Urban Education Course Archive

Fall 2013 Courses and Descriptions

U ED. 70001 - Urban Ed Core Colloquium
GC: W, 6:30-8:30 p.m., Rm. TBA, 1 credit, Prof. Garcia, [21982] Course open to Urban Education doctoral students only.

U ED. 70400 - Pedagogy and Urban Classroom
GC: W, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Anyon, [21983] Course open to Urban Education doctoral students only.

U ED. 70600 - Introduction to Research in Urban Ed
GC: R, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Picciano, [21984] Course open to Urban Education doctoral students only.

U ED. 71200 - Critical Literacies in Education
GC: W, 2:00-4:00 p.m., Rm. TBA, 3 credits, Prof. Garcia, [21985]
This course engages with the possibilities that literacies offer for social change, economic equity, and political enfranchisement. It considers literacies as social practices related to broader social and political concerns that includes feminist and poststructuralist orientations, Freirean-based critical pedagogy, and text analytic approaches. Adopting a social approach to literacy and language, this course considers ethnographic studies of literacy in historical, social, and cultural contexts. It also surveys histories of literacy expansion and literacy campaigns worldwide, and evaluates contemporary literacy policies and programs. To do this work, we rely on concepts from and debates in anthropology, sociolinguistics, and applied linguistics, as well as critical studies of education.

U ED. 72200 - Multilevel Research in Urban Education: Teaching Methods/Methodology
GC: R, 6:30-8:30 p.m., Rm. TBA, 3 credits, Prof. Tobin, [21986]
The course develops methodology and methods grounded in sociocultural theory that is applicable to research in various settings in which urban education occurs. Within a multi-theoretical framework we review various forms of participant observation that are applicable to meso- and micro-level analyses, and examine complementary methods for analyzing social artifacts, including video and audio files. We address the quality of research in terms of established criteria that probe the extent to which what is learned is viable and applicable to broader contexts. The methods we explore include: conversation analysis; prosody analysis; analysis of facial action; emotions, emotional energy and emotional climate; proxemics, kinesics, and gaze; and the incorporation of research on physiological factors associated with social constructs such as a participation and emotional expression (e.g., breathing patterns, heart rate). The potential for using a variety of hardware and software is explored, including ways of gathering data transmitted via Bluetooth technology (e.g., data transmitted from audience response clickers, oximeters, etc.). We will focus on analytical approaches to making sense of qualitative and quantitative data resources, including the ways in which central tendencies and spread/difference are interpreted.
Recognizing the complexity of macro and global structures and ways in which they saturate social life and what can be learned from research in the social sciences we will examine how leading researchers in New York City, including colleagues in the Graduate Center, take account of macro and global structures and their research. Theoretical standpoints associated with the aggregation of what is learned from multilevel research will be considered. All participants will engage in a research project and incorporate fresh perspectives through personal studies of what is happening in multilevel research.
U ED. 73100 - Research and Theory in Educational Policy Studies
GC:  T, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Anyon, [21987]

The purpose of this course is to guide students through preparation of the second doctoral exam and (in some cases) the dissertation proposal as well. The course has a workshop format. Students will assess stellar dissertations, proposals, and second docs written by others. Each student will read and critique the bodies of literature s/he needs for her or his own project. Students read, think, and write continuously, and present their ideas and plans in class. We provide constructive critique. Various tips and strategies are made available. Potential students must contact instructor before registering for this class.

U ED. 75100 - Critical Childhood and Youth Studies
GC:  T, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Luttrell, [21992] Cross listed with WSCP 81000.

Critical Childhood Studies (sometimes called the “new sociology/anthropology of childhood”) understands youth as social actors who are “central informants of their own life worlds” (Christensen and James 2008). Not incomplete adults but human subjects who have insights, they contribute to as well as are shaped by social institutions. This course will examine the basic tenants of critical childhood studies, including the ways in which it contests the traditional socialization model, which emphasizes children as passive recipients of a unidirectional socialization process. A critical childhood studies approach understands child-adult relationships as existing within power relations-- therefore, Waksler’s (1996) argument that “children do not have the power to correct adults’ misunderstandings of them.” The new sociology of childhood critiques the “old” sociology of childhood that ignored the significant effects of adults always speaking for children, the ease of which “effectively silenced” children. Rejecting neither the idea that children develop nor that children are dependent on adults, the new sociology of childhood suggests that children's relationship with adults is one of interdependence rather than deficiency. Acknowledging the lack of authority that children have in their relationships with adults, childhood studies recognizes the differences in power relations and works toward understanding children's agency. At the same time, there are dangers associated with romanticizing children’s voice which the course will also consider.

The class will examine the conceptual framework of critical childhood studies and its intersection with critical theory, disability studies, feminist theories, and critical race theory. It will imagine generational difference as a border, and look at research that enables us to understand children and youth relative to power relations, authority, culture, education and punishment. It will also look at adults with whom children are in relationship, including parents, teachers, police, and counselors, as well as the institutions, discourses and systems that shape how childhood is experienced. We will ask methodological questions about how to study children from the standpoint of the new sociology of childhood.

U ED. 75100 - Educating Educators
GC:  M, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Michelli, [21993]

In this seminar we will engage in a deep analysis of policy, practice, and research related to how educators are prepared in the United States with special focus on urban education. You will engage in reading, discussion and research around critical questions central to the field including the influence of federal policy, the connection between research and policy, the application of high stakes testing to teacher education, the privatization of teacher education, the rise of alternate pathways to teaching and major changes in accreditation. Class sessions will include, where possible, discussions with leaders in teacher education such as policy makers, researchers, administrators and faculty in teacher education as well as candidates in teacher education programs from a several settings. Many graduates of the Ph.D. program in Urban Education have entered careers as teacher educators. This seminar is designed to give you an "insider view" of the issues surrounding the profession.

U ED. 75100 - Education's Digital Future: Teaching in the Modern University
GC:  W, 4:15-6:15 p.m., Rm. TBA, 3 credits, Profs. Brier/Picciano, [21988]

This seminar will critically examine technology influences on teaching and learning in higher education in
the present and in the near future. Online learning, blended learning, social media, MOOCs, open source content, and other elements of modern technology will be examined in terms of their philosophical, pedagogical, social and career implications for faculty in American higher education institutions. This seminar will also adopt a critical lens in examining technology initiatives supported by private interest groups that have come to permeate American education. The seminar facilitators will draw upon a wide range of scholarly readings and electronic media as well as explore practical ramifications of the growing influence of digital technology on teaching and learning.

U ED. 75100 - Language, Culture, and Disability: Psychological Perspectives
GC: M, 6:30-8:30 p.m., Rm. TBA, 3 credits, Prof. Bursztyn, [21989]
This seminar addresses childhood disability in the context of linguistic and cultural diversity in urban schools and communities. The seminar will offer a thematic approach to a range of topics including the roles of language and culture in child and adolescent development; the impact of disability on learning, social integration, and identity formation; and the specific challenges faced by immigrant children with special needs in schools and communities. The aim of this seminar is to study the implications for intervention, teaching and educational policy development with diverse students. The course presents perspectives on language, culture, and disabilities through selected case studies, documentary films and literature.

U ED. 75100 - Qualitative Research Methods
GC: W, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Luttrell, [21990]

U ED. 75100 - Teacher as Researcher
GC: R, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Alexakos, [21991]
This course explores methodologies and methods of classroom teachers doing inquiry oriented research on their own practice. Teachers as researchers provide a valuable perspective of how knowledge is generated in the classroom. This type of theoretical research is complex, personally sensitive, and labor intensive. The course will include opportunities for all participants to examine issues associated with writing teacher-researcher work, getting published in peer-reviewed journals and books, gaining approval from the IRB, obtaining funding for teacher-researcher projects, and generalizability from teacher-researcher projects (i.e., conceptualized in terms of transforming practice, ripple effects, and generating theory). We will review several inquiry oriented methodologies of teacher centered investigations and discuss ethical and responsive moral frameworks to frame and guide such work. The class itself will be video recorded and will serve as a teaching research resource tool so that we may learn by doing. As part of the course students will be expected to apply what is explored in the course and conduct a short study of their own classroom practices.

U ED. 75100 - New Media Literacies: Image, Text, Practice
GC: W, 6:30-8:15 p.m., Rm. TBA, 3 credits, Prof. Zuss, [22499]
The seminar will examine the pedagogical and cultural implications of new media and ‘silicon literacies’. A rapidly changing cultural logic is altering the balance and ratio of the visual and the image in relation to the word and text. Through critical examinations of emergent social media formats, including Facebook, Twitter, websites such as CNN, phone apps, we will investigate the potentials of new media in their function as supplements, replacements, or remediations of traditional text based learning environments. The sociocultural changes that the new media represent compel educators to assess the novel challenges new media practices present to all textual communities and the formation of literate identities.

See Also:
PHIL. 77600 - Political Philosophy
GC: M, 11:45 a.m.-1:45 p.m., Rm. TBA, 4 credits, Prof. Cahn, [21673] Cross listed with P SC 71903.
PHIL. 77700 - British Moralists
Spring 2013 Course and Descriptions

U ED. 70200 - Historical Contexts in Urban Education
GC: M, 6:30-8:30 p.m., Rm. TBA, 4 credits, Prof. Brumberg, [20577] Open to Urban Education students only.

U ED. 70300 - Logics of Inquiry
GC: R, 6:30-8:30 p.m., Rm. 3212, 3 credits, Prof. Tobin, [20579]

The course is intended to introduce participants to a range of different research methods and to develop a sophisticated understanding of methodological issues and alternatives in urban educational research. The focus will be on issues, paradigms, strategies, and research methods that enable students to better understand what happens in various educational settings, in urban educational settings in particular, and what issues are involved when we collaborate with participants as [co]researchers. In addition, participants will have opportunities to think about their individual research interests and apply what they are learning analysis of published research in their field, proposals to do research, and IRB requests.

We will examine studies using qualitative and quantitative data and numerous research genres. We will consider criteria for mixed method designs and multi-level types of research. The course focuses on the rationale (theoretical, empirical, political, etc.) for research in urban education. Accordingly, we will not consider particular research methods in depth, but will explore the advantages and limitations of a variety of methods in relation to critical problems of urban education.

The course can be taken prior to other research methods courses, or after. The course is viewed as a requisite for research design, research evaluation, peer review of published research, and doing research in all of its phases.

Topics will include the following (and others)

1. Issues of fit: theory, research methods, data resources, and research questions (foci)
2. Using research methods from different paradigms
3. Philosophical issues: Empiricism, positivism, constructivism, hermeneutics, phenomenology, semiotics, poststructuralism and postmodernism
4. Micro-meso-macro issues: Research across multiple scales of analysis, conceptualizing complex social systems
U ED. 70500 - Educational Policy  
GC: M, 4:15-6:15 p.m., Rm. 4419, 3 credits, Prof. Michelli, [20578] Open to Urban Education students only.

U ED. 71200 – 1960’s Community Control Struggles over Education in New York City  
GC: R, 4:15-6:15 p.m., Rm. 7314, 3 credits, Prof. Brier, [20580]

This research seminar focuses on the historic struggles over community control of education that wracked New York City neighborhoods and schools during the “long decade” of the 1960s. The seminar will start with the failed efforts by parents and activists to integrate the NYC public school system beginning in the late 1950s and extending through the mid-1960s, then focus closely on the epochal 1968 UFT strike against community control of the public schools that shutdown the entire school system in the fall of that year, and finally look at the battles in the City University beginning in the late 1960s to open admissions to a broader, more representative cross section of the city’s public school graduates. Seminar participants, who will hopefully be drawn from a range of social science disciplines and from the MALS program, will begin by doing close reading of extant secondary analyses of these historical events. We will then immerse ourselves in primary source materials, including contemporary reportage, oral interviews (some of which we will conduct ourselves), governmental and agency reports and data, as well as cultural and visual sources, to develop a broad understanding of what happened during the critical long decade of the 1960s and the implications for understanding the current status of NYC’s educational institutions. Students will be expected to develop single-authored or collaborative research projects on a historical subject of particular interest to them, resulting in research papers and/or multimedia presentations that can and should be publishable. Emphasis will be placed on learning how to “read,” evaluate and contextualize historical documents and sources.

U ED. 71200 – Critical Discourse Analysis: Methodology & Analysis  
GC: T, 4:15-6:15 p.m., Rm. 4419, 3 credits, Prof. Garcia, [20581]

This seminar will engage students in understanding the theoretical underpinnings and approaches of Critical Discourse Analysis (CDA), a process of relating the production, organization and internal aspects of texts to structures of the sociopolitical context in order to uncover their ideological assumptions. The seminar will use educational texts and the socio-educational context to analyze the role of discourse in helping shape and constrain our identities, relationships, and systems of knowledge and beliefs.

The seminar will have three prongs:
1. The disciplined study of the process of Critical Discourse Analysis.
2. The reading of research studies in education where Critical Discourse Analysis has been used.
3. The analysis of actual educational data gathered by a team of researchers working in New York City public schools using Critical Discourse Analysis.

U ED. 73200 – Research Seminar in Educational Policy
GC: W, 4:15-6:15 p.m., Rm. 3308, 3 credits, Prof. Anyon, [20583] Open to Urban Education students only.

U ED. 74100 – Quantitative Methods in Urban Education
GC: M, 4:15-6:15 p.m., Rm. 6418, 3 credits, Prof. Battle, [20584] Open to Urban Education students only.

U ED. 75200 – Research on Everyday Knowledges, Literate Citizenry, and Life in Urban Environments
GC: Rm. TBA, 3 credits, Prof. Adams, [20586] Open to Urban Education & MALS students only.

The course will examine methodologies and methods to study the nature of knowledge systems used to succeed in urban communities and their relationships to canonical representations. The implications for urban education will be explored in very broad senses that extend beyond formal curricula in schools and other institutions and will especially include media and other educational structures. The course will include participation in the USERS research seminars in the Spring to begin the dialogue about learning theories, research methodologies and research foci. Field work, to be undertaken in a six week period in June to July 2013, is a requirement of this course. Focus areas for field work will be identified by participants in the course. Examples of suitable foci include, but are not limited to, indigenous knowledge systems and their relationship to ethnicity and social class, wellness, nutrition, "green" lifestyles, sustainability, and learning from TV and other media sources. From an epistemological standpoint knowledge will include lifelong practices associated with everyday life in the diverse communities of New York City. The final project will help students to think about ways of being a publicly engaged scholar through the use of digital media to produce resources such as websites, wiki sites, podcasts, and graphic novels for the purposes of communicating with different target audiences/stakeholders based on the field work.

U ED. 75200 – The NYCDOE after Mayor Bloomberg
GC: T, 6:30-8:30 p.m., Rm. 4433, 3 credits, Prof. Bloomfield, [20587]

Based on course readings and presentations by policy actors, students will research strengths and weaknesses in the vision, structures, and programs of the DOE under Mayor Bloomberg in order to formulate legal and policy recommendations for the next Mayor and the Legislature. Particular issues to be addressed include governance/operational structures such as the roles of the PEP, support networks, and partnership organizations; accountability based on
school and teacher evaluation systems; strategies to improve student performance and close achievement gaps; and school choice. Course outcomes include a Workshop Monograph by students aimed at educators, politicians, policy makers, and the broader community and, perhaps, participation in course-related academic conference.

**U ED. 75200 – Doing Visual Analysis with Children and Youth**

**GC: W, 6:30-8:30 p.m., Rm. C196.02, 3 credits, Prof. Luttrell, [20588] Course open to Urban Education students only.**

In the past decade there has been an explosion of visual research projects as a means to study young people’s social lives and subjectivities “through their own eyes” and to afford them more participation and “voice” in the production of knowledge. This course considers philosophical, theoretical, methodological and ethical issues involved in such projects across several disciplines (e.g. anthropology, sociology, education, cultural studies, public health, media studies). We will also tackle the problematic notion of voice and the realization of a participation agenda in various studies that we examine.

The aim of the course is three-fold. First, it seeks to expand students’ knowledge about and critical assessment of the use of visual data and analysis in projects with children/youth. Second, it offers students an opportunity to learn about the co-production and complexities of one strategy of visual data analysis being used in my on-going longitudinal, participatory visual ethnography of transnational childhoods. Students will produce a visual narrative for an individual child as a means to condense and display salient themes and patterns in how a child is using his/her photos to tell about his/her life across several contexts, spaces and time. Third, through discussion of other visual narratives (and those that are produced in class) students will develop conceptual and methodological skills to be applied in their own visual research with children/youth. Some students may opt to analyze visual data they have already gathered or will gather over the course of the semester. Students will need to know or learn IMovie or Final Cut Pro.

**U ED. 75200 - The School Reform Agenda**

**GC: R, 6:30-8:30 p.m., Rm. 8202, 3 credits, Prof. Spring, [20585]**

This course will be a discussion seminar focused on the major topics and related documents related to the current school reform agenda. Students will be asked to write one essay that integrates and analyzes the topics discussed in the course. One meeting of the class will be at the Roosevelt Public Policy Institute at Hunter College.

**Topics that will be discussed are:**

1. Common Core Standards
2. Teacher evaluation and Merit Pay
3. Race to the Top
4. Charter Schools
5. School Choice/Vouchers/Tuition Tax Credits
6. English Only and Bilingual Education
7. Human Capital
   a. Education for Work or College
   b. Education for competition in the global economy
8. Teachers Unions
9. Standardized Testing
10. The Role of Private Foundations in Education
11. The Role of Education Businesses
12. Online Courses
14. Federal, State, and Local Control of Education

U ED. 75200 – Contemplative Urban Education from an Integral Perspective
GC: M, 6:30-8:30 p.m., Rm. 4433, 3 credits, Prof. Forbes, [20589]

This seminar explores the boundary between non-conceptual and transpersonal realms of experience (the contemplative) and emotional literacies, models of self-development, cultural contexts and relationships, and institutional structures in urban education (discursive social constructions). The purpose is to contribute to optimal human development and cultural transformation in urban education and everyday life. We begin by looking at the emerging field of contemplative education which through mindfulness and other practices aims to cultivate the inner lives and relationships of students and educators: regulating attention and emotion, strengthening concentration and insight, and promoting resilience, empathy, and compassion. We broaden and deepen this approach by adopting an integral perspective that considers developmental, cultural, and structural aspects. Integral awareness further contributes to restoring and legitimating interior experience as both a mode of educational inquiry and as a site of transformation within urban education. It enables us to carry out practical projects that promote self-reflective teacher education, student development, and cultural and institutional growth from a more inclusive range of perspectives. Students are invited to take up a contemplative practice such as mindfulness meditation (first-person perspective) along with critically investigating those experiences and their applications in education (third-person perspectives) as we aim to create a mindful we-space (second person perspective)—students are invited to meditate briefly in class—in our work together.

U ED 75200 – Reassessing Inequality and Reimagining the 21st Century: East Harlem case study
GC: T, 6:30-8:30 p.m., Rm. 6417, 3 credits, [20979] (by permission only)

Instructors: Wendy Luttrell, Caitlin Cahill Digital Fellow, Community Liaison: Edwin Mayorga

Engaging broad questions of economic inequality and its impact on the “commons,” or public sphere, this seminar will combine a political economic analysis with an examination of lived experiences, counter-narratives and everyday forms of resistance; and consider the role that new technologies can play in offering alternative ways to document, study, and resist inequalities. The seminar will engage these issues from the ground-up, as they play out in a particular place, East Harlem (El Barrio/Spanish Harlem). Keeping in mind how growing inequality in wealth,
income, and debt is affecting public services and institutions, the seminar will take a particular
look at housing and public education.

The course will also include community engagement events and participatory research in East
Harlem. Sessions will be facilitated by CUNY faculty members drawn from a range of social
science and humanities disciplines, and will include a prominent list of intellectuals, activists,
and experts drawn locally and from around the world, with unique expertise on various aspects
of inequality.

Simultaneously, this course will engage critical questions with regards to how new technologies
can be used for community-engaged teaching and scholarship. The course will offer a different
take on the “MOOC” (massively open, online course), here re-conceived as a “POOC” a
participatory, open, online course that hopes to engage community members, and people from
around the world, in dialogue with the ideas in the course.

See Also:

U ED. 75200 - CUNY as a Lab
GC: M, 6:30-8:30 p.m., Rm. 6418, 3 credits, Profs. Battle/Kornblum, [20932] Cross listed
with SOC 81200 & ASCP 82000.

PSYC. 80101 - Video Editing
GC: W, 4:15-6:15 p.m., Rm. 6493, 1 credit, Prof. Chapin, [20789]

This seminar is a companion workshop intended to be taken along with Wendy
Luttrell’s “Doing Visual Research with Children.”

Don’t Just Title Things::: Strategize to Make Statements.

I like to think of digital video editing directly as a way of analysis. Especially, it is a way of
becoming deeply immersed in your data. Think about a whole video interview. If you were
going to work with it in a computer, you would have to name the file something, right? You’ll
also be naming many video clips. If that naming goes beyond just a generic label, it becomes a
form of categorization--which is also a form of content analysis. Especially so if you develop a
flair for naming things in an informative way--a way of making a poetic statement. I’m trying to
do this with the headings of this syllabus. This paragraph could be titled, “Introduction,” but if I
had made that choice I would have wasted just that much space.

Good Research Analysis is Good Editing is Good Story-Telling. Cutting makes a better Story!
Yes!

Good stories are satisfying wholes and yet we thirst to hear more. Good stories are told within a
cultural community--a community of practice. Whatever the medium, telling a story is telling a
story, even as the medium is the story. The Medium is the Message. There might be a
beginning, a middle and an end--a “dramatic arc,” if you will. Good stories make sense &
meaning.
Editing eats Time makes Immersion.

Cutting can be painful. Count on spending more time that you ever imagined, but think of the gift of immersion. How else can you become so deeply, intimately involved?

You’ll need a fast, portable external hard drive.

My suggestion is to buy (or otherwise obtain) a 500 GB or perhaps 1 TB drive--given that this should be more than adequate for a volume of work and also that nowadays these drives in the $100 range are affordable. There are two important aspects to being “fast.” The speed of the drive itself. (The G-Drive Mini claims 7,200 r.p.m.) and the number of megabytes per second of data transfer (Firewire 800 is about one and a half times faster than Firewire 400 and about three times faster than USB 2.0). We’ll talk also about computer speed and memory issues.

Expand the Scope. Read a Good Book.


Rosenblum, Ralph (1986). *When the Shooting Stops...The Cutting Begins: A Film Editor’s Story*. DeCapo.


**Courses and Descriptions**

**Fall 2012**

**U ED. 70001 - Urban Ed Core Colloquium**
GC: T, 6:30-8:30 p.m., Rm. 6496, 1 credit, Prof. Garcia, [18949]

**U ED. 70400 - Pedagogy and Urban Classroom**
GC: T, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Anyon, [18950]

**U ED. 70600 - Intro to Research in Urban Ed**
GC: R, 4:15-6:15 p.m., Rm. 5417, 3 credits, Prof. Picciano, [18951]

**U ED. 72200 – Research Seminar is Science/Math/Tech**
GC: R, 6:30-8:30 p.m., Rm. 3212, 3 credits, Prof. Bayne, [18953]

**U ED. 71100 - Intercultural Encounters: Immigrant Communities, Schools, and the Social Imagination**
GC: R, 6:30-8:30 p.m., Rm. 3209, 3 credits, Prof. Korn-Burstyn, [18952]

In this seminar we will explore the perspectives of immigrant families residing in New York City on education and schooling, and examine how families negotiate relations with
schools. The interaction between immigrant families and schools provides fertile ground for a meeting of social imaginations - the familial and the pedagogic - providing ground for shared purpose and for clarifying barriers to genuine engagement. In this seminar, we will identify and study causes of potential tension and conflict as well as opportunities for engagement between families and schools. We will explore the often vast gaps between immigrant families’ cultures of origin and the cultures of urban schools, while pointing to the ways in which schools can develop relationships of trust with families.

Researchers (Christenson & Carlson, 2005; Harry, 2008; Roopnarine, Krishnakumar, Metindog & Evans, 2006) often cite the need to improve relations between diverse/immigrant families and schools in order to address minority children's academic performance gap and social adjustment. In this seminar, we will consider the ways in which parental ethnocultural beliefs and approaches to childrearing and education are significant to patterns of enculturation of immigrant communities and their children. We will take up the role of school in educating citizens for democracy, and consider the possibilities that inhere in change – for both individuals and for society.

**U ED. 73100 - Theory and Methods in Critical Educational Research**

**GC: W, 4:15-6:15 p.m., Rm. 4419, 3 credits, Prof. Anyon, [18954]**

This course provides a foundation for student planning of critical educational research. The course has two simultaneous strands of student activity. First is reading and discussion of several classic texts that help students lay theoretical and methodological foundations for their study. These readings provide ways to think about how to develop the literature critiques for, frame theoretically, and design research projects.

The second strand of activity is the personal reading in the various bodies of work that undergird each student’s specific research topic. Weekly presentations by students of their reading, thinking, and/or writing are required. See instructor before registering for this course.

**U ED. 75100 - Educating Educators (The description may change a bit)**

**GC: T, 4:15-6:15 p.m., Rm. 8202, 3 credits, Prof. Michelli, [18962]**

This program seminar is a study of policy, practice, and research regarding how educators are prepared in the United States with special focus on urban education. Students engage in discussion and research around critical questions central to the field including the influence of federal policy, the connection between research and policy, and the rise of alternate pathways to teaching. Class sessions will include, where possible, discussions with leaders in teacher education such as policy makers, researchers, administrators and faculty in teacher education as well as candidates in teacher education programs from a several settings. Many graduates of the Ph.D. program in Urban Education have entered careers as teacher educators. This seminar is designed to give students an "insider view" of the issues surrounding the profession.

**U ED. 75100 – Globalization of education: Power, Language and Culture**

**GC: R, 4:15-6:15 p.m., Rm. 3305, 3 credits, Prof. Spring, [18958]**

Today education is globalized with most nations sharing a similar education structure and the goal of linking schooling to economic development. The United States school system is
nested in this globalized system. For instance, national universities are now global in reach with many opening branch campuses in other countries. China has launched a program of cultural imperialism with the goal of spreading instruction in Mandarin and Chinese culture into the world’s classrooms. Educational businesses are now global, such as publishing and testing, educational technology, and for-profit schools and tutoring services. Testing is international in scope. Professional organizations are global with scholars flowing back and forth across national borders.

The globalization of education raises some important issues that will be examined in this seminar. Who or what organizations exert power over this globalized educational system? In this context, we will discuss the major players, including the World Economic Forum, OECD, the United Nations, the World Bank and others. What happens to local cultures and languages in this process of globalization? Will globalization create a world culture and language at the expense of local languages and cultures? Required essays will reflect the interests of each student.

U ED. 75100 - History of CUNY
GC: W, 4:15-6:15 p.m., Rm. 3212, 3 credits, Profs. Brier/Picciano, [18955]
The City University of New York (CUNY) is the largest urban public university in the United States, enrolling more than 500,000 matriculating students and adult and continuing education students in its 24 colleges and schools. CUNY traces its roots to the opening of the Free Academy (later The City College) in 1847, with the stated mission of “educating the children of the whole people.” New York’s municipal college system grew steadily with the addition of Hunter College in 1870 and Queens and Brooklyn colleges in the 1930s. It wasn’t until 1961 that the City University of New York was formally established.

This research seminar examines this great university’s unique history and contribution to New York City and the world. In addition to CUNY’s early years, the seminar will review the system’s colleges, people and policies over the past half century, including the fight over open admissions in the late 1960s and early 1970s, the impact of the city’s fiscal crisis of the mid-1970s, the battle over remediation in the 1990s, and contemporary issues related to state and city fiscal support, faculty governance, tuition increases and the rise of a strong central administration.

Any student interested in the evolution of urban higher education will find this seminar an invaluable source of information and discussion. The seminar leaders—one a U.S. social historian; the other an educational policy expert—between them have more than 70 years of experience working in this “people’s university.”

U ED. 75100 - Qualitative Research Methods
GC: W, 6:30-8:30 p.m., Rm. 3309, 3 credits, Prof. Luttrell, [18957]
This course focuses on the elements of qualitative research design as a vehicle to introduce students to different traditions, approaches and epistemologies that characterize qualitative research within the field of education. The course is designed to deepen your thinking about your research goals, topic, questions, and approach to social analysis. It
focuses on the following topics: formulating researchable questions; considering different strategies for data collection, analysis and the representation of findings; understanding and wrestling with ethical considerations; and formulating strategies to ensure reliability, validity, and credibility.

**U ED. 75100 - Studying Urban Schools**

**GC: M, 6:30-8:30 p.m., Rm. 3306, 3 credits, Prof. Semel, [18961]**

This course examines the history of different types of urban schools, including public, independent, Catholic and their different types of pedagogic practices, traditional and progressive. Through a number of school histories, students will analyze the ways in which urban schools have changed over time and how, despite significant social, political and educational change, there has been significant constancy. The course will examine a number of themes, including issues of race, social class, ethnicity and gender, differences in place (urban schools as different?), differences in types of schools (i.e. public vs. private), differences in curriculum and pedagogy (i.e. traditional and progressive), the role of particular schools in educational reform, constancy and change in urban schooling, and methods for writing school histories.

**U ED. 75100 - Methodologies and Methods for Research on Teaching and Learning and Learning to Teach**

**GC: M, 6:30-8:30 p.m., Rm. 3308, 3 credits, Prof. Tobin, [18960]**

The course develops methodology and methods grounded in sociocultural theory that is applicable to research in various settings in which urban education occurs. Within a multi-theoretical framework we review various forms of participant observation that are applicable to meso- and micro-level analyses, and examine complementary methods for analyzing social artifacts, including video and audio files. We address the quality of research in terms of established criteria that probe the extent to which what is learned is viable and applicable to broader contexts. The methods we explore include: conversation analysis; prosody analysis; analysis of facial action; emotions, emotional energy and emotional climate; prosemics, kinesics, and gaze; and the incorporation of research on physiological factors associated with social constructs such as a participation and emotional expression (e.g., breathing patterns, heart rate). The potential for using a variety of hardware and software is explored, including ways of gathering data transmitted via Bluetooth technology (e.g., data transmitted from audience response clickers, oximeters, etc.). We will focus on analytical approaches to making sense of qualitative and quantitative data resources, including the ways in which central tendencies and spread/difference are interpreted.

Recognizing the complexity of macro and global structures and ways in which they saturate social life and what can be learned from research in the social sciences we will examine how leading researchers in New York City, including colleagues in the Graduate Center, take account of macro and global structures and their research. Theoretical standpoints associated with the aggregation of what is learned from multilevel research will be considered. All participants will engage in a research project and incorporate fresh perspectives through personal studies of what is happening in multilevel research.
U ED. 75100 - Unpacking the (Ab)Normal Child  
GC: T, 6:30-8:30 p.m., Rm. 3212, 3 credits, Prof. Connor, [18956]  
The word “normal” gives rise to a series of questions: What constitutes normalcy within current education systems and who decides? Where did the concept of normalcy originate? How has it shifted and morphed over time, and why? In what ways does normalcy serve as an ideology reinforced by synonymous concepts of “average,” “typical,” “standard,” “regular” students? Conversely, how do unexamined notions of normalcy create “abnormal,” “atypical,” “below standard,” and “special” students? Using an interdisciplinary frame and drawing theoretical insights from Disability Studies, Critical Race Theory, Queer Theory, and Feminist Theory, this class will explore these and other questions. Students will also examine the structure of schools and the composition of classrooms in relation to a variety of interconnected contemporary issues, such as inclusive education versus special education, the widespread enforcement of standardized curricula, policies such as Response to Intervention and No Child Left Behind. Implications for theory, research, practice, and policy will be explored in relation to how we understand the “mold” of normalcy into which all children are expected to fit.

Spring 2012 Schedule & Course Descriptions

U ED. 70200 - Historical Contexts in Urban Education  
GC: T, 6:30-8:30 p.m., Rm. 3212, 3 credits, Prof. Brier, [17384] Course open only to Ph.D. student in the Urban Ed Program. Cross listed with ASCP 81500.

U ED. 70500 - Educational Policy  
GC: R, 4:15-6:15 p.m., Rm. 3309, 3 credits, Profs. Michelli/Picciano, [17385] Course open only to Ph.D. student in the Urban Ed Program.

U ED. 72100 – Teaching and Learning in the Community Area  
GC: R, 6:30-8:30 p.m., Rm. 8202, 3 credits, Prof. Adams, [17397]

U ED. 73100 - Critical Social Theories and Educational Research  
GC: T, 4:15-6:15 p.m., Rm. 4419, 3 credits, Prof. Anyon, [17388]

U ED. 73200 – Research Seminar in Educational Policy Studies  
GC: W, 4:15-6:15 p.m., Rm. 3308, 3 credits, Prof. Anyon, [17390] Course open only to Ph.D. student in the Urban Ed Program.

U ED. 74100 - Quant Resrch Meth in Urban Ed  
GC: M, 6:30-8:30 p.m., Rm. 6418, 3 credits, Prof. Battle, [17391] Course open only to Ph.D. student in the Urban Ed Program.

U ED. 75200 – Critical and Cultural Approaches to Urban Pedagogy  
GC: M, 6:30-8:30 p.m., Rm. 4433, 3 credits, Prof. Epstein, [17387]
U ED. 75200 - Doing Narrative Analysis  
GC: W, 4:15-6:15 p.m., Rm.5382, 3 credits, Prof. Luttrell, [17393]

U ED. 75200 – Feminist Theories, Pedagogies and Urban Education  
GC: W, 6:30-8:30 p.m., Rm. 8202, 3 credits, Prof. Luttrell, [17395] Course open only to Ph.D. student in the Urban Ed Program.

U ED. 75200 - No Child Left Behind  
GC: T, 6:30-8:30 p.m., Rm. 8202, 3 credits, Prof. Bloomfield, [17392]

U ED. 75200 - Paulo Freire and the Rise of Critical Pedagogy  
GC: R, 4:15-6:15 p.m., Rm. 3307, 3 credits, Prof. Shor, [17396]

U ED. 75200 - Politics of American Education  
GC: M, 4:15-6:15 p.m., Rm. 5212, 3 credits, Prof. Spring, [17386]

U ED. 75200 – Post Colonial Perspectives in Early Childhood Education  
GC: T, 4:15-6:15 p.m., Rm. 6300, 3 credits, Prof. Gupta, [17389]

UED.72100 - Teaching and Learning in the Community Area  
Recognizing that that there is a plurality of ways of knowing, this course will focus on viewing community as a source of knowledge. You will become familiar with key scholars that take a sociocultural approach to learning as well as those expand the dialogue about what counts as knowledge and who is able to generate knowledge. You will be expected to use the course readings and discussions as a way to access the knowledge that exists in the community of your chosen research context—be it a community of teachers, students, an ethnic, racial, gender, professional, hobbyist, etc. community. All reading, writing and spoken course assignments and projects will be geared towards you expanding your notion of learning, knowledge and other related constructs that are inextricably related and being able to apply it to your area of research.

U ED. 73100 - Critical Social Theories and Educational Research  
What is critical social theory? How can it be useful in educational research? For example, in what ways can power and resistance be theorized, and how can we study or utilize such theorization in empirical study? How can critical social theory assist not only in research, but in daily struggles against injustice? In this course we read Foucault, Bourdieu, Gramsci, Marx, Harvey, Saba Mahmood, Judy Butler, and Patricia Hill Collins to investigate these questions.

U ED. 75200 – Critical and Cultural Approaches to Urban Pedagogy  
The course will examine critical and cultural studies of teaching and learning in urban schools and communities. Students will examine how authors use 1) culturally responsive pedagogy, 2) critical race theory, 3) LatCrit theory and 4) critical sociocultural theory to investigate how students’ cultural identities and teachers’ (and other adults’) pedagogies interact and shape what is and isn’t learned in urban classrooms, schools and communities. Participants will examine
how authors of qualitative research studies use theory to frame research questions, methods and findings. In addition, participants will learn to write a literature review on a topic of interest.

**U ED. 75200 - Doing Narrative Analysis**
This course will introduce students to the uses of personal narratives in social science research across the disciplines of anthropology, sociology, psychology and history as a way to better understand the links between individual life trajectories and collective forces and institutions. We will review the theoretical and epistemological foundations the analyses of personal narratives as applied to questions of identity, subjectivity, agency and social processes that are related, but not limited to urban schooling. Recent advances in narrative research methodologies will be examined, particularly those qualitative approaches that focus upon interview and other autobiographical sources of data. Students will be introduced to various interpretive analytic approaches and guided in applying such approaches to data. Topics will include locating theme, voice, plot, metaphor and audience in personal narratives; issues of performance, memory and consciousness; how we learn to tell stories in childhood; how “grander” narratives (e.g. popular cultural myths, social movements, media representations) shape personal narratives; and the intersubjective nature of storytelling and listening.

**U ED. 75200 – Feminist Theories, Pedagogies and Urban Education**
This course considers major discussions and debates about the role that (multiple waves of) feminisms and feminist theories have played in educational theories, practices, and policies. Topics include feminist critiques of knowledge production -- how knowledge is produced, valued, and assessed, by whom, with what interests, for whose benefit, and with what costs; different epistemologies – “ways of knowing”; the relationship between gender, teaching and learning; the current stand-off between feminist educators and critical theorists over a number of issues, most notably power and representation; and various applications in feminist classrooms to account to difference—in gender, class, race, sexualities, and ability.

**U ED. 75200 - No Child Left Behind**
Law and Policy Workshop will analyze current issues related to NCLB/Elementary and Secondary Education Act reauthorization in the context of past and present policy aims and research results. Study of legal sources and ideas for amending or waiving the statute, underlying regulations, and policy documents will yield workshop-style class presentations and, it is hoped, publishable findings in defense of a current reauthorization proposal.

**U ED. 75200 - Paulo Freire and the Rise of Critical Pedagogy**
This seminar will study the foundations of “the pedagogy of the oppressed” and ask how this pedagogy is meaningful in American education. In particular, we will examine such Freirean frameworks as generative themes, dialogue, problem-posing, critical consciousness, untested feasibility, coding and decoding, the minimum vocabulary universe, and co-intentionality of teacher and students. Because Freire acknowledged a debt to John Dewey, we will read sources of Deweyan progressivism to see how Freire learned from and went beyond Dewey. Finally, for more than thirty years, educators in the North have been inventing “critical pedagogy” based in Freire’s “pedagogy of the oppressed.” How has this new theory and practice gone beyond Freire and what does it offer the contentions now roiling American urban education?
U ED. 75200 - Politics of American Education
This course will examine the complex world of U.S. educational politics which encompasses the formal structure of school governance pressured by a civil society consisting of teachers unions, religious groups, administrative organizations, business interests, think tanks and foundations, parents, and other special interest groups. Voices heard from civil society groups are often conflicting ranging from parental satisfaction with local schools to foundations claiming schools are failing. In addition, the course will examine the role of education ideologies in determining the goals, curriculum, and instructional methods of American schools. Also included will be a discussion of the education business which encompasses textbook publishers, test producers, tutoring and test preparation companies, charter school management companies, for-profit schools, on-line schooling, software makers, and a host of other supporting industries.

U ED. 75200 – Post Colonial Perspectives in Early Childhood Education
This seminar will briefly introduce the beginnings of early childhood education; provide an overview of child development theories that contributed to the discourse of developmentally appropriate practices; and discuss critical studies on DAP using a postcolonial lens. The objective will be to explore the tensions between the assumptions underlying a DAP-based pedagogy and the realities of classrooms, images of teachers and children in culturally diverse contexts; and discussing the need to prepare teachers in an early childhood education discourse that is more inclusive of "other" voices. The class, as a learning community, will be taught primarily through discussion and dialogue and students are encouraged to raise questions, share stories and learn collaboratively.
Fall 2011 Schedule & Course Descriptions

U ED. 70001 - Urban Ed Core Colloquium  
GC: T, 6:30-8:30 p.m., Rm. 3209, 1 credit, Prof. Garcia, [15650]

U ED. 70400 - Pedagogy and Urban Classroom  
GC: T, 4:15-6:15 p.m., Rm. 8203, 3 credits, Prof. Anyon, [15651]

U ED. 70500 - Educational Policy  
GC: M, 4:15-6:15 p.m., Rm. 3212, 3 credits, Prof. Michelli, [15653]

U ED. 70600 - Intro to Research in Urban Ed  
GC: R, 4:15-6:15 p.m., Rm. 3212, 3 credits, Profs. Tobin/Picciano, [15652]

U ED. 71100 - Bilingualism & Education  
GC: W, 4:15-6:15 p.m., Rm. 4419, 3 credits, Prof. Garcia, [15654] Cross listed with SPAN

U ED. 72200 - Research Seminar in Science SMT  
GC: W, 6:30-8:30 p.m., Rm. 6494, 3 credits, Prof. Pitts, [15655]

U ED. 73100 – Theory and Methods in Educational Policy Research  
GC: W, 4:15-6:15 p.m., Rm. 4422, 3 credits, Prof. Anyon, [15656]

U ED. 75100 - The Psychological Dimension: Vulnerable Children in Urban Schools  
GC: M, 6:30-8:30 p.m., Rm. 5383, 3 credits, Prof. Bursztyn, [15658]

U ED. 75100 - Education Networks: Power, Wealth, Cyberspace and the Digital Mind  
GC: R, 6:30-8:30 p.m., Rm. 6493, 3 credits, Profs. Spring/Picciano, [15660]

U ED. 75100 - Qualitative Research Methods  
GC: R, 6:30-8:30 p.m., Rm. 3212, 3 credits, Prof. Tobin, [15659]

U ED. 75100 - Religion and Immigration: Shaping the 19th c. American Educational Landscape  
GC: W, 4:15-6:15 p.m., Rm. 3212, 3 credits, Prof. Brumberg, [15657]

U ED. 75100 - Visual Research with Children and Youth  
GC: T, 4:15-6:15 p.m., Rm. C 196.01, 3 credits, Prof. Luttrell, [16717]

U ED. 70400 - Pedagogy and Urban Classroom  
GC: T, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Anyon, [15651]

This course examines the relationships between political, economic, and cultural contexts and what occurs in urban schools and classrooms. It defines pedagogy broadly, as the consequence of sets of relationships among factors both external and internal to schools. Students will study the effects of political and economic policies on the shape and processes of teaching and learning. Students will also consider the contribution of urban community cultures and assets to events in schools and classrooms. Resources from anthropology, sociology, and political science will be included to frame contemporary practice as particular versions of what is possible.
U ED. 71100 - Bilingualism & Education
GC: W, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Garcia, [15654] Cross listed with SPAN
This seminar will explore how theories of bilingualism/multilingualism can be a lens to think about policies, programs and practices to meaningfully educate the increasing number of bilingual children throughout the world. In reviewing theories of bilingualism/multilingualism, the seminar will put special emphasis on post-structuralist sociolinguistic approaches to the topic, and how these can lead to a re-imagining of education for all bilingual children in the 21st century. Taking a global approach, the seminar will include international contexts, but will pay close attention to the education of bilingual children in the United States.

U ED. 73100 – Theory and Methods in Educational Policy Research
GC: W, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Anyon, [15656]
This course provides a foundation for student planning of policy research. The course has two simultaneous strands of student activity. First is reading and discussion of classic texts that should help students lay theoretical and methodological foundations for their research. These readings should help students to think about how they will develop the literature critiques for, frame theoretically, and design their research projects.

The second strand of activity is the personal reading in the various bodies of work that undergird each student's specific research topic. Weekly presentations by students of reading, thinking, and writing are required. See instructor before registering for this course.

U ED. 75100 -The Psychological Dimension: Vulnerable Children in Urban Schools
GC: M, 6:30-8:30 p.m., Rm. TBA, 3 credits, Prof. Bursztyn, [15658]
This seminar addresses current and controversial issues in childhood development and disability, with specific focus on the psychological dimensions of schooling. The seminar will explore and critique diagnostic categories and school labels, as well as associated treatments and intervention approaches within and beyond schools. It will also address the nature of issues and challenges facing children with psychological disabilities, their families, and urban schools. The aim of this seminar is to place different points of view in context, to study the implications for teaching and learning, to deepen understanding and to provide critical perspectives on the field of childhood psychological disabilities. The course presents views of families and children with disabilities through selected case studies, documentaries and literature.
The seminar is comprised of three segments:
a) Placing contemporary disability discourses within socio-cultural and historical contexts;
b) Addressing specific psychological disabilities of childhood including, but not limited to, early onset bipolar disorder, Attention Deficit-Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), emotional disturbance (EH/D), and internalizing disorders (anxiety and depression); and
c) Focusing on the impact of psychological disability on the family, school and community, emphasizing the role of educators in helping children and families in crisis, and in promoting a supportive school environment.

U ED. 75100 - Education Networks: Power, Wealth, Cyberspace and the Digital Mind
GC: R, 6:30-8:30 p.m., Rm. TBA, 3 credits, Profs. Spring/Picciano, [15660]
Schools and students are increasingly relying on information and communication technology (ICT) for e-learning, including online instruction, test preparation and tutoring, data management, instructional software packages and gaming. This course will examine the global forces promoting the use of ICT in education including the for-profit education industry, global economic and political elites, and educational advocates of instructional technology and digital games. This course will also examine the effect of ICT and educational technology on educator and student's minds in shaping what is referred to as the "digital mind."
Both instructors believe that ICT makes positive contributions to education. However, money and politics
do play an important role in promoting ICT in education.

Course topics include:
1. A study of Superclass networks (the world's most influential as defined by Forbes Magazine) and their promotion of ICT in education.
2. Shadow elite networks (those who move easily between government and for-profit industries) and their relationship to the global education industry.
3. The gaming industry and promotion of digital games in education.
4. The potential effect of ICT on the brains and minds of students.
5. Superclass and Shadow Elite's educational policies regarding ICT

The course will utilize readings and online research. Two essays will be required with the topics reflecting the interests of individual students.

U ED. 75100 - Religion and Immigration: Shaping the 19th c. American Educational Landscape
GC: W, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Brumberg, [15657]

Conditions changed in the 19th c. In this course, we will study two interrelated issues in order to understand these large scale transformations of the American educational world: 1) religious conflicts in 19th c. America, and 2) the linked efforts on the part of established Americans to reach and transform the children of immigrants and the poor (including elements of religious conversion, Americanization, moral formation, and social control). This was an early chapter in the great American saga: fear on the part of settled residents of being overrun by alien hordes, of having one's most cherished values and lifeways trampled upon.

Religion, as the repository of values, beliefs, and allegiances, fueled these primal struggles. We will examine how schools—perceived as the bulwark against imminent chaos were deployed as a means of transforming those who threatened one's cherished world into being productive citizens who shared the established populations' values, allegiances and public behaviors. The most intense struggles were between Evangelical Protestants and Roman Catholics, the American version of the wars of the Reformation. Schooling was a central issue, especially battles over the place of the Bible in schools. We will also investigate how "marginalized" groups other than Catholics (African Americans, Quakers, Jews, Freethinkers, and others) used education to counter the intense pressures of the majority white, Protestants.

We will explore the role of beliefs, especially religious beliefs, in the shaping of the school's curriculum. Character formation based on moral instruction had been the central element in schooling in the early 19th c. As formal instruction in religion gradually came to an end in the "common school," what, if anything, took its place? How did religious beliefs inform decisions to teach specific subjects and topics? Why did efforts to include Catholic children in the public school generate such conflict, and what were the outcomes? Did "beliefs" continue to shape the nature and content of schools into the 20th c.?

The course will utilize primary documents such as school records, courses of study, textbooks, teacher's manuals, newspapers, reports of educational agencies, legislative records, religious tracts, and church records. Monographs will be used, and, as appropriate, online research. Students will conduct archival research on a topic of interest, selected in consultation with the instructor (at schools, the Board of Education Archives, religious seminaries, the New York Public Library, etc.), and produce an annotated bibliography of primary documents. Students will write a term paper on their topic for possible publication in an online journal.

U ED. 75100 - Visual Research with Children and Youth
GC: T, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Lutrell, [16717]

In the past decade there has been an explosion of research projects "giving kids cameras" as a means to study their social lives and subjectivities "through their own eyes" -- especially how children/young people contend with an array of life challenges including immigration, economic hardship, social injustices, illness, violence and social trauma, barriers to education, to name a few. This course considers the philosophical, theoretical, methodological and ethical issues involved in such projects across several disciplines -- (e.g. anthropology, sociology, education, cultural studies, public health, media studies). The course is open to students from all disciplines – humanities, social sciences and the arts – who are
seeking to use image-based research as a means to understand childhood/youth contexts and the complexities of how individual children/young people comprehend and take action in their lives.

The aim of the course is three-fold. First, it seeks to expand students' knowledge about and critical assessment of the use of visual data and analysis in projects with children/youth. Second, it offers students an opportunity to learn about the co-production and complexities of one strategy of visual data analysis being used in my on-going participatory visual ethnography of transnational childhoods. Students will produce a visual narrative for an individual child as a means to condense and display salient themes and patterns in how a child is using his/her photos to tell about his/her life across several contexts, spaces and time. Third, through discussion of other visual narratives (and those that are produced in class) students will develop conceptual and methodological skills to be applied in their own visual research with children/youth.

Permission of the instructor is required and students will need to know or learn IMovie or Final Cut Pro.
Spring 2011 Schedule & Course Descriptions

U ED. 70002 - **Urban Education Colloquium II**
GC: T, 6:30-8:30 p.m., Rm. 6421, 1 credits, Prof. Epstein, [14250] Course open to Urban Education students only.

U ED. 70100 - **Structure of Social Knowledge**
GC: T, 4:15-6:15 p.m., Rm.4419, 3 credits, Prof. Spring, [14251] Course open to Urban Education students only.

U ED. 70400 - **Pedagogy in the Urban Classroom**
GC: W, 6:30-8:30 p.m., Rm. 3309, 3 credits, Prof. Korn-Burstyn, [14252] Course open to Urban Education students only.

U ED. 71100 - **Early Childhood Education and Post Colonial Theory**
GC: W, 6:30-8:30 p.m., Rm. 4433, 3 credits, Prof. Gupta, [14253]

U ED. 71200 - **AHSS Research Seminar: Community Control Struggles in the NY City Public Schools in the 1960s**
GC: R, 6:30-8:30 p.m., Rm. 7314, 3 credits, Prof. Brier, [14254]

U ED. 73100 - **Critical Social Theory and Education Policy Research**
GC: T, 4:15-6:15 p.m., Rm. 4433, 3 credits, Prof. Anyon, [14255] Course open to Urban Education students only.

U ED. 73200 - **Research Seminar in Educational Policy Studies**
GC: W, 4:15-6:15 p.m., Rm. 3308, 3 credits, Prof. Anyon, [14256] Course open to Urban Education students only.

U ED. 74100 - **Quantitative Methods**
GC: R, 4:15-6:15 p.m., Rm. 6418, 3 credits, Prof. Picciano, [14257]

U ED. 75200 - **Culture, Identity and Education**
GC: W, 6:30-8:30 p.m., Rm. 9105 , 3 credits, Prof. Luttrell, [14261]

U ED. 75200 - **Educating Educators: Policy, Practice and Research**
GC: M, 4:15-6:15 p.m., Rm. 3305, 3 credits, Prof. Michelli,
U ED. 71100 - Early Childhood Education and Post Colonial Theory  
GC: W, 6:30-8:30 p.m., Rm. TBA, 3 credits, Prof. Gupta, [14253]  
This seminar will include discussions on postcolonial theory as a research framework for early childhood education; international and comparative perspectives on the influence of culture on child development and early childhood curriculum within a postcolonial context; the tensions between the assumptions underlying a progressive play-based pedagogy and the realities of classrooms in culturally different contexts; and the need to make the early childhood discourse more inclusive of "other" voices.

U ED. 71200 - AHSS Research Seminar: Community Control Struggles in the NY City Public Schools in the 1960s  
GC: R, 6:30-8:30 p.m., Rm. TBA, 3 credits, Prof. Brier, [14254]  
The struggle for community control of the New York City public schools has a long and tortured history, extending across almost two centuries of the city's existence. One of the most important and incendiary moments in that history was the (in)famous UFT strike over community control in 1968 that pitted communities of color across the city against the United Federation of Teachers union, led by Albert Shanker. Historian Gerald Podair has aptly called this epochal event "The Strike that Changed New York." We will use this seminar to explore the urban educational history of New York City in the 1960s as a prism through which to see and understand the contending economic, political, cultural and racial forces and dynamics that led to the strike and helped reshape the nation's politics and culture. Following a review of the historical scholarship on urban America in Civil Rights Era and existing scholarship on the strike, students in the seminar will learn how to use traditional historical research sources and methods (including period newspapers, magazines and government archives) along with newer,
more innovative research methods and methodologies (including the use of period film, television and radio materials as well as learning how to conduct and analyze oral history interviews) to open new lines of scholarly inquiry into the history of the strike. The collaborative seminar will particularly focus on and gather the stories and experiences of New York community residents, students, and teachers who were affected by and experienced and participated in the critical events of 1968. This will yield, hopefully, new, co-authored and publishable academic scholarship about these critical events.

U ED. 73100 - Critical Social Theory and Education Policy Research
GC: T, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Anyon, [14255] Course open to Urban Education students only.
What is critical social theory? How can it be useful in educational policy research? For example, in what ways can power and resistance be theorized, and how can we study or utilize such theorization in empirical study? How can critical social theory assist not only in research, but in daily struggles against injustice? In this course we read Foucault, Bourdieu, Gramsci, Marx, Harvey, Appadurai, Saba Mahmood, Judy Butler, and Patricia Hill Collins to investigate these questions.

U ED. 75200 - Culture, Identity and Education
GC: W, 6:30-8:30 p.m., Rm. TBA, 3 credits, Prof. Luttrell, [14261]
This seminar focuses on schools as sites of social struggle and individual agency where children and young people learn about social and cultural differences, contend with social inequalities and injustices, navigate complex racial, ethnic, gender, class, and sexual relations, manage complex emotions, and create their own complex, multi-layered sense of subjectivity and social identities. The course has three goals:

1) to use contemporary ethnographic accounts of urban schooling as a means to interrogate and theorize about the connections between self, culture and society. We will not presume that society or culture precede or determine lives but that there are complex relations between personal meaning and cultural meaning, between individual lives and society that are made visible through these ethnographic accounts.

2) to consider the practice of ethnography – as an art, a science, and a craft. In an effort to learn about these habits of mind, you will be required to spend time outside of class engaged in some ethnographic observation and writing up field notes which you will share with classmates. Special attention will be paid to issues of representation and using ethnography in the context of educational evaluation and judgments. If you are not already involved in a research project where you are able to conduct fieldwork observations, then this may not be the course for you.

3) consider educational ethnography – its past, present, and future – as a way of bridging theory and practice; analysis and advocacy on behalf of educational equity and social justice.

U ED. 75200 - Educating Educators: Policy, Practice and Research
GC: M, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Michelli, [14266]
This program seminar is a study of policy, practice, and research regarding how educators are prepared in the United States with special focus on urban education. Students engage in
discussion and research around critical questions central to the field including the influence of federal policy, the connection between research and policy, and the rise of alternate pathways to teaching. Class sessions will include, where possible, discussions with leaders in teacher education such as policy makers, researchers, administrators and faculty in teacher education as well as candidates in teacher education programs from a several settings. Many graduates of the Ph.D. program in Urban Education have entered careers as teacher educators. This seminar is designed to give students an "insider view" of the issues surrounding the profession.

U ED. 75200 - Language Policies and Education: Global Perspectives  
GC: T, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Garcia, [14259]  
This seminar will engage students in critically thinking about how language operates in the world, and especially in education. After analyzing how language policies in society and education are linked to sociopolitical ideologies, the seminar focuses on the role that language policies, and specifically literacy policies enacted from the top, have played in constructing, sometimes, better futures, but other times, inequities and differences. The seminar will also expand understandings of how educators negotiate language and literacy policies from the bottom-up. To expand these theoretical understandings, cases are drawn from throughout the world, using a global lens to expand our local understandings and practices.

U ED. 75200 - Interviewing and Educational Research  
GC: W, 2:00-4:00 p.m., Rm. TBA, 3 credits, Prof. Garcia, [14264] Cross listed with SPAN 80000.  
This seminar will involve students in actual research conducting interviews with students and teachers. Students will be conceptually studying the craft and techniques of interviewing through academic readings, while being involved in an on-going research project that is now moving to the interviewing phase. The seminar will pay attention to how to conceptualize the interviewing research, including epistemological and ethical issues. It will also involve students in thematizing and designing the interviews, as well as conducting them. Finally, students will gain understandings and experience transcribing and analyzing the interviews, both for meaning and language. Participants in this seminar will not only participate in an on-going research project, but will be expected to participate in writing for publication.

U ED. 75200 - Doing Visual Research with Children and Youth  
GC: T, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Luttrell, [14263]  
In the past decade there has been an explosion of visual research projects as a means to study young people's social lives and subjectivities "through their own eyes" and to afford them more participation and "voice" in the production of knowledge. This course considers philosophical, theoretical, methodological and ethical issues involved in such projects across several disciplines (e.g. anthropology, sociology, education, cultural studies, public health, media studies). We will also tackle the problematic notion of voice and the realization of a participation agenda in various studies that we examine.

The aim of the course is three-fold. First, it seeks to expand students' knowledge about and critical assessment of the use of visual data and analysis in projects with children/youth. Second, it offers students an opportunity to learn about the co-production and complexities of one strategy of visual data analysis being used in my on-going longitudinal, participatory visual
ethnography of transnational childhoods. Students will produce a visual narrative for an individual child as a means to condense and display salient themes and patterns in how a child is using his/her photos to tell about his/her life across several contexts, spaces and time. Third, through discussion of other visual narratives (and those that are produced in class) students will develop conceptual and methodological skills to be applied in their own visual research with children/youth. Some students may opt to analyze visual data they have already gathered or will gather over the course of the semester.

Students will need to know or learn IMovie or Final Cut Pro.

**U ED. 75200 - Multilevel Research in Urban Education**
**GC: R, 6:30 - 8:30 p.m., Rm. TBA, 3 credits, Prof. Tobin, [14267]**

The course develops methodology and methods grounded in sociocultural theory that is applicable to research in various settings in which urban education occurs. Within a multi-theoretical framework we review various forms of participant observation that are applicable to meso- and micro-level analyses, and examine complementary methods for analyzing social artifacts, including video and audio files. We address the quality of research in terms of established criteria that probe the extent to which what is learned is viable and applicable to broader contexts. The methods we explore include: conversation analysis; prosody analysis; analysis of facial action; emotions, emotional energy and emotional climate; proxemics, kinesics, and gaze; and the incorporation of research on physiological factors associated with social constructs such as a participation and emotional expression (e.g., breathing patterns, heart rate). The potential for using a variety of hardware and software is explored, including ways of gathering data transmitted via Bluetooth technology (e.g., data transmitted from audience response clickers, oximeters, etc.). We will focus on analytical approaches to making sense of qualitative and quantitative data resources, including the ways in which central tendencies and the discrepancies are interpreted.

Recognizing the complexity of macro and global structures and ways in which they saturate social life and what can be learned from research in the social sciences we will examine how leading researchers in New York City, including colleagues in the Graduate Center, take account of macro and global structures and their research. Theoretical standpoints associated with the aggregation of what is learned from multilevel research will be considered.

It is expected that all participants will engage in a research project and will incorporate fresh perspectives through personal studies of what is happening in multilevel research.
Fall 2010 Schedule & Course Descriptions

U ED. 70001 - Urban Ed Core Colloquium I
GC: T, 6:30-8:30 p.m., Rm. 6496, 1 credit, Prof. Epstein, [12323]

U ED. 70200 - Historical Contexts Urban Ed
GC: T, 4:15-6:15 p.m., Rm. 8203, 3 credits, Prof. Brumberg, [12324]

U ED. 70300 - Logics of Inquiry
GC: M, 6:30-8:30 p.m., Rm. 5383., 3 credits, Prof. Battle, [12325]

U ED. 70500 - Educational Policy
GC: T, 4:15-6:15 p.m., Rm. 8202, 3 credits, Prof. Anyon, [12326]
GC: M, 4:15-6:15 p.m., Rm. 3212, 3 credits, Prof. Michelli, [12327]

U ED. 71100 - Bilingualism and Education
GC: W, 6:30-8:30 p.m., Rm. 5383, 3 credits, Prof. Garcia, [12329] Cross listed with SPAN 80100.

U ED. 71200 - AHSS Research Seminar
GC: T, 4:15-6:15 p.m., Rm. 3306, 3 credits, Prof. Garcia, [12655]

U ED. 72100 – Sociocultural Foundations for Research in Urban SMT
GC: R, 4:15-6:15 p.m., Rm. 4422, 3 credits, Prof. Tobin, [12330]

GC: W, 4:15-6:15 p.m., Rm. 3212, 3 credits, Prof. Anyon, [12331]

U ED. 73200 - Research Seminar in Higher Education Policy, Organization and Structure
GC: R, 4:15-6:15 p.m., Rm. 4433, 3 credits, Prof. Picciano, [12332]

U ED. 75100 - Critical Look at Special Education
GC: W, 4:15-6:15 p.m., Rm. 4422, 3 credits, Prof. Connor, [12333]

U ED. 75100 – Politics of Global Education and Knowledge
GC: M, 4:15-6:15 p.m., Rm. 3308, 3 credits, Prof. Spring, [12336]

U ED. 75100 - Qualitative Research
GC: W, 6:30-8:30 p.m., Rm. 6494, 3 credits, Prof. Luttrell, [12335]

U ED. 75100 - Studying Educators' Lives
GC: R, 4:15-6:15 p.m., Rm. 3209, 3 credits, Prof. Semel, [12334]

See Also:
PSYC. 80103 - Interactive Environments
GC: T, 2:00-4:00 p.m., Rm. TBA, 3 credits, [12640]

U ED. 71100 - Bilingualism and Education
This seminar will explore how theories of bilingualism/multilingualism can be a lens to think about policies, programs and practices to meaningfully educate the increasing number of bilingual children throughout the world. In reviewing theories of bilingualism/multilingualism, the seminar will put special emphasis on post-structuralist sociolinguistic approaches to the topic, and how these can lead to a re-imagining of
education for all bilingual children in the 21st century. Taking a global approach, the seminar will include international contexts, but will pay close attention to the education of bilingual children in the United States.

**U ED. 72100 – Sociocultural Foundations for Research in Urban SMT**
The course is a 3-credit course for students from the SMT specialization or for those with an interest in undertaking empirical research in urban schools and informal settings (often called free-choice institutions). The course is scheduled for Thursday evening from 4:15 pm to 6:15 pm. The course will be taught by Kenneth Tobin.

Sociocultural theory will be studied in relation to its historical uses as a foundation for research in science, mathematics and technology education (SMTE) and its potential to frame future research in these fields. Participants will undertake a review of research in SMTE to identify how social and cultural phenomena have been addressed historically and undertake a comparison with extant trends in urban education. A multi-level/multi-methods orientation will address frameworks applicable to questions and issues associated from social levels extending from neural to global (i.e., neural, micro, meso, macro, global), including inter-relationships between and within such levels. In an approach that regards theory and method as inseparable a range of approaches will be studied for doing research within and across levels.

The approach in the course is not advocate for selected frameworks but to explore the potential of those that have been used within the ongoing research program in urban education (SMTE) at the Graduate Center and in other places around the world in which sociocultural perspectives inform research in SMTE. Broadly speaking, the course will examine theories and methods associated with cultural sociology, the sociology of emotions, and social neuroscience. The associated methods will include those pertaining to ethnography, observation protocols, video analysis, event-oriented social analysis, conversation analysis, and prosody analysis. Adopting a framework of bricolage, the course will investigate the applicability of a variety theories and methods that apply to narrative and empirical inquiry.

Specialized software used in the course will include applications of QuickTime, StudioCode and Praat. Statistical analyses also will be part of the course, including uses of descriptive statistics, generalizability coefficients, measures of association, and methods for aggregating data (e.g., cluster and factor analysis). All methods will utilize data resources provided by participants in the class or selected from ongoing research.

This course provides a foundation for student planning of policy research. The course has two simultaneous strands of student activity. First is reading and discussion of classic texts that should help students lay theoretical and methodological foundations for their research. These readings should help students to think about how they will develop the literature critiques for, frame theoretically, and design their research projects.

The second strand of activity is the personal reading in the various bodies of work that under gird each student's specific research topic. Weekly presentations by students of reading, thinking, and writing are required. See instructor before registering for this course.

**U ED. 73200 - Research Seminar in Higher Education Policy, Organization and Structure**
This seminar has a two-fold purpose. First, to examine policy issues related to higher education organization, governance, accreditation, community colleges and student persistence and attrition. Second, this seminar will provide opportunities for students to share their own research interests with colleagues. For the latter, group discussions will be designed to provide assistance and support for individual projects. Any student considering a career in academia will benefit from enrolling in this seminar.

**U ED. 75100 - Studying Educators' Lives**
This course examines educators' lives through the use of history and biography, beginning in the
progressive era in which the most dramatic reforms took place that continue to shape our urban schools today and the lives of teachers in these schools. Through a number of studies of groups of urban teachers, particular biographies, life histories and autobiography, students will analyze the ways in which urban teaching has changed over time and how, despite significant social, political and educational change, there has been significant constancy. The course will examine a number of themes, including issues of race, social class, ethnicity and gender, differences in place (Are urban schools really different?), differences in types of schools (i.e. public vs. private), and the role of teachers in school reform. Particular attention will be given to methodology; that is, the ways in which historians learn about educators' lives and teachers' practice.

U ED. 75100 - Critical Look at Special Education
This course will examine some of the major questions relating to the education of children and youth with disabilities, including: What constitutes a disability? What are the legal rights of individuals with disabilities? What are the responsibilities of schools toward individuals with disabilities? What is the most appropriate setting in which to educate students labeled disabled? What constitutes best practices for teacher and administrator education regarding these issues? And, perhaps most importantly, “How did special education become what it is today?” Using a disability studies lens, this seminar will critically examine these and other questions exploring implications for policy, theory, research and practice—and their relation to everyday life in schools.

U ED. 75100 – Politics of Global Education and Knowledge
This course examines the global politics of education with an emphasis on its effect on American education. The global politics of education encompasses the actions of national governments, multinational publishing, software, information, testing, and for-profit school corporations along with national and local nongovernment organizations (NGOs). The politics of knowledge deals with the political pressures on the creation, production, and distribution of knowledge. Linked to the Worldwide Web, the new politics of knowledge is creating a “global knowledge cloud” that has a profound effect on what we know and teach.

The following topics will be discussed in the course:

1. World Educational Culture: The Work of World Culture Theorists
2. World System and Postcolonialist Theorists
4. The World Bank and the Knowledge Economy
5. The Cyberschoolbus and Sesame Street Meets the Global knowledge Economy:
   OECD and the United Nations
6. The Marketing of Knowledge: Multinational Learning Corporations, Global Assessment and Higher Education
7. The World Trade Organization, GATS, and TRIPS
8. Global Marketing of For-Profit Education and Knowledge Industries
9. Global Testing Services
10. Global Standardization of the National Curricula
11. Global Language Policies: English and/or Mandarin
12. The Global Knowledge Cloud

Participants will be asked to write two papers relating their interests to global school politics.


Spring 2010 Schedule & Course Descriptions

U ED. 70002 - Urban Ed Core Colloquium II
GC: T, 6:30-8:30 p.m., Rm. 6421, 1 credit, Prof. Ruck, [10632]
Open to Urban Education students only.

U ED. 70100 - Structure of Social Knowledge
GC: T, 4:15-6:15 p.m., Rm. 4202.04, 3 credits, Prof. Bursztyn,
[10638] Open to Urban Education students only.

U ED. 70100 - Structure of Social Knowledge
GC: M, 4:15-6:15 p.m., Rm. 3305, 3 credits, Prof. Spring,
[10636] Open to Urban Education students only.

U ED. 70300 - Logics of Inquiry
GC: M, 6:30-8:30 p.m., Rm. 5417, 3 credits, Prof. Battle,
[10640] Open to Urban Education students only.

U ED. 71100 - Sociocultural Approaches to Resrch on Urban Literacies
GC: R, 4:15-6:15 p.m., Rm. 3305, 3 credits, Prof. Epstein,
[10641]

U ED. 72200 - Research Seminar Sci/Math/Tech Ed
GC: R, 4:15-6:15 p.m., Rm. 3306, 3 credits, Prof. Tobin,
[10644]

U ED. 73100 - Critical Social Theory & Education
GC: T, 4:15-6:15 p.m., Rm. 3307, 3 credits, Prof. Anyon,
[10647] Open to Urban Education students only.

U ED. 73200 - Resrch Sem Ed Policy Studies
GC: W, 4:15-6:15 p.m., Rm. 3308, 3 credits, Prof. Anyon,
[10649] Open to Urban Education students only.

U ED. 74100 - Quant Resrch Meth in Urban Ed
GC: R, 4:15-6:15 p.m., Rm. 6418, 3 credits, Prof. Picciano,
[10651]

U ED. 75200 - Children's Rights and Young People's Views of Participation and Protection: Opportunities and Challenges for Research, Policy and Practice
GC: R, 6:30-8:30 p.m., Rm. 6494, 3 credits, Prof. Ruck,
[10654]

U ED. 75200 - Culture, Identity & Education
GC: W, 6:30-8:30 p.m., Rm. 3309, 3 credits, Prof. Luttrell, [10653]

U ED. 75200 - Educating Educators
GC: M, 4:15-6:15 p.m., Rm. 3306, 3 credits, Prof. Michelli, [10657]

U ED. 75200 - Image-Based Research with Children and Youth
GC: T, 4:15-6:15 p.m., Rm. C196.01, 3 credits, Prof. Luttrell, [10655] Permission of instructor required.

U ED. 75200 - Arts Education: Imagining Change
GC: T, 4:15-6:15 p.m., Rm. 4433, 3 credits, Prof. Korn-Burszty, [10891]

U ED. 75200 - Language Policies: Interntl Comparison
GC: T, 6:30-8:30 p.m., Rm. 8202, 3 credits, Prof. Garcia, [10652]

U ED. 75200 - Latinos in Urban Schools
GC: W, 4:15-6:15 p.m., Rm. 3306, 3 credits, Prof. Garcia, [10656]

U ED. 71100 - Sociocultural Approaches to Research on Urban Literacies, Epstein
The course will introduce participants to sociocultural research on literacies (linguistic, literary, civic and media) in urban environments. The course will begin with an introduction to the role of culture in teaching and learning, with special attention to the cultural practices of African American and Latino youth and adults. Participants then will examine qualitative studies on the development of literacies in diverse settings, the relationships between home/community literacy practices and those employed in classrooms and schools, and the interplay between young people’s cultural identities and the literacy practices in which they participate. Participants will examine how authors of qualitative research employ sociocultural theory to frame research problems, questions, methods and findings, and explore what and how the studies contribute to existing research in the field. In addition to weekly readings, writings and presentations, participants will learn to write a literature review on a topic of interest.

U ED. 73100 - Critical Social Theory and Education Policy Studies, Anyon
This course links critical social theory to the practice of empirical research. Among the readings are those by Foucault, Bourdieu, Marx, Gramsci, Butler, Appadurai, Chandra Mohanty, James C. Scot, and Critical Race Theory. We work out ways theory can inform research by leading you to deep research questions, by framing what counts as empirical data, and by assisting in the provision of critically explanatory analyses and explanations.
**U ED. 75200 - Educating Educators, Michelli**
This program seminar is a study of policy, practice, and research regarding how educators are prepared in the United States with special focus on urban education. Students engage in discussion and research around critical questions central to the field including the influence of federal policy, the connection between research and policy, and the rise of alternate pathways to teaching. Class sessions will include, where possible, discussions with leaders in teacher education such as policy makers, researchers, administrators and faculty in teacher education as well as candidates in teacher education programs from a several settings. Many graduates of the Ph.D. program in Urban Education have entered careers as teacher educators. This seminar is designed to give students an "insider view" of the issues surrounding the profession.

**U ED. 75200 – Image-Based Res/Chdn/Youth, Luttrell**
In the past decade there has been an explosion of research projects “giving kids cameras” as a means to study their social lives and subjectivities “through their own eyes” -- especially how children/young people contend with an array of life challenges including immigration, economic hardship, social injustices, illness, violence and social trauma, barriers to education, to name a few. This course considers the philosophical, theoretical, methodological and ethical issues involved in such projects across several disciplines -- (e.g. anthropology, sociology, education, cultural studies, public health, media studies).
The aim of the course is two-fold. First, it seeks to expand students’ knowledge about and critical assessment of the use of visual data and analysis in projects with children/youth. Second, it offers students an opportunity to learn about the production and complexities of one strategy of visual data analysis being used in my on-going participatory visual ethnography of transnational childhoods. Students will produce a visual narrative for an individual child as a means to condense and display salient themes and patterns in how a child is using his/her photos to tell about his/her life across several contexts, spaces and time. Through discussion of other visual narratives (and those that are produced in class) students will develop conceptual and methodological skills to be applied in their own visual research with children/youth.

*Permission of the instructor is required and students will need to know or learn IMovie or Final Cut Pro.
*Please contact Wendy Luttrell at wluttrell@gc.cuny.edu for permission/interest statement.

**U ED. 75200 – Chdrn’s Rights/Views Part/Prot, Ruck**
What role can (or should) social science play in promoting and protecting children’s rights? This seminar will address this question broadly by examining philosophical, historical, conceptual, empirical, and contemporary issues (such as the U.N. Convention on the Rights of the Child) relating to the child’s right to participation and protection. A major focus of the course will be young people’s own perspectives and attitudes concerning their rights. We will also consider how to best balance children’s participation and protection. Attention will be paid to the role of social context and culture in the development of children’s and adolescents understanding and knowledge of human rights. Policy, social, and practical implications concerning children’s rights will be considered.

**U ED. 75200- Lang Policies: Interntl Comprsn, Garcia**
This seminar will introduce students to the field of language policy, with particular emphasis on
the role of language policy in education and schools, both internationally and in the U.S. The seminar will be divided into four parts: Part I. Introduction: Theoretical perspectives of language policy, Part II. Language-in-education policy: Global perspectives, Part III. Specific language aspects and Part IV. Focus on mechanisms and practices.

**U ED. 75200- Latinos in Urban Schools, Garcia**
In this seminar, we will explore issues surrounding the education of US Latin@s, the largest and most rapidly growing ethnic minority in the country, from a subaltern epistemology. As such, the course readings will draw heavily from Latin@ scholars both in the United States and in Latin America. Framing the discussion within border theory and Latin@ critical theory, we will consider issues of immigration, racialization, class, gender and language that significantly affect the educational underachievement of Latin@s in the United States. The seminar will be structured around the following topics:
1) Latin@ (im)migration and transnational/transcultural families
2) Constructing Latin@ identities: Race, class, and gender
3) The politics of language and Latino education
4) Cultural democracy and schooling of Latino students

**U ED. 75200-Arts Educ: Imagining Change, Korn-Bursztyn**
In this seminar we will explore the arts in education, and their place in an agenda of educational change in schools, and in out-of-school, urban venues. We will study the intersection of education and the arts, defined here as dance, music, theater, visual arts and literature, attending to points of convergence and to moments of tension. We will examine theoretical, inter-disciplinary understandings of imagination and creativity, and their pragmatic implications for teaching and learning. We will study experiential and aesthetic education approaches to the arts, and consider the role of cultural arts organizations in interaction with schools and other educational settings. Invited guests will speak about their applied work in the arts with children, families and educators in schools and in other community venues.
**Fall 2009 Schedule & Course Descriptions**

**U ED. 70001 - Urban Ed Core Colloquium I**
GC: T, 6:30-8:30 p.m., Rm. 6496, 1 credit, Prof. Ruck, [96797] Open only to Urban Education students

**U ED. 70200 - Historical Contexts in Urban Education**
GC: T, 4:15-6:15 p.m., Rm. 4419, 3 credits, Prof. Brumberg, [96799] Open only to Urban Education students

**U ED. 70200 - Historical Contexts in Urban Education**
GC: W, 6:30-8:30 p.m., Rm. 6494, 3 credits, Prof. Brier, [96798] Open only to Urban Education students

**U ED. 70400 - Pedagogy and the Urban Classroom**
GC: M, 6:30-8:30 p.m., Rm. 8405, 3 credits, Prof. Anderson, [96865] Open only to Urban Education students

**U ED. 70400 - Pedagogy and the Urban Classroom**
GC: T, 4:15-6:15 p.m., Rm. 3306, 3 credits, Prof. Korn-Burstyn, [96864] Open only to Urban Education students

**U ED. 70500 - Educational Policy**
GC: T, 4:15-6:15 p.m., Rm. 3307, 3 credits, Prof. Michelli, [96867] Open only to Urban Education students

**U ED. 70500 - Educational Policy**
GC: T, 4:15-6:15 p.m., Rm. 6494, 3 credits, Prof. Anyon, [96866] Open only to Urban Education students

**U ED. 71100 - Educating Bilingual Students/Global Perspectives**
GC: M, 4:15-6:15 p.m., Rm.3307, 3 credits, Prof. Garcia, [96870]

**U ED. 71200 - Research Seminar in AHSS**
GC: T, 6:30-8:30 p.m., Rm. 6493, 3 credits, Prof. Garcia, [96871]

**U ED. 72100 - Mathematics Education-Learning**
GC: W, 4:15-6:15 p.m., Rm. 3212, 3 credits, Prof. Donoghue, [96869]

**U ED. 73100 – Theory and Methods Policy Research**
GC: W, 6:30 - 8:30 p.m., Rm. 3308, 3 credits, Prof. Anyon, [96868] Open only to Urban Education students

**U ED. 75100 – Educator’s Lives: Using History and Biography**
GC: W, 6:30-8:30 p.m., Rm. 6493, 3 credits, Prof. Semel, [96875]

**U ED. 75100 - Higher Education Policy & Practice**
GC: R, 4:15-6:15 p.m., Rm. 4422, 3 credits, Prof. Picciano, [96872]

**U ED. 75100 - Politics/Ideology in American Education**
GC: R, 4:15-6:15 p.m., 3209, 3 credits, Prof. Spring, [96874]

**U ED. 75100 - Qualitative Methods**
GC: W, 4:15-6:15 p.m., Rm. 4422, 3 credits, Prof. Luttrell, [96873]

See Also:
**PHIL. 77900 - Academic Ethics**
GC: M, 11:45 a.m.-1:45 p.m., Rm. TBA, 4 credits, Prof. Cahn, [96740]
U ED. 73100 Area Seminar in Pol: Theory and Methods in Policy Research, Jean Anyon, Wednesday, 6:30 - 8:30 PM
This course is designed to develop awareness and understanding of available theories, research designs, and methods for students engaged in education policy research. Course utilizes a workshop method and is highly individualized. See Professor Anyon if interested.

U ED. 71100 Area Seminar in AHS: Educating Bilingual Students: Global Perspectives, Ofelia Garcia, Monday, 4:15 – 6:15 PM
Throughout the world students are increasingly bilingual. How do school systems prepare to educate different kinds of bilingual students? What policies and practices lead to various types of bilingualism and biliteracy? This course will consider bilingualism and biliteracy in education, as it reviews educational policy in the United States and the world. Bilingualism in curriculum and assessment, as well as bilingual and biliteracy pedagogical practices are also discussed.

U ED. 72100 Area Seminar in SMT: Mathematics Education, Eileen Donoghue, Wednesday, 4:15 – 6:15 PM
The focus of this seminar is on learning mathematics in urban environments, particularly in secondary schools. A framing question for the course is, What is mathematics and why should students learn it? We will explore three areas:
1. Learning. A critical examination of selected theoretical perspectives on learning. How do these perspectives inform our understanding of how students learn mathematics?
2. Affect and motivation. An examination of aspects of the learning environment that can influence students’ inclination or ability to engage in learning mathematics. What are characteristics that may support (or fail to support) learning mathematics?
3. Curriculum. An exploration of theoretical and practical issues pertaining to the mathematics curriculum. What do we expect students to learn? Algebra will be a particular focus.
Class sessions will center on discussion of assigned readings taken from research journals and related publications. Two research papers (mid-term and final, 10-15pp. each) will be required.

This course will explore the educational agendas of political parties in the United States. In addition, the course will examine the political activities of nongovernment organizations such as teachers’ unions, think tanks and private foundations, professional education organizations, business associations, religious interest groups and other organizations influencing educational policies. Also, the course will explore the ideologies and politics supporting educational policies such as choice, home schooling, creationism, charter schools, state testing and standards, bilingualism and English-only, multiculturalism and monoculturalism, human capital economics, compassionate conservatism, social justice education, and the teaching of traditional American cultural. Reading! s in the course will include basic texts in the politics of education and knowledge, and primary sources justifying various approaches to educational policy.

U ED. 75100 Program Seminar: Studying Educators Lives: Using History and Biography, Susan Semel, Wednesday 6:30 – 8:30 PM
This course examines the history of educators in urban schools, beginning with the progressive era in which the most dramatic reforms took place that continue to shape our urban schools today and the lives of teachers and administrators in these schools. Through a number of biographies of city teachers and leaders, histories of teachers and leaders, and histories of teaching methods, students will analyze the ways in which urban teaching and administration has changed over time and how, despite significant social, political and educational change, there has been significant constancy. The course will examine a number of themes, including issues of race, social class, ethnicity and gender, differences in place (Are urban schools really different?), differences in types of schools (i.e. public vs. private), and the role of teachers in school reform. Particular attention will be given to methodology; that is, the ways in which historians learn about teachers’ lives and teachers’ practice.
This seminar examines the policies and practices that are shaping American higher education and that will continue to influence its evolution in the decades to come. The importance of student access, globalization, technology, corporate involvement, for-profit entities and the relationship of research and scholarship to teaching and learning will be examined. This seminar considers the ways in which universities have evolved to provide opportunities for people of color, immigrant populations, and adult learners. Every student considering a career in academia will benefit from exploring the topics in this seminar.

Philosophy 77900 ACADEMIC ETHICS, Steven Cahn Mondays 11:45-1:45
4 Credits
Just as medical ethics examines moral problems that arise in the world of medicine, and business ethics examines moral problems that arise in the conduct of business, so academic ethics examines moral problems that arise in the process of education. In this course we shall concentrate on higher education and consider a variety of ethical issues raised by professorial practices and university life. Among the topics to be considered are academic freedom, tenure, academic appointments, faculty rights and responsibilities, affirmative action, and peer review.
Spring 2009 Schedule & Course Descriptions

U ED. 70002 - Urban Ed Core Colloquium II  
GC: T, 6:30-8:30 p.m., Rm. 4419, 1 credit, Prof. Ruck, [95206]

U ED. 70100 - Structure of Social Knowledge  
GC: W, 4:15-6:15 p.m., Rm. 3308, 3 credits, Prof. Spring, [95207]

U ED. 70100 - Structure of Social Knowledge  
GC: W, 6:30-8:30 p.m., Rm. 3308, 3 credits, Prof. Bursztyn, [95208]

U ED. 70300 - Logics of Inquiry  
GC: W, 6:30-8:30 p.m., Rm. Thesis, 3 credits, Prof. Tobin, [95210]

U ED. 70300 - Logics of Inquiry  
GC: T, 4:15-6:15 p.m., Rm. 3307, 3 credits, Prof. Bushnell-Greiner, [95209]

U ED. 71100 - Res Lang/Literacies Urban Clrm  
GC: T, 6:30-8:30 p.m., Rm. 8203, 3 credits, Prof. Garcia, [95211]

U ED. 72200 - Resrch Sem Sci/Math/Tech Ed  
GC: R, 6:30-8:30 p.m., Rm.3305, 3 credits, Profs. Pitts/Adams, [95212]

U ED. 73100 - Crit Social Thry & Ed Pol Stdy  
GC: T, 4:15-6:15 p.m., Rm. 3209, 3 credits, Prof. Anyon, [95213]

U ED. 73200 - Resrch Sem Ed Policy Studies  
GC: W, 4:15-6:15 p.m., Rm. 3306, 3 credits, Prof. Anyon, [95214]

U ED. 74100 - Quant Resrch Meth in Urban Ed  
GC: R, 4:15-6:15 p.m. , Rm. 6418, 3 credits, Prof. Picciano, [95215]

U ED. 75200 - Educating Educators  
GC: T, 4:15-6:15 p.m., Rm. 3306, 3 credits, Prof. Michelli, [95218]

U ED. 75200 - Education Law & Policy
GC: M, 4:15-6:15 p.m., Rm. 3305, 3 credits, Prof. Bloomfield,
[95216]

U ED. 75200 - Youth Civic Engagmnt & Activism
GC: R, 4:15-6:15 p.m., Rm. 3207, 3 credits, Prof. Ruck,
[95217]

U ED. 71100 - Resrchng Langs & Literacies / Urban Classrooms, Garcia
The ways in which languages and literacies in education have been, and are being, studied will be the focus of this seminar. Students will learn about different research methodologies in pursuing questions about languages and literacies. They will also read actual studies that have been conducted using different methodologies and with different theoretical frameworks. In addition, students in the class will be engaged in an actual mixed method study that will use different lenses and methodologies to pursue a specific question on languages and literacies in education. Thus, the seminar puts alongside each other three components – 1) research methodologies, 2) studies that have been conducted with different research methodologies, 3) practice in conducting research and getting IRB approval.

U ED. 73100 - Critical Social Theory and Education Policy Studies
What is critical social theory? How can it be useful in educational research? How have power and resistance been theorized, and how can we use these theories to guide and enrich our empirical work? We will read Foucault, Bourdieu, Gramsci, Sassen, Scott, Appadurai, Butler, and Critical Race Theory to think through these issues.

U ED. 75200 - Educating Educators, Michelli
This program seminar is an overview of policy, practice, and research regarding how educators are prepared in the United States with special focus on urban educators. Students will engage in discussion and research around critical questions central to the field. Class sessions will include interviews with leaders possibly including policy makers, researchers, publishers, administrators and faculty in teacher education as well as candidates in teacher education programs from a several settings.

U ED. 75200 - Education Law and Policy, Bloomfield
It is intended to be fun, interesting, and useful. No previous knowledge of education law or legal research is assumed. The course focuses on the legal framework of American elementary and secondary school policies at the federal, state, and local levels. By course’s end, students will be able to (1) articulate the structure of the American legal system as it relates to education policy and to map legal material within that structure; (2) identify and access law-related material from libraries and on-line; (3) relate fact situations arising from practice to substantive policy areas including church/state issues; free expression and due process rights; special education; racial, national origin, and gender discrimination; and Title I (including the No Child Left Behind Act); (4) navigate the educator/lawyer relationship from the perspective of each discipline for mutual benefit; and (5) apply legal and lobbying strategies to policy development and implementation

U ED. 75200 - Youth Civic Engagement and Activism, Ruck
There has been a renewed interest in answering questions focusing on political development and civic engagement and activism in young people. This seminar examines the germane literature and research (national and
international) on young people’s political development and activism. In addition, close attention will be paid to how factors such as race/ethnicity and class influence young people's political socialization/civic development and youth activism.
Fall 2008 Schedule & Course Descriptions

U ED. 70001 - Urban Ed Core Colloquium I
GC: T, 6:30-8:30 p.m., Rm.6496, 1 credit, Prof. Ruck, [93052] Open to Urban Education students only.

U ED. 70200 - Historical Contexts Urban Ed
GC: M, 6:30-8:30 p.m., Rm. 8202, 3 credits, Prof. Semel, [93053] Open to Urban Education students only.

U ED. 70200 - Historical Contexts Urban Ed
GC: W, 4:15-6:15 p.m., Rm. 3209, 3 credits, Prof. Brumberg, [93054] Open to Urban Education students only.

U ED. 70400 - Pedagogy and Urban Classroom
GC: T, 4:15-6:15 p.m., Rm. 4419, Korn-Bursztyn, [93055] Open to Urban Education students only.

U ED. 70400 - Pedagogy and Urban Classroom
GC: T, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Anderson, [93056] Open to Urban Education students only.

U ED. 70500 - Educational Policy
GC: T, 4:15-6:15 p.m., Rm. 3207, 3 credits, Prof. Anyon, [93057] Open to Urban Education students only.

U ED. 70500 - Educational Policy
GC: T, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Michelli, [93058] Open to Urban Education students only.

U ED. 71100 - Area Sem: Literacy in AHSS
GC: R, 6:30-8:30 p.m., Rm. 3306, 3 credits, Prof. Tao, [93061]

U ED. 71200 - Research Sem Arts/Humanities/Soc Sci
GC: W, 6:30-8:30 p.m., Rm. 6493, 3 credits, Prof. Epstein, [93062]

U ED. 72100 - Area Sem in SMT: Mathematics Education
GC: R, 6:30-8:30 p.m., Rm. 7395, 3 credits, Prof. Gardella, [93060]

U ED. 73100 - Theory, Design, & Methodology in Ed Policy Research
GC: W, 4:15-6:15 p.m., Rm. 6493, 3 credits, Prof. Anyon, [93059] Open to Urban Education students only.

U ED. 74100 - Quant Research Methods in Urban Ed
GC: W, 6:30-8:30 p.m., Rm. 6418, 3 credits, Prof. Picciano, [93063]

**Please note that for Quantitative Methods there will also be 2 Saturday classes**
U ED. 75100 - Globalization & Pedagogy  
GC: R, 4:15-6:15 p.m., Rm. 3305, 3 credits, Prof. Spring, [93065]

U ED. 75100 - Qualitative Methods  
GC: T, 6:30-8:30 p.m., Rm. 3207, 3 credits, Prof. Zuss[93064]

U ED. 75100 - Language-in-Urban Education Policy and Practice  
GC: T, 6:30-8:30 pm, Rm. 6493, Prof. Garcia [94242]

See Also:

IDS. 81610 - Fashion/Identity/Globalization  
GC: W, 4:15-6:15 p.m., Rm. TBA, 3 credits, Profs. Paulicelli/Glick, [93143] Cross listed with WSCP 81000

Fall 2008

U ED. 70001 - Urban Ed Core Colloquium I  
GC: T, 6:30-8:30 p.m., Rm.6496, 1 credit, Prof. Ruck, [93052] Open to Urban Education students only.

U ED. 70200 - Historical Contexts Urban Ed  
GC: M, 6:30-8:30 p.m., Rm. 8202, 3 credits, Prof. Semel, [93053] Open to Urban Education students only.

U ED. 70200 - Historical Contexts Urban Ed  
GC: W, 4:15-6:15 p.m., Rm. 3209, 3 credits, Prof. Brumberg, [93054] Open to Urban Education students only.

U ED. 70400 - Pedagogy and Urban Classroom  
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U ED. 70400 - Pedagogy and Urban Classroom  
GC: T, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Anderson, [93056] Open to Urban Education students only.

U ED. 70500 - Educational Policy  
GC: T, 4:15-6:15 p.m., Rm. 3207, 3 credits, Prof. Anyon, [93057] Open to Urban Education students only.

U ED. 70500 - Educational Policy  
GC: T, 4:15-6:15 p.m., Rm. TBA, 3 credits, Prof. Michelli, [93058] Open to Urban Education students only.
U ED. 71100 - Area Sem: Literacy in AHSS
GC: R, 6:30-8:30 p.m., Rm. 3306, 3 credits, Prof. Tao, [93061]

U ED. 71200 - Research Sem Arts/Humanities/Soc Sci
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U ED. 73100 - Theory, Design, & Methodology in Ed Policy Research
GC: W, 4:15-6:15 p.m., Rm. 6493, 3 credits, Prof. Anyon, [93059] Open to Urban Education students only.

U ED. 74100 - Quant Research Methods in Urban Ed
GC: W, 6:30-8:30 p.m., Rm. 6418, 3 credits, Prof. Picciano, [93063]

**Please note that for Quantitative Methods there will also be 2 Saturday classes**

U ED. 75100 - Globalization & Pedagogy
GC: R, 4:15-6:15 p.m., Rm. 3305, 3 credits, Prof. Spring, [93065]

U ED. 75100 - Qualitative Methods
GC: T, 6:30-8:30 p.m., Rm. 3207, 3 credits, Prof. Zuss[93064]

U ED. 75100 - Language-in-Urban Education Policy and Practice
GC: T, 6:30-8:30 pm, Rm. 6493, Prof. Garcia [94242]

See Also:

IDS. 81610 - Fashion/Identity/Globalization
GC: W, 4:15-6:15 p.m., Rm. TBA, 3 credits, Profs. Paulicelli/Glick, [93143] Cross listed with WSCP 81000
Spring 2008 Schedule & Course Descriptions

U ED. 70002 - Urban Ed Core Colloquium II
GC: W, 6:30-8:30 p.m., Rm. 6496, 1 credit, Prof. Picciano, [92229]

U ED. 70100 - Structure of Social Knowledge
GC: T, 6:30-8:30 p.m., Rm. 4419, 3 credits, Prof. Bursztyn, [92234]

U ED. 70100 - Structure of Social Knowledge
GC: W, 4:15-6:15 p.m., Rm. 5382, 3 credits, Prof. Spring, [92231]

U ED. 70300 - Logics of Inquiry
GC: W, 4:15-6:15 p.m.,3309 , 3 credits, Prof. Tobin, [92237]

U ED. 70300 - Logics of Inquiry
GC: T, 6:30-8:30 p.m., Rm. 8203, 3 credits, Prof. Zuss, [92236]

U ED. 74100 - Quantitative Methods
GC: R, 6:30-8:30 p.m., Rm. 6494, 3 credits, Prof. Ruck, [92722]

U ED. 72200 - Research Seminar in SMT
GC: R, 4:15-6:15 p.m., Rm. 3306, 3 credits, Prof. Tobin, [92241]

U ED. 73100 - Critical Social Theory in Ed Policy Studies
GC: T, 4:15-6:15 p.m., Rm. 3307, 3 credits, Prof. Anyon, [92245]

U ED. 73200 - Research Seminar in Ed Policy Studies
GC: W, 4:15-6:15 p.m., Rm. Thesis, 3 credits, Prof. Anyon, [92247]

U ED. 75200 - Curriculum/Assessment K-16
GC: M, 6:30-8:30 p.m., Rm. 3305, 3 credits, Prof. Anderson, [92300]

U ED. 75200 - Educating Educators
GC: T, 4:15-6:15 p.m., Rm. 5383, 3 credits, Prof. Michelli, [92251]
U ED. 71100 - Literacy in AHSS, Tao
This seminar will survey the field of literacy research by exploring current issues in literacy acquisition and instruction, including related models and theories. In particular, we shall focus on literacy research development in the past thirty years. Participants will develop an in-depth understanding of the complex relationship between literacy growth and factors affecting the growth, developing an appreciation of the research methodologies used in exploring various literacy issues.

U ED. 72200 – Research Seminar in SMT, Tobin
The advanced research seminar will examine the history of research and theory used in research urban science mathematics and technology education, exploring the initial dominance of psychological and philosophical theories and the subsequent rise in sociocultural theories and associated methods. Participants in this course will become experts in their selected fields, building in-depth knowledge of the leading researchers, institutions, journals, and professional organizations in the fields in which they will undertake research. Each participant will select theories and methods germane to a selected research problem and will create designs, a research prospectus and a proposal to obtain approval to undertake research with human subjects.

U ED. 73100 – Critical Social Theory/Ed Policy Studies, Anyon
What is critical social theory? How do we theorize power, resistance, globalization, political economy, race, and gender? How can we study and utilize these in research? We will read Foucault, Bourdieu, Appadurai, Gramsci, Butler, Mahmood, Sassen, Harvey, and Critical Race Theory in order to parse their thoughts for use in our thinking and research.

U ED. 73200 - Research Seminar Ed Policy Studies, Anyon
A focus on research methodologies appropriate to Education Policy research. Course is designed for advanced students working toward second examination and dissertation proposal.

U ED. 75200 - Curriculum/Assessment K-16, Anderson
Over the past twenty-five years, educational policy has focused on assessment at the expense of curriculum and teaching at all levels of US education. The rationale cites increased accountability” for students, teachers and administrators. Testing, sometimes in radically simplified forms, now drives the curriculum in everything from early reading to teacher preparation. The seminar analyzes the shaping of current teaching and schooling by the accountability movement, explores the history of the relationship between assessment / evaluation and teaching / curriculum, and develops approaches to curriculum and assessment that meet the overall educational needs of students.

U ED. 75200 - Educating Educators, Michelli
This program seminar is an overview of policy, practice, and research regarding how educators are prepared in the United States with special focus on urban educators. Students will engage in discussion and research around critical questions central to the field. Class sessions will include interviews with leaders possibly including policy makers, researchers, publishers, administrators and faculty in teacher education as well as candidates in teacher education programs from a several settings.
**Fall 2007 Schedule & Course Descriptions**

**U ED. 70001 - Urban Ed Core Colloquium I**  
GC: T, 6:30-8:30 p.m., Rm. 6496, 1 credits, Prof. Picciano, [90124]

**U ED. 70200 - Historical Contexts Urban Ed**  
GC: W, 4:15-6:15 p.m., Rm. 6493, 3 credits, Prof. Brumberg, [90126]

**U ED. 70200 - Historical Contexts Urban Ed**  
GC: M, 6:30-8:30 p.m., Rm. 8202, 3 credits, Prof. Rogers, [90125]

**U ED. 70400 - Pedagogy and Urban Classroom**  
GC: M, 4:15-6:15 p.m., Rm. 3212, 3 credits, Prof. Mercado, [90127]

**U ED. 70400 - Pedagogy and Urban Classroom**  
GC: T, 4:15-6:15 p.m., Rm. 4419, 3 credits, Prof. Korn-Burstyn, [90128]

**U ED. 70500 - Educational Policy**  
GC: T, 4:15-6:15 p.m., Rm. Thesis, 3 credits, Prof. Anyon, [90129]

**U ED. 70500 - Educational Policy**  
GC: W, 4:15-6:15 p.m., Rm. 5212, 3 credits, Prof. Michelli, [90130]

**U ED. 71100 – Educators Lives: The Use of History and Biography**  
GC: R, 6:30-8:30 p.m., Rm. 3305, 3 credits, Prof. Semel, [90134]

**U ED. 71200 - Research Seminar in AHSS**  
GC: W, 6:30-8:30 p.m., Rm. 3307, 3 credits, Prof. Epstein, [90135]

**U ED. 72100 - Contemporary Theory, Methods, and Research in Urban SMT**  
GC: R, 4:15-6:15 p.m., Rm. 3305, 3 credits, Prof. Tobin, [90132]

**U ED. 72100 - Teachers and Teaching Mathematics in Urban Schools**
GC: W, 6:30-8:30 p.m., Rm. 6493, 3 credits, Prof. Donoghue, [90133]

**U ED. 73100 - Design and Method in Urban Policy Research**
GC: W, 4:15-6:15 p.m., Rm. Thesis, 3 credits, Prof. Anyon, [90131]

**U ED. 74100 - Quant Research Methods in Urban Ed**
GC: T, 6:30-8:30 p.m., Rm. 3207, 3 credits, Prof. Ruck, [90136]

**U ED. 75100 - Multicultural Education**
GC: R, 4:15-6:15 p.m., Rm. 7314, 3 credits, Prof. Spring, [90139]

**U ED. 75100 - Qualitative Methods**
GC: T, 4:15-6:15 p.m., Rm. 3209, 3 credits, Prof. Zuss, [90137]

**U ED. 75100 - Youth Political/Civic Development**
GC: R, 6:30-8:30 p.m., Rm. 3306, 3 credits, Prof. Ruck, [90138]

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**UED 71100 – Studying Educators Lives: The Use of History and Biography, Semel**
This course examines the history of educators in urban schools, beginning with the progressive era in which the most dramatic reforms took place that continue to shape our urban schools today and the lives of teachers and administrators in these schools. Through a number of biographies of city teachers and leaders, histories of teachers and leaders, and histories of teaching methods, students will analyze the ways in which urban teaching and administration has changed over time and how, despite significant social, political and educational change, there has been significant constancy. The course will examine a number of themes, including issues of race, social class, ethnicity and gender, differences in place (Are urban schools really different?), differences in types of schools (i.e. public vs. private), and the role of teachers in school reform. Particular attention will be given to methodology; that is, the ways in which historians learn about teachers’ lives and teachers’ practice.

**UED 71200 – Research Seminar in AHSS, Epstein**
The course will focus on the use of cognitive, sociocultural and critical theory to conduct research, as well as explore a variety of qualitative methodological approaches to investigate teaching and learning in school and community settings. Readings will include examinations of exemplary empirical studies in the arts, literacy and history/citizenship education. Students are encouraged to design and refine a study for the dissertation and will receive feedback on the study from the professor and classmates.

**UED 72100 – Contemporary Theory, Methods, and Research in Urban SMT, Tobin**
Participants will review and critique contemporary research and theories pertaining to science education, mathematics education, and the learning sciences. An historical approach will be used to create trajectories to depict developments across the key focus areas in each science and mathematics education and the learning sciences. The key centers of intellectual activity in each of these areas will be identified and studied so that all participants will
have deep knowledge of the research networks within one of the three areas—science and mathematics education, and the learning sciences.

**UED 73100 – Design and Method in Urban Policy Research, Anyon**
This advanced seminar addresses various approaches that might be considered when planning research in urban policy settings. There are a number of designs and methods available for use, involving, for example, institutional or historical ethnography, political economy, narrative, case study, discourse analysis, social network analysis, participant action research (PAR), and quantitative assessment. And there are many theorists who could be helpful in designing a research project – Burawoy, Marcus, Fairclough, Gee, Smith, Scott, Freire, Vygotsky, Kingdon, Domhoff, Crenshaw, Delgado, Bourdieu, and Foucault, among others. This course assists students sort out what design and methods might meet their research needs. Readings will be tailored to individual student interests.

**UED 75100 – Youth Political/Civic Development, Ruck**
How do young people become politically engaged in society? What opportunities do young people have for the development of citizenship? Why is a civic identity important in young people? What roles do schools play in fostering civic engagement? Are there obstacles to political socialization? There has been a renewed interest in answering questions focusing on political development and civic engagement in young people. This seminar examines the germane literature and research (national and international) on young people’s political development. In addition, close attention will be paid to how factors such as race/ethnicity and class influence children and adolescents’ political socialization/civic development.

**UED 75100 – Multicultural Education, Spring**
With the increasing migration of the world's peoples, multicultural education is a global topic. This course will examine differing national approaches to multicultural education and issues, regarding minority cultures and languages. In addition, national minorities and migrant populations face problems of cultural adjustment, identity, and possible oppression. These issues will be explored in the framework of cross cultural psychology. The course will also examine struggles to maintain languages and cultures when faced with attempts at deculturalization by a dominant power and with the development of a world culture. The class will examine lesson plans for multicultural education and they will be asked to develop their own lessons.
**Spring 2007 Schedule & Course Descriptions**

**U ED. 70002 – Urban Ed Core Colloquium II**
GC: W, 6:30-8:30 p.m., Rm. 6496, 1 credit, Prof. Anderson, [67945]

**U ED. 70100 – Structure of Social Knowledge**
GC: R, 4:15-6:15 p.m., Rm. 3207, 3 credits, Prof. Tobin, [67944]

**U ED. 70300 – Logics of Inquiry**
GC: W, 4:15-6:15 p.m., Rm. 5382, 3 credits, Prof. Lee, [67943]

**U ED. 71100 – Area Seminar: Curriculum Theory/Development in AHSS**
GC: M, 6:30-8:30 p.m., Rm. 5383, 3 credits, Prof. Anderson, [67948]

**U ED. 72100 – Area Seminar: Urban Mathematics Teaching**
GC: W, 6:30-9:30 p.m., Rm. 3309, 3 credits, Prof. Donoghue, [67950]

**U ED. 72200 – Research Seminar: Metro Math**
GC: W, 4:15-6:15 p.m., Rm. 3308, 3 credits, Prof. Cooley, [68305]

**U ED. 72200 – Research Seminar in SMT**
GC: R, 4:15-6:15 p.m., Rm. 3306, 3 credits, Prof. Martin, [67946]

**U ED. 73100 – Area Seminar: Theory, Power and Resistance in Ed Policy**
GC: W, 4:15-6:15 p.m., Rm. thesis, 3 credits, Prof. Anyon, [67949]

**U ED. 73200 – Research Seminar Ed Policy Studies**
GC: T, 4:15-6:15 p.m., Rm. thesis, 3 credits, Prof. Anyon, [67947]

**U ED. 74100 – Quantitative Research Methods in Urban Ed**
GC: R, 6:30-8:30 p.m., Rm. C415B, 3 credits, Prof. Picciano, [67955]

**U ED. 75200 – Program Seminar: Educating Educators**
GC:  T, 4:15-6:15 p.m., Rm. 5383, 3 credits, Prof. Michelli, [67952]

**U ED. 75200 – Program Seminar: Globalization/Schooling/Pedagogy**  
GC:  T, 6:30-8:30 p.m., Rm. 7395, 3 credits, Prof. Spring, [67954]

**U ED. 75200 – Program Seminar: Immigrants in US Schools**  
GC:  T, 4:15-6:15 p.m., Rm. 4419, 3 credits, Prof. Lee, [67953]

**U ED. 71100 Area Seminar: Curriculum Theory and Development in AHSS, Philip Anderson [67948]**  
This AHSS area seminar undertakes an investigation of historical and contemporary models of the humanities curriculum, including the place of the arts and the role of social studies in curriculum theory and planning for the liberal arts. The humanities curriculum has been the primary site of the culture wars of the past 25 years, though the result of the battles has been a much reduced emphasis on humanistic studies. Recently, the arts curriculum has been out-sourced, the English curriculum reduced to basic literacy, and the social studies curriculum eliminated in many schools. Key voices and formal programs will be assessed and new visions of humanistic study for the 21st century will be articulated.

**U ED. 73100 Area Seminar: Theory, Power, & Resistance in Ed. Policy Studies, Jean Anyon [67949]**  
How do Michel Foucault, Pierre Bourdieu, Derrick Bell, James C. Scott, and Judith Butler discuss resistance to power, subordination or discrimination? What is power and what is resistance in their terms, and how do we study these? What place can theories of power and resistance have in education policy studies? How can we use theory and research to assist in the daily struggle against unjust power? We will study the work of these theoreticians and ponder answers to these questions.

**U ED. 73200 Research Seminar in Educational Policy Studies, Jean Anyon [67947]**  
A focus on research methodologies appropriate to Education Policy research. Course is designed for advanced students working toward second examination and dissertation proposal.

**U ED. 72200 Research Seminar in Science Math and Technology, Sonya Martin [67946]**  
The course will address cutting edge research published in the leading journals and books in science, mathematics and technology education. School and on-school settings will be explored. Participants will become familiar with the landscape of research in the three areas and will specialize in one, building an understanding of the current theory and research methods that define the best of scholarship in the area. The course also will examine the history of research in SMT from the beginning of the 20th Century and especially since the launch of the Sputniks in 1957. All students will enhance the skills needed to search the literature, and use databases such as the Web of Science and Dissertation Abstracts International. All participants will build an annotated bibliography of salient research in urban science, mathematics or technology education (one specialist area) and show evidence of competent professional writing and reviewing.

**U ED. 75200 Program Seminar: Educating Educators, Nicholas Michelli [67952]**  
This program seminar is an overview of policy, practice, and research regarding how educators are prepared in the United States with special focus on urban educators. Students will engage in discussion and research around critical questions central to the field. Class sessions will include interviews with leaders possibly including policy makers, researchers, publishers, administrators and faculty in teacher education as well as candidates in teacher education programs from a several settings.
U ED. 75200 Program Seminar: Immigrants in US Schools, Stacey Lee [67953]
Immigrants in US Schools examines the social and academic experiences of immigrants in elementary and secondary schools in the US. Particular attention will be given to the way issues of race, class and gender inform educational experiences.

U ED. 75200 Program Seminar: Globalization of Schooling and Pedagogy, Joel Spring [67954]
The course’s title, Globalization of Schooling and Pedagogy, refers to the growing interconnectedness and uniformity of national educational systems. This seminar will discuss the major education issues affecting most nations in the world, such as multiculturalism, language diversity, nationalism, and the rise of the educational security state. Discussions of culture and language diversity will focus on recent studies in social psychology on differences between cultures on how students see and know the world. The seminar will also consider the effect on education policies of the activities of the World Bank, the Organization for Economic Cooperation and Development, the United Nations, and the large number of global non-government organizations (NGOs), particularly human rights and environmental groups. The seminar will also consider alternatives to the current economic paradigm guiding global policies, including the policies of the United States.

The seminar will discuss readings on education, globalization, and cultural differences. Participants will be asked to write two essays on topics they select that relate their interests and field of studies to global issues.
Fall 2006 Schedule & Course Descriptions

U ED. 70001 - Urban Ed Core Colloquium I
GC: T, 6:30-8:30 p.m., Rm. 6496, 1 credit, Prof. Anderson, [96587]

U ED. 70200 - Historical Contexts Urban Ed
GC: T, 4:15-6:15 p.m., Rm. 8203, 3 credits, Prof. Gold, [96588]
GC: T, 4:15-6:15 p.m., Rm. 8202, 3 credits, Prof. Brumberg, [96589]

U ED. 70400 - Pedagogy and Urban Classroom
GC: W, 4:15-6:15 p.m., Rm. 8203, 3 credits, Prof. Anderson, [96591]

U ED. 70500 - Educational Policy
GC: W, 4:15-6:15 p.m., Rm. 3209, 3 credits, Prof. Anyon, [96592]
GC: W, 4:15-6:15 p.m., Rm. 4422, 3 credits, Prof. Michelli, [96593]

U ED. 71100 - Area Sem in AHSS: Media Literacy
GC: R, 6:30-8:30 p.m., Rm. 5382, 3 credits, Prof. Zuss, [96594]

U ED. 72100 - Area Sem in SMT: Science, Math & Technology in Ed
GC: W, 4:15-6:15 p.m., Rm. 3308, 3 credits, Prof. Tobin, [96596]

U ED. 72100 - Urban Issues in Math Education
GC: W, 6:30-9:00 p.m., Rm. 3309, 3 credits, Prof. Donoghue, [96597]

U ED. 73100 - Area Sem in Pol: Theory/Methods Urban Policy Research
GC: T, 4:15-6:15 p.m., Rm. 4202.04, 3 credits, Prof. Anyon, [96595]

U ED. 75100 - Program Seminar: History of Teaching
GC: M, 6:30-8:30 p.m., Rm. 4422, 3 credits, Prof. Semel, [96598]

U ED. 75100 - Program Seminar: Qualitative Methods
GC: T, 4:15-6:15 p.m., Rm. 6421, 3 credits, Prof. Lee, [96599]
**U ED. 71100 - Media Literacy, Prof. Zuss**
The seminar will provide an opportunity to examine the pedagogical and cultural implications of emergent, new media and ‘silicon literacies.’ As new media become ubiquitous they pose challenges to traditional forms and modes of print based literate culture. The primary focus will be on identifying how new media influence contemporary social and educational relations, reforms and practices. Key to questioning the new multimodal literacies will be documenting changes in the acquisition, production and transmission of information and disciplinary knowledges, including differentials in social and symbolic capital. A rapidly changing cultural logic, shifting the balance and ratio of visual imagery in relation to the word and text, compels educators to assess the challenges new media present to traditional textual communities, schools and literate practices. Through an examination of new media formats, including web sites, computer games, interactive installations and computer animation, we will investigate the potentials of the new media in their function, as supplements, replacements, or remediations of text based, K-20 learning environments.

**U ED. 72100 - Research in Science/Mathematics/Technology Ed., Prof. Tobin**
This introductory seminar will review the recent history of science, mathematics and technology education in terms of the evolution of relevant theory, research findings and methodology. A core set of readings will structure the course, augmented by readings selected by each participant to address his or her scholarly interests. The themes selected to structure the course will include learning, teaching, foundations, methodology, educational technology, curriculum, learning environments, teacher education, assessment and evaluation, equity, and policy.

The approach in the course will be critical and we will explore authoring, reviewing and writing for different audiences including journals, chapters and books, funding agencies, and IRB panels. As well as reading and writing articles you will participate in peer review in significant ways and make oral presentations to peers. Also, we will explore the uses of various search engines, including the citation indices for the social sciences.

**U ED. 73100 - Theory and Method in Urban Policy Research, Prof. Anyon**
This advanced seminar addresses theoretical and methodological approaches that might be considered when planning research in urban settings. There are a number of methods available for use in educational research—institutional ethnography, political economy, narrative, case study, discourse analysis, participant action research, and quantitative assessment, for example. And there are many theorists who could be helpful in framing an investigation - Foucault, Bourdieu, Sassen, Gramsci, Freire, Butler, and Crenshaw (indeed, Marcus, Fairclough, and Burawoy as well). This course assists students sort out what theories and methods might meet their research needs. Readings and projects will be tailored to students' research interests.

**U ED. 75100 - History of Teaching, Prof. Semel**
This course examines the history of teachers and teaching in urban schools. Through a number of biographies of city teachers, histories of teachers, and histories of teaching methods, students will analyze the ways in which urban teaching has changed over time and how, despite significant social, political and educational change, there has been significant constancy. The course will examine a number of themes, including issues of race, social class, ethnicity and gender, differences in place (urban schools as different?), differences in types of schools (i.e. public vs. private), the role of teachers in school reform and methods for writing teacher biographies and studying teachers’’ lives.

**U ED. 75100 - Qualitative Methods, Prof. Lee**
This course will introduce students to qualitative research methods with a specific focus on ethnographic methods. Since ethnographic methods are best learned through "hands on" experience the course will be devoted to giving students an opportunity to practice fieldwork. Class meetings will include some presentations by the instructor, but will emphasize active discussion of students' experiences with fieldwork.
Spring 2006 Schedule & Course Descriptions

U ED. 70002 - Urban Ed Core Colloquium II
GC:  W, 6:30-8:30 p.m., Rm. 6496, 1 credit, Prof. Anderson, [94217]

U ED. 70100 - Structures of Social Knowledge
GC:  W, 4:15-6:15 p.m., Rm. 3207, 3 credits, Prof. Fosnot, [94215]
GC:  W, 4:15-6:15 p.m., Rm. 3209, 3 credits, Prof. Bursztyn, [94216]

U ED. 70300 - Logics of Inquiry
GC:  R, 6:30-8:30 p.m., Rm. 5417, 3 credits, Prof. Mercado, [94213]
GC:  T, 4:15-6:15 p.m., Rm. 5383, 3 credits, Prof. Zuss, [94214]

U ED. 71100 - Area Seminar in AHSS: Historical Methods in Educational Research
GC:  T, 6:30-8:30 p.m., Rm. 5383, 3 credits, Prof. Gold, [94220]

U ED. 72100 - Area Seminar in SMT: Qualitative Methods Research in Urban SMT
GC:  W, 4:15-6:15 p.m., Rm. 6496, 3 credits, Prof. Tobin, [94218]

U ED. 72100 - Area Seminar in Urban Math Teaching
GC:  W, 6:30-9:30 p.m., Rm. 3306, 3 credits, Prof. Cooley, [94222]

U ED. 73100 - Area Seminar in Policy: Social Science Theory and Urban Research Strategies
GC:  T, 4:15-6:15 p.m., Rm. Thesis, 3 credits, Prof. Anyon, [94221]

U ED. 71200 - Research Seminar in AHSS
GC:  M, 6:30-8:30 p.m., Rm. 8203, 3 credits, Prof. Anderson, [94224]

U ED. 73200 - Research Seminar in Ed Policy Studies
GC:  W, 4:15-6:15 p.m., Rm. Thesis, 3 credits, Prof. Anyon, [94219]

U ED. 75200 -Program Seminar: Educating Educators
GC:  M, 4:15-6:15 p.m., Rm. 6496, 3 credits, Prof. Michelli, [94223]

U ED 71100 Area Seminar in AHSS: Historical Methods in Educational Research
Ken Gold: gold@mail.csi.cuny.edu

History is produced rather than reconstituted by historians who themselves hold competing and often conflicting notions of how best to engage in historical study. This course explores the theoretical underpinnings that frame historical research and the methodologies commonly used to conduct it. Students will be introduced to historiography through the major schools of the twentieth century, including the positivist tradition, Marxism, the Annales school, gender studies, microhistory and the linguistic turn. The main emphasis of the course will be to engage students in the issues that arise when practicing history. Students will develop bibliographies and examine archival materials in order to advance their own research agenda while simultaneously querying numerous aspects of historical study: the possibilities and limits of historical evidence, the usefulness and limitations of periodization, and the power and pitfalls of categories of analysis, the narrative form, and causal explanations.

U ED 72100 Area Seminar in SMT: Qualitative Methods for Research in Urban SMT
Ken Tobin: ktobin@gc.cuny.edu

The seminar will examine qualitative research from cultural-historical perspectives, with a focus on doing research in large cities, such as New York. An overarching concern will be to design and enact research that is ethically sound in its treatment of participants and is authentic in that it benefits all participants in a study, not just the researchers.

We will explore methodologies that are appropriate for participant-observer studies, including ethnography and design experiments. The approaches to research will be appropriate for questions that arise as teachers do research in classrooms, administrators undertake research in their own schools or school districts, and policy makers compare what is happening in large urban settings across the nation. We will use digital video and audiotape as resources for research and learn to use a range of computer software in analysis, interpretation and dissemination. A range of digital tools will be used in the course.

The course will be a hands-on experience and all participants will need to have access to computers. The assessment for the course will be based on analyses of field notes and video vignettes, necessitating the use of digital tools. A research plan also will be required, written to conform to the requirements for our Urban Education program or a selected agency such as the Spencer Foundation (to fund doctoral research).

U ED. 73100 Area Seminar in Policy: Social Science Theory and Urban Research
Jean Anyon: janyon@aol.com

What do Foucault, Bourdieu, Appadurai, Soja, Haridi and Negri, David Harvey, Saskia Sassen, Richard Delgado, and Dorothy E. Smith have to say about ways of doing research in urban neighborhoods and institutions such as schools? The course will investigate answers to this question.

U ED 71200 Research Seminar in AHSS
Philip M. Anderson: panderson@gc.cuny.edu

Focus on research methodologies appropriate to AHSS research. Course is designed for advanced students working toward second examination and dissertation proposal.

U ED 73200 Research Seminar in Policy
Jean Anyon: janyon@aol.com

A focus on research methodologies appropriate to Education Policy research. Course is designed for advanced students working toward second examination and dissertation proposal.
U ED 75200 Program Seminar: Educating Educators  
Nicholas Michelli: nmichelli@gc.cuny.edu

This program seminar is an overview of policy, practice, and research regarding how educators are prepared in the United States with special focus on urban educators. Students will engage in discussion and research around critical questions central to the field. Class sessions will include interviews with leaders possibly including policy makers, researchers, publishers, administrators and faculty in teacher education as well as candidates in teacher education programs from a several settings.
**Fall 2005 Schedule**

**U ED. 70001 - Urban Ed Core Colloquium I**
GC: T, 6:30-8:30 p.m., Rm. 6496 1 credits, Prof. Anderson, [92202]

**U ED. 70200 - Historical Contexts Urban Ed**
GC: M, 6:30-8:30 p.m., Rm. 3209, 3 credits, Prof. Semel, [92686]

**U ED. 70200 - Historical Contexts Urban Ed**
GC: R, 4:15-6:15 p.m., Rm. 3212, 3 credits, Prof. Spring, [92216]

**U ED. 70400 - Pedagogy and Urban Classroom**
GC: T, 4:15-6:15 p.m., Rm. 6421, 3 credits, Prof. Hammrich, [92224]

**U ED. 70400 - Pedagogy and Urban Classroom**
GC: T, 4:15-6:15 p.m., Rm. 8203, 3 credits, Prof. Anderson, [92220]

**U ED. 70500 - Educational Policy**
GC: T, 4:15-6:15 p.m., Rm. 4202, 3 credits, Prof. Anyon, [92228]

**U ED. 70500 - Educational Policy**
GC: T, 4:15-6:15 p.m., Rm. 7395, 3 credits, Prof. Michelli, [92229]

**U ED. 71100 - AHSS Seminar: Cultural Studies & Pedagogy**
GC: M, 6:30-8:30 p.m., Rm. 4422, 3 credits, Prof. Steinberg, [92687]

**U ED. 72100 - SMT Seminar: Theor/Emp Bas for Res Urb SMT**
GC: W, 4:15-6:15 p.m., Rm. 8202, 3 credits, Prof. Tobin, [92246]

**U ED. 72100 - METRO MATH: Urban Issues Surrounding Math Ed**
GC: W, 6:15-9:00 p.m., Rm. 3309, 3 credits, Prof. Cooley, [92247] Metro Math Students only.

**U ED. 73100 - Policy Seminar: Adv Thry/Mthds of Educ**
Policy
GC: W, 4:15-6:15 p.m., Rm. 8203, 3 credits, Prof. Anyon, [92235]

U ED. 73100 - Policy Seminar: School Finance
GC: W, 6:30-8:30 p.m., Rm. 8404, 3 credits, Prof. Weikart, [92240]

U ED. 74100 - Quant Research Methods in Urban Ed
GC: R, 6:30-8:30 p.m., Rm. 5382, 3 credits, Prof. Schonfeld, [92249]

U ED. 75100 -Program Seminar: Critical Pedagogy
GC: W, 6:30-8:30 p.m., Rm. 6494, 3 credits, Prof. Kincheloe, [92248]
Spring 2005 Schedule

U ED. 70002 - Urban Education Core Colloquium II
GC: T, 6:30-8:30 p.m., 1 credits, Prof. Anderson, [66217]
Room: 3309

U ED. 70100 - Structure of Social Knowledge
GC: T, 4:15-6:15 p.m., 3 credits, Prof. Bursztyn, [66214]
Room: 5212
GC: T, 4:15-6:15 p.m., 3 credits, Prof. Kincheloe, [66212]
Room: 3207

U ED. 70300 - Logics of Inquiry
GC: W, 4:15-6:15 p.m., 3 credits, Prof. Bushnell-Greiner, [66211]
Room: 3308
GC: W, 6:30-8:30 p.m., 3 credits, Prof. Mercado, [66210]
Room: 3212

U ED. 71100 - Language and Literacy in Urban Schools
GC: M, 6:30-8:30 p.m., 3 credits, Prof. Anderson, [66225]
Room: 3308

U ED. 72100 - Seminar in Urban Math Teaching
GC: W, 6:00-9:00 p.m., 3 credits, Prof. Cooley, [66233]
Room: 4419

U ED. 72200 - Research Seminar Sci/Math/Tech Ed
GC: W, 4:15-6:15 p.m., 3 credits, Prof. Tobin, [66220]
Room: 6417

U ED. 73100 - Educational Policy & Urban Communities
GC: T, 4:15-6:15 p.m., 3 credits, Prof. Anyon, [66228]
Room: Thesis

U ED. 73200 - Research Seminar Ed Policy Studies
GC: W, 4:15-6:15 p.m., 3 credits, Prof. Anyon, [66221]
Room: 3307

U ED. 75200 - Globalization Schooling/Pedagogy
GC: R, 4:15-6:15 p.m., 3 credits, Prof. Spring, [66231]
Room: 3307

U ED. 75200 - New Technologies, Educational Issues & Research
GC: R, 6:30-8:30 p.m., 3 credits, Profs. Picciano [66236]
Room: 3308
Fall 2004 Schedule & Course Descriptions

U ED. 70001 - Urban Ed Core Colloquium I  
GC: T, 6:30-8:30 p.m., 1 credit, Prof. Anderson [47065]  
Room: 6496

U ED. 70200 - Historical Contexts Urban Ed  
GC: M, 6:30-8:30 p.m., 3 credits, Prof. Semel [47068]  
Room: 8404  
GC: M, 4:15-6:15 p.m., 3 credits, Prof. Spring [47069]  
Room: 3306

U ED. 70400 - Pedagogy and Urban Classroom  
GC: T, 4:15-6:15 p.m., 3 credits, Prof. Anderson [47066]  
Room: 3307  
GC: T, 4:15-6:15 p.m., 3 credits, Prof. Hammrich [47067]  
Room: 8202

U ED. 70500 - Educational Policy  
GC: T, 4:15-6:15 p.m., 3 credits, Prof. Michelli [47071]  
Room: 3308  
GC: T, 4:15-6:15 p.m., 3 credits, Prof. Anyon [47070]  
Room: 3306

U ED. 71100 - Arts/Humanities/Soc Studies Ed  
GC: W, 6:30-8:30 p.m., 3 credits, Prof. Kincheloe [47073]  
Room: 6114

U ED. 73100 - Area Seminar in Ed Policy Studies  
GC: R, 6:30-8:30 p.m., 3 credits, Prof. Picciano [47075]  
Room: 4433  
GC: W, 4:15-6:15 p.m., 3 credits, Prof. Anyon [47074]  
Room: 6496

U ED. 74100 - Quant Research Methods in Urban Ed  
GC: R, 4:15-6:15 p.m., 3 credits, Prof. Wenglinsky [47072]

U ED. 75100 - Program Seminar in Urban Education I  
GC: W, 4:15-6:15 p.m., 3 credits, Prof. Tobin [47076]  
Room: 6494

71100 Area Seminar in AHSS: Curriculum Studies in the Humanities (Kincheloe: W 6:30-8:30 PM)

This seminar analyzes the field of curriculum studies and its relationship to pedagogy and knowledge production in the arts, humanities and social studies. In this context, the course addresses curricular questions as they relate to art and aesthetic education, history and philosophy education, cultural studies, language and literacy education, and social studies. Using the Bricolage as a conceptual tool, the course explores the inter-relationships among these domains and the synergy produced when educators in a particular area are acquainted with the discourses of the others. In this way common issues of theory, research, pedagogical practice, and cognitive studies are integrated with the particular concerns of each curricular domain.

This course explores policies and policy praxis affecting urban education. Policies and praxis in and from many sources affecting urban education will be examined: government at all levels, major corporations, districts and schools, after-school and community settings, and families.

73100 Area Seminar: American Education Policy: 1954 to the Present (Picciano: R 6:30-8:30 PM)

Educational policy in the United States has undergone major changes in the past several decades. What was once the domain of communities and states, has become an intense vying for influence among and within all levels of government. This seminar examines the evolution of education policy with special emphasis placed on the role of federal, state, local, and community governing bodies. Throughout the seminar, the focus will be on the impact of these policies on schools and their communities. Specific policies to be studied include: the Elementary and Secondary Education Act/No Child Left Behind, Title I, Special Education, Bilingual Education, Privatization, New York State School Finance, and the Reorganization of New York City School Governance.

75100 Program Seminar: Researching the Practice of Urban Schooling (Tobin: W 4:15-6:15 PM)

The course will employ an historical perspective on research in urban schools and the framing theories and social structures. Research in Urban Schools will extend beyond the boundaries of schools to explore how culture relates to urban schools and to identify and study the institutions that are most salient to learning. Particular foci will explore the role of technology in urban schools and equity across the boundaries of ethnicity, gender, age, and social class. Intensive studies will be undertaken on the 10 largest urban school districts in the United States in an exploration of such issues as the diverse types of schools in the district, the distribution and levels of funding, the impact of choice on factors such as the distribution of students from different ethic groups and the impact issues such as out of field teaching, the ethnic distribution of teachers in relation to the distribution of students, turnover of teachers has a function of career ladder, employment trajectories for urban teachers, tracking, block scheduling, uses of standards and high stakes tests, and accountability for administrators, teachers and students. Other large cities in the world will also be studied in a comparative analysis of urban schooling in countries such as England, France, Germany, China, Japan, and Spain.

Because this is a program seminar the course will consist of a core of readings that will be undertaken by all participants and opportunities to identify and study scholarly works that are germane to interests in urban education identified by the student and approved by the instructor. Based on readings from the area of specialization each student will plan and conduct a project in which a planned inquiry is undertaken in relation to a specified recurrent problem.

Methodologies that are useful in undertaking research in schools will be explored in the context of ongoing research in urban schools and a variety of mixed methods designs will be explored along side of different forms of qualitative inquiry and research designs that employ quantitative measures.

It is assumed that participants in the course have completed at least 12 credits, including Pedagogy and the Urban Classroom, Historical Contexts of Urban Education, Logics of Inquiry, and the Structure of Social Knowledge.