Overview

Through reflection on one's own schooling experiences; a field experience in urban schools; an examination of issues, concepts and characteristics of urban public school systems and urban teaching; consideration of student reactions to schooling and their lives outside of school; and consideration of the relationships between race, gender and schooling; this course will address the questions: "whether urban students are provided appropriate and/or effective educations?" and "what would equal opportunity require?"

Required Reading

* A bulk pack containing most of the reading can be purchased at Campus Copy Center, 39th and Walnut Streets. All articles listed below are expected to have been read PRIOR to the class meeting for which they are listed.

At least one of the two books listed below; both are on reserve at Rosengarten and available at the Bookstore.


Course Requirements

A. A field service and study project - at least six half days at a West Philadelphia school [20%]  
B. Bi-weekly study group reports (see below) [40%]  
C. A mid-term exam (March 18) [20%]  
D. Class participation (which requires presence and reading of the week's assignments) E. A final paper (10+ pages on a topic developed during the course) [20%]
All written work should incorporate references to the readings.

Study group Reports [SGR]

[study groups will be formed the second week of class] * Due every two/three weeks (2/4, 2/18, 3/4, 4/8) * 6-8 pages typed, double-spaced, names of group members and date on cover sheet * make one copy for each study group member and one for the professor; you will receive written comments on each report, but the copy you submit will not be returned Report entries should contain the following:

1. reactions to class meetings
2. critical response to the readings
3. discussion of how the readings relate to one's personal experiences and expectations
4. questions
5. suggestions for future classes

[please number pages and use spellcheck before submitting your reports]

Field Study and Service Project -- working in an elementary, middle, or high school classroom a half day per week for at least six weeks. The project will be discussed and planned in class. Specific school sites and student placements will be arranged with help from the instructor.

Class Meeting Dates-and Topics

January 14 - organizational meeting (at McNeil 309)

1. INTRODUCTION - STUDENTS AND SCHOOL DISCONTINUITY (Jan. 21)


2. LIVING IN THE INNER CITY (Jan. 28)


3. DEMOGRAPHICS AND THE URBAN CONDITION (Feb. 4, 11) SGR #1 due 2/4


**4. RACE & SCHOOLING (Feb. 18, 25, Mar. 4)** SGR #2 due Feb. 18: #3 due March 4

Fordham S. and Ogbu, J. (1986). Black students' school success: Coping with the burden of 'acting white''. *The Urban Review, Vol. 18, No. 3.*


*[SPRING BREAK MARCH 7-15; no class March 12]*

**MID-TERM EXAM MARCH 18**

**5. CULTURALLY RELEVANT SCHOOLING/AFRO-CENTRIC PEDAGOGY**

(Mar. 25, April 1)


6. SCHOOL AND SCHOOL DISTRICT ORGANIZATION (April) SGR #4 due
(as it contributes to and impedes effective schooling)


7. EFFECTIVE TEACHING AND SCHOOLING (Apr. 15, 22)


April 27-29 - Reading Days

FINAL EXAM/PAPER - DUE NO LATER THAN 6:00 PM, WEDNESDAY, MAY 6

Additional reading

School Related

- Samuel Friedman *Small Victories*
- Tracy Kidder *Among School Children*
- Jonathan Kozol *Savage Inequalities: Children in America's Schools* (Crown, 1991)
- Mike Rose *Lives on the Boundary* a deeply personal account of an "at-risk" teen who becomes a superlative teacher of adult "losers"
• Emily Sacher Shut Up and Let the Lady Teach (Poseidon, 1991) A reporter's year teaching in a Brooklyn middle school

Poverty/Race/Social Class

• Herbert Gans The War Against the Poor: The Underclass and Antipoverty Policy (New York: Basic Books, 1995)
• Andrew Hacker Two Nations: Black and White, Separate, Hostile, Unequal (Scribner's: New York, 1992)
• Michael B. Katz The Undeserving Poor: from the War on Poverty to the War on Welfare (New York: Pantheon, 1989)
• Lisbeth Schorr Within Our Reach: Breaking the Cycle of Disadvantage (New York: Anchor, 1988) A comprehensive discussion of linked social services.
• Cornel West Race Matters (Beacon: Boston, 1993)
• William Julius Williams The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy (Chicago: University of Chicago, 1987)

Life in the Inner City

• Phillippe Bourgois In Search of Respect: Selling Crack in the Barrio (Cambridge, 1995)
• Geoffrey Canada Fist Stick Knife Gun (Beacon, 1995)
• James Garbarino et al Children in Danger: Coping with the Consequences of Community Violence (Jossey-Bass: San Francisco, 1992)
• Alex Kotlowitz There Are No Children Here (Anchor/Doubleday: New York, 1991) The story of two boys growing up in the projects of Chicago.
• Brent Staples Parallel Time: Growing Up in Black and White (Pantheon: New York, 1994)