

***AYFCE 211u***  
***Civic & Community Engagement (in Urban Schools)***  
***Honors Course***  
Tuesdays & Thursdays 9:25 – 10:40  
Room 141 Franco  
Fall 2011

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**REQUIRED TEXTS**

Articles and book chapters posted on ANGEL

Anyon, Jean. (1997) *Ghetto Schooling: A Political Economy of Urban Economic Reform*.  
New York: Teachers College Press.

**INTRODUCTION**

*What are some of the many ways to define citizenship?*

*What are my responsibilities as a citizen?*

*How do I affect positive change in my communities?*

*What does education have to do with democracy and citizenship?*

These are some of the questions that we explore through service, readings, discussion, and collaborative projects in this course, Civic and Community Engagement. We will examine power, knowledge and equity in urban schools in order to reveal how our democracy operates and how you as a citizen can engage in civic life. We will learn to engage in action research on these issues. In addition to these academic goals, this course also aims to enrich the lives of students in the Reading, PA community and Penn State Berks students through service with the Penn State Educational Partnership Program (PEPP). Your engagement in community service will allow you to connect concepts and issues that we read about with on the ground practice.

Students that complete this course are invited to be members the PEPP Urban Teachers and Leaders Pipeline Corps. Corps members can become leaders in PEPP and are offered special leadership opportunities such as summer internships and research experiences.

## COURSE GOALS & OBJECTIVES

The objectives of this course are for students to:

1. Understand the range of conceptualizations of democracy and citizenship and their relationships to power, knowledge, and civic engagement.
2. Develop a critical understanding of the characteristics of urban schooling in America and their relationships to achievement, empowerment, and democracy.
3. Uncover personal notions of citizenship, civic engagement and social justice through community service and academic study.
4. Learn to engage in action research in a community.
5. Make connections with the Reading, PA community through service with the aim to support the empowerment of the community and citizen engagement.

The goals of this course are for students to:

1. Professionally and meaningfully engage in a service learning experience.
2. Show a critical understanding of the core concepts and objectives of the course through writing and discussion.
3. Conduct in-depth action research about PEPP.
4. Personally reflect upon their roles as active, engaged citizens using the frameworks and concepts studied in the course.
5. Effectively collaborate and critique each other's ideas and work.

By the end of this course, students should be able to:

1. Describe the current state of equity and diversity in today's urban public schools
2. Make connections between the concepts of power, knowledge and equity and their roles as educators in service-learning activities.
3. Make connections between the concepts of civic engagement and citizenship and their roles as educators in service-learning activities.
4. Develop pedagogic, curricular, and instructional strategies that reflect an understanding of their roles as engaged citizens.
5. Collaborate with other students to share knowledge they have learned from the course.
6. Identify, investigate and report upon action research about PEPP.
7. Provide effective and professional community service to youth in the Reading, PA school district.
8. Identify their personal beliefs and understandings of themselves as citizens.

## COURSE ACTIVITIES & RESPONSIBILITIES

### Readings

In many cases, students will be asked to select one or two readings from the day's reading list to read. This is indicated in the course schedule. It is recommended that students browse future readings in order to see which readings they may be interested in selecting. In order to have an even distribution of readings, the instructor may decide which students will read particular selections. Each student will be expected to share their questions and comments on readings in class.

### Service Activities & Responsibilities

For this course you must participate in the PEPP program. PEPP occurs Tuesdays through Thursdays 3-5PM. You must complete a minimum of 24 hours of service over the course of the semester. PEPP asks that you be consistent in your schedule of attendance, so try to pick regular days for your service. Volunteer Orientation is scheduled for 9/27-9/29 (3 TO 5 P.M.). Volunteers are required to attend one day (either that Tuesday or Wednesday) and if they are scheduled to work Thursdays, they are required to attend site orientation on 9/29. In order to build a positive, professional relationship with the school faculty and students, **students are REQUIRED to:**

- Notify professors and program facilitator as far as possible in advance if you will not be able to attend.
- Maintain respectful and professional communication with the students and program facilitators throughout the semester.
- Abide by the PEPP's professional standards.

**Failure to abide by these requirements will result in reduction of your course grades.**

### *A note about tutor training:*

Although you will learn a lot about teaching and working with children this semester, this course is not designed as a teacher/tutor training course; the aim in engaging in service for young people is to gain practical knowledge about the broader issues and concepts that we are studying. PEPP can provide some support for developing specific teaching strategy ideas. If you love the work that you do with kids, and want to learn more, I invite you to think about becoming an education major, so you can take classes that address specific teaching strategies, in addition to other issues in education.

## COURSE ASSIGNMENTS

Below are brief descriptions of each assignment. Detailed instructions and a grading rubric for every assignment can be located on ANGEL in the “Rubrics” folder.

### 1. Interactive Memos (on ANGEL):

- a. **When to post:** Memos are due at the end of each week, Fridays at 8PM.
- b. **Content of initial posts:** Each week will have a “framing question” about the readings. Read the framing question and write about how the authors answer the question or contribute towards an answer (many have varying views). If applicable, write about how your service experience addresses the question. Post a commentary that synthesizes your understanding of the readings (and your service experience) as framed by the question. *Each memo must include clear references to the week’s readings, and should be between 250-500 words.*
- c. **Optional Responses:** You may choose to respond to others’ memos. Rather than simply agreeing or disagreeing, try to point out additional perspectives or information that the author may not have considered.

### 2. Talking Points:

Students should prepare *typed* talking points for the readings they have chosen or been assigned. Talking points should include: (1) a summary of the readings, (2) connections to other/previous readings or ideas, (3) a stimulating question or concern to consider. *The instructor will collect talking points at the end of class.*

### 3. Research Project:

We will be researching the students’ experiences in PEPP. The research will occur in steps: (1) Fieldnotes (2) Interview (3) Research Analysis.

### 4. Self-Portrait Project:

The self-portrait project is a creative way to express what you learned about yourself, the communities you live and work in, and the concepts of citizenship and civic engagement through the course. Students can use any media (ex. video, power-point, webpage, essay, art, etc.) to express their *answers to at least six of the following questions:*

1. Who are you?
2. What communities are you a part of?
3. How does power & knowledge function in your communities?
4. Where are you located/positioned in respect to power & knowledge?
5. How has your identity/community been/not been represented through your own education?
6. What do you hope for your communities?
7. What critiques do you have of your communities?
8. To whom are you responsible?
9. How have your communities shaped your own development as a citizen?
10. How do you shape the community?
11. How will you shape the community?

12. How do you see these communities evolving over time as a result of your involvement?
13. What did you learn from your field experience that helped you think about conceptions of citizenship, civic engagement, and knowledge/power, equity, and urban schools?

**4. Service Work & Professionalism:**

Students are expected to be responsible, professional and engaged in their community service work. PEPP supervisors will provide the instructor feedback about student service work through a rubric of professional behaviors. The instructor’s observations of student work in the field as well as feedback from PEPP coordinators will be used as basis for the service work and professionalism grade.

**GRADING**

Projects and assignments are graded using rubrics and calculated using a point system.

The following is a breakdown of the points per assignment:

Interactive Memos	300 (Graded weekly out of 20)
Talking Points	150 (Graded weekly out of 10)
Research Project	200
Self Portrait Project	150
Service Work & Professionalism	100
Class Participation	100
<b>Total Possible Points</b>	<b>1000</b>

Letter grades are determined by these cut-offs:

- |            |              |
|------------|--------------|
| A = 95-100 | C+ = 77-79   |
| A- = 90-94 | C = 70-76    |
| B+= 87-89  | D = 60-69    |
| B = 84-86  | F = Below 60 |
| B- =80-83  |              |

**COURSE POLICIES**

**Attendance:**

It is extremely important to attend every class since this material pertains to your work with young children, and your knowledge and understanding of course content will impact their school experiences, as well as yours. Points will be deducted from your final grade for each unexcused absence. You are responsible both for all the material covered in class discussions as well as for the readings.

**Lateness:** Students are expected to arrive in class on time and prepared. Students that are frequently late will receive a reduction in their grade.

**Syllabus:**

The syllabus is designed to be a guide for students' work and the order of the course. The instructor can and may make changes to the syllabus in response to weather or health-related cancellations or delays, or the need to review important course material before moving forward with the next topic. **The schedule should be understood to be flexible and subject to change.**

**Assignments:**

Unless altered by the instructor, all assignments are due on the dates specified on the syllabus. If you have difficulty meeting the deadlines of assignments, please arrange to see the instructor privately, not during class time. The University has careful policies about your rights and responsibilities in the case of emergency and illness. These policies may be read here: <http://www.psu.edu/ufs/policies/>

***Essay Formatting:***

- All essays must be in 12pt Times New Roman Font, with 1.25" margins.
- All sources must be cited in APA 5<sup>th</sup> Format. See The OWL at Perdue Website: <http://owl.english.purdue.edu/owl/resource/560/01/> for a guide to APA format.

This means:

- Any direct quotes must have quotations around them and the source cited.
- Any ideas from another author or resources must be cited.
- All final essays must contain a bibliographic list of works cited at the end of each paper.

**Academic Integrity:**

Penn State defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20).

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Judicial Affairs office for possible further disciplinary sanction.

**Cell Phones & Personal Technology Devices:**

When in class, turn all devices on vibrate, and refrain from using them during class unless directed to. Checking your cell phone or device shows disrespect for the instructor

and the class because it is akin to having an off-topic conversation during class time. If there are special circumstances, please email or see the instructor before class.

**Disability:**

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell me as soon as possible.

**COURSE SCHEDULE**

Part 1: How does power function in urban schools?

**Week 1: The State of the schools**

*Framing Question: What are the problems that American public schools face in educating all children?*

- **August 23<sup>rd</sup>**- Introductions
- **August 25<sup>th</sup>** – Examples of urban schools  
Readings – Choose ONE:  
Kozol, Jonathan. (2005) *Shame of the Nation: The Restoration of Apartheid Schooling in America*. New York: Three Rivers Press. Chapters 1 & 2.  
Oakes, Jeannie & Rogers, John. (2006) *Learning Power: Organizing for Education and Justice*. New York: Teachers College Press. Chapter 1.  
Anyon, Jean. *Ghetto schooling*. Chapters 1 & 2 [Course Book]

**Week 2: Culture, Language & Power:**

*Framing Question: What are explanations for school failure in minority students? How do they relate to notions of knowledge and power?*

- **August 30<sup>th</sup>** – Knowledge and Power  
Readings:  
Purcell-Gates, Victoria. (2007) As soon as she opened her mouth: Issues of language literacy and power. In L. Delpit & J.K. Dowdy (Eds), *The Skin that We Speak: An Anthology of Essays on Language, Culture & Power*. New York: The New Press.  
Tileston, D.W. & Darling, S.K. (2009) *Closing the Poverty and Culture Gap*. Thousand Oaks: Corwin Press. Chapter 1.

- **September 1<sup>st</sup>** – School Failure  
Readings (Choose ONE):  
 Valdez, Guadalupe. (1996) *Con Respeto: Bridging the Distance Between Culturally Diverse Families and Schools*. New York: Teachers College Press. Introduction & Chapter 1.  
 Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory into Practice*, 31(2), 132-141.  
 MacLeod, Jay – *Ain't No Makin' It* – Chapters 1 & 2

## Part 2: Students and Their Communities

### **Week 3: Exploring the History of a Community**

*Framing Question – How have historical developments around race and poverty in American cities shaped urban communities and, consequently, the schools that reside within them?*

- **September 6<sup>th</sup>** – Guadalupe Kaspar, Program Manager of PEPP at PSU Berks.
- **September 8<sup>th</sup>** – Historical roots of inequity  
Readings (Choose ONE):  
 Kantor, Harvey & Brenzel, Barbara (1992). Urban education & the “truly disadvantaged”: The historical roots of a contemporary crisis. *Teachers College Record*, 94(20), 278-314.  
 Anyon, Jean. *Ghetto Schooling*, Chapters 3 & 4 [Course Book]

### **Week 4: Learning about Reading, PA 4.**

*Framing Question: How do political, economic and social developments in cities today continue to shape urban neighborhoods and urban schools?*

- **September 13<sup>th</sup>**  
Readings:  
 Wilcox, K. (2010) Authorized to work here? E-Verify has the Answer. *Reading Eagle* 7/30/2010.  
 Associated Press. (2008) Pennsylvania Youths Beat Mexican Immigrant. *FoxNews.Com* 7/18/2008.

Assignment: Bring in a newspaper article from a local paper that discusses a local political, economic or social development.

- **September 15<sup>th</sup>** – Guest: Marcelino Colón Jr., Director of Community Outreach, United Way of Berks County.



## **Week 5: Understanding student identities**

*Framing Question: How does what we know about student identities affect teaching & learning?*

- **September 20<sup>th</sup>**

Readings (Choose TWO):

Rose, Mike. (1995) *Possible Lives: The Promise of Public Education in America*. Boston: Houghton Mifflin. 107-109, 112-122 (Baltimore Maryland)

Duckworth, Eleanor. (2006) *The Having of Wonderful Ideas and other Essays on Teaching and Learning*. (3<sup>rd</sup> Edition). New York: Teachers College Press.

Nieto, Sonia. (1999) *The Light in Their Eyes: Creating Multicultural Learning Communities*. New York: Teachers College Press. p. 60-71

Schultz, Kathy (2003) *Listening: A Framework For Teaching Across Differences*. New York: Teachers College Press. Chapter 2 (Listening to Know Students).

- **September 20<sup>th</sup>**

Readings:

Cress, C.M., Collier, P.J. & Reitenauer, V.L. (2005) *Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines*. Sterling: Stylus. Chapter 5.

## Part 3: Investigating Urban Schools

\*Attend PEPP training this week: 9/27, 9/28, or 9/29 3-5PM\*

## **Week 6: Issues in Researching Urban Schools**

*Framing Question: What issues should we consider when we research urban schools?*

- **September 27<sup>th</sup>**

Readings:

Ary, D., Jacobs, L.C., & Razaveih, A. (2002) *Introduction to Research in Education*. Belmont: Wadsworth. Pgs.420-426 & 437-439

- **September 29<sup>th</sup> –**

Readings (Choose ONE)

Barab, S.A. et al. (2004) Critical design ethnography: Designing for change. *Anthropology and Education Quarterly*, 34(2), 254-268.

Hammersly, M. & Atkinson, P. (1995) *Ethnography*. Chapter 1.

## **Week 7: Ethnographic Research Practices**

*Framing Question: What choices must ethnographers make in conducting research? How might it affect their data collection?*

- **October 3<sup>rd</sup> – Gathering field notes**

Readings:

Ary, D., Jacobs, L.C., & Razaveih, A. (2002) *Introduction to Research in Education*. Belmont: Wadsworth. Pgs.430-433

- **October 6<sup>th</sup> – Conducting interviews**

Readings:

Ary, D., Jacobs, L.C., & Razaveih, A. (2002) *Introduction to Research in Education*. Belmont: Wadsworth. Pgs.434-435

## Part 4: Teachers & Their Practice

### **Week 8. Pedagogies & Learning**

*Framing Question: What are some conceptions of knowledge (and power) and how have they shaped different pedagogical approaches?*

- **October 10th**

Readings:

Putnam, Ralph & Borko, Hilda. (2000) What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher*, 29(1), [Read only pages 1-5]

- **October 13th**

Readings (Choose ONE):

Friere, Paulo (1970) *Pedagogy of the Oppressed*. New York: Continuum. Ch. 2.

Apple, Michael. (1999) *Official Knowledge*. New York: Routledge. Ch. 3

Nieto, Sonia. (1999) *The Light in Their Eyes: Creating Multicultural Learning Communities*. New York: Teachers College Press. Chapter 5.

### **Week 9: Curricula**

*Framing Question: What is the relationship between knowledge, power & curriculum?*

- **October 18<sup>th</sup>**

Readings:

Dillon, Sam (2010) Scholar's School Reform U-Turn Shakes Up Debate. *New York Times*. 3/2/2010.

*Bridging Differences*: <http://blogs.edweek.org/edweek/Bridging-Differences> (just peruse)

- **October 20<sup>th</sup>**

Readings (Choose ONE):

Skilton-Sylvester, Paul. (1994) – Elementary school curricula and urban transformation. *Harvard Educational Review*, 64(3), 309-331.

Delpit, Lisa. (1995) *Other People's Children: Cultural Conflict in the Classroom*. New York: The New Press. Chapter 1 (The Silenced Dialogue).

Hirsch, E.D. (1988) *Cultural Literacy: What Every American Needs to Know*. New York: Vintage. Chapter 1.

Ediger, Marlow. (2000) *State Mandated Versus a Locally Determined Curriculum*. ERIC Resources.

## Part 5: Citizenship, Communities & Schools

### **Week 10: Citizenship & Civic Engagement**

*Framing Question: What does it mean to be a citizen in a community?*

- **October 25<sup>th</sup>**

Readings:

Ary, D., Jacobs, L.C., & Razaveih, A. (2002) *Introduction to Research in Education*. Belmont: Wadsworth. Pgs.464-471

Assignment: Fieldnotes due

- **October 27<sup>th</sup>**

Readings (Choose ONE):

Westheimer, Joel & Kahne, Joseph (2004) What kind of citizen? The politics of educating for Democracy. *American Educational Research Journal*, 41(2), 237-269.

Sherrod, L.R., Flanagan, C. & Youniss, J. (2002) The dimensions of citizenship and opportunities for youth development: The What, Why, Where, When and Who of citizen development. *Applied Developmental Science*, 6(4), 264-272.

### **Week 11: Teacher Identities & Civic Roles**

*Framing Question: What role can a teacher as an engaged citizen play in education?*

- **November 1<sup>st</sup>**

Readings:

Carlson, David Lee. (2007) Examining embedded assumptions of teaching for social justice in a secondary urban school: A case study. *Penn GSE Perspectives on Urban Education*, 5(1), 1-23

- **November 3<sup>rd</sup>**

Readings (Choose ONE):

Darling-Hammond, Linda. (2002) *Learning to Teach for Social Justice*. New York: Teachers College Press, 1-7 & 201-213.

Nieto, Sonia. (1999) *The Light in Their Eyes: Creating Multicultural Learning Communities*. New York: Teachers College Press. Chapter 6.

hooks, bell. (1994) *Teaching to Transgress: Education as the Practice of Freedom*. New York: Rutledge Press. Introduction & Chapter 1.

### **Week 12: Fostering Youth Citizen Engagement**

*Framing Question: What are the historic roles of youth in society and what roles can youth now play as engaged citizens?*

- **November 8<sup>th</sup>**

Readings (Choose ONE):

Harre, Nikki (2007) Community service or activism as an identity project for youth. *Journal of Community Psychology*, 35(6), 711-724

Boyte, Harry C. & Skelton, Nan. (1997) The legacy of public work: Educating for citizenship. *Educational Leadership*, February 2007.

Kahne, J. & Westheimer, J (2003) Teaching Democracy: What schools need to do. *Phi Delta Kappan*, September 2003

- **November 10<sup>th</sup>**

Assignment: Interviews Due

### **Week 13: Social Capital & Community Outreach**

*Framing Question: How do social capital and relationships impact schools & communities?*

- **November 15<sup>th</sup>**

Readings (Choose ONE):

Putnam, Robert. (1995) Bowling Alone: America's Declining Social Capital. *Journal of Democracy*, 6(1), 65-78.

Horvat, E.M., Wieninger, E.B., & Lareau, A. (2003) From social ties to social capital: Class differences in the relations between schools and parent networks. *American Educational Research Journal*, 40(2), 319-351.

Baker-Doyle, K. (2011) The Networked Teacher: How New Teachers Build Social Networks for Professional Support. Chapter 6.

- **November 17<sup>th</sup>**

Readings (Choose ONE)

Gecan, Michael. (2002) *Going Public: An Organizer's Guide to Citizen Action*. New York: Anchor Books. Chapters 1 & 2.

Obama, Barack. (2004) *Dreams from My Father: A Story of Race and Inheritance*. New York: Three Rivers Press. Chapter 8.

**\*November 22<sup>nd</sup> & 24<sup>th</sup> – Thanksgiving Break\***

### Part 6: Ourselves as Citizens

#### **Week 14: Writing about people**

*Framing Question: How can we report on research respectfully and effectively?*

- **November 29<sup>th</sup>**

Assignment: Draft of Research Memo

- **December 1<sup>st</sup>:**

Guest: Dr. Sonia Rosen, University of Pennsylvania

#### **Week 15: Collectivizing, Revisiting, Reflecting**

*Framing Question: What has changed over the course of this semester about your thinking regarding your identity, community and/or societal issues?*

- **December 6<sup>th</sup>**

Assignment: Self Portraits (Presentations)

- **December 8<sup>th</sup>**

**+Final Research Memo Due: 12/13/2011**