

## EDUC 5477 Urban Schools

### Instructors:

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### Schedule:

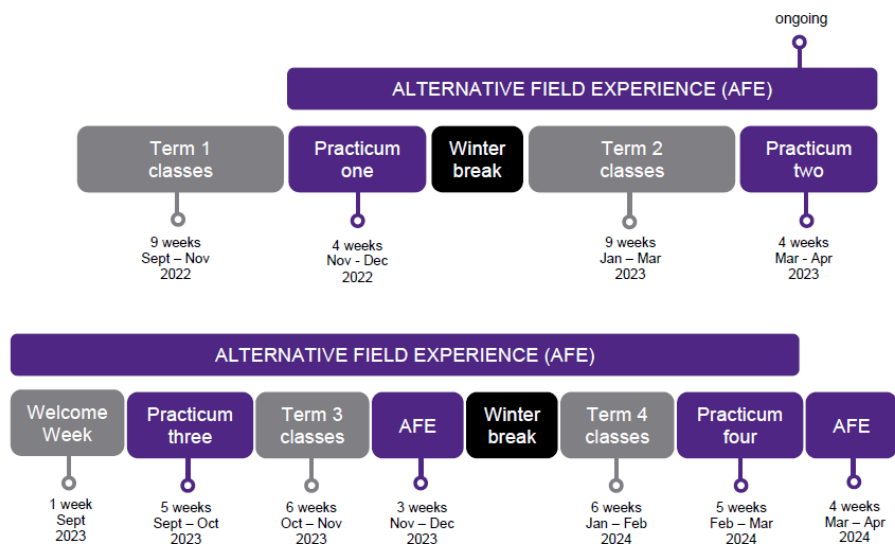
**Section 001:** Thursday, 2:30-4:30pm (Room 2054)  
**Section 002:** Wednesday, 4:30-6:30pm (Room 2036)

### Program Context:

This is a **Speciality Course** taken by Teacher Candidates in **Urban Education** during **Year 1, Full Year** of the Bachelor of Education.

### Bachelor of Education

Program Overview – Class of 2024



### Urban Schools 1 (EDUC 5477)

An examination of the social, political, economic, and educational factors that affect student achievement and engagement in urban schools. Issues of race, ethnicity, class, poverty, gender, sexuality, and other background factors are investigated. Teacher Candidates acquire critical frameworks to assist in addressing inequities in urban schools. Two (2) hours per week, full year, .5 credit.

#### Course Description:

This course introduces teacher candidates to teaching in urban contexts. The focus of the course is to enhance students' knowledge of urban schooling, especially in relation to dynamics of race, poverty, gender, sexuality, and other forms of inequities. The discussion will focus on the diversities and complexities of teaching in urban schools and provide participants with critical frameworks to address issues of social justice and equity in the classroom.

#### Learning Objectives:

- To learn the significance of being a critical and reflective practitioner
- To gain knowledge about teaching in urban schools
- To become a teacher who has developed a critical understanding of the multiple perspectives, key issues and current debates about urban education
- To understand the connections between different forms of oppression
- To understand the intersections between this knowledge and their professional practice as educators and to connect theory and practice

#### Required Text:

Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education (Second edition)*. New York, NY & London: Teachers College Press.

This book is available at the UWO bookstore for purchase. You can order this book from [www.bookstore.uwo.ca](http://www.bookstore.uwo.ca) to have the book sent directly to you. Alternatively, you can purchase the etext version at: <https://www.tpress.com/is-everyone-really-equal-9780807776179>. Further, the textbook is available through the UWO Library system online at <https://ebookcentral.proquest.com/lib/west/detail.action?pq-origsite=primo&docID=4988008> through Omni and ERC. A printed copy of 2017 ed. is available in the Course Reading cabinet located in the hall outside the Education Library for 1-day loan.

All other required readings will be made available online via OWL Course Readings for direct download. Please note that required readings are meant to provide a foundation for discussion and class activities/assignments. The 'recommended readings' are inserted into each week as they pertain to the particular topic of said week; in no way are they intended for extra reading. Please view them as supplementary to support research for class assignments and in this way are intended to be optional.

Number of Credits: 0.5

Number of Weeks: 18

#### Week 1: Understanding Urban Schools

- What are urban schools?
- What do we mean by urban education?

Learning Activities		
Type	Name	Description
Discussion	Week 1: Introductions	Introductions  Syllabus overview  Community of care & learning guidelines
Reading	Week 1: Materials & Readings	<b>Required:</b> Milner, D.L. (2012). But what is urban in urban education? <i>Urban Education</i> , 47, 556-561.  <b>Recommended:</b>

		Butler, J, Kane, R, Morshead, C. (2017). "It's my space": Student voice, teacher education, and the relational space of an urban high school. <i>Urban Education</i> , 52(7). 889-916.  Camangian, P.R. (2015). Teach like lives depend on it: Agitate, arouse, and inspire. <i>Urban Education</i> , 50(4), 424-453.
<b>Assignment</b>	Reading reflections	

### Week 2: Urbanization, Settler-Colonialism and Schooling

- What could be done to address issues of marginalization and exclusion in inner-suburban schools and communities?
- Why should we address settler-colonialism in urban education?

Learning Activities		
Type	Name	Description
<b>Discussion</b>	<b>Week 2:</b>	Discussions of materials & readings
<b>Reading</b>	Week 2: Materials & Readings	<b>Required:</b> Dippo, D., & James, C. (2011). The urbanization of suburbia: Implications for inner-suburban schools and communities. In R. Keil, P. Wood, & D. Young (Eds.), <i>In-between infrastructure: Urban connectivity in an age of vulnerability</i> (pp. 115–129). Praxis (e)Press.  Veracini L. (2021). Settler colonialism. In I. Ness & Z. Cope (Eds.), <i>The Palgrave encyclopedia of imperialism and anti-Imperialism</i> (pp. 1-6). Palgrave Macmillan, Cham.  <b>Recommended:</b> Daniel, B. (2010). Reimagining the urban: A Canadian perspective. <i>Urban Education</i> , 45(6), 822-839.  Blauner. 1969. Internal colonialism and ghetto revolt. <i>Social Problems</i> 16: 393-408.  Watson, D. (2011). "Urban, but not too urban": Unpacking teachers' desires to teach urban students. <i>Journal of Teacher Education</i> , 61(1), 23-34.
<b>Assignment</b>	Reading Reflections	

### Week 3: Critical Thinking and Urban Contexts

- What does it mean to be a critical thinker/practitioner?
- What is critical in critical thinking?
- What are the key approaches to anti-oppressive education?

Learning Activities		
Type	Name	Description
<b>Discussion</b>	<b>Week 3:</b>	Discussions of materials & readings
<b>Reading</b>	Week 3: Materials & Readings	<b>Required:</b> Sensoy, O & DiAngelo, R. (2017). Chapter 1: How to Engage Constructively in Courses that Take a Critical Social Justice Approach. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 1–21). New York & London: Teachers College Press.

		<p>Sensoy, O &amp; DiAngelo, R. (2017). Chapter 2: Critical Thinking and Critical Theory. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 23–34). New York &amp; London: Teachers College Press.</p> <p><b>Recommended:</b> Kumashiro, K. (2000). Toward a theory of anti-oppressive education, <i>Review of Educational Research</i>, 70 (1), 25–53.</p>
<b>Assignment</b>	Reading Reflections	

**Week 4:** Module 4: Key Concepts in Social Justice Education: Oppression, Power and Privilege

- How do we define oppression?
- What is privilege?
- What is intersectionality?
- How do these concepts help us to understand the experiences of students in urban schools?

Learning Activities		
Type	Name	Description
<b>Discussion</b>	<b>Week 4:</b>	Discussions of materials & readings
<b>Reading</b>	Week 4: Materials & Readings	<p><b>Required:</b> Sensoy, O., &amp; DiAngelo, R. (2017). Chapter 3: Culture and Socialization. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 35–59). New York &amp; London: Teachers College Press.</p> <p>Sensoy, O., &amp; DiAngelo, R. (2017). Chapter 5: Oppression and Power. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 60-79). New York &amp; London: Teachers College Press.</p> <p><b>Recommended:</b> National Association of Independent Scholars (N/A). Kimberlé Crenshaw: What is intersectionality? [video file]. YouTube. <a href="https://www.youtube.com/watch?v=ViDtnfQ9FHc">https://www.youtube.com/watch?v=ViDtnfQ9FHc</a></p>
<b>Assignment</b>	Reading Reflections	

**Week 5:** Poverty and Urban Schools

- What are common myths about low-income students and their parents?
- What do we know about income and housing inequities?
- How do we prepare teachers to teach students from low socio-economic backgrounds?

Learning Activities		
Type	Name	Description
<b>Discussion</b>	<b>Week 5:</b>	Discussions of materials & readings
<b>Reading and video</b>	Week 5: Materials & Readings	<p><b>Required:</b> Sensoy, O., &amp; DiAngelo, R. (2017). Chapter 10: Understanding Intersectionality through Classism. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 154-184). New York &amp; London: Teachers College Press.</p> <p>Gorsky, P. (2008). <i>The myth of culture of poverty. Educational Leadership</i>, 65(7), 32–36.</p> <p><b>Recommended:</b></p>

		<p>Website: <a href="#">Urban Youth Impact: COVID 19 Report</a> (Focus on Cost of Living, Hope for the Future, Moving Forward, pp. 28-40)</p> <p>Milner, H.R. (2013). Analyzing poverty, learning and teaching through a critical race theory lens. <i>Review of Research in Education</i>, 37, 1–53.</p> <p>Ulucci, K., &amp; Howard, T. (2015). Pathologizing the poor: Implications for preparing teachers to work in high poverty schools. <i>Urban Education</i>, 50(2), 170–193.</p>
<b>Assignment</b>	Reading reflections	

**Week 6: Race, Racism, and the Education of Minoritized Students**

- How does structural racism affect the schooling and education of racialized minoritized communities?
- What are racial scripts?
- What are the experiences of minoritized students in education in Canada?

Learning Activities		
Type	Name	Description
<b>Discussion</b>	<b>Week 6:</b>	Discussions of materials & readings
<b>Reading</b>	Week 6: Materials & Readings	<p><b>Required:</b></p> <p>Sensoy, O., &amp; DiAngelo, R. (2017). Chapter 8: Understanding the Structural Nature of Oppression through Racism. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 119–138). New York &amp; London: Teachers College Press.</p> <p>Molina, N. (2014). "Introduction." In N. Molina, <i>How race is made in America: Immigration, citizenship, and the historical power of racial scripts</i> (pp. 1-16). University of California Press.**READ PAGE 1-11 ONLY</p> <p><b>Recommended:</b></p> <p>Anderson, M. D. (2017, July 27). Why the myth of meritocracy hurts kids of color. <i>The Atlantic</i>. Retrieved from <a href="https://www.theatlantic.com/education/archive/2017/07/internalizing-the-myth-of-meritocracy/535035/">https://www.theatlantic.com/education/archive/2017/07/internalizing-the-myth-of-meritocracy/535035/</a></p> <p>Wane, N. (2004). Experiences of visible minority students and anti-racist education with the Canadian education system. <i>Journal of Thought</i>, 39(1), 25-44.</p>
<b>Assignment</b>	Critical Autobiographical Essay	Due: At end of week 6

**Week 7: Structures of Whiteness: Addressing White Privilege**

- What is White privilege?
- Why is it important for White educators to reflect on their White privilege?
- Why is it important to disrupt and challenge structures of Whiteness for social justice and equity and what are its implications for teaching and schooling?

Learning Activities		
Type	Name	Description
<b>Discussion</b>	<b>Week 7:</b>	Discussions of materials & readings
<b>Reading</b>	Week 7: Materials & Readings	<p><b>Required:</b></p> <p>Sensoy, O., &amp; DiAngelo, R. (2017). Chapter 9: Understanding the Global Organization of Racism through White Supremacy. In <i>Is everyone really equal? An introduction to key concepts in social justice</i></p>

		<p><i>education</i> (pp. 141-146). New York &amp; London: Teachers College Press.</p> <p>DiAngelo, R. (2018). Introduction &amp; Chapter 1: The challenges of talking to White people about racism. <i>White fragility: Why it's so hard for White people to talk about racism</i> (pp. 1-14). Boston, MA: Beacon Press.</p> <p><b>Recommended:</b>  Crosley-Corcoran, G. (2016). Explaining White Privilege to a Broke White Person. <i>Huffington Post</i>. Available from <a href="http://www.huffingtonpost.com/gina-crosleycorcoran/explaining-white-privilege-to-a-broke-white-person_b_5269255.html">http://www.huffingtonpost.com/gina-crosleycorcoran/explaining-white-privilege-to-a-broke-white-person_b_5269255.html</a></p> <p>McIntosh, P. (1990). White privilege: Unpacking the Invisible knapsack.</p> <p>Sleeter, C. (2005). How white teachers construct race. In C. McCarthy, W. Crichlow, G. Dimiriadis, &amp; G. Dolby (Eds.), <i>Race, identity, representation in education</i> (2<sup>nd</sup> ed.) (pp. 243–256). New York: Routledge.</p> <p>Solomon, R.P., &amp; Daniel, B.M. (2015). Discourses on race and “White privilege” in the next generation of teachers. In D.E. Lund &amp; P.R. Carr (Eds.), <i>Revisiting the great White north? Reframing Whiteness, privilege, and identity in education (Second edition)</i> (pp. 192-204). Rotterdam &amp; Boston, MA: Sense Publishers.</p> <p>Solomon, R.P., Portelli, J.P., Daniel, B., &amp; Campbell, A. (2005). The discourse of denial: How White teacher candidates construct race, racism and ‘white privilege’. <i>Race Ethnicity and Education</i>, 8(2), 147-169.</p> <p>Stein, R. (2011). Seeing White through rap: A classroom exercise for examining race using a hip-hop video. <i>Journal of Political Science Education</i>, 7(3), 312-328.</p> <p>Still, L.C. (2014). Constructing the color-blind classroom: Teachers’ perspectives on race and schooling. <i>Race Ethnicity and Education</i>, 17(5), 688-705.</p>
<b>Assignment</b>	Reading Reflections	

**Week 8: Culturally Sustaining Pedagogy and Anti-racism Education**

- What is the difference between multiculturalism and antiracist education?
- What is the significance of culturally sustaining pedagogy for urban schooling?

Learning Activities		
Type	Name	Description
Discussion	Week 8:	Discussions of materials & readings
Reading	Week 8: Materials & Readings	<p><b>Required:</b>  Ontario College of Teachers (2022). “Professional advisory on anti-Black racism.” <a href="https://www.oct.ca/resources/advisories/anti-black-racism?sc_lang=en&amp;">https://www.oct.ca/resources/advisories/anti-black-racism?sc_lang=en&amp;</a></p> <p>Elementary Teachers’ Federation of Ontario (2020). <i>Addressing anti-Asian racism: A resource for educators</i>. Read only: “Section one: Setting the context,” (pp. 2-6) and “Section two: Conceptual frameworks, knowledge &amp; Issues,” (pp. 8-29). Link to PDF:</p>

		<p><a href="https://www.etfo.ca/getmedia/0a3c813a-a146-4d39-8d3a-b2d57bf038c6/210124-Addressing-Anti-Asian-Racism-Resource-Booklet-final-web.pdf">https://www.etfo.ca/getmedia/0a3c813a-a146-4d39-8d3a-b2d57bf038c6/210124-Addressing-Anti-Asian-Racism-Resource-Booklet-final-web.pdf</a></p> <p>Paris, D. (2012). Culturally sustaining pedagogy: a needed change in stance, terminology, and practice. <i>Educational Researcher</i>, 41(3), 93–97.</p> <p><b>Recommended:</b>  Rezai-Rashti, G. (1995). Multicultural education, anti-racist education, and critical pedagogy: Reflections on everyday practice. In R. Ng, P. Staton, &amp; J. Scane (Eds.), <i>Anti-racism, feminism, and critical approaches to education</i> (pp. 3–19). Westport, Connecticut: Bergin &amp; Garvey.</p> <p>Ladson-Billings, G. (2006). “Yes, but how do we do it?” Practicing culturally relevant pedagogy. In J. Landsman &amp; C. Lewis (Eds.), <i>White teachers/diverse classrooms</i> (pp. 29-41). Sterling, VA: Stylus Publishers.</p> <p>Galczynski, M., Tsagkaraki, V., &amp; Ghosh, R. (2012). Unpacking multiculturalism in the classroom: Using current events to explore the politics of difference. <i>Canadian Ethnic Studies/Études ethniques au Canada</i>, 43(3), 145-164.</p> <p>Netcoh, S. (2013). Droppin’ knowledge on race: Hip-hop, white adolescents, and anti-racism education. <i>Radical teacher</i>, 97, 10-19.</p> <p>Raby, R. (2004). ‘There’s no racism at my school, it’s just joking around’: Ramifications for anti-racist education. <i>Race Ethnicity and Education</i>, 7(4), 367-383.</p>
<b>Assignment</b>	Reading Reflections	

**Week 9: Religious Diversity**

- How do we deal with religious diversity in the classroom?
- How does religious diversity impact other issues of identity?

Learning Activities		
Type	Name	Description
Discussion	Week 9	Discussions of materials & readings
Reading	Week 9: Materials & Readings	<p><b>Required:</b>  Goldstein, T. (2000). Classroom doors at Christmas: Negotiating religious differences in public schools. In C. James (Ed), <i>Experiencing difference</i> (pp. 99–105). Halifax: Fernwood.</p> <p><b>Recommended:</b>  Neubert, K., Jones, E. (1998). Creating culturally relevant holiday curriculum: A negotiation. <i>Young Children</i>, 53(5), 14–19.</p> <p>Goldstein, T. (2019). Chapter Letter 4, Religious Concerns. In <i>Teaching Gender and Sexuality at School</i>. New York: Routledge, <a href="https://doi-org.proxy1.lib.uwo.ca/10.4324/9780429426421">https://doi-org.proxy1.lib.uwo.ca/10.4324/9780429426421</a></p> <p>Sensoy, O. (2009). Kill Santa: Religious diversity and the winter holiday program. In Steinberg, S. (Ed). <i>Diversity and Multiculturalism: A Reader</i> (pp. 321–330). New York: Peter Lang.</p>

<b>Assignment</b>	Reading Reflections	

**Week 10: Muslim Students and Islamophobia**

- What are the experiences of Muslim students in the context of increasing Islamophobia?
- How does Islamophobia intersect with race and gender?

<b>Learning Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Discussion</b>	<b>Week 10</b>	Discussions of materials & readings
<b>Reading</b>	Week 10: Materials & Readings	<p><b>Required:</b> Elbardouh, N., (2016). Addressing Islamophobia in schools (pp. 1 - 5). <i>Social Justice Newsletter</i>. British Columbia Teachers' Federation. Retrieved from: <a href="https://bctf.ca/uploadedFiles/Public/SocialJustice/Publications/SJ-Newsletter/SJNewsletter-WinterSpring2016.pdf">https://bctf.ca/uploadedFiles/Public/SocialJustice/Publications/SJ-Newsletter/SJNewsletter-WinterSpring2016.pdf</a></p> <p><b>Recommended:</b> Bakali, N. (2016). Muslim youth experiences in Québec secondary schools: Race, racialization, and the 'dangerous Muslim man'. <i>An Interdisciplinary Journal</i>, 1(2), 26-39.</p> <p>Housee, S. (2012). What's the point? Anti-racism and students' voices against Islamophobia. <i>Race Ethnicity and Education</i>, 15(1), 101-120.</p> <p>Rezai-Rashti, G. (1994). Islamic identity and racism: Muslim students and Ontario education. <i>Orbit</i>, 25(2), 37–38.</p> <p>Zine, J. (2006). Unveiled sentiments: Gendered Islamophobia and experiences of veiling among Muslim girls in a Canadian Islamic school. <i>Equity &amp; Excellence in Education</i>, 39(3), 239-252.</p> <p>Zine, J. (2001). Muslim youth in Canadian schools: Education and the politics of religious diversity. <i>Anthropology &amp; Education</i>, 32(4), 399–423.</p>
<b>Assignment</b>	Critical Reflection Paper	Due at the end of week

**Week 11: Gender and Sexism in Urban Schools**

- How do we understand gender and sexism?
- How do racialized students experience gender and sexism in urban schools?

<b>Learning Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Discussion</b>	<b>Week 11</b>	Discussions of materials & readings
<b>Reading</b>	Week 11: Materials & Readings	<p><b>Required:</b> Sensoy, O., &amp; DiAngelo, R. (2017). Chapter 7: Understanding the Invisibility of Oppression through Sexism. In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 79–95). New York &amp; London: Teachers College Press.</p> <p><b>Recommended:</b> Connell, R.&amp; Pearse, R. (2015). Chapter 1. <i>Short introductions: Gender</i> (pp. 1-12), Third Edition, Cambridge: Polity Press.</p> <p>Martino, W. (2008). Boys' underachievement: Which boys are we talking about? <i>Ontario, Literacy and Numeracy Secretariat</i>.</p>



		Rahimi, R., & Liston, D. D. (2009). What does she expect when she dresses like that? Teacher interpretation of emerging adolescent female sexuality. <i>Educational studies</i> , 45(6), 512-533.
<b>Assignment</b>	Reading Reflections	

**Week 12: Gender Expansive and Trans-affirmative Education**

- How can we build trans-inclusive, trans-affirmative classrooms and schools?
- What does gender expansive or gender diverse education mean?

<b>Learning Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Discussion</b>	<b>Week 12</b>	Discussions of materials & readings
<b>Reading</b>	Week 12: Materials & Readings	<p><b>Required:</b> Kearns, L., Milton, J., &amp; Tompkins, J. (2017). Transphobia and cisgender privilege: Pre-service teachers recognizing and challenging gender rigidity in schools. <i>Canadian Journal of Education</i>, 40(1), 1-27.</p> <p><b>Recommended:</b> Ryan, C., Patraw, J. &amp; Bednar, M. (2013). Discussing princess boys and pregnant men: Teaching about gender diversity and transgender experiences within the elementary school curriculum, <i>Journal of LGBT Youth</i> 10: 83–105.</p> <p>Doan, P. L. (2010). The tyranny of gendered spaces—reflections from beyond the gender dichotomy. <i>Gender, Place &amp; Culture</i>, 17(5), 635-654.</p> <p>Meyer, E. J., &amp; Keenan, H. (2018). Can policies help schools affirm gender diversity? A policy archaeology of transgender-inclusive policies in California schools. <i>Gender and Education</i>, 30(6), 736-753.</p> <p>Woolley, S. (2015). Boys over here, girls over there: A critical literacy of binary gender in schools, <i>TSQ: Transgender Studies Quarterly</i> 2(3): 376–394.</p>
<b>Assignment</b>	Reading Reflections	

**Week 13: Addressing Homophobia, Heteronormativity and Queering Schools**

- What is homophobia and heteronormativity and how do they play out in schools?
- How can we address heteronormativity in schools?
- How can we move towards a critical queering of schools?

<b>Learning Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Discussion</b>	<b>Week 13</b>	Discussions of materials & readings
<b>Reading</b>	Week 13: Materials & Readings	<p><b>Required:</b> Blackburn, M. &amp; McCreedy, L. (2009). Voices of queer youth in urban schools: Possibilities and limitations, <i>Theory into Practice</i> 48: 222-230.</p> <p>Peter, T., &amp; Taylor, C. (2013). Queer-bullying: How homophobia, biphobia and transphobia hurt students. <i>Herizons</i>, 23-25.</p> <p><b>Recommended:</b> McCreedy, L. T. (2004). Understanding the marginalization of gay and gender non-conforming Black male students. <i>Theory Into Practice</i>, 43(2), 136-143.</p>

		<p>DePalma &amp; Atkinson (2009) Chapter 1: Putting queer into practice: Problems and possibilities. In <i>Interrogating heteronormativity in primary schools</i> (pp. 1-16). Stoke-on-Trent: Trentham.</p> <p>Stonefish, T. &amp; Lafreniere, K. (2015). Embracing diversity: The dual role of Gay Straight Alliances, <i>Canadian Journal of Education</i> 38(4), pp.1-27.</p>
<b>Assignment</b>	Reading Reflections	

**Week 14:** Experiences of Immigrant and Refugee Parents and Children

- What are current issues of language diversity, immigration and refugee experiences and how can we address them in schools?

<b>Learning Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Discussion</b>	<b>Week 14</b>	Discussions of materials & readings
<b>Reading</b>	Week 14: Materials & Readings	<p><b>Required:</b> Facing History &amp; Ourselves (2022). "Home" by Warsan Shire. <a href="https://www.facinghistory.org/standing-up-hatred-intolerance/warsan-shire-home">https://www.facinghistory.org/standing-up-hatred-intolerance/warsan-shire-home</a></p> <p>Government of Ontario. (2016). Capacity Building K-12: Supporting Students with Refugee Backgrounds. Available from <a href="http://thelearningexchange.ca/wp-content/uploads/2017/02/cbs_refugees.pdf">http://thelearningexchange.ca/wp-content/uploads/2017/02/cbs_refugees.pdf</a></p> <p><b>Recommended:</b> Guo, Y. (2012). Exploring linguistic, cultural and religious diversity in Canadian schools: Pre-service teachers' learning from immigrant parents. <i>Journal of Contemporary Issues in Education</i>, 7(1), 4-23.</p> <p>Feuerverger, G. (2011). Re-bordering spaces of trauma: Auto-ethnographic reflections on the immigrant and refugee experience in an inner-city high school in Toronto. <i>International Review of Education</i>, 57(3-4), 357-375.</p> <p>Stermac, L., Ellie, S., Dunlap, H., &amp; Kelly, T. (2010). Educational experiences and achievements of war-zone immigrant students in Canada. <i>Vulnerable Children and Youth Studies</i>, 5(2), 97-107.</p>
<b>Assignment</b>	Reading Reflections	

**Week 15:** Indigenous Populations

- What do we know about Indigenous students living in urban areas and attending urban schools?
- How can decolonizing teaching practices serve Indigenous and settler students?

<b>Learning Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Discussion</b>	<b>Week 15</b>	Discussions of materials & readings
<b>Reading</b>	Week 15: Materials & Readings	<p><b>Required:</b> Richmond, C. A. M., &amp; Smith, D. (2012). Sense of belonging in the urban school environment of Aboriginal youth. <i>The International Indigenous Policy Journal</i>, 3(1), 1-17.</p>

		<p>Manitowabi. (2022). Weweni zhichge: wise practices in urban Indigenous education in Northern Ontario. <i>AlterNative: An International Journal of Indigenous Peoples</i>, 18(1), 114–121.</p> <p><b>Recommended:</b>  Howard-Bobiwash, H.A., Joe, J. R., Lobo, S. (2021). Concrete lessons: Policies and practices affecting the impact of COVID-19 for urban Indigenous communities in the United States and Canada. <i>Frontiers in Sociology</i>. Link: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8102815/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8102815/</a></p> <p>Blansett, K., Cahill, C. D., Needhan, A. (May 3, 2022). <i>Indian cities: Histories of Indigenous urbanism</i>. <a href="https://themetropole.blog/2022/05/03/indian-cities-histories-of-indigenous-urbanism/">https://themetropole.blog/2022/05/03/indian-cities-histories-of-indigenous-urbanism/</a></p>
<b>Assignment</b>	Reading Reflections	

Week 16: Scheduled Presentations (Two Groups)

- How can we focus our learning on issues of equity and social justice in urban education?
- How can we apply what we have learned to model in-class activities?

Learning Activities		
Type	Name	Description
Discussion	Week 16	Presentations and Class Discussion
Assignment	Group Presentations	

Week 17: Scheduled Presentations (Two Groups)

- How can we focus our learning on issues of equity and social justice in urban education?
- How can we apply what we have learned to model in-class activities?

Learning Activities		
Type	Name	Description
Discussion	Week 17	Presentations and Class Discussion
Assignment	Group Presentations	

Week 18: Presentations, scheduled (2 groups) and Teaching for Equity and Social Justice: Putting it all Together

- How should we teach social justice education in urban contexts?
- How do we apply what we learn into our professional practice?

Learning Activities		
Type	Name	Description
Discussion	Week 18	Presentations and Class Discussion
Reading	Week 18: Materials & Readings	<p><b>Required:</b>  Sensoy, O., &amp; DiAngelo, R. (2017). "Chapter 12: Putting it all together: Now what?" In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 199-217). New York &amp; London: Teachers College Press</p> <p><b>Recommended:</b>  Sensoy, O., &amp; DiAngelo, R. (2017). "Chapter 11: 'Yeah, but..': Common rebuttals." In <i>Is everyone really equal? An introduction to key concepts in social justice education</i> (pp. 185-197). New York &amp; London: Teachers College Press</p>

<b>Assignment</b>	Group Presentations	
<b>Assignment</b>	Culminating Paper	

<b>Assessment Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Assignment</b>	Class Participation (ongoing)	Participation includes attending class each week discussing weekly readings and topics
<b>Assignment</b>	Reading Reflections	<p>You will write reflections and submit them on OWL. Use the following questions to guide your reflection:</p> <ol style="list-style-type: none"> <li>1) How are the ideas and information <b>connected</b> to what you already knew about urban education and/or social justice?</li> <li>2) What new ideas did you get that broadened your thinking or <b>extended</b> it in different directions?</li> <li>3) What <b>challenges</b> or puzzles emerged for you?</li> </ol> <p><b>**More specifics will be posted on OWL</b></p>
<b>Assignment</b>	<p>Critical Autobiographical Essay</p> <p>Due: Week 6</p>	<p>This essay is an opportunity to reflect on your educational and schooling experiences. This assignment is asking you to reflect on your experiences while <b>also engaging</b> with the course materials and readings to build deeper understandings about equity and social justice in urban schools and what it means to teach for equity and social justice in urban contexts. Use a <b>minimum of two (2)</b> course materials/readings to further develop your reflections. Length for the essay is approximately 1500 words or five (5) double-spaced pages. <b>Upload</b> your paper to Assignments on <b>OWL</b>.</p> <p><b>**More specifics will be posted on OWL</b></p>
<b>Assignment</b>	<p>Critical Reflection Paper</p> <p>Due: Week 10</p>	<p>You will describe your understanding of urban education. Outline your definition of urban education by drawing on and reflecting on the <b>course readings and content with your practicum experience</b>. Use the following questions to guide your critical reflection</p> <ul style="list-style-type: none"> <li>• What did you learn from your associate teacher and from your students?</li> <li>• Did your associate teacher discuss issues relevant to equity and social justice education?</li> <li>• Were there any issues in the school where you did your practicum?</li> <li>• Is there anything you would have done differently when thinking back on your practicum?</li> <li>• How have course readings informed your understanding of teaching for equity and social justice in urban schools?</li> </ul> <p>Alternatively, you might want to generate your own question or issue in response to any of the readings and to develop your ideas further. Use a <b>minimum of three (3)</b> course materials/readings to further develop your critical reflections. Length for the essay is approximately 1500 words or five (5) double-spaced pages. <b>Upload</b> your paper to Assignments on <b>OWL</b>.</p> <p><b>**More specifics will be posted on OWL</b></p>
<b>Assignment</b>	<p>Group Presentations</p> <p>Due: Week 16, 17, 18</p>	<p>This is an open-ended project where you will work in a group with 3-5 classmates. The purpose is to give you the opportunity to research and examine in greater depth a social justice and equity issue that is relevant to urban education. You are expected to thoroughly research your subject of interest and present your findings to the class as a group. Your presentation will include interactive activities and be 40-50 minutes long.</p>

		**More specifics will be posted on OWL
<b>Assignment</b>	Culminating paper Due Week 18	Each individual group member will be responsible for writing on the topic they chose to present on with their group or on a different topic of their choice that is relevant to urban education. Here you can develop certain aspects or dimensions of the presentation/topic as you see fit. However, this paper should deal with outlining what knowledge has been gained and what the implications are for practice in urban classrooms and/or urban schools. This component enables you to provide more detail and to engage with the issues raised throughout the course as they relate to your presentation/ topic in a more in-depth manner. Your paper should be between 6-8 pages (2500–3000 words), double-spaced, and typed. You must carefully edit your work and make sure it is presented without spelling and grammatical mistakes. You should include at least two sources not used in the course, in addition to at least three course readings.  **More specifics will be posted on OWL

**This course meets the following Competencies:**

Significance of Being Critical: To learn the significance of being a critical and reflective practitioner.

Knowledge about Teaching: To gain knowledge about teaching in urban schools.

Understanding of Multiple Perspectives: To become a teacher who has developed a critical understanding of the multiple perspectives, key issues, and current debates about urban education.

Connections of Different Oppression: To understand the connections between different forms of oppression.

Knowledge & Professional Practice: To understand the intersections between this knowledge and their professional practice as educators and to connect theory and practice.

## How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: [edu.uwo.ca/CSW/my-program/BEEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEEd/policies.html)

## Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

## Participation

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Ontario Curriculum & Supplementary Resources:



**Curriculum & Resources**  
[dcp.edu.gov.on.ca/en](http://dcp.edu.gov.on.ca/en)

## Campus Services & Resources:



**Health and Wellness**  
[uwo.ca/health](http://uwo.ca/health)



**Peer Support**  
[westernusc.ca](http://westernusc.ca)



**Learning Skills**  
[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**  
[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**  
[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**  
[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**  
[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**  
Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)