that all children can learn, appropriate and effective use of technology and other teaching materials and fairness. Professional dispositions include an understanding of the respect for policies and procedures. See:
https://www2.cortland.edu/dotAsset/6098a013-7ea6-4289-9b2e-9bdc82cb52e2.pdf

Academic Integrity
All students are expected to uphold academic integrity standards. Plagiarism is defined as taking the ideas of others and using them as one's own without due credit. Students who do not complete their own examinations, course assignments, or plagiarize in this course may be disciplined in accordance with university rules and regulations. (College Handbook, Chapter 340)

Disability Statement
As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at disability.resources@cortland.edu or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways. (College Handbook, Chapter 745)

Diversity Statement
SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of

human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chapter 130)

Inclusive Learning Environment Statement

SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the Institutional Equity and Inclusion Office at 607-753-2263. (IEIO http://www2.cortland.edu/about/diversity/)

Title IX Statement

Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit cortland.edu/titleix to learn about all reporting options and resources. (Updated by SUNY Legal Feb. 1, 2018).
(Title IX http://www2.cortland.edu/titleix)

Cortland Cupboard

A substantial proportion of students on campus are worried about affording meals and basic care. If you are one of those students, you are not alone, and there are supports available. The SUNY Cortland Cupboard is stocked with food and personal care items, available at no cost to all students with valid SUNY Cortland ID card. They are located in Old Main, Room B-05 Mondays – Thursday from 8:00 AM – 8:00 PM and on Friday from 8:00 – 5:00 PM Visit their website for additional information:
at https://www2.cortland.edu/cupboard

Academic Help

If you are struggling with learning course content, even after completing the assigned readings and coming to class regularly, consider scheduling an appointment with **The Learning Center**: https://www2.cortland.edu/offices/asap/the-learning-center/

If you would like assistance with your written assignments, consider contacting **The Writing Center**. They will be able to help you best if you contact them early (e.g., two weeks before your assignment due date). You may schedule appointments at https://www2.cortland.edu/offices/writing-center/index.dot

Clothing Closet

If you need professional clothing for a field placement, internship, interview or a job, you are encouraged to look in the Clothing Closet for free clothing. At this time, the inventory racks are quite full with dress shirts, blouses, jackets and dress pants. It's located in Old Main, Room B-05, Mondays - Thursdays from 8:00 AM – 8:00 PM and on Friday from 8:00 AM - 5:00 PM). No appointment needed! Just stop in.

For more information, please see:
https://www2.cortland.edu/offices/career-services/events/dress-for-success