

Professor: James Noonan, Ed.D.

Office Hours: Mondays, 11:30-1 (via Zoom), and by appointment

Office: Sullivan Building 207-C

Email: jnoonan@salemstate.edu



"Queen of the Block" (2018), mural by Mr Cenx, 113 Lafayette Street, Salem, MA

Course Description

This course provides students with the historic and sociological perspective required to work effectively in culturally, linguistically, and racially diverse communities. Specifically, this course addresses the historical, sociopolitical, and structural forces that shape urban schools, as well as the teachers, students, and families connected to them. Topics include the sociopolitical context of schooling in the United States, the intersection of racism and schooling as it pertains to urban education (including intergenerational poverty, toxic stress, environmental justice, and segregation via redlining), efforts to develop and deploy liberatory and humanizing pedagogy in urban schools, and the competencies required by educators in urban environments to teach with a sense of urgency, critical consciousness, and humility. Special attention will be given to the close and collaborative analysis of case studies in which educators wrestle with the contemporary challenges and promising strategies affecting students, teachers, and families in urban communities. Course readings and activities will center the scholarship, practice, and activism of People of Color. *Three lecture hours per week.*

Course Goals

Students in this course will:

- G1: Explore the historical, cultural, and sociopolitical context of urban schooling
- G2: Investigate the intersecting roles of classism, racism, and xenophobia in shaping urban communities and how these communities in turn shape the experiences of students, families, and educators in urban schools
- G3: Analyze educational strategies designed to improve educational outcomes while also validating the lived experiences of urban youth and families
- G4: Develop their identities as race-conscious, class-conscious, and critical social justice educators
- G5: Become familiar with the empirical, practice-oriented, and activist literature central to the field of urban education

Course Outcomes

Upon successful completion of the course, students will be able to:

- O1: Draw on historical and sociopolitical contexts to interpret and diagnose contemporary challenges facing students, families, and educators in urban schools
- O2: Identify educational practices and interventions that demonstrate respect for the historical and cultural legacies in urban communities
- O3: Interrogate and work to disrupt bias – their own and others’ – in discussions about urban students, their achievements, and their challenges
- O4: Understand themselves as critically conscious urban educators
- O5: Analyze current issues in urban education using a critical social justice lens

Required Text

- Eve L. Ewing. (2018). *Ghosts in the Schoolyard: Racism and School Closings on Chicago’s South Side*. University of Chicago Press.

Recommended:

- A digital subscription to the *New York Times* ([student rate](#) is \$1.00/week, subscribe online)
- A digital subscription to the *Boston Globe* (student rate is \$2.50/week, call 888-MYGLOBE)

Note on Teaching and Learning in the Time of COVID-19

The language of a syllabus—dates, do's, don't's—is designed to introduce you to a course in ordinary times, but as we know all too well these are *not* ordinary times. Much like last spring, we may find ourselves dealing suddenly with unexpected challenges, whether to our health, the health of people we care about or care for, employment, internet access, childcare, or more. We may also find our course once again interrupted in ways that we cannot yet anticipate.

I am excited to teach and learn with you in this course, and I want to make clear from the outset that *my first priority is your well-being*. If you experience any challenges that affect your work in this course, please communicate with me as soon as possible. I don't need to know the details, though you may share as much as you want to. I only need to know that you need to discuss alternative arrangements to help you get the most from the course. And if you are experiencing challenges more generally, I am happy to serve as a point of contact to connect you with the resources you need.

Finally, I acknowledge that teaching and learning online can create its own set of challenges for developing a community. Watching videos or talking to each other through video platforms is just not the same as sitting across a table from each other. And while there are comforts working and learning from home, please believe me when I say that I understand that distractions happen and may even happen during synchronous class times. I welcome children, siblings, roommates, pets, or other wandering guests and I understand if/when you need to step away to take care of yourself or others.

These are strange and uncertain times, and we will get through them together.

Course Format (Online, Blended)

Under normal circumstances, this course meets in-person on Mondays from 1:10 to 3:40. However, because of ongoing disruption caused by COVID-19, the course this semester will be in a “blended” format. This means some of the work will happen asynchronously, with everyone working at your own pace, but we will also convene as a group approximately once every other week. Synchronous sessions will be held on Zoom, for about 90 minutes (though some weeks may be longer). More information is available on the course website's [Read Me First Guide](#) under “Synchronous Meeting Etiquette.”

These are weeks tentatively slated for our synchronous meetings. Please reserve our full class time for course-related work. Actual meeting times and dates may change over the course of the semester:

- Monday, January 25
- Monday, February 8
- Monday, February 22
- Monday, March 8
- Monday, March 22
- Monday, April 5
- Monday, April 19
- Monday, May 3



Crew

During our first session, you will be assigned to a 4-5 person “crew.” As a crew, you will be responsible for the learning of the group and for the learning of each individual member. Your online reflections will be posted to a crew discussion board. Small group conversations during our synchronous sessions will be held in crew. Consider these colleagues your first sounding board and your support network. As a crew, plan to model “[expedition behavior](#)” for each other.

Course Hashtag (#EDU310)

Increasingly, teachers and educators are finding community and opportunities for deeper learning through online social media platforms like Twitter. For this reason, in addition to posting on the course site, I encourage you to post reflections, resources, or questions related to course material on Twitter. Tweeting is not an expectation of the course, but if you do tweet about things we read make sure to include the hashtag (#EDU310). I will also periodically post reflections or media relevant to the course ([@_jmnoonan](#)). When engaging on social media, please be mindful of the privacy of your classmates and of me by sharing content that does not call out individuals or their personal stories.

Office Hours

As college students and future educators, you are my colleagues. I learn as much from you as I hope you will learn from me. I will reserve time for virtual office hours each Monday from 11:00 to 1:00 and by appointment. At some point during the semester, I strongly encourage you to make an appointment to speak with me during my office hours. Office hours are not only a time to review the course material, but also a chance to talk about your interests, how you’re learning in the course, how the course relates to larger issues for you, and how I might support you in your academic and post-academic career.

Grades

While this is a graded course, the focus of your efforts should be on *your learning* (and not just your grade). In our in-class discussions and your assignments, I want you to take chances, to be unsure and uncomfortable (and to be okay with that), to challenge what you may have previously thought, to challenge what I think and what the authors we read may think, and to struggle when using new ideas for the first time. I do not want your preoccupation with a final grade to erode your full engagement with the course’s ideas. With that in mind, let me make clear: you are starting this course with an A. As long as you participate and turn in quality work, that A is yours to keep. Furthermore, I believe in giving you substantive feedback on your work in many forms throughout the course. Your final grade will be based on accumulated points on assessments (weighted as described below), using the following scale:

A = 94-100 %	B = 83-86 %	C = 73-76 %
A- = 90-93 %	B- = 80-82 %	C- = 70-72 %
B+ = 87-89 %	C+ = 77-79 %	F = 69% or below

Course Requirements

While I believe grades carry too much importance in the formal assessment of learning, the course requirements are weighted to reflect the value I place on them for your learning and development:

Weekly engagement	40%	Synthesis paper & presentation	20%
Op-Ed drafts and submission	40%		

There is no final exam in this course.

Course Requirement Details

Weekly engagement and reading responses (40%)

Because we are learning from each other, your presence and your full engagement are critical not only for your learning but for the learning of the group. Thus, your attendance and participation at synchronous class sessions is mandatory except in extenuating circumstances. Please notify me in advance if you need to miss one of the synchronous sessions. Attendance will be taken at every class.

In addition, each week, you are expected to post 250-word reflections to a crew-based discussion board and respond to at least 2 classmates' reflections. I will post guiding questions to prompt your reflections (and most weeks 1-2 of your classmates will also post recorded syntheses: see below), but you may respond to anything from the assigned material you find curious, compelling, or questionable. Reflections are due each Sunday at midnight and responses to classmates are due Monday by noon.

Jigsaw Discussion

For our last synchronous session, you will choose one short reading or piece of media relevant to the course but not assigned on the syllabus—either from the curated resources posted on Canvas or a source that you find on your own. You will engage in an online discussion with 4-5 classmates in which each person shares key takeaways from their reading/media and the group explores how the readings relate to or complicate each other. The group will document some of the key points discussed in an online document that highlights connections across the readings and to the course themes. Your participation in this discussion will count toward your “weekly engagement” grade.

Synthesis Paper & Presentation (20%)

For one week during the semester—a week you sign up for in advance—you will be responsible for writing a 2-4 page synthesis of the readings and/or other media. These should not be *summaries* of the main points in the material, but rather they should use the substance of the material to advance an *argument*. In other words, I want you to take a stand. Do you agree with what the authors or the creators say? Are there points that where you disagree? How is the material relevant to current issues in the news or in your life? Why should we care about what we're reading? I encourage you to be bold and original in your arguments. Synthesis papers will be due one week before the material is assigned on the syllabus, submitted to me.

When you submit the paper, you will also be required to set up a meeting with me to receive feedback and to plan a presentation to the class about what you wrote. Presentations will *not* be done synchronously. Rather, they will be recorded (5 minutes max) and posted to Canvas, where your classmates will view them and reflect on them in their discussion posts. Presentations must be posted by the Friday before the material is assigned on the syllabus.

Weeks when your synthesis presentations are posted, you will be exempted from the weekly reflections, though I encourage you still to respond to your crewmates' reflections.

Op-Ed Drafts and Submission (40%)

The continuing and culminating project of this course involves drafting, revising, and submitting of an original op-ed related to urban education. Op-eds are brief (~750 words) essays that advance an original argument and are related to or in response to current events. Too often, op-eds represent the voices and perspectives of dominant groups and powerful interests, which is why your voices and perspectives as young people are so critical. This project is designed to sharpen your arguments and amplify your

voices. As we read and discuss issues this semester, I encourage you to keep an eye out for issues that matter to you. At the same time, I encourage you to be a close and critical reader of the news and stories where your voice and perspective are missing or could make a valuable contribution.

The word count for this assignment is not long, but this genre demands that you say a lot with relatively few words – a balance which is not easy to achieve. As such, you will submit a minimum of two drafts. I will give you substantive feedback on each one, as will your crew. Moreover, we will make good use of the resources curated by The Op-Ed Project (<https://www.theopedproject.org>) and published op-ed writers. Assuming that you avail yourself of these supports, I promise you that your final draft will be something you are proud to submit. More details about this project will be distributed in class.

Deadlines for the op-eds include the following:

- March 1: initial memo with op-ed ideas
- March 22: first draft
- April 12: second draft
- May 10: final draft, with extra credit for evidence of submission

Attribution

This syllabus—its policies, assignments, and sequencing—is by James Noonan and licensed under [Creative Commons BY-NC 4.0 \(Attribution-NonCommercial\)](https://creativecommons.org/licenses/by-nc/4.0/). You are free to share and adapt it, with attribution and only for non-commercial purposes.



Central Street, Salem, MA, 1968 (source: Salem State Archives)

PROPOSED SCHEDULE (SPRING 2021)

This overview is a guide for the semester. I may adjust the syllabus to respond to your needs across the semester. Please stay up-to-date by checking the Canvas site regularly. Rows shaded grey in the table represent asynchronous weeks, when we will not meet via Zoom.

Date	Topic	Readings Due	Assignments Due
Unit I: Defining Urban			
Session 1 Jan 25	What is urban?	<i>Please read before our first session</i> <ul style="list-style-type: none"> Watson, "What do you mean when you say urban?" 	Synthesis sign-up
Session 2 Feb 1	Trends in urban migration	<ul style="list-style-type: none"> Wilkerson, <i>The Warmth of Other Suns</i> (pp. 8-15) Coates, "The Case for Reparations" Poem: Hughes, "One-Way Ticket" Poem: Ewing, "The Train Speaks" 	S: reflection M: response
Session 3 Feb 8	Segregation, part I	<ul style="list-style-type: none"> Rothstein, <i>The Color of Law</i> (pp. 60-67) Podcast: Fresh Air, with Rothstein (listen) Poem: Espada, "Beloved Spic" <i>In class</i> <ul style="list-style-type: none"> Browse: "Mapping Inequality" 	S: reflection M: response
Session 4 Feb 15	Power, privilege, and gentrification	<ul style="list-style-type: none"> "The Neighborhood is Mostly Black. The Home Buyers are Mostly White" (NY Times, 4/27/2019) Podcast: Nice White Parents, Ep. 1 ("The Book of Statuses," listen/read) <i>Recommended</i> <ul style="list-style-type: none"> Freidus, "Modes of Belonging" (esp. pp. 822-828) 	S: reflection M: response
Unit II: Defining Issues			
Session 5 Feb 22	Context of urban education	<ul style="list-style-type: none"> Duncan-Andrade & Morrell, <i>The Art of Critical Pedagogy</i> (ch. 1, pp. 1-14) Poem: Colón, "a remix for remembrance (for my students)" 	S: reflection M: response
Session 6 Mar 1	Segregation, Part II	<ul style="list-style-type: none"> Ewing, <i>Ghosts</i> (chapter 2) Brooks, <i>Bronzeville Boys & Girls</i> ("John, Who Is Poor", "Paulette", "Lyle", "Ella") (full book here; free account required) Op-Ed: "King Wanted More Than Just Desegregation" (Ewing, The Atlantic) 	S: reflection M: response Op-Ed: ideas memo
Session 7 Mar 8	Accountability and "good schools"	<i>Guest: Neema Avashia</i> <ul style="list-style-type: none"> Ewing, <i>Ghosts</i> (chapter 3) Op-Ed: "I fought to keep my school from closing. But at what cost?" (Avashia, 7/3/2019) 	S: reflection M: response
SSU Spring Break (March 15-19)			
Unit III: Redefining Urban Education			
Session 8 Mar 22	Critical pedagogy, Part I	<i>Guest: Dr. Chris Buttimer</i> <ul style="list-style-type: none"> Freire, "Reading the World/Reading the Word" 	S: reflection M: response Op-Ed, first draft

Date	Topic	Readings Due	Assignments Due
Session 9 Mar 29	Community activism	<ul style="list-style-type: none"> Ewing, <i>Ghosts</i> (chapter 1) Browse examples of local community activists 	S: reflection M: response
Session 10 Apr 5	Brave community, academic grounding	<i>Guest: Dr. Janine de Novais</i> <ul style="list-style-type: none"> de Novais, "Brave community" More TBD 	S: reflection M: response
Session 11 Apr 12	Action civics/YPAR	<ul style="list-style-type: none"> Podcast: Scene On Radio (S4, Ep 10, "Schooled for Democracy") (listen/read) Additional readings TBD 	S: reflection M: response Op-Ed, second draft
Session 12 Apr 19	Hip hop	<ul style="list-style-type: none"> Emdin, "Pursuing the pedagogical potential..." (2013) Watch: Hip Hop Remixes Science (link) Watch: Bettina Love, "Hip hop, grit, and academic success" (TED Talk) 	S: reflection M: response
Session 13 Apr 26	Critical pedagogy, Part II	<ul style="list-style-type: none"> Tupac Shakur, "The Rose That Grew From Concrete" (read by Nikki Giovanni, watch/listen) Duncan-Andrade, "Note to Educators: Hope Required When Growing Roses in Concrete" (2009) 	S: reflection M: response
Session 14 May 3	Extending our learning	Your choice	Post jigsaw readings
Op-Ed Final Draft and Submission, due May 10			

MORE THINGS YOU SHOULD KNOW

COVID-19 Safety Protocols

Students must comply with the Covid-19 Health and Safety Protocols for the 2020-2021 Academic Year. This includes wearing masks in class and on campus in public spaces, practicing physical distancing where possible, including in class, engaging in a daily symptom check, notifying Counseling and Health Services at 978-542-6413 if they have any symptoms associated with COVID-19, and not coming to campus or to an in-person class if they have any of the symptoms related to COVID-19, until cleared by the Student Life Wellness Area. Students who have documented disabilities that may prevent them from complying with these policies are required to contact the Disability Services office.

Accommodations

It is important that all students are able to participate in this course, and it is all of our responsibility to make that possible. If you are a student with a disability or who needs accommodations to participate fully (or if you think you might be), let me know and be in touch with the Disability Services as soon as possible. You can call them at 978-542-6217/ TTY 978-542-7146 or email them at disability-services@saalemstate.edu. Their office is in the Berry Library and Learning Commons, Room G-20. If you need accommodations for this course, provide me a copy of the determination letter you will receive from Disability Services so that I can work with you to implement the accommodations you require.

Food and Housing Security

While your work as a student is important, your basic needs come first. If you are having difficulty accessing sufficient food to eat every day, or if you who lack a safe and stable place to live, I encourage you to contact the Office of Student Life at Salem State where a case manager can work with you to access resources. They are located in Meier Hall, Room 245. You can also call 978-542-6401 or email careandconcern@salemstate.edu. If you need immediate food assistance, you can visit the SSU Food Pantry on the first floor of the Ellison Campus Center (open M-F, 7:00 am to 10:00 pm). Additional resources may be found at www.essexcountyhungerrelief.org.

Undocumented Status

I believe that undocumented students have the right to access education without the fear of deportation. I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant. If your status as an undocumented student means that you require certain accommodations to succeed in class, please let me know.

Title IX Resources and Mandated Reporting

As a faculty member, I am considered an “Individual with Title IX Reporting Responsibilities.” This means that if you disclose to me instances of sexual assault, sexual harassment, other sexual misconduct, dating violence, domestic violence, or stalking, I am required to share this information with the Title IX Coordinator of the University. This person’s job is to advise members of our community on their options regarding remaining anonymous, confidentiality, the University’s process for investigating complaints of sexual misconduct, dating violence, domestic violence, and stalking, and the University’s disciplinary process. The Title IX Coordinator at Salem State is Siobhain Feeney in the Department of Human Resources and Equal Opportunity (located on the first floor of the North Campus Administration Building, phone number 978-542-2985, email sfeeney@salemstate.edu).

To talk to someone who is not a mandated reporter, I recommend these confidential resources:

- SSU Counseling & Health Services
Ellison Campus Center 107
978-542-6410 or 978-542-6413
- [The PEAR \(Prevention, Education, Advocacy, and Response\) Program](#)
Ellison Campus Center, Room 112
[Confidential Advocate Line](#):
978-594-7089 (call or text)
- Rev. Laura Biddle
SSU Spiritual Life Coord. & Chaplain
Ellison Campus Center, Room 219
978-542-6129
- YWCA of the North Shore
24-hour rape crisis hotline
877-509-YWCA (9922)

Writing Assistance

This course involves a lot of writing and learning to write well is an important skill. The Mary G. Walsh Writing Center (located in the Berry Library and Learning Commons, Room 113) offers. Writing support to the entire Salem State University community, and I strongly encourage you to make use of their services. Trained peer tutors are available to help with general feedback throughout the writing process – from developing good topics or ideas, to organizing and editing written work, to checking for proper grammar and citation. Learn more about their services and how to make an appointment here: <https://www.salemstate.edu/academics/college-arts-and-sciences/english/mary-g-walsh-writing-center>. At some point during the semester, we will visit the Writing Center during class time to make sure you know how to make use of their full range of services.

Academic Honesty

Most students do not plagiarize deliberately, but many do accidentally. In order to prevent accidents, please review the following information on what plagiarism is and how to avoid it. For more information, see the Salem State Library's [guide](#) on copyright, fair use, and plagiarism.

Plagiarism happens when:

- The writer has only changed around a few words and phrases, or changed the order of the original's sentences
- The writer has failed to cite a source for any of the ideas or facts included

You are doing research when you:

- Record information from the original passage accurately
- Give credit for the ideas in the passage
- Indicate which parts are taken directly from the source by putting them in quotation marks and citing the page number.

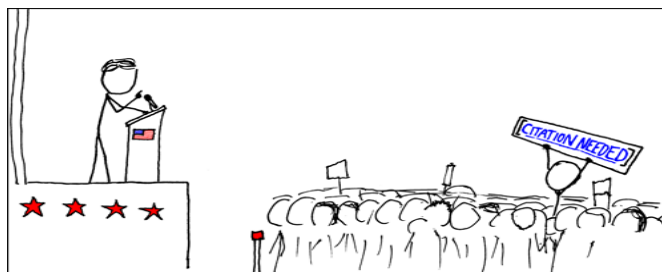
To avoid plagiarizing, give credit whenever you use:

- Another person's idea, opinion or theory
- Any facts, statistics, graphs, drawings or pieces of information that are not common knowledge
- Quotations of another person's actual spoken or written words
- Paraphrase of another person's spoken or written words

The same rules apply when you are using information from the Internet, including text and graphics from web pages.

Any work submitted for this course that appears to be deliberately plagiarized will result in a failure for the course. Any work that appears to include some level of accidental plagiarism will be returned for a full revision. The second draft must be free from all plagiarism or the assignment will receive no credit. If you are uncertain about the academic integrity of your work, I strongly recommend you visit the Writing Center for guidance. For more information about proper citation and attribution, visit this site:

<https://owl.english.purdue.edu/owl/resource/589/01/>



Source: <https://xkcd.com/285/>

Acknowledgments

Some of the statements and policies on this syllabus were adapted from Drs. Chris Buttimer, Cleti Cervoni, Megin Charner-Laird, Eve L. Ewing, Sara Goldrick-Rab, Tony Jack, Adrienne Keene, Matthew Kraft, Steven Oliver, Francesca Pomeranz, Roopika Risam, and Kristina Scott.

BIBLIOGRAPHY

- Brooks, G., & Ringgold F. (Illustrator). (2007). *Bronzeville Boys and Girls*. Amistad.
- Coates, T. (2014). The Case for Reparations. *The Atlantic*. Retrieved December 14, 2020, from <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- Coval, K., Lansana, Q. A., & Marshall, N. (Eds.) (2015). *The BreakBeat Poets: New American Poetry in the Age of Hip Hop*. Haymarket Books.
- de Novais, J. (2019). Brave Community, From Ethnography to Pedagogy to Post Racism. In M. A. Peters & R. Heraud (Eds.), *Encyclopedia of Educational Innovation* (pp. 1–5). Springer.
- Duncan-Andrade, J. (2009). Note to educators: Hope required when growing roses in concrete. *Harvard Educational Review*, 79(2), 181–194.
- Duncan-Andrade, J., & Morrell, E. (2008). *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*. Peter Lang Publishing, Inc.
- Emdin. (2013). Pursuing the pedagogical potential of the pillars of hip-hop through sciencemindedness. *International Journal of Critical Pedagogy*, 4(3), 83–99.
- Espada, M. (1996). *Imagine the Angels of Bread*. W.W. Norton & Co.
- Ewing, E. L. (2018). *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. University of Chicago Press
- Ewing, E. L. (2018, April 1). King Wanted More Than Just Desegregation. *The Atlantic*. <https://www.theatlantic.com/magazine/archive/2018/02/still-separate-and-unequal/552515/>
- Ewing, E. L. (2019). *1919*. Haymarket Books.
- Freire, P. (2005). *Teachers As Cultural Workers: Letters To Those Who Dare Teach*. Routledge.
- Freidus, A. (2020). Modes of belonging: Debating school demographics in gentrifying New York. *American Educational Research Journal*, 57(2), 808–839.
- Hughes, L. (1959). *Selected Poems of Langston Hughes*. Alfred A. Knopf.
- Rothstein, R. (2017). *The Color of Law: A Forgotten History of How Our Government Segregated America*. Liveright.
- Shakur, T. (2009). *The Rose that Grew from Concrete*. Simon and Schuster.
- Watson, D., Hagopian, J., & Au, W. (Eds.). (2018). *Teaching for Black Lives*. Rethinking Schools.
- Wilkerson, I. (2010). *The Warmth of Other Suns: The Epic Story of America's Great Migration*. Knopf Doubleday Publishing Group.