



EDUC H266

GEOGRAPHIES OF SCHOOL AND LEARNING: URBAN EDUCATION RECONSIDERED



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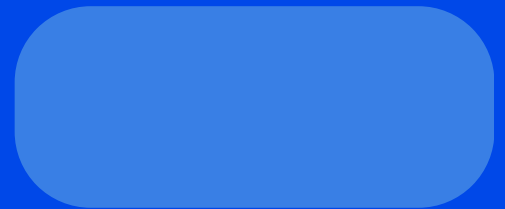
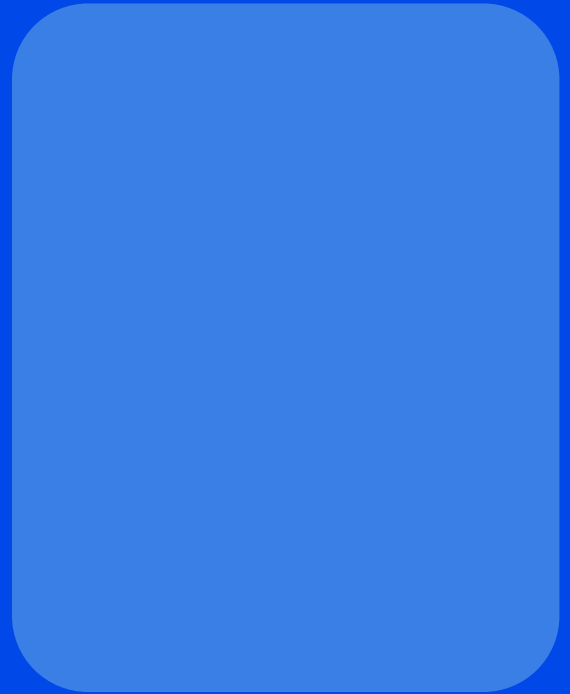
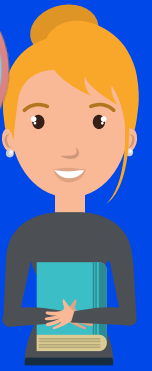
COURSE GOALS

As a learning community, we will:

- Apply critical race and critical geographic lenses to schooling and learning
- De-norm and “make strange” divides and hierarchies in education
- Build concept and skill that aligns ourselves in solidarity with school stakeholders in Philadelphia
- Develop a critical and creative practice of supporting belonging and mattering in sites of teaching and learning
- Practice engaging in radical listening and ethnographic observation as vehicles for understanding and accountability
- Operate from being in relationship rather than a distanced critique

We recognize that we live and work on Lenape land, and pay respect and honor to the caretakers of this land, from the time of its first human inhabitants until now, and into the future. We seek to maintain and build upon our current and ever-evolving connections with members of Lenape tribes and communities, in recognition of our intertwined histories and with a goal of moving toward right relationship between the Bi-Co of today and Lenape peoples.

Hi! I'm _____



Weekly By Appointment

WHAT CAN YOU EXPECT?

1. Consistent overarching structure for each session
2. A focus not only on content but also on the creation of community
3. Discussions at varying levels (e.g. dyads, quads, full group)
4. Frequent solicitation of feedback on course content, structure, and my pedagogical practices
5. Use of multimedia during class sessions whenever possible
6. Ongoing requests for you to examine your own positionality in light of the topics of the course
7. Multiple opportunities for you to evaluate your own development
8. Shifts and changes when necessary and with as much advanced notice as possible

COURSE TEXTS

We will draw upon a number of texts in this course. Mindful of the cost of course material and the barrier that this presents for students' engagement, I have requested EBook copies of texts through the libraries or (when not available) have made required excerpts available on Moodle.

TIP: Check Moodle Page Regularly for Latest Updates to Syllabus, Assignments, Readings

COURSE ATTENDANCE & PARTICIPATION

In this course, I am committed to creating and supporting a classroom community that is inclusive, equitable, and conducive to learning for all students. Your regular attendance and active, thoughtful engagement and constructive contributions (which can and do often look different for each individual) are key to your own and other's learning in this course. I believe that there is a certain, irreplaceable magic that happens when we are learning together in community. With that said, I also understand the pressures of the given moment and respect that this course is only one of many priorities in your life. If you are unable to attend class or complete an assignment by the due date, I ask that you let me know ahead of time and work with me to determine when you will complete the work (from class or assigned). If it is not possible for you to request extra time beforehand, I ask that you maintain communication so that we can work together to determine a good course of action. This may include partnering with your Dean to arrive at a workable plan for meeting course and individual goals.

ONLINE DISCUSSION POSTS

On Sundays 1/28; 2/4; 2/11; 3/24;4/7;4/28, respond to the discussion post prompt posted on Moodle or pose a question that has been raised by that week's readings/class discussions and provide a brief paragraph that gives a summary, background, or rationale for your question. You are asked to respond to 4 posts of your colleagues over the course of the semester (2 before March 3rd; and 2 additional responses by May 3rd), but are welcome to use the forum as much as is helpful for your learning.

FIELD PARTNERSHIP EXPERIENCE

Over the course of the semester, you will have the opportunity to partner with a school or community-based organization that connects to/supports the experiences of urban youth along the PK-16 continuum. This should offer an opportunity for you to gain insight into the sociopolitical and educational landscape of the education of young people in Philadelphia as well a chance to offer your time and skills to address felt needs in the field. This work will be arranged in consultation with Margo Schall, Community Partnership Coordinator, and you can expect to spend around 10 visits of 2 hours each over the course of the semester engaging in partnership. In order to enter the field, you will need to ensure that Margo has your clearances on file or work with her to complete the necessary clearances.

1

Positionality Statements (Written & Multimodal; Due February 16th)

Keeping Milner's (2007) work "Race, Culture, and Researcher Positionality" in mind, in this first assignment you will create two products (one 2-3 page double-spaced written; one multimodal) that address the following questions:

1. Who are you in relation to the study of urban education?
2. How may your identities and life experiences influence how you view urban education?

2

Street Data Partnership Project (Due dates throughout)

This assignment is a set of activities and reflections related to your field partnership (Described in more detail on page 4) aimed at building your skills of radical listening and observation. Each reflection will be approximately 2 pages and will provide an opportunity for you to make meaning from the activity by analyzing how it informs your emergent understanding of urban schools and stakeholders.

Activity #1 and Reflection: Initial Interactions (2/25)

Activity #2 and Reflection: Map of Neighborhood/Classroom Space (3/29)

Activity #3 and Reflection: Explore student work and conversation with student OR explore lesson plan/curriculum map and conversation with educator(4/14)

All Written Work Should Feature:

- **12-POINT TIMES NEW ROMAN (OR EQUIVALENT) FONT**
- **DOUBLE-SPACING, WITH 1 INCH MARGINS**
- **COMPLETE CITATIONS OF ALL SOURCES USING A KNOWN CITATION FORMAT (MLA, APA, CHICAGO)**
- **USE OF PSEUDONYMS FOR ALL SCHOOL STAKEHOLDERS**

COURSE ASSIGNMENTS IN BRIEF



Full descriptions will be handed out at least two weeks in advance

3

Individual Inquiry Project (Due dates throughout)

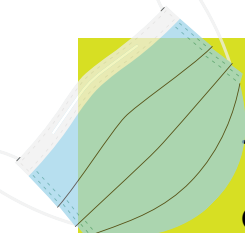
For this assignment, you will identify a question of interest related to urban education that you will then explore over the course of the semester. You will prepare a proposal and curate self-directed learning reference list (**due 3/8**) and then will create a rendering (through a modality of your choice) to represent your findings. A draft of this rendering along with explanatory text/audio/video will be shared with colleagues during one of two gallery exhibitions (**4/22 or 4/24**). The final version of this work, along with a complete list of sources consulted, will be included as an artifact for your final portfolio (see #4 below).

4

Final Portfolio

(Due for Seniors 5/11 at 5 pm; For all others 5/17 at 12:30 pm)

At the end of the course, you will prepare a portfolio of five artifact and reflection pairs (each 250-500 words) along with a 2-3 page introduction and 2 page conclusion that represents your learning and development through the course.



The Education Department's COVID masking policy is consistent with Bryn Mawr and Haverford College's policies overall. Our course classrooms are mask-friendly, meaning masks are welcome, but not required unless the instructor working with the class decides to create a class requirement informed by the class community's needs. We will continue to emphasize care and consideration for each other's needs and desires, and make ongoing decisions, centering these.

The Honor Codes at both Bryn Mawr and Haverford Colleges outline standards regarding the demonstration of trust, concern and respect for oneself and others in our community. Maintaining academic integrity throughout our work and interactions with one another in this course is an important way to uphold these values.



The proliferation of generative AI (e.g., ChatGPT, Bard, Dall-E, Claude) and non-generative forms (e.g., Google Translate, Grammarly) offer opportunities for faculty, staff, and students to revisit the purpose of education broadly conceived and of learning in any given course. The Education Department takes and advocates an inquiry stance on the ways in which the proliferation of AI can inform thinking, attribution, research, and sharing in the production of knowledge with integrity. AI, like all technologies, can be put to positive/productive or harmful/detrimental use, and its various forms re-raise both new and age-old questions about creativity and ownership in knowledge production. Individual faculty members in the Education Department will explore particular uses of AI in individual courses. As with all scholarly work, appropriate citation is expected. See a useful resource with issues to consider and question to ask yourself about generative AI from the University of Michigan: <https://genai.umich.edu/guidance/students>

If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment – please reach out to Access Services/ Disability Services at your home institution (HC/BMC) to confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations – our bodies and circumstances are continuously changing.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement. I am happy to work with you to ensure that you have the support that you need.

<https://www.brynmawr.edu/access-services>

<https://www.haverford.edu/access-and-disability-services>



The writing centers on both campuses offer free appointments with experienced peer tutors who are thereto help you at any stage of the writing process.

www.brynmawr.edu/writingcenter

<https://www.haverford.edu/writing-center>

An illustration of two hands, one light-skinned and one dark-skinned, shaking in a firm grip. The text "RESOURCES AND SUPPORTS" is written in bold, black, capital letters across the hands, following the curve of the grip.

It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Director of Access Services and then must speak to me. Other class members need to be aware that this class may be recorded.

Students are encouraged to reach out to the Office of Academic Support/Office of Academic Resources staff to explore effective learning, studying, test-taking, note-taking and time and stress management strategies that are essential to success in this course and college life.

http://www.brynmawr.edu/deans/acad_support/learning_resources.shtml

<https://www.haverford.edu/oar>

If, at any point in the semester, a disability or personal circumstances affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to me.

ACCOUNTABILITY

How we are taking "a count" of our learning individually and collectively over the course of the semester?

Aligned with this course's curricular focus on perspective, power, voice and agency, your evaluation be the result of my own assessment of your work products and engagement as well as your own. I recognize that this can feel uncomfortable, particularly if you, like myself, have been schooled in a system in which "grades" are edicts from above rather than a shared project between teacher-learner and learner-teacher. I am here to support you in this journey.

In the beginning of the semester, I will ask you to articulate your own aspirations for your learning/growth in the course as well as the ways in which you hope to contribute to our learning community. I will offer space for you to share what you think you will need from me as well as your classmates in order to meet these goals.

For each assignment, I will provide you with evaluation criteria, and while I will not issue a numerical or letter grade, my commentary on your assignments will center around your progress towards these goals.

At two points in the semester, on March 8th and May 11th (for seniors) or May 17th (for non-seniors), I will ask you to write a self-reflection (with the support of a thorough rubric) assessing your work and grade in the course. In this offering, I will invite you to share with me your own thoughts around your growth as a thinker, communicator, and community member, among other roles that you take up in this course. I will respond to your reflections in writing, offering my own perspective. If there is a large (one point in grade on the 4- point scale) difference between my own evaluation and your own, I will schedule a conference to discuss and come to a resolution.

At any point in the semester, you can meet with me to discuss your progress.

THINGS TO REMEMBER:

- I want you to do well.
- I believe that you can succeed.
- I see myself as an active partner in your intellectual and personal growth and development.
- I am here to support you.



WHAT'S DUE?



Deadline (11:59 pm unless noted otherwise)	Assignment
Sunday, January 28th	Discussion Post #1
Sunday, February 4th	Discussion Post #2
Sunday, February 11th	Discussion Post #3
Friday, February 16th	Positionality Assignment
Sunday, February 25th	Street Data #1 Assignment
Friday, March 8th	Inquiry Project Proposal and Self-Directed List; Mid-Semester Self-Evaluation; At least two responses to colleagues' discussion posts
Sunday, March 24th	Discussion Post #4
Friday, March 29th	Street Data #2 Assignment
Sunday, April 7th	Discussion Post #5
Sunday, April 14th	Street Data #3 Assignment
Sunday, April 28th	Discussion Post #6
Friday, May 3rd	At least 2 responses to colleagues' discussion posts
Saturday, May 11th by 5 pm	Final Portfolio & Final Self-Evaluation for Seniors
Friday, May 17th by 12:30 pm	Final Portfolio & Final Self-Evaluation for Non-Seniors

Please note that if you are ever in need of an extension, just ask. I cannot know that you need additional time if you do not tell me. We will work together to make a plan.