

**Foundations for Education I:
The Social and Historical Aspects of Chicago and Chicago Schools**
UTEP 35505
Autumn Quarter 2018

Instructors:

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Class time: Wednesday: 9:00 am--2:30pm

Room: 329 Carter G. Woodson Middle School, 4444 S. Evans

This is your last chance. After this, there is no turning back. You take the blue pill -- the story ends, you wake up in your bed and believe whatever you want to believe. You take the red pill -- you stay in Wonderland and I show you how deep the rabbit hole goes . . .
-- *Morpheus*

Love takes off masks that we fear we cannot live without and know we cannot live within.
-- *James Baldwin*

COURSE OVERVIEW

The first year of UChicago UTEP builds fundamental knowledge required for effective teaching in an urban setting. This Foundations Year includes a three-quarter sequence called the Foundations of Education Seminar. This seminar is composed of three integrated pedagogical strands that are key to the development of teaching and learning: Academic, Soul, and Fieldwork.

- *The academic strand* enables candidates to explore urban teaching and schools through a systemic understanding of people and place. In Autumn Quarter, candidates take **The Social Aspects and History of Chicago and Chicago Schools** (35505), in which they study the history, political economy, and public policy that influence the sociology of urban space in which they will ultimately teach. During winter quarter, candidates take **Human Development and Learning** (35502), which considers how growing up in an urban community impacts children's cognitive and psychosocial development and the role that schools and teachers can play in expanding students' opportunities and wellbeing. This class includes a self-study that pushes candidates to explore identity formation based on markers such as race, class, gender, sexual orientation, religion, and ability. Finally, in spring quarter, candidates take **Philosophy of Education** (35506), in which they analyze the "purpose" of teaching from a variety of perspectives and articulate their own motivations and intentions—underpinnings that will inform their curricular and pedagogical decision-making in years to come.

- *The soul strand* emphasizes social-emotional learning and the role of self-reflection in effective, culturally responsive practice. As candidates journey through the Foundations Year, they are asked to exercise introspection and a willingness to evaluate their beliefs, values, and behaviors. As candidates examine themselves and their situations in life, we ask them to grow as teachers and learners by applying their understanding of the self. Soul strand is a highly intellectual endeavor, designed to cultivate the essential skills and dispositions of an effective urban educator—one who proactively listens, empathizes, analyzes, responds, reflects, and adapts to each child, family, classroom, and community.
- The *fieldwork strand* places candidates in Chicago communities and schools. In the autumn, interns work with a community-based organization (CBO) so they can learn first-hand about community-led development, knowledge, and determination. In the spring quarter, candidates visit CPS, charter, and private schools as a cohort. They learn how to become careful observers of schools and classrooms, school culture, administration and leadership styles, teachers and teaching styles, students and learning styles, and curriculum in practice.

AUTUMN QUARTER OVERVIEW

Through this course we will develop a critical, systemic analysis of the historical, political, economic, and cultural context of Chicago and its communities. We begin with the premise that place matters. In order to be an effective urban educator, you must develop ways of seeing and learning with/from the people and context in which you will eventually teach. Through the academic readings, field experiences, and critical reflections, we will develop the frames to understand the rich, complicated and multi-faceted intersections among schools, their local context, and our positionalities as educators.

This course will challenge us to think about how cities are designed and maintained through systems of ideology, policy, and financial and social control, as well as how schools are used as a mechanism to perpetuate the status quo. We begin by looking at the historical development of the South Side of Chicago, paying particular attention to the interconnected relationship among racialized housing policies, joblessness, and schools. As we explore neoliberalism and the economic structural impacts on the development of urban space, we want to think about how policies structure inequality in a particular way. By looking at the historical goals of public schooling and the intentional practices of deculturalization, we will develop the ability to understand how contemporary educational problems are rooted in institutionalized poverty, racism and White supremacist ideologies.

We will engage in developing a better understanding of our roles as educators in this historic moment by examining the historical, political, economic, and cultural impacts on schooling, education, and the individual. Simultaneously, we will continually examine our positionality and challenge our roles within the context of urban public schooling in the Chicago context. As we engage with the readings, we will reflect on our past experiences while challenging ourselves to be honest with who we are in our current moment, who we think we are, and who we want to become.

Although this course is not designed to specifically address skills and techniques used in a classroom setting, this course does provide a framework for understanding enduring educational issues as well as classroom dilemmas. This course is designed to support your understanding of the past in order to develop an understanding of what education is today, how it may develop in the future, and how we situate ourselves as educators within that context.

ESSENTIAL QUESTIONS

Our work together will be guided by the following essential questions:

- What are the purposes and functions of urban schools?
- In what ways do various contextual factors--historical, social, political, and economic--impact the quality of schooling?
- What is “the system”? What roles and functions do we play in it?
- Who am I? How will my understanding of self shape my perceptions of and interactions with children, families, and communities in the context of teaching and learning?

LEARNING OBJECTIVES

Through this course, students should be able to:

- Critically explore the historical, social, economic, and political contexts of education and schooling in Chicago.
- Examine, analyze, and consider the dominant assumptions and counter-assumptions that influence the knowledge base and practices of schooling and the production, reproduction of the status quo.
- Make connections between local education issues to global trends.
- Exercise a practice of self-reflection

We will work toward these goals through a variety of learning experiences. Resources for doing so will include the readings, your experiences and reflections, and our time together.

GRADING SUMMARY AND ASSIGNMENTS

- Adheres to the Professional Code of Conduct 10%
- In Class Assignments 10%
- Critical Reflection Logs 25%
- Work Plan 10%
- Part I and II: A Systemic Analysis of Communities and the Implications for Urban Schooling 25%
- Part III: A Systemic Analysis of Communities and the Implications for Urban Schooling 20%

Critical Reflection Logs

The Critical Reflection Log is an important component of your journey towards becoming an urban educator and will document your understanding of who you are and how you want to be in the world. Paolo Freire defines the term praxis as *reflection and action directed at the structures to be transformed*. In the CRL you will critically examine your process of learning towards personal transformation and growth based on your ongoing analysis, questioning, reframing, and reflection of your thinking and meaning making of the academic readings and field experiences. Reflection requires time, effort and a willingness to question underlying beliefs and values, actions, and to consider multiple perspectives and viewpoints.

Your entries should demonstrate:

Critical thinking

Evidence of growth in your ability to analyze, assess and use text as a basis for critique and/or challenging your thinking as well as making connections between text and systems. Evidence of being a self-directed, self-disciplined, self-monitored and self-corrective thinker.

Reflection

Evidence of active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they are learning, unlearning, and relearning.

Expansion in learning about education, schools, and/or teaching in Chicago communities

Thinking goes beyond small, immediate responses to text, experiences, and conversations but and shows the ability to connect your learning and personal experience to larger systems and the forces that act upon these systems. Shows growth in systems thinking processes and language.

You can *launch* your thinking by answering the following questions:

- What are you grappling with in your learning?
- What are you unlearning, relearning, and learning?
- Are you experiencing cognitive dissonance? If so what has led to it and how are you working through it?
- How will you apply your learning process to teaching?

Each student should create a Google Doc and the title should read **YourName.CRL.2018-19** and be shared with your instructors. Please create this doc and share by the end of O-Week. The Critical Reflection Logs will be no more than a two-page, single-spaced document that incorporates some of the aforementioned elements. CRLs will be due by 5pm on the specified dates on the course calendar.

Field experience: Early in the quarter, you will be assigned, as part of a small group, to a Community Based Organization (CBO). Working with a CBO will allow you to work in and with communities alongside organizers who have been working towards community led development. We deeply value our relationships with the CBOs and appreciate their partnership as we prepare you to work in an urban environment. Through this experience you will learn first-hand about community-led development, knowledge, and determination from the CBO. You are expected to volunteer 10 hours – arranged by you and the CBO between the date you were assigned and December 5th. Please remember to keep a log of the amount of hours completed with the date, hours, and signatures from the CBO and submit this to Dr. Kay and Dr. Laura with your final paper. Their assessment of your work will be factored into your final grade.

REQUIREMENTS

- **Active participation** is an expectation for community engagement. Be well rested and punctual, alert and aware, and prepared with the appropriate materials to capture your learning and all critical information that you see and hear.
- **Developing self-awareness and mindfulness of your positionality--** during site visits and volunteer hours. Being in a classroom, community, or among people who are racially, socially, economically, and politically different from you will call you to be aware of how you present yourself, your intention and motives, and your perception of power in relationships. Part of developing self-awareness comes through an internal conversation that challenges us to see the multifaceted ways we can be seen and understood/unseen and misunderstood. Self-awareness is a critical tool for success in the work and life of an urban teacher. As we get better at seeing ourselves, we become more proactive in resolving conflict, we don't default to externalizing, and it helps in building trust in our relationships.
- **Collaboration and cooperation with the cohort and staff at community based organizations.** Again, your ability to work well with others, to be a positive and constantly contributing team member has deep implications for your work as a future urban teacher. Be aware that this does not

mean trying to outshine other groups or even your own group members; instead, effective group membership means understanding yourself and your strengths and how they are in relation to the strengths and knowledge of others. It is, in fact, your responsibility to be attuned to every other group member and what they are bringing or not bringing.

A Systemic Analysis of Communities and the Implications for Urban Schooling

In this culminating assignment for Autumn Quarter, you will prepare a final paper outlining your systemic understanding of the structural make-up of the community associated with the CBO you worked with. By drawing upon course readings, fieldwork observations, reflections, emerging understandings of curriculum/instruction in your tutoring work, and a variety of other evidence you collect throughout Autumn Quarter, you will construct a systemic analysis of the community you are working in. The final presentation for the quarter will be a comprehensive reflection about your learning in response to the assignment. This is a practice in making our learning public. The completed project should establish a clear understanding of the interconnecting forces that shape community, supported with evidence from your documented observations and conversations, course readings, and historical documentation. Focus on thinking and writing from an assets-based perspective.

We envision three components to this project that build on one another---1) a descriptive, systemic overview of the community that demonstrates an understanding of interconnected relationships 2) an overview of your work with your assigned CBO 3) a personal reflection.

Please see the additional assignment handout for details. Assignments should be submitted electronically as a Word document (not a PDF or google doc) to instructions with the email subject line “Systemic Analysis.Name” **no later than 6pm on Wednesday, November 21st.**

COURSE TEXTS

Articles are available via UTEP’s [Google site](#)

- Moore, N. (2016). *The South Side*. New York, NY: St. Martin’s Press.
- Spring, J. (2010). *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States*. New York: McGraw Hill

In order to prepare for each class, consider the main arguments and themes presented in the readings and the responses from the Google Classroom discussion for that session.

CLASS SESSIONS: COURSE TEXTS and FIELD VISITS

All readings will be posted to the online Year 1 Files at the UTEP Google website, as either a weblink or PDF. **Please look at the schedule and plan your transportation accordingly.**

Date	Field experience	Theme	Due

<p>O-Week Sept. 26</p>	<p>West Woodlawn: Blacks in Green</p>	<p>Intro to the Foundations of Urban Education Seminar</p> <p>Academic reading:</p> <ul style="list-style-type: none"> ● In Hirsch, A. (1998). <i>Making the Second Ghetto: Race and housing in Chicago</i>. Chicago, IL: University of Chicago Press. Chapter 5: A neighborhood on a hill: Hyde Park and the University of Chicago. ● Moore, N. (2016). <i>The South Side</i>. New York, NY: St. Martin's Press. ● Tuck, E. (2009). Suspending Damage: A Letter to Communities. <i>Harvard Educational Review</i>. 79, (3) 409-427. 	
<p>Week 1 Oct. 3rd 112 Chapin</p>	<p>Mapping</p>	<p>Purposes and Functions of Schooling</p> <p>Academic reading:</p> <ul style="list-style-type: none"> ● Labaree, F.D. (1997). Public Goods, Private Goods: The American Struggle Over Educational Goals. <i>American Educational Research Journal</i>, 34 (1), 39-81. ● Anyon, J. (1980). Social Class and the Hidden Curriculum of Work. <i>Journal of Education</i>, 162, 1, 67-92. <p>Videos: The History of American Education 1770-1950</p>	<p>10.6 by 6pm: CRL 1</p>
<p>Week 2 Oct. 10</p>		<p>Deculturalization and the history of schooling of historically oppressed ethnic minorities</p> <p>Academic reading:</p> <ul style="list-style-type: none"> ● Spring, J. (2010). <i>Deculturalization and the Struggle for Equality: A Brief History of Dominated Cultures in the United States</i>. New York, NY: McGraw Hill. Chapters 1-5 <p>Optional:</p> <ul style="list-style-type: none"> ● Adams, D.W. (1195). <i>Education for Extinction: American Indians and the Boarding School Experience</i>. Lawrence, Kansas: University of Kansas. Chapters 1 and 2 ● Valenzuela, A. (1999). <i>Subtractive Schooling: U.S. - Mexican Youth and the Politics of Caring</i>. Albany, NY: The State University of New York Press. Chapters 1 & 3. ● Fu, D. (2003). <i>An Island of English: Teaching ESL in Chinatown</i>. New Hampshire: Heinemann. Chapter 1 <p>Video: Schooling the world</p>	<p>10.13 by 6pm Work Plan</p>

<p>Week 3 Oct. 17</p>	<p>Blocks Together</p>	<p>Neoliberal Ideology</p> <p>Academic reading:</p> <ul style="list-style-type: none"> ● Harvey, D. (2005). <i>A Brief History of Neoliberalism</i>. New York, NY: Oxford. Chapters 1-3 ● Hursh, D. (2007). Assessing No Child Left Behind and the Rise of Neoliberal Policies. <i>American Educational Research Journal</i>, 44, 493-518. <p>Optional</p> <ul style="list-style-type: none"> ● Marcuse, P. & Brenner, N. (2012). <i>Cities for People, Not for Profit</i>. New York, NY: Routledge. Chapters 1-3 ● Neoliberalism- the ideology at the root of all our problems <p>Video: Shock Doctrine</p>	<p>10.20 by 6pm:</p> <p>CRL 2</p>
<p>Week 4 Oct. 24</p>	<p>Pilsen Alliance</p>	<p>The Chicago Context: Land, Housing, Work, Environment, and Education</p> <p>Academic reading:</p> <ul style="list-style-type: none"> ● Lipman, P. (2002). Making the Global City, Making Inequality: The Political Economy and Cultural Politics of Chicago School Policy. <i>American Educational Research Journal</i>, 39, 2, 379–419. ● Ann Keating, Janice L. Reiff, James R. Grossman (eds). (2004). “Urban Renewal” from <i>Encyclopedia of Chicago</i>. University of Chicago. Retrieved from http://www.encyclopedia.chicagohistory.org/pages/1295.html ● Wilson, W.J. (1996). <i>When Work Disappears: The World of the New Urban Poor</i>. New York, NY: Vintage Books. Chapters 1-3. 	

<p>Week 5 Oct. 31</p>	<p>AAAJ</p>	<p>Chicago Public Schools: Ren 2010, Budgets, Charters, School closings, and labor strikes.</p> <p>Academic reading:</p> <ul style="list-style-type: none"> ● Arrastia, L. (2007). Capital's Daisy Chain: Exposing Chicago's Corporate Coalition. <i>Journal for Critical Education Policy Studies</i>, 5, 1, 121-155. ● Fujiyoshi, K. F. (2013). Ride or Get Rode On: Battling for the Soul of Public Education. <i>Journal of Curriculum Theorizing</i>, 29(2). ● Lipman, P. & Haines, N. (2007). From education accountability to privatization and African American exclusion: Chicago's Renaissance 2010. <i>Educational Policy</i>, 21 (3), 471-502. 	<p>11.3 by 6pm:</p> <p>CRL 3</p>
<p>Week 6 Nov. 7</p>	<p>Greg Storms and the Center on Halsted</p>	<p>Vulnerable Youth and Children's Rights in Schools</p> <p>Academic reading:</p> <ul style="list-style-type: none"> ● Aviles de Bradley, A. M. (2011). Unaccompanied Homeless Youth: Intersections of Homelessness, School Experiences and Educational Policy. <i>Child & Youth Services</i>, 32(2), 155–172. https://doi-org.proxy.uchicago.edu/10.1080/0145935X.2011.583176 ● English Language Learners - Lau v. Nichols ● Students with Disabilities - IDEA ● LGBT youth ● Transgender Rights ● Title IX 	

<p>Week 7 Nov. 14</p>	<p>Cabrini Green with JR Fleming and the Chicago Anti-Eviction Campaign</p>	<p>Human Rights</p> <p>Academic reading:</p> <ul style="list-style-type: none"> • Lee, S. E. (2013). Education as a Human Right in the 21st Century. <i>Democracy and Education</i>, 21 (1), Article 1. • Austen, Ben. (2013, May 29). "Death and Life of Chicago." <i>New York Times Magazine</i>. Retrieved from http://www.nytimes.com/2013/06/02/magazine/how-chicagos-housing-crisis-ignited-a-new-form-of-activism.html?_r=0 • Conventions on the Rights of the Child and Why the US won't ratify the UN's child rights treaty. <p>Video: Taking Over, Taking Back Un Granito de Arena</p>	<p>11.17 by 6pm: CRL 4</p>
<p>Week 8 Nov. 21</p>		<p>Work Week - Thanksgiving</p>	<p>11.21 by 6pm: Systemic Analysis of Communities Part I</p>
<p>Week 9 Nov. 27</p>		<p>The Practice of Hope</p> <p>Academic reading:</p> <ul style="list-style-type: none"> • Freire. P. (1998). <i>Pedagogy of Freedom: Ethics, Democracy, and Civic Courage</i>. Rowman & Littlefield: Oxford. Chapters 2-4. 	
<p>Week 10 Dec. 5</p>		<p>Final Presentations</p>	<p>Part III is due by 6pm.</p>
<p>Exam Week</p>		<p>Dec. 10th - Systemic Analysis Part II is due by 6pm</p>	