Pedagogy in Urban Classrooms
Fall 2012
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Overview

This course defines urban pedagogy broadly, as consequences of sets of relationships among factors both external and internal to schools. Readings examine the relationships among political, economic, cultural, and educational contexts and what occurs inside urban schools. We will assess these effects on the shape and processes of schooling – and on their outcomes for urban students. We will also consider the contribution of urban communities and cultures to what occurs in schools. We will discuss what is (the problems and injustices) as well as what could be – versions of what is possible and just.

Class Schedule

One. August 28

How do we define urban?
Is it a primarily a matter of population density?

How can we define pedagogy?
Can it be defined at various sociological levels – macro, regional, meso, micro levels?

In what ways can we define an urban SCHOOL?

Two. September 4, New Demographics, Recent Trends

2010 Census Data. Electronic


Three. September 11. The Roots of Neoliberalism


September 18 – Graduate Center closed. No class.
September 25. Graduate Center Closed. No class.

Four. October 2. Political Economy

Chapters TBA


Five. October 9. Public Policy as Educational Policy

*Radical Possibilities: Public Policy, Urban Education, and a New Social Movement.* Jean Anyon. 2005

Six. October 16. Policy and the Interests of Political and Economic Elites


Seven. October 23. Education Reform 1

Bruce Baker on Charters in Newark, NJ. Electronic

Privatization – “Venture Capital in Education,” and other articles on privatization in school reform. Electronic

NCLB/RTTT – *NCLB’s Lost Decade for Educational Progress: What Can We Learn from this Policy Failure?* Lisa Guisbond, et al. 2012 Electronic

Eight. October 30. Education Reform 2

College for All – *Pathways to Prosperity.* Ronald Ferguson. 2011. Electronic


Evaluation and Standardized Tests –
*Journal of Research in Science Teaching* (more readings, next page)


The Trouble with Black Boys...and Other Reflections. Pedro Noguera. 2009. Chapters TBA.


Eleven. November 20. Immigrant and Latino Students 1


Data on Immigration. Electronic

Twelve. November 27. Immigrant and Latino Students 2


Cultural Capital - Whose Culture has Capital? Race, Ethnicity, and Education. Vol. 8, 1, 2005. Tara Yosso. Electronic

Nov. 27 Continued, Education Funding –


Intra-city funding inequities: The case of New York City. Diane Ravitch blog, 8/12/12. Electronic
Thirteen. December 4. Possibilities 1


Fourteen. December 11. Possibilities 2


DVD - *Parent Power*, by Norm Fruchter, et al

Student Evaluation Based On:

Energetic contributions to class discussions!
Weekly comments on the reading – Bring to each class two very short paragraphs: a couple sentences on what you appreciated about the reading, and a couple sentences of critique. No more than one page double spaced – no more than 250 words. When there are multiple readings, pick one to comment on.

Class Paper – not due until Monday, January 7, 2013. Electronically, please. Ten to 15 single spaced pages, not including references. We’ll discuss topics in class. ON NOVEMBER 6, YOUR PAPER TOPIC AND A SUMMARY PARAGRAPH ARE DUE.