

## Course Syllabus

### Part I: Course and Instructor Information

<b>Semester:</b>	Summer 2024; Session I (May 28 – July 2)
<b>Course Name:</b>	Social Foundations of Urban Education
<b>Course Number:</b>	26:300:500
<b>Instructor:</b>	Dr. Marcus Anthony
<b>Location:</b>	110 Warren St - Room 311
<b>Meeting Days:</b>	Tuesdays (in-person) & Thursdays (online)
<b>Meeting Time:</b>	6:00pm-9:45pm
<b>Zoom Link:</b>	<a href="https://rutgers.zoom.us/j/98596794753?pwd=aW1DekVTZmNkV2NkU0JjWkptUkNzQT09">https://rutgers.zoom.us/j/98596794753?pwd=aW1DekVTZmNkV2NkU0JjWkptUkNzQT09</a>
<b>Meeting ID:</b>	985 9679 4753
<b>Meeting Passcode:</b>	518790
<b>Email:</b>	marcus.anthony@rutgers.edu
<b>Office Hours:</b>	5:30pm-6:30pm - Monday, Wednesday & Friday (virtual by appointment)

### Part II: Course Description

#### **Course Overview:**

This course focuses on the historical, philosophical, political, sociological, and legal foundations of urban education. The evolution of education, the role of cultural diversity in education, educational inequalities and equity, and issues and trends in education are explored. Participants will analyze educational philosophies and develop a personal educational philosophy. Students will complete **20** hours of observations related to education in and around Newark.

#### **Course Objectives (Learning Goals):**

- Introduce the importance of community awareness and active collaboration with the city of Newark and its people for informing your future work as a citizen and/or educator in an urban environment
- Develop your communication skills, including public speaking, authentic listening, and effective writing
- Explore opportunities and challenges of educating diverse urban population, policies, and practices for what John Dewey referred to as the “moral meaning of democracy...to foster students’ all-around-growth” and prepare them to be powerful citizen-leaders

#### **Course Materials:**

The syllabus, modules, assignments, files, and instructions (guides) can be found on **Canvas**. All readings and screenings can be found in [Box Drive](#). *All Rutgers students have access to Box Drive.*

#### **Fieldwork Hours:**

This course requires **20** observation hours. These hours can be completed in an educational setting of your choice and should conclude on or before the **final day of class (07/02/2024)**. You are expected to coordinate this fieldwork on your own and submit the name of the organization, location, and supervisor for verification.

**Course Requirements and Grading Scale (Calculations):**

All assignments can be found in Canvas > *Assignments*. Is it expected that all assignments will be turned in to the instructor on time. **NO LATE ASSIGNMENTS WILL BE ACCEPTED, EXCEPT UNDER SPECIAL ARRANGEMENTS WITH THE INSTRUCTOR.** The following assignments are applied components of the course's essential ideas and objectives, intended to help you tie together readings, lectures, class discussions, and your own individual learning:

1. **Participation**
  - a. **Attendance and Discussion Participation:** 10 points
  - b. **Weekly Notes Journals:** 5 points
2. **Reading Response Papers:** 10 points (5 @ 2 points each)
3. **Text-Anchored Facilitation:** 5 points
4. **Presentations:** 10 points
5. **Critical Educational Autobiography:** 10 points
6. **Community Study Assignment:** 10 points
7. **Fieldwork Summary:** 10 points
8. **Midterm and Final Exams:** 30 points (2 @ 15 points each)

Letter	Percentage
A	91-100%
B+	87-90%
B	80-86%
C+	77-79%
C	70-76%
D	61-69%
F	60% or below

**Total:** 100 points

**(1) Participation:**

**(a) Attendance and Discussion Participation:** Each student will be expected to attend every class session and to arrive on time. Students cannot miss more are than two class sessions without notification, no questions asked. This will result in failing the class. If a student is absent due to medical or family emergency reasons, the student must email the instructor at [marcus.anthony@rutgers.edu](mailto:marcus.anthony@rutgers.edu) with the appropriate documentation. Students who miss more than one session, except in the case of medical or family emergency, may see a reduction of up to 1/3 of their final grade. The same policy exists for consistent late arrivals. If you are experiencing special circumstances that make it difficult to attend class or complete the required work, please let the instructor know!

All students are required to attend class having completed assigned materials for each class meeting, including assignments, readings, podcasts, films, and other media. Students must be prepared to discuss the materials, share their reactions & reflections, pose questions, and otherwise meaningfully contribute to the collaborative learning of the class.

**(b) Weekly Notes Journals:** Students are required to keep a journal that includes notes from readings, lectures, class discussions, and screenings. You are encouraged to have access to the journal at all times so you can document important notes. The purpose of the journal is to encourage and assist reflection and show active participation aside from class discussion. During the first class, you must create a Google Doc and share the link as a reply to the announcement in Canvas titled "*Weekly Notes Journal*". Please ensure the document allows general access. Journals will be reviewed weekly by the instructor.

**(2) Reading Response Papers:** Students must submit **5** response papers in Canvas over the course of the semester; You must select a reading or screening from each week to respond to that is most interesting or most challenging for you. In these responses, you are required to **select a quote** from the reading and respond to it in **no more than a paragraph (approximately 250 words)**. This quote should represent an

idea, concept, or research finding that you found compelling, interesting, inspiring, frustrating, confusing, etc. You must explain what the quote means, why you chose it, and how it is important to the course and/or our understanding of youth culture formation in general. **Place the page number after the quote from the text and before your comment.**

**(3) Text-Anchored Facilitation:** Students will select one class to be a facilitator for class discussion. You will reply to the announcement in Canvas titled "*Text-Anchored Facilitation*" with the class you select. For that class, you will deepen the understanding of the assigned texts through a class discussion. In this role, you will develop **at least three discussion questions** that you can discuss to help everyone understand the main points of the assigned reading and/or screening. You will help people talk over the big ideas in the readings/screenings and to share reactions. Be prepared with your own brief answers to your questions. You will also be responsible for facilitating the class discussion.

**(4) Presentation:** The purpose of this assignment is to assess your ability to articulate core concepts from the course texts to others, and to connect those texts with other course materials and the overall themes of the course. Individually, you will introduce and lead a class discussion about what you learned from class through the use of carefully selected images and no text. You will give the presentation on the final class; it does not need to be pre-recorded (however, you probably do need to practice).

**Presentations must be approximately 5-7 minutes long and contain approximately 15 images.** I will be available to consult with groups before your presentations; please contact me via email if you need help with preparation.

**(5) Critical Educational Autobiography:** Students will submit a **2-3 page** essay that asks you to consider your own educational experiences and beliefs, along with course readings/texts, to craft a coherent, thoughtful essay in which you respond to the following questions:

- What are/was/were the context(s) within which your formal schooling took place (e.g., urban/suburban/rural, city and school demographics, size, relevant historical facts, etc.)?
- What are/was/were the context(s) within which your informal education took place (e.g., community-based programs, religious instruction, etc.)?
- What do you believe were the larger purpose(s) of education, both in your formal schooling and informal education? Explain and support.
- How do/did these values regarding the purpose(s) of education impact your educational experiences? Explain and support.
- Based on your previous experiences and what you have learned in the course thus far, what do you believe the purpose of education should be? What role does/should education play in advancing social and cultural change? Your essay must include discussion of how your experiences, together with what you have learned this semester in the course, influence your ideas about the purpose, value, and role of education in the United States.

**(6) Community Study Assignment:** Through this project, your instructor and classmates will learn about your community - i.e., the "social contexts" of school - through various exercises that you will carry out throughout the semester. Each week, you will complete and submit one part of the assignment for feedback. In the final week, you will submit a **6-8 slide presentation** that characterizes the community you studied and a **2-3 page essay** that answers the response questions listed in the instructions. The instructions can be found in Canvas > Files > Assignment Instructions (Guides) > [Community Study Assignment \(Instructions\)](#).

**(7) Fieldwork Summary:** After the fieldwork is complete, students are to write a **500 - 700 word** summary of what you saw and learned, to be submitted to Canvas. Summaries should focus on the main themes regarding your field placement and what you learned there that emerged in your journal, and how that learning relates to salient topics and themes from the course. **You must include contact information for person(s) who can verify your fieldwork (observation) hours.**

**(8) Midterm and Final Exams:** There will be a midterm and final exam that is intended to gauge how well you are retaining information from the readings and how well you comprehend and can apply core concepts. Exams will prompt students to answer response questions in the form of essays. The midterm will be due on **June 13, 2024**, and the final exam will be due on **July 2, 2024**.

Part III: Course Calendar (Note: this calendar is subject to change)

Date	Topic(s) / Modules	Framing Question(s)	Readings/Screenings (to be completed before class)	Assignment(s) (to be completed before class)
<b>Section I: Social Foundations of Urban Education</b>				
T, May 28 (in-person)	<b>Course Introduction and Social Foundations of Urban Education</b>	<ol style="list-style-type: none"> <li>Where are we now and how did we get here?</li> <li>How do my values shape my beliefs about teaching and learning?</li> <li>What do we mean when we say the "social foundations of urban education?"</li> </ol>	<b>Read:</b> <a href="#">Freire, P. (1996) "The Banking" Concept of Education"</a> + <b>Read:</b> <a href="#">Milner, R. (2012). "But What Is Urban Education?"</a>	<ol style="list-style-type: none"> <li>Annotate Syllabus (bring comments and questions to class)</li> <li>Weekly Notes Journal (create and share)</li> </ol>
<b>Section II: Abbreviated History of Urban Education in the US</b>				
R, May 30 (online)	<b>History of Urban Education</b>	<ol style="list-style-type: none"> <li>What lessons can we learn from studying the historical underpinnings of our current educational system?</li> <li>How do schools both reproduce and resist social hierarchy and ongoing historical injustice?</li> </ol>	<b>Read:</b> <a href="#">Hartlep, N., Porfilio, B., Otto, S. &amp; O'Brien, K. (2015) "What We Stand For, Not Against- Presenting Our Teacher Education Colleagues with the Case for Social Foundations in PK-12 Teacher Preparation Programs"</a> + <b>Read:</b> <a href="#">Watson, D. (2014) "What Do You Mean When You Say Urban?"</a> + <b>Read:</b> <a href="#">Pope, N., Stemhagen, K. (2008) "Social Foundation Educators of the World Unite!"</a>	No Assignments Due

			<a href="#"><i>An Action Plan for Disciplinary Advocacy</i></a>	
T, June 4 (in-person)	<b>Community and Urban Schools</b>		<p><b>Read:</b> <a href="#">Gibbon, P. (2020) "John Dewey: Portrait of a Progressive Thinker"</a></p> <p>+</p> <p><b>Read:</b> <a href="#">Anderson, C., Anthony, M. (2023) "Promise Parent Leadership Academy (PPLA) and Clemente Veterans' Initiative (CVI) Newark: Two Hyperlocal, Anchor Institution Initiatives to Engage the Urban Community"</a></p>	<ol style="list-style-type: none"> <li>1. Reading Response Paper (1)</li> <li>2. Text-Anchored Facilitation (class selection due)</li> </ol>
R, June 6 (online)	<b>Urban School Funding</b>	<ol style="list-style-type: none"> <li>1. What is the difference between the "education debt" framing versus the "achievement gap"?</li> <li>2. What is the difference between educational equity and equality funding?</li> <li>3. What are the factors of school segregation?</li> </ol>	<p><b>Read:</b> <a href="#">Flaxman, G. (2013) "A Status Quo of Segregation: Racial and Economic Imbalance in New Jersey Schools, 1989-2010"</a> (Foreword, Executive Summary, and Segregation Trends; skim the rest)</p> <p>+</p> <p><b>Read:</b> <a href="#">Study highlights segregation in Newark's schools   NJ Spotlight News</a></p> <p>+</p> <p><b>Read:</b> <a href="#">Ladson-Billings, G., Tate W. (1995) "Toward a Critical Race Theory of Education"</a></p>	Community Study Assignment (Part 1)
<b>Section III: Philosophies and Theories of Urban Education in the US</b>				

<p>T, June 11 (in-person)</p>	<p><b>Culturally and Historically Responsive Literacy</b></p>	<ol style="list-style-type: none"> <li>1. How do we promote Culturally Responsive Teaching in schools?</li> <li>2. How do we draw on students' culture to shape curriculum and instruction?</li> <li>3. How do we draw on diverse cultures to shape curriculum?</li> </ol>	<p><b>Read:</b> <a href="#">Muhammad, G. (2022) "Activating Joy Through Culturally and Historically Responsive Read-Alouds"</a> + <b>Read:</b> <a href="#">Scott, Renbarger, Laird (2020) "Examining the Children's Defense Fund Freedom Schools Model on Middle School Students' Reading Achievement"</a> (pgs. 1-12)</p>	<p>Reading Response Paper (2)</p>
<p>R, June 13 (online)</p>	<p><b>Language, Culture, and Power + Midterm</b></p>	<ol style="list-style-type: none"> <li>1. Who makes the decisions and who has the power in urban schools?</li> <li>2. How do we leverage language and power to promote student achievement for bilingual students?</li> </ol>	<p><b>Read:</b> Flores, N., Rosa, J. (2015) <a href="#">"Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education"</a> + <b>Read:</b> Seltzer, K., V. de los Rios, C. (2017) <a href="#">"Translanguaging, Coloniality, and English Classrooms: An Exploration of Two Bicoastal Urban Classrooms"</a></p>	<p>Community Study Assignment (Part 2)</p>
<p><b>Section IV: Contexts, Policies, and Current Issues in Urban Education</b></p>				
<p>T, June 18 (in-person)</p>	<p><b>Perspectives on Race, Immigration, and Education</b></p>	<ol style="list-style-type: none"> <li>1. What is the purpose of school?</li> <li>2. How does the structure, organization, and image of schooling reflect a particular construction</li> </ol>	<p><b>Read:</b> <a href="#">Picower, B. &amp; Mayorga, E. (2015) "What's Race Got To Do With It? How Current School Reform Policy Maintains Racial And Economic Inequality"</a> +</p>	<p>Reading Response Paper (3)</p>

		of childhood that is raced, classed, gendered, etc.?	<p><b>Read:</b> <a href="#">Suarez-Orozco, C., Suarez-Orozco, M. (2002). "The Children of Immigration in School."</a></p> <p>+</p> <p><b>Watch:</b> <a href="#">PBS Learning Media (2021, June 24). Tools for Anti-Racist Teaching   Designing a Path Forward.</a></p>	
R, June 20 (online)	<b>Individuals with Disabilities Act (IDEA), Disproportionally, and Special Education</b>	<ol style="list-style-type: none"> <li>1. What role does "inclusion" play in the developmental-interaction approach?</li> <li>2. Who is responsible for a free and appropriate education?</li> </ol>	<p><b>Read:</b> Beratan, G. (2016). <i>"The Song Remains the Same. Transposition and the Disproportionate Representation of Minority Students in Special Education."</i></p>	Community Study Assignment (Part 3)
<b>Section V: Perspectives and Future Directions on Education for Liberation</b>				
T, June 25 (in-person)	<b>Lessons on Liberation, The Prison Industrial Complex, and Justice</b>	<ol style="list-style-type: none"> <li>1. How does equality relate to the criminal justice system?</li> <li>2. What is the central purpose of a liberation education?</li> </ol>	<p><b>Read:</b> Hernandez et.al. (2021). <i>"Fierce Urgency of Now: Building Movements to End the Prison Industrial Complex in our Schools."</i></p> <p>+</p> <p><b>Read:</b> <a href="#">Page, C. &amp; Pandit, E. (2020). "Intersections of Justice in the Time of Coronavirus."</a></p>	Reading Response Paper (4)
R, June 27 (online)	<b>Reimagining and Reclaiming Education &amp; Issues and Trends In Education</b>	<ol style="list-style-type: none"> <li>1. What does the term "progressive" mean in education?</li> <li>2. How has progressive education been</li> </ol>	<p><b>Read:</b> <a href="#">Dewey, J. (1907) "The School and Society"</a> (Read Chapter 1: The School and Social Progress)</p> <p>+</p>	<ol style="list-style-type: none"> <li>1. Community Study Assignment (Part 4)</li> <li>2. Critical Educational Autobiography</li> </ol>



		<p>reimagined (and how can it be reimagined further)?</p> <p>3. What technological issues and trends persist in urban schools?</p>	<p><b>Read:</b> <a href="#">"A Vision of America that Doesn't Exist"   Reimagining Education - Teacher's College, Columbia University</a></p> <p>+</p> <p><b>Read:</b> <a href="#">Cybersecurity Considerations for K-12 Schools and School Districts   Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center</a></p>	
<p>T, July 2 (in-person)</p>	<p><b>Putting It All Together Project Presentations + Final Exam</b></p>	<p>1. What are your biggest take-aways about the foundations of modern education?</p> <p>2. What "must we know" to avoid repeating mistakes of the past?</p>	<p>No Readings</p>	<p>1. Reading Response Paper (5)</p> <p>2. Presentation</p> <p>3. Fieldwork Summary</p>

**Acknowledgements:**

\* *This syllabus was adapted and streamlined from the Social Foundations in Education course, developed by Dr. Lynnette Mawhinney and Dr. Laura Porterfield, at Rutgers University-Newark*

\* *Additional course materials were adapted from Katie Harlan Eller's Foundations of Modern Education course at Bank Street College of Education*

### **Online Instruction and Communication:**

This is a **hybrid** course, meaning we will meet in person and online. However, in the event of a university closure, either short or long-term, the instructor will be prepared to deliver the course in a virtual format. Be sure that you have created a NetID; you will need it to access **Canvas**. While this is a hybrid course, I hope we can have a good amount of engagement in class between students and instructor, as well as between students. The more you contribute to online discussion, share your thoughts, and give effort to creative projects, the more rewarding this course experience will be for you.

Communication is key to develop relationships in the classroom. To provide clarity, the best way to communicate with me is via email at [marcus.anthony@rutgers.edu](mailto:marcus.anthony@rutgers.edu). I will guarantee a reply within a 36-hour time period. Students can use the email function on Canvas to contact me through the Canvas portal or email directly, the choice is yours. In addition, **Ahmad Watson** is the **Discussant**. He can be reached at [ahmad.watson@rutgers.edu](mailto:ahmad.watson@rutgers.edu).

### **Academic Integrity:**

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: <http://academicintegrity.rutgers.edu/>

Your health and well-being matter, and Rutgers has put in place a number of resources that are intended to help students through the challenges that might emerge during these times. Information on many of these resources appears below. Please let me know immediately if you are experiencing circumstances that are negatively impacting your academic performance. I also strongly encourage you to contact your academic advisor.

### **Accommodation and Support Statement:**

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Absences:** All students are responsible for timely notification of their instructor regarding any expected absences. The Division of Student Affairs can provide assistance for absences related to religious observance, emergency, or unavoidable conflict (illness, personal or family emergency, etc.) Students should refer to the University's Course Attendance policy (10.2.7), for expectations and responsibilities. The office can be contacted at: (973) 353-5063 or [deanofstudents@newark.rutgers.edu](mailto:deanofstudents@newark.rutgers.edu).
- **Disabilities:** The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation)

and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and follow up with a discussion. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](https://ods.rutgers.edu). Contact ODS: (973) 353-5375 or [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).

- **Temporary Conditions/Injuries:** The Division of Student Affairs can assist students who are experiencing a temporary condition of injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should [submit a request](#) for assistance.
- **Pregnancy:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy. Students may contact the office at (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).
- **Gender or Sex-Based Discrimination or Harassment:** The Office of Title IX and ADA Compliance can assist students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the office at: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). Incidents may also be reported by using this [link](#). For more information, students should refer to the University's [Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct](#).
- **Interpersonal Violence:** The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have a reporting obligation to report information to the University's Title IX Coordinator. Students can contact the office at: (973) 353-1918 or [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu). There is also a confidential, text-based line students can text for support: (973) 339-0734.
- **Crisis and Concerns:** The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact academic performance. Students may contact the [CARE Team](#) at [careteam@rutgers.edu](mailto:careteam@rutgers.edu).
- **Stress, Worry, or Concerns about Well-Being:** The Counseling Center has confidential therapists available to support students. To schedule an appointment: [counseling@newark.rutgers.edu](mailto:counseling@newark.rutgers.edu) or (973) 353-5805. If a student is not quite ready to make an appointment with a therapist but is interested in self-help, check out TAO at Rutgers-Newark for an easy, [web-based approach to self-care and support](#).
- **Emergencies:** Call 911 or contact Rutgers University Police Department (RUPD) at (973) 353-5111.
- **A. Learning Resources:**
  - [Rutgers Learning Center](#) (tutoring services)  
(973) 353-5608
  - [Writing Center](#) (tutoring and writing workshops)  
(973) 353-5847 [nwc@rutgers.edu](mailto:nwc@rutgers.edu)