

EDUC 160: URBAN EDUCATION

In Workflow

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Approval Path

1. Mon, 04 Mar 2024 04:42:57 GMT
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Sat, 14 Sep 2024 03:55:57 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Mon, 16 Sep 2024 19:22:30 GMT
Greg Shaw (sac14077): Approved for ED Dean

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Changes proposed by: Yanira Madrigal-Garcia (223019472)

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Catalog Title:

Urban Education

Class Schedule Title:

Urban Education

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Undergraduate Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2024 (2024/2025 Catalog)

Subject Area: (prefix)

EDUC - Education

Catalog Number: (course number)

160

Course ID: (For administrative use only.)

191547

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course proposal aims to update the catalog information, along with the course structure, objectives, and curriculum, to intentionally align with Sacramento State's commitment to antiracism and inclusion. EDUC 160 Urban Education is a popular course in the Department that offers anywhere from 10-12 sections per semester. This course meets the Writing Intensive, Race & Ethnicity, and the Area D2 Major Social Issues of the Contemporary Era.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

This course explores urban education through critical readings, fieldwork, and writing. Drawing on multiple frames that account for race, class, gender, and (im)migration, urban schools are explored as sites that produce inequalities and modes of resistance. Historical, socioeconomic, and political analyses are used to understand access to quality education and how to achieve it. Understanding how systems, structures, policies, and practices sustain and reproduce inequality reveals the pressing need for transformative and abolitionist approaches in urban education.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Compare and contrast the racist and classist historical roots that shaped urban disparities across cities and schools.	-Class Discussions -Reading Reflections -Essay Assignments, Essay 1
2	Classify the political and economic forces that shaped urban disparities across cities and schools. Schools.	-Class Discussions -Reading Reflections -Essay Assignments, Essay 1
3	Illustrate how racial, socio-economic, and political forces shape urban students' educational and social experiences.	-Class Discussions -Reading Reflections -Essay Assignments, Essay 2
4	Use a critical lens to discuss how students resist schooling disparities.	-Class Discussions -Reading Reflections -Essay Assignments, Final Project
5	Connect and develop a final project visually representing an example of abolitionist urban education.	-Class Discussions -Reading Reflections -Essay Assignments, Final Project
6	Illustrate improvement in the use of APA and broadly written skills.	-Reading Reflections -Essay Assignments 1, 2, and Final Essay

Attach a list of the required/recommended course readings and activities:

EDUC160 Urban Education Syllabus-Update LO-1.pdf

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society
Race and Ethnicity in American Society (Note: Pertains to GE Areas C1, C2, and D only)
Writing Intensive

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

EDUC160 Urban Education-Update.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

Most readings and all similar assignments in this course will be used in all sections.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

Instructors who teach EDUC 160 meet regularly for area group meetings. During these meetings, they explore course objectives and curriculum; they collaborate in case a course needs to be updated.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The area group coordinator incorporates periodic meetings among instructors who teach EDUC 160, to review the syllabus and discuss learning outcomes.

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

Instructors who teach EDUC 160 meet regularly for area group meetings. During these meetings, they explore course objectives and curriculum; they collaborate in case a course needs to be updated. The area group coordinator incorporates periodic meetings among instructors who teach EDUC 160, to review the syllabus and discuss learning outcomes.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The area group coordinator incorporates periodic meetings among instructors who teach EDUC 160 to review the syllabus and discuss learning outcomes.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

This course describes and evaluates the ethical and social values of democracy, equity, and American exceptionalism. This course unpacks how aspects of democracy are evident or missing in the policies adopted at the federal, state, and local levels connected to urban development and the inequitable school conditions created for minoritized groups. Specifically, this course provides a historical overview of racialization, demographics, and development related to urban city centers and schools to challenge prominent social values that are taken for granted, including American exceptionalism and equality.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

This course applies the Social Sciences principles, which refer to examining societies and the relationships between social groups in those societies. This course applies ontology, epistemology, and methodology principles to examine the educational system historically and today. This course is concerned with urban contexts to understand patterns of social reproduction that influence the experiences of minoritized groups, including Black, Latina/o/x, Asian Pacific Islander, Indigenous, and others). This course applies methods that support critical reading, writing, analysis, and media literacy.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

This course demonstrates an understanding of the role of human diversity and U.S. society in the context of urban city centers. This course examines race(ism), ethnicity, class, ability/disability, gender and gender expression. Specifically, this course explores how racialization emerges for individuals, communities, and schools. This course examines ethnicity by exploring the pan-ethnic term Latina/o/x and how the experience of Mexican-Americans differs from Puerto Ricans. This course uses an intersectional lens to reveal how individuals can experience multiple and compounding oppressions including, race, class, ability/disability, gender, and sexual identity.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

This course critically examines multiple social dynamics connected to urban settings and urban schools. For example, this course uses a macro-level analysis to examine how the economy or racialization influences the realities of schools on the ground. This course also uses micro-level analysis to examine the agency that young people and communities enact to resist dominant narratives steeped in deficit thinking. Further, this course covers an array of issues that emerge in urban settings and urban schools, including how historically, local, state, and federal policies promoted social stratification via redlining and white flight. Contemporary issues in urban schools include the criminalization of minoritized groups and xenophobia.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

This course requires students to write 5,000 words of formal writing broken up into three distinct assignments throughout the semester. Rubrics will be used to evaluate writing assignments. The first autobiographical assignment will be 1,000 words long and APA formatted. The second and third assignments will be formal research-based essays, one a community profile study and the third which showcases an example of abolitionist pedagogy. Additionally, students will write 4,000 words of informal writing. Students will write 10 weekly discussion posts (250 words each) and respond to one of their peers (150 words each). The weekly discussion posts and responses ask students to identify problems or issues, make connections, interpret evidence, and/or challenge evidence in the course readings. In this course, students will write a total of 9,000 words.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

N/A

General Education Details - Race and Ethnicity in American Society

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.

Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.

This course examines both the social experience and contributions of various racial/ ethnic minoritized groups, including Black Americans, Mexican Americans, Puerto Rican Americans, Asian Americans, and Middle-Eastern, among others. Specifically, this course explores the social experience connected to urban communities and schools of minoritized groups in relation to social stratification and reproduction. This course examines the contributions of minoritized groups by focusing on their resilience and ability to engage in grassroots organization to transform urban schools to become more humanizing and to truly serve the needs of minoritized groups.

Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.

This course asks students to compare and contrast the social experiences of Black Americans, Mexican Americans, Puerto Rican Americans, Asian Americans, and Middle Eastern young people. Additionally, this course examines the intersecting identities of minoritized groups along axes of gender, ability/disability, and legal status, among others.

Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.

Analyses of racism, ethnocentrism, and ethnicity are central to this course. These analyses offer the foundation for understanding social stratification and reproduction in urban cities and schools. This course explores racism and ethnocentrism as structures that create oppressive conditions and shape experiences. This course reveals that the structures of racism and ethnocentrism function to criminalize urban young people and communities.

Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)

Beyond exploring race(ism), this course utilizes an intersectional analysis to unpack identity-related nuances. Specifically, this course reveals how individuals can, on some levels, experience privilege (for example, language, legal status, and ability) and, on others, experience oppression (for example, gender, sexuality, and class). This course reveals how experiencing multiple forms of oppression can compound, creating difficult realities for those individuals.

Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)

This course explores culture as the ways social groups make sense of and live their lives, given their circumstances. This course also explores culture as the set of practices, values, and ideologies that allow different groups to make sense of the world. In other words, this course reveals how experiences of racialization that encompass systems like schools, can contribute to shaping and sustaining a culture of resistance.

General Education Details - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

This course will build on multiple GE skills and knowledge. This course will develop student understanding regarding minoritized groups, including Black, Indigenous, Latina/o/x, Asian Americans, and Middle Eastern, to name a few. This course will deepen students' understanding of the forces that reproduce social stratification and racialization, particularly the educational system. This course will utilize an intersectional lens to account for individuals' many identities, including gender, ability/disability, language, and legal status. Ultimately, the assignments are structured to support students in developing their reading, writing, and critical thinking skills. Specifically, two assignments require students to conduct specialized library research, which will expand their research skills.

The course must expand students' knowledge by examining complex issues.

This course will expand students' knowledge by learning to challenge binaries. The underlying assumption of binaries is that there is a right or wrong. This course offers a firm grounding of the socio-economic and political forces that shaped the structuring of urban communities and schools. This course also examines the racialization of minoritized groups in urban settings and how that was the result of white supremacy or racist ideologies but also the result of governmental efforts, including policies at the local, state, and national levels. A macro analysis is necessary to make sense of the educational experiences of minoritized young people in urban settings because it accounts for the structural and systemic forces at play. Further, this course examines the resiliency and power of minoritized groups in urban environments. It highlights the daily modes of resistance they engage in and the massive grassroots organizing they have engaged in to demand that schooling be more culturally relevant and affirming.

The course must expand students' abilities to reason logically and to write clearly in prose.

This course will support logical reasoning. Class discussions will allow the Instructors to explore how students arrived at their conclusion. The questions will focus on the evidence the student(s) used to arrive at a conclusion. If students do not use evidence from the course reading or personal experiences, they will be asked to make visible the assumptions they relied on to arrive at their conclusion. Instructors will ask students to follow the five-paragraph essay model in their writing to support writing clearly. Using this model will help students remember to include an introduction with a thesis statement, body paragraphs with evidence, and a concluding paragraph with a summary.

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

This course requires students to write 5,000 words of formal writing broken up into three distinct assignments throughout the semester. Rubrics will be used to evaluate writing assignments. The first autobiographical assignment will be 1,000 words long and APA formatted. The second and third assignments will be formal research-based essays, one a community profile study and the third which showcases an example of abolitionist pedagogy. Additionally, students will write 4,000 words of informal writing. Students will write ten weekly discussion posts (250 words each) and respond to one of their peers (150 words each). The weekly discussion posts and responses ask students to identify problems or issues, make connections, interpret evidence, and/or challenge evidence in the course readings. In this course, students will write a total of 9,000 words.

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

Instructors will engage in pedagogical strategies, including using the Socratic method, group discussions, and pair shares, to name a few, to sharpen students' analytical abilities. These pedagogical strategies aim to help students affirm their scholarly voice. This means supporting students to develop confidence in the perspective and knowledge that they bring. Another goal of these pedagogical strategies is to help students evaluate the sets of assumptions they take for granted that shape their thinking. To support their writing styles, instructors will focus feedback on the clarity of the thesis statement, the overall organization and structure of the essay, and writing mechanics.

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

The writing assignments include three major essays and ten reading reflection posts/responses. The assignments are evenly spread out. The three formal essay writing assignments require students to use APA style. The first essay is due on week 5, the second is due on week 9, and the final paper is due on finals week. The assignments in this course are staggered, meaning the weeks students submit an essay assignment, they will not have to submit a reading reflection post. The ten reading reflection posts (250 words) and responses (150 words) are submitted on all other weeks when they do not have to submit a formal essay. Before the last two weeks of instruction, the assignments students submit would total 7000 words.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

Instructors will develop a system that allows them to provide timely feedback on assignments. The feedback will be provided for the essay assignments two weeks before the next essay is due. To support students' writing development, Instructors will focus feedback on the clarity of the thesis statement, the overall organization and structure of the essay, and writing mechanics. Feedback will also include comments regarding APA style. Moreover, the feedback will provide global comments that support the development of critical analysis.

Section 2.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice.

Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Key: 1660