



Race, Space and Urban Schools

URBS-UN 3310

Spring 2019

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Office Hours: Mondays and Wednesdays, 11:30-1:00pm, Milstein 715

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Course Description

Many people don't think of themselves as having attended segregated schools. And yet, most of us went to schools attended primarily by people who look very much like ourselves. In fact, schools have become more segregated over the past 30 years, even as the country becomes increasingly racially diverse. In this class, we will use public schools as an example to examine the role race plays in shaping urban spaces and institutions.

We will begin by unpacking the concept of racialization, or the process by which a person, place, phenomenon, or characteristic becomes associated with a certain race. Then, we will explore the following questions: What are the relationships between city schools and their local contexts? What does it mean to be a "neighborhood school"? How are spaces inside of schools be racialized? We will use ethnographies, narrative non-fiction, and educational research to explore these questions from a variety of perspectives. You will apply what you have learned to your own experiences and to current debates over urban policies and public schools.

This course will extend your understanding of key anthropological and sociological perspectives on urban inequality in the United States, as well as introduce you to critical theory.

Student Learning Goals:

- To examine the ways in which racial issues are stated and left unstated in contemporary discussions of cities and urban schools.
- To develop an understanding of the complexity of these issues and to develop approaches for critical analysis of contemporary debates over public schools and other urban spaces.
- To engage in close reading of one contemporary debate over city schools, incorporating archival research and critical writing skills.

As an elective course for the Urban Studies Program, this course provides instruction and/or learning experiences to help students develop knowledge and skills to prepare them for their senior thesis research and to achieve several of the Program's student learning objectives, namely:

- Apply concepts or methods from more than one social science or adjacent discipline to analyze an urban issue or problem.
- Describe the distinctive social, cultural, and spatial features of cities and illustrate their impacts on the urban experience.
- Apply basic skills of empirical reasoning to an urban problem.
- Demonstrate familiarity with a particular disciplinary approach to the city as an object of study.
- Communicate ideas effectively in written or oral form.

Course Requirements

Class Attendance and Participation (15% of your grade)

This is a discussion-based course. Our learning – both your own and your peers' – depends on you. Please arrive on time and prepared to discuss the week's readings in discussions and activities. You may miss two classes with no penalty for the semester. You do not need to let me know why you are using your two excused absences, but you are still responsible for the readings and assigned work, including any announcements we might make about updates to assignments, etc. As part of your participation requirement, you are expected to talk one-on-one with me during office hours or by appointment once during the course of the semester.



Weekly Reading Responses (30% of your grade)

You will write 9 two-page (roughly 500 words) responses to the week's reading over the course of the semester. You will use this writing to explore key arguments, raise questions, and ponder new ideas. To support you with this task, I will post a reading guide each week that draws your attention to key themes, terms, and questions in the assigned texts. In your paper, consider how the texts talk to each other, point out weaknesses in arguments, identify areas that need clarification, and/or draw these texts into conversation with your own experiences. This is also a great place to make connections between the week's assigned readings and what you are learning about NYC schools by reading *Chalkbeat*. Please include one quotation from each text that puzzled, intrigued, or resonated with you. Choose these quotes carefully – they should help you explain a key point you are making. In addition, close your response with 2-3 questions, ideas, or takeaways you would like to discuss in class.



Your response papers must be posted by 9am Sunday morning in order to receive credit. I need time to incorporate your questions into class and your classmates need time to respond to your writing, so late papers will not be accepted. These responses are intended to give you a chance to think deeply about the readings before you come to class, to offer me insight into your understanding of the readings, and to initiate a conversation with your peers. You will be assigned to online reading groups to further these goals. **Before our class meets, you will read responses from your group members and respond to them on CourseWorks. You are required to respond to your writing group's papers at least 9 times over the course of the semester. These responses should be no more than 1 paragraph and should focus on common themes or follow up questions. They must be posted by before class on Mondays and will be factored into your participation grade.**

In your papers and responses, we will be looking for evidence that you are grappling with the texts (not just skimming introductions and conclusions). This does not mean that we expect you to understand the texts completely the first time around. Writing is one way to clarify your thinking, articulate what you are uncertain of, and deepen your learning. These groups are a good place for you to raise questions, ask for clarification, and/or think aloud about the texts. The weekly papers need to be understandable but not finely polished (i.e., remember this is an academic forum, not Snapchat). We will provide detailed feedback on response papers early in the semester. Late in the semester, you will review your papers and reflect on how your thinking has evolved. You will also grade your work on a rubric that I will share. (We will discuss this process in more detail in class). Writing these papers, reading your peers' papers, and reflecting on your papers periodically will help you use writing as a tool to think deeply about the course material and document your learning over the course of the semester.

Reflective Essay (15% of your grade)

You will write a short essay (approximately 5 pages) in which you critically examine your own experience in racialized public spaces. You will explore how your interactions with one institution (probably but not necessarily a school) relate to the themes and questions raised in the course readings. I will provide a detailed description of this assignment on the course website.



Final Project: Online Exhibit (40% of your grade)

For this assignment, you will critically examine a policy debate related to race and New York City schools. You will work in groups to study one policy issue (such as selective high schools, charter schools, testing and accountability, school zoning, discipline, or academic tracking) in depth and use materials such as newspapers, legal documents, and/or social media posts, together with secondary sources, to explore both the “facts” and how public discussions of those facts are racialized. Your group will create an online exhibit that shares your analysis of this issue, including an introduction to the topic, data visualizations and infographics, images, and OpEd pieces. We will provide detailed descriptions of each component of this assignment as we work through them over the course of the semester. Several aspects of the project will be graded as a group, but most will be graded individually.



Course Expectations

- **I often adjust assignments based on how the course progresses. Please check your school email and CourseWorks regularly for updates on readings, deadlines, etc.**
- **Our success will depend on every member of the class being actively engaged as both learners and teachers.** Each of us has valuable experiences and perspectives that will inform our collective knowledge. It is very important that you let me know if you have questions about the concepts being discussed during the course. Please email or schedule a meeting with me if asking questions in class is difficult.
- **Office hours are part of my job. Attending office hours is part of yours.** It’s so important to me to talk with you one-on-one that I’m making it part of your participation grade for this course. If you can’t attend my regular office hours (Mondays and Wednesdays, 11:30-1pm), email me for an appointment. Reasons to visit: you want help with an assignment, you want to discuss material we covered in class, you are making a connection between this course and other academic work, or you could use some personal support.
- **Avoid using cell phones in class.** We will develop guidelines for computer use that minimizes distractions.
- **All assignments are required to pass this course. An “A” grade will be awarded to students who have exceeded, not simply met, the course requirements.** All written work is graded on thoroughness, quality of analysis, level of support from data and/or research literature, organization, and clarity.
- **Unless noted otherwise, all assignments are due before class begins on the due date noted. Late work will be penalized one grade each day it is late. Each semester, you will have the opportunity to use one (and only one) “late pass” which will allow you to submit an assignment up to 48 hours after the deadline.** Unless otherwise specified, assignments should be submitted via CourseWorks.
- **Your success in this class is important to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible.** We will work together develop strategies that meet both your needs and the course requirements. If you need official accommodations, you have a right to have these met. Please make sure you are registered in advance with your school’s Office of Disability Services (ODS).
- **Academic Integrity:** I take academic integrity extremely seriously. All work that you submit for this class must be your own. Building on the ideas of others is a critical part of academic work, but **you must clearly credit the people whose ideas and/or words you are using every time you use them.** Do not present the work of another as your own by copying or paraphrasing their words or ideas without properly citing them. Use quotation marks every time you borrow another author’s language, even if you also cite them. If you do not follow these conventions, you are plagiarizing. **If you plagiarize you will receive no credit for the assignment and you will face the disciplinary rules of your college.** We will discuss how to cite sources properly in class. Please ask me if you have any questions. The [Barnard Library’s Citation Guide](#) and the [Online Writing Lab](#) at Purdue are useful resources if you have questions about citation mechanics. All students are responsible for understanding and complying with the [Barnard Honor Code](#) (established 1912, updated 2016).

- **One of the requirements of this course is working with a Barnard Writing Fellow.** The Barnard Writing Fellows Program (founded in 1991) is designed to help students strengthen their writing in all disciplines. Writing Fellows are not tutors or TAs. It is not their role to comment on the accuracy of the content of your papers, nor to grade your work. They are not enrolled in your course. You will probably know more about the course's specific material than they do, and your papers must therefore be written clearly enough so that the non-expert can understand them. **Two dates are listed for each piece of writing assigned. You will hand in your first draft to your instructor on the first date, who will pass it on to your Writing Fellow. The Writing Fellow will read it, write comments, and conference with you on it, after which you will have a week to revise the paper and hand in a final version on the second date.** Please make sure to record your Writing Fellow's email and phone number when you sign up for your conference in case you need to contact her. **If you do not send your paper to a Writing Fellow, or cancel an appointment within, 48 hours of your meeting, the Writing Fellow will not meet with you. You also must make all appointments with Fellows at least 48 hours in advance.** The Head Writing Fellow for your course is **Jennifer Kaplan** (jmk2252@barnard.edu; 949-981-9299). Please contact her if you have questions about the Writing Fellows working with your course. If you have other questions about the Writing Program, please contact DaMonique Ballou, the Program Coordinator (dballou@barnard.edu; 212-854-8941). For more detailed information about our philosophy, policies, and FAQs, please see our website: <https://writing.barnard.edu/>.
- **Affordable access to course texts:** All students deserve to be able to access course texts. The high costs of textbooks and other course materials prohibit access and perpetuate inequity, and Barnard librarians are partnering with students, faculty, and staff to increase access. By the first day of advance registration for each term, you should be able to view on CourseWorks information provided by your faculty about required texts (including ISBN or author, title, publisher and copyright date) and their prices. Once you have selected your classes, here are some cost-free methods for accessing course texts, recommended by the Barnard Library: find out if your faculty has placed the texts on reserve at Barnard Library or another Columbia library, and look for course texts using [CLIO](#) (library catalog), [Borrow Direct](#) (request books from partner libraries), [Interlibrary Loan](#) (request book chapters from any library), and [NYPL](#). Students with financial need or insecurity can check items out from the FLIP lending libraries in the Barnard Library and Butler Library and can consult with the [Dean of Studies](#) and the [Financial Aid Office](#) about additional affordable alternatives for getting access to course texts. Talk with your librarian and visit the [Barnard Library Textbook Affordability guide](#) (library.barnard.edu/textbook-affordability) for more details.
- **Access to digital devices:** You may need digital devices (like laptops and cell phones) to access readings, complete and submit written assignments, coordinate with other students regarding group projects, and complete and submit group projects. I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that can break down or become unusable. Given those challenges, I ask you to answer a question about your access to digital devices in your student information form and I encourage you to contact me and/or Matt if you experience a technology-related problem that interferes with your work in this course. This will enable us to assist you in accessing support. I also encourage you to seek out Barnard technology resources, including: laptop loans through the HEOP program; free WiFi on campus; the [BCIT service desk](#); library [scanning stations and printers](#); data analysis software support through the [Empirical Reasoning Center](#); and [discounts on personal computers](#).
- **Some college students have difficulty affording sufficient food to eat every day, lack a safe and stable place to live, or experience challenges balancing school work with paid work or family responsibilities.** Those challenges can create considerable anxiety and may affect students' abilities to perform in a course. If you are experiencing these or other challenges, I encourage you to reach out to [your class dean](#) for support. Please also notify me if you feel comfortable doing so, so that I can assist you in accessing support.
- **Wellness:** It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself--your own health, sanity, and wellness--your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites: <http://barnard.edu/primarycare>, <http://barnard.edu/counseling>, <http://barnard.edu/wellwoman/about>, [Stressbusters Support Network](#)

Required Texts

All assigned articles (or select book chapters, when indicated) are available on CourseWorks in the “Files and Resources” section. The assigned books below are on reserve at Barnard library and available for purchase at Book Culture. **Many are also available free** as Ebooks through [CLIO](#) or [Gottesman](#) (Teachers College Library).

- Cucchiara, M. B. *Marketing Schools, Marketing Cities: Who Wins and Who Loses when Schools Become Urban Amenities*. Chicago: University of Chicago Press. 2013. **(available electronically through CLIO)**
- Ewing, E. L. *Ghosts in the Schoolyard: Racism and School Closings on Chicago’s South Side*. Chicago: University of Chicago Press, 2018.
- Ferguson, A. A. *Bad Boys: Public Schools in the Making of Black Masculinity*. Ann Arbor: University of Michigan Press, 2001. **(available electronically through CLIO)**
- Hagerman, M. *White Kids: Growing Up with Privilege in a Racially Divided America*. New York: NYU Press, 2018.
- Lewis, Amanda E., and John B. Diamond. *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*. New York: Oxford University Press, 2015. **(available electronically through Gottesman)**
- Lipman, P. *The New Political Economy of Urban Education: Neoliberalism, Race, and the Right to the City*. New York: Routledge, 2011. **(available electronically through Gottesman)**
- Shedd, C. *Unequal City: Race, Schools, and Perceptions of Injustice*. New York: Russell Sage Foundation, 2015. **(available electronically through CLIO)**

I also ask that you regularly review the *Chalkbeat New York* daily newsletter, which will send you a roundup of NYC school-related news every morning. Go to <https://www.chalkbeat.org/ny/> and scroll to the very bottom of the page to subscribe.

Course Schedule

* Unless otherwise indicated, all readings are due on Mondays. Reading responses should be posted by 9am on Sundays (9 out of 12 weeks) and group responses should be posted by 9am on Mondays.

Guiding Question(s)	Weekly Readings	What’s due?
What is this course about?	<p><u>Introduction (1/23)</u></p> <p>Syllabus</p> <p>“Student Diversity Push Upsets Some Parents at UWS School.” 25 April 2018. NY1.</p> <p>Glass, Michael. “A Series of Blunders and Broken Promises: IS 201 as a Turning Point” 1 August 2016 The Gotham Center for New York City History.</p>	
What is racialization? How can spaces in cities and schools be racialized?	<p><u>White Racial Contexts: Neighborhoods and Schools (1/28 and 1/30)</u></p> <p>Hagerman, M. <i>White Kids: Growing Up with Privilege in a Racially Divided America</i>. New York: NYU Press, 2018. Chapter 1, 2, and 3.</p>	<p>Response paper (required this week)</p> <p>Info form</p>
	<p><u>White Racial Contexts: Peers and Family (2/4 and 2/6)</u></p> <p>Hagerman, M. <i>White Kids: Growing Up with Privilege in a Racially Divided America</i>. Chapters 4, 6, and 7.</p> <p>Biss, Eula. 2015. “White Debt.” <i>The New York Times Magazine</i>. http://www.nytimes.com/2015/12/06/magazine/white-debt.html?smid=fb-share.</p>	Response paper optional
	<p><u>Constructing Race in the United States (2/11 and 2/13)</u></p> <p>Podcasts: Biewen, John. “Episode 32: How Race Was Made (Seeing White, Part 2).” AND “Episode 33: Made in America (Seeing White, Part 3).” Scene On Radio.</p>	Response paper (required this week)

	<p>Parker, Kim, Juliana Menasce Horowitz, Rich Morin and Mark Hugo Lopez. June 11, 2015. "Chapter 1: Race and Multiracial Americans in the US Census" and "What Census Calls Us: An Interactive Timeline." From <i>Multiracial in America</i>. Pew Research Center.</p> <p>Gomez, Laura E. "Opposite One Drop Rules: Mexican Americans, African Americans, and the Need to Reconceive Turn-of-the-Twentieth Century Race Relations." In <i>How the United States Racializes Latinos: White Hegemony and Its Consequences</i> edited by Jose Cobas, Jorge Duany, and Joe Feagin, 87-100. New York: Routledge, 2009.</p> <p>Lee, Stacey J., Eujin Park, and Jia-Hui Stefanie Wong. 2016. "Racialization, Schooling, and Becoming American: Asian American Experiences." <i>Educational Studies</i>. Taylor & Francis, 492–510. doi:10.1017/CBO9781107415324.004</p>	
	<p><u>Connecting Race, Space, and Schools (2/18 and 2/20)</u></p> <p>Coates, Ta-Nehisi. 2014. "The Case for Reparations." <i>The Atlantic</i>, June. https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/. (Also available on Soundcloud.)</p> <p>Lipsitz, George. <i>How Racism Takes Place</i>. Philadelphia: Temple University Press, 2011. Introduction.</p> <p>Dumas, Michael J. 2016. "Against the Dark: Antiracism in Education Policy and Discourse." <i>Theory into Practice</i> 55 (1): 11–19. doi:10.1080/00405841.2016.1116852.</p> <p><u>Recommended:</u></p> <p>Ladson-Billings, G., & Tate, W. F. I. (1995). Toward a Critical Race Theory of Education. <i>Teachers College Record</i>, 97(1), 47–68.</p>	<p>Response paper (required this week)</p>
<p>What does it mean to be a "neighborhood school?"</p> <p>Who does a public school belong to?</p>	<p><u>School and Neighborhood Segregation (2/25 and 2/27)</u></p> <p><i>Podcast:</i> Jones, Nikole Hannah. "The Problem We All Live With." <i>This American Life</i>. https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one</p> <p>Shedd, C. <i>Unequal City: Race, Schools, and Perceptions of Injustice</i>. New York: Russell Sage Foundation, 2015. Preface, Introduction, Ch. 2, and Ch. 3.</p> <p><u>Recommended:</u> Kucsera, John, and Gary Orfield. "New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future." Los Angeles: Civil Rights Project, 2014.</p> <p><u>"Colorblind" Policy: School Closings (3/4 and 3/6)</u></p> <p>Ewing, E. <i>Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side</i>. Chicago: University of Chicago Press, 2018.</p> <p><u>"Colorblind" Policy: School Choice (3/11 and 3/13)</u></p> <p>Cucchiara, M. B. <i>Marketing Schools, Marketing Cities: Who Wins and Who Loses When Schools Become Urban Amenities</i>. Chicago: University of Chicago Press, 2013. Ch. 3, 5 & 6.</p> <p>Hannah-Jones, Nikole. 2016. "Choosing a School for My Daughter in a Segregated City." <i>The New York Times Magazine</i>, June 9. https://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html.</p>	<p>Response paper optional</p> <p>2/27: Reflective essay draft due to Writing Fellow</p> <p>Response paper optional</p> <p>Response paper optional</p> <p>3/13: Reflective essay revision due</p>

	<p>Podcast: Joffe-Walt, Chana. "My Secret Public Plan." <i>This American Life</i>. https://www.thisamericanlife.org/563/the-problem-we-all-live-with-part-two</p>	
	<p><u>"Colorblind" Policy: Charter Schools (3/25 and 3/27)</u></p> <p>Lipman, P. <i>The New Political Economy of Urban Education: Neoliberalism, Race, and the Right to the City</i>. New York: Routledge, 2011. Ch. 1, 2, & 6.</p>	Response paper (required this week)
<p>How are spaces <i>within</i> schools racialized? What are the implications for learning?</p>	<p><u>Disciplinary Spaces (4/1 and 4/3)</u></p> <p>Ferguson, A. A. <i>Bad Boys: Public Schools in the Making of Black Masculinity</i>. Ann Arbor: University of Michigan Press, 2001. Ch. 1-4.</p> <p><u>Recommended:</u></p> <p>Nolan, Kathleen. 2011. <i>Police in the Hallways: Discipline in an Urban High School</i>. Minneapolis: University of Minnesota Press.</p>	Response paper (required this week)
	<p><u>Academic Tracks (4/8 and 4/10)</u></p> <p>Lewis, Amanda E., and John B. Diamond. <i>Despite the Best Intentions: How Racial Inequality Thrives in Good Schools</i>. New York: Oxford University Press, 2015. Prologue, Introduction, Chapter 4 and Chapter 5.</p> <p><u>Recommended:</u></p> <p>Rubin, Beth C. 2003. "Unpacking Detracking: When Progressive Pedagogy Meets Students' Social Worlds." <i>American Educational Research Journal</i> 40 (2): 539–73. doi:10.3102/00028312040002539.</p> <p>Oakes, Jeannie, Amy Stuart Wells, Makeba Jones, and Amanda Datnow. 1997. "Detracking: The Social Construction of Ability, Cultural Politics, and Resistance to Reform." <i>Teachers College Record</i> 98 (3): 482–510.</p>	Response paper optional
	<p><u>Budgets and Programming (4/15 and 4/17)</u></p> <p>Vaught, Sabina Elena. 2009. "The Color of Money: School Funding and the Commodification of Black Children." <i>Urban Education</i> 44 (5): 545–70.</p> <p>Zirkel, Sabrina, and Terry M Pollack. 2016. "'Just Let the Worst Students Go': A Critical Case Analysis of Public Discourse About Race, Merit, and Worth." <i>American Educational Research Journal</i> 53 (6): 1522–55. doi:10.3102/0002831216676568.</p> <p>Podcast: McGraw, Taylor. "Who Gets to Play?" <i>Miseducation</i>. https://www.bellvoices.org/season1/2018/7/1/episode-3-who-gets-to-play</p>	Response paper optional 4/17: OpEd draft due to Writing Fellow
	<p>Now what?</p> <p><u>Pulling It All Together (4/22 and 4/24)</u></p> <p>Noguera, Pedro. <i>City Schools and the American Dream: Reclaiming the Promise of Public Education</i>. New York: Teachers College Press, 2003. Chapter 1.</p> <p>Kinloch, Valerie. <i>Harlem on Our Minds: Place, Race, and the Literacies of Urban Youth</i>. New York, Teachers College Press, 2010. Chapter 4.</p>	Response paper optional
<p><u>Sharing What We've Learned (4/29, 5/1, and 5/6)</u></p> <p>Additional readings TBA</p> <p>Exhibition components and design</p>	4/29: OpEd revision due	