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

Hi! I’m Kelly.

I have been teaching since 2006, first as a high school English teacher in the Bronx, NY and second as a professor of education (at Barnard College and here in the Bi-Co). In my teaching, I strive to co-create joyful, critical learning communities with my students--spaces where all individuals feel welcome and all ideas are seen as worthy of our attention and analysis. I look forward to learning with and from you this semester.

Hi! I’m Maya.

I am a junior at Haverford College majoring in Linguistics and minoring in Education. I hope to create with you all a collaborative learning space in which we are constantly in the processes of redefining and reimagining. I endeavor to recognize and support all the ways in which individuals contribute to shared learning. I am excited to learn from and in community with you this semester!
**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

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A note on masking in Bi-Co Education Courses for the Spring 2022 semester:

The Bi-Co continues to embrace a “mask-friendly” policy in all campus indoor spaces. In their communication with faculty, the college leaders explain: “Part of being mask-friendly means that hosts of gatherings may set expectations for masking at events, inclusive of faculty in their classrooms and other learning spaces.” Given the rise in covid cases in our area, and given that the winter weather will make ventilation more challenging, we have as an Education Program agreed to make masking the norm; masks must be worn in all classroom and associated (e.g., partnership/field placement) spaces. We have decided to lean toward safety for several reasons: to ensure that we ourselves and everyone in our classes feel safe, to protect those with whom we partner in educational settings beyond the Bi-Co, and in consideration of those who have their own health to consider and responsibility for the care of others. We welcome dialogue about this policy and expect that, as conditions and the covid virus continue to shift, we will revisit it.

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**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, we have requested EBook copies of texts through the libraries or (when not available) have made required excerpts available on Moodle.

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**TIP: Check Moodle Page Regularly for Latest Updates to Syllabus, Assignments, Readings**
In this course, we are 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. We believe that there is a certain, irreplaceable magic that happens when we are learning together in community. With that said, we 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, we ask that you let Kelly know ahead of time and work with her to determine when you will complete the work (from class or assigned). If it is not possible for you to request extra time beforehand, we ask that you maintain communication with Kelly 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. As we believe that you can best assess your efforts and engagement in the course, both inside and outside of class, you will use a participation rubric to self-assess the quality of your contributions twice during the semester (March 1st and April 26th).

**On Sundays 1/22; 1/29; 2/3; 3/26; 4/2; 4/6, 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 1st; and 2 additional responses by April 26th), but are welcome to use the forum as much as is helpful for your learning. You will use a rubric to self-assess the quality of your discussion posts and responses twice during the semester (March 1st and April 26th).**

**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 12th)**

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:** Group Zoom conversation with Partner and Reflection (2/19)
- **Activity #2 and Reflection:** Map of Neighborhood/Classroom Space (3/19)
- **Activity #3 and Reflection:** Explore student work and conversation with student OR explore lesson plan/curriculum map and conversation with educator (4/8)
- **Activity #4 and Reflection** (Included as artifact for final portfolio, see #4 below): Choose your own activity in consultation with your partner

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 3/3) 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 (4/17 or 4/19). 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 5/6 at 5 pm; For all others 5/12 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.

**All Written Work Should Feature:**
- **12-POINT TIMES NEW ROMAN (OR EQUIVALENT) FONT**
- **DOUBBLE-SPACING, WITH 1 INCH MARGINS (BE SURE TO ADJUST THE DEFAULT PAGE SETTINGS IF USING MICROSOFT WORD)**
- **COMPLETE CITATIONS OF ALL SOURCES USING A KNOWN CITATION FORMAT (MLA, APA, CHICAGO)**
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

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.

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

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/academic_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?

You will be asked to self-assess at two points in the semester (March 1st and April 26th) and these self-evaluations will be placed in conversation with my assessment of your work products and class engagement as I render a final grade.

As part of the accountability process, you will be asked to write a one page reflection (due along with your final portfolio) about your growth and learning towards the course and individual goals over the semester and assign yourself a grade. This self-reflection will be put in conversation with my own observations and engagements with you and your work in the process of issuing an official grade.

THINGS TO REMEMBER:

We want you to do well.
We believe that you can succeed.
We see ourselves as active partners in your intellectual and personal growth and development.
We are here to support you.