Course Description
This course will examine urban education and policy from sociological perspectives, with a special focus on school reform in Chicago. Students will become familiar with urban sociology both in its classic and contemporary incarnations. One of the objectives of the course is to equip you with a range of different analytic tools and theoretical lenses to bring to bear in sociological studies of urban educational institutions. In keeping with this, students will be introduced to Critical Race Theory (CRT) and critical sociology informed by a Foucaultian governmentality analytics. We will spend one segment of the course examining youth and families with specific emphasis on examining race, immigrant and refugee education, and violence & security in urban schools. Course assignments are designed to sharpen students' analytic skills and capacity for undertaking original research projects. As this is a course acutely concerned with the present day realities of education in Chicago we will have several class meetings onsite in Chicago schools. In keeping with the School of Education's conceptual framework of seeking to foster "professionalism in the service of social justice", this course will foreground issues of power and privilege and the ways that race, ethnicity and socio-economic status interact with educational opportunity and achievement.

Reading List
The following books are available at the Loyola University Bookstore (Water Tower).


Nikolas Rose Powers of Freedom: Reframing Political Thought (Cambridge: Cambridge Univ. Press, 1999)

Additional required readings will be posted on Blackboard as PDF files. There are also several readings available through the Loyola library website.
**Course Requirements, Evaluation & Grading**

Attendance is required; if you have to miss a class, you are required to write a reaction paper discussing one of the readings for that session – also please email me in advance, whenever possible, if you will be missing a class. The make-up assignment will afford you the chance to have some interaction with the professor regarding the topics and discussions covered in class. These 500-800 word papers should be submitted to the professor as **printed-out papers** within one week of the missed class. (Please do not email or use Blackboard's Digital Dropbox for this.) Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade. Missing three (3) or more classes over the course of the semester will significantly hinder your learning and – unless arrangements are made with the professor – will have a serious adverse effect on the participation component of your course grade.

You must have working access to your Loyola email account in order to use Blackboard (http://blackboard.luc.edu) and access the library remotely (http://libraries.luc.edu). Either use your luc.edu address or set it to forward to another email account that you check regularly since the luc.edu email is the one I will use to communicate with you.

Students are expected to come to class having carefully read the required readings, prepared to discuss them and prepared to participate in class activities related to them. In several instances I will provide specific suggestions in advance for how to go about reading a particular piece. In general, however, you are requested to be sympathetic but critical readers. You may find it useful to take notes as you read. In instances where the assigned readings are available electronically I request that you print your own copies and bring them to class since it is likely that in our discussions we will be referring to particular sections of the texts.

A grade for class participation will make up 25% of your final course grade. This grade will be reflective of your engagement in class discussions and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. Please note that coming to class with questions about texts (questions about the arguments presented or questions about the implications they have for urban school policy and reform) can be a very productive form of participation.

You will be required to do four (4) short writing assignments listed in the syllabus below (June 5th, June 12th, June 19th, and June 28th). They will be graded on an A, A/B, B etc. basis and each will compose 10% of your grade in the course. If circumstances arise that force you to miss one of these classes, the writing assignment will also count as your make-up assignment. These are to be 3-5 page papers, double spaced (750-1250 words). The course schedule below provides instructions on what each paper is to address, but the overall objective is that you will produce a thoroughly analytic piece – meaning, for present purposes, not a descriptive "report", nor a reflection/reaction paper, but rather a solidly composed piece of writing that develops an argument or set of arguments around the assignment given. Make sure to proofread carefully. Do not submit via email or via Blackboard's digital dropbox, instead please bring a stapled, printed-out copy to class. Since these papers are partly designed to help you prepare for class discussions, they must be completed when due and cannot be handed in late or made up.

The final course assignment (35% of your grade) will be a **term paper** in which you write a
research synthesis on a focused topic that relates to urban education and educational policy. The general idea is that you will familiarize yourself with the recent research literature on your topic and write a paper (approximately 15 pages in length) that synthesizes between 10 and 15 peer-reviewed scholarly publications (typically these will be journal articles, though it may also make sense to include certain books or book chapters). You should choose an educational topic that you'd like to understand better and one that stands to benefit from sociological analysis. The ultimate objective is that you will be producing a piece such as one might find in Review of Educational Research, Annual Review of Sociology or Reviews in Anthropology. The paper should be submitted via Blackboard's Digital Dropbox by midnight on Monday, July 9th. Additional information about the assignment will be distributed in class.

Site Visits
Because the current state of Chicago schools and school reform initiatives is a central concern of this course we will be having three – and possibly a fourth – class meetings onsite in Chicago schools. These visits will involve a 45-60 minute site tour and meeting with school administrators/teachers. This will then be followed with a regular class session on our own, to take place in a borrowed classroom in the facility being visited. School sites have not been chosen or scheduled so that they (necessarily) correlate to the topics/readings for that day or week. We will be visiting a variety of educational institutions (e.g. Jones College Prep, Noble Street Charter School, Senn High School) for the purpose of getting an up-to-date read on what is happening in Chicago schools and to populate your mind, via direct experience, with the sights, sounds, and feel of a range of urban schools. Maps, parking information and information on public transit access to the school sites will be distributed in class.

Accessibility
I would like to ensure that students with disabilities are fully included in this course. If there are any special accommodations that you require, as provided for under the Americans with Disabilities Act (ADA), please contact Services for Students with Disabilities (SSWD) in Sullivan Center Suite 260 and let me know as soon as possible to enable your full participation. Any information shared with me will be held in strict confidentiality to the greatest degree possible.

Academic Honesty
To plagiarize is to present someone else's writing or ideas as your own and will not be tolerated. As per LUC policy, plagiarism on a course assignment will result minimally in the instructor assigning the grade of "F" for that assignment. There are several good "How not to plagiarize" guides available on the web, such as http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml. In class we will discuss how to cite and include the work of others in your own writing. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.

Course Schedule and Readings

Tuesday, May 22

Introduction: Space, Spatiality and the Sociology of Urban Education
Recommended Reading:

- Rury (1999) "Race, Space, and the Politics of Chicago's Public Schools: Benjamin Willis and the Tragedy of Urban Education"

<table>
<thead>
<tr>
<th>Urban Education in Chicago – Globalization and Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, May 24 Required Reading:</td>
</tr>
<tr>
<td>• Lipman High Stakes Education, Chapters 1+2, p. 1-40.</td>
</tr>
<tr>
<td>Tuesday, May 29 Required Reading:</td>
</tr>
<tr>
<td>• Lipman High Stakes Education, Chapters 3-7, p. 41-192.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Urban Sociology, Liberalism &amp; Neoliberalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, May 31 ** Class Meets onsite at Noble Street Charter School **</td>
</tr>
<tr>
<td>1010 N. Noble St. Chicago, IL 60622</td>
</tr>
<tr>
<td>Classic Urban Sociology</td>
</tr>
<tr>
<td>Required Reading:</td>
</tr>
<tr>
<td>• Tönnies (1887) &quot;Community and Society&quot;, p. 16-22.</td>
</tr>
<tr>
<td>• Simmel (1903) &quot;The Metropolis and Mental Life&quot;, p. 23-31.</td>
</tr>
<tr>
<td>• Wirth (1930) &quot;Urbanism as a Way of Life&quot;, p. 32-41.</td>
</tr>
<tr>
<td>Tuesday, June 5 Urban Sociology in the late 20th Century</td>
</tr>
<tr>
<td>Short Writing Assignment due at beginning of class – in 3-5 pages discuss whether Chicago &amp; its schools are still analyzable in the &quot;Chicago School&quot; manner</td>
</tr>
<tr>
<td>Required Reading:</td>
</tr>
<tr>
<td>Thursday, June 7 ** Class Meets onsite at Jones College Prep**</td>
</tr>
<tr>
<td>606 South State Street, Chicago, IL 60605</td>
</tr>
<tr>
<td>Sociology and Theories of Governance</td>
</tr>
<tr>
<td>Required Reading:</td>
</tr>
<tr>
<td>• Rose, Chapter 1, p. 15-60.</td>
</tr>
<tr>
<td>Recommended Reading:</td>
</tr>
</tbody>
</table>
Tuesday, June 12  
**Liberalism and Neoliberalism**

*Short Writing Assignment due at beginning of class – in 3-5 pages compare and contrast Lipman's and Rose's treatments of neoliberalism.*

Required Reading:
- Rose, Chapter 2-4, p. 61-166.

**Thursday, June 14**

**Class Meets onsite at Senn High School**

5900 N Glenwood Ave, Chicago, IL 60660

**Critical Race Theory (CRT) and Urban Education**

Required Reading:
- Dixon & Rousseau (2005) "And we are still not saved: critical race theory in education ten years later." *Race, Ethnicity & Education*, Vol. 8 Issue 1, p7-27. [Available through LUC library e-journals]

**Youth, Families and Urban Schools**

Tuesday, June 19  
"Race and Schooling in the Multiracial Metropolis"

*Short Writing Assignment due at beginning of class – in 3-5 pages discuss the ways in which a CRT perspective is present (or not) in Staiger's work.*

Required Reading:

**Thursday, June 21**

**Possible onsite meeting – To Be Scheduled**

**Immigrant and Refugee Education in Urban Settings**

Required Reading:
- Lee (2005) *Up Against Whiteness: Race, School and Immigrant Youth*, selection to be determined.

Recommended Reading:
Tuesday, June 26  
Violence and Security  
Required Reading:  
Recommended Reading:  

Urban Schools, Community and Control

Thursday, June 28  
**Short Writing Assignment due at beginning of class – in 3-5 pages discuss either Rose's writings (either on "community" or on "control") in reference to educational policy and reform in Chicago Public Schools.**  
Required Reading:  
- Rose, Chapters 5, 7 & Conclusion, p. 167-196, 233-284.

Monday, July 9th  
**Final Assignment (Research Synthesis Paper) to be submitted via Blackboard's Digital Dropbox by midnight.**