

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**GRADUATE SCHOOL OF EDUCATION**  
PhD Education, Program in Education Policy

EDUC 887 01: Neighborhoods, Community Development, and Education Policy  
3.0 Credits, Spring 2016  
Tuesdays, 4:30-7:10 Aquia 213

**PROFESSOR(S):**

Name: Rodney Hopson

Office hours: By Appointment and 2:00 – 4:00pm (Tuesdays)

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**COURSE DESCRIPTION:**

**A. Prerequisites/Corequisites**

None

**B. University Catalog Course Description**

Advanced study of selected topics in education preparing students for doctoral studies or who have been admitted to the PhD program in education.

Notes: May be repeated for credit with GSED approval.

**C. Expanded Course Description**

This course will explore the intersection of historical, social, political, and economic policies and conditions of neighborhoods and communities in the United States. By focusing domestically, the course intends to understand historical and contemporary trends in the formation of urban neighborhoods and the development of American cities and communities. Students will have the opportunity to examine the politics and policies of particular neighborhoods and communities, including understanding the dynamic realities and changes around topics such as education, health, immigration, citizenship, crime, religion, wealth, housing and poverty. Of particular focus will be those individuals and groups who tend to be minoritized, marginalized, and/or vulnerable in the context of incredible wealth, privilege, and status in the U.S.

## **LEARNER OUTCOMES or OBJECTIVES:**

This course is designed to enable students to:

1. Identify and analyze salient historical, social, political, and economic factors that affect neighborhoods and communities domestically in the United States, especially as they influence educational issues and conditions;
2. Apply understanding and interpretation of policy to contextual and historical understanding of neighborhoods and communities and the educational settings and institutions they serve;
3. Identify, distinguish, and apply theoretical and methodological approaches to study of neighborhoods and communities;
4. Understand and appreciate the complexity and formation of neighborhoods and communities in the United States, with particular focus to how those minoritized, marginalized, and/or vulnerable served through schools and educational institutions.

## **PROFESSIONAL STANDARDS (N/A):**

The course is a required course of the PhD in Education (Education Policy specialization) and is linked to the goals of the Graduate School of Education (GSE) and the mission of the Center for Education Policy and Evaluation (CEPE). Additionally, student outcomes are both linked to the mission and values of GSE and CEPE. Refer to the GSE website (<http://cehd.gmu.edu/values/>) and the CEPE website (<http://cehd.gmu.edu/centers/edpolicy/home>) for more information about their goals, core values, and mission

## **REQUIRED TEXTS:**

Hyra, D.S. (2008). *The new urban renewal: The economic transformation of Harlem and Bronzeville*. Chicago: University of Chicago Press.

Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. NY: Crown.

MacLeod, J. (2009). *Ain't no makin' it: Aspirations and attainment in a low-income neighborhood*. Boulder, CO: Westview.

Prince, S. (2014). *African Americans and gentrification in Washington, DC: Race, class and social justice in the nation's capital*. Farnham, Surrey: Ashgate.

Skolnick, J.H. & Currie, E. (2010). *Crisis in American institutions*, 15<sup>th</sup> ed. Boston: Pearson.

Posey-Maddox, L. (2014). *When middle-class parents chose urban schools: Class, race, and the challenge in public education*. Chicago: University of Chicago Press.

## **COURSE ASSIGNMENTS AND EXAMINATIONS:**

You will be expected to complete several assignments that will constitute your course grade. They include a chapter summary/critique presentation, course participation, and a research paper/project. Each of the following is described briefly below, with more discussion and additional specifics as questions arise in class:

\* Chapter summary/critique presentations. As part of this assignment, you will be expected to provide a summary or analysis of two book chapters from course readings in the form of a visual presentation to the class at the end of the semester. Chapter summary/critique presentations will constitute 20% of your course grade.

\* Course Participation. Course participation is a critical aspect of the course and will be important in maintaining an informed and critical analysis of issues and material that arise in the course. At the end of the semester, you will be requested to provide a self-evaluation of your course grade based on criteria determined in class. Course Participation will constitute 20% of your course grade.

\* Research Paper/Project. You will be expected to prepare a paper or project about a specific neighborhood or community in the United States related to a theme, issue, or idea within the course content and/or objectives. The paper should pose a question and show evidence of scholarly research related to the neighborhoods and communities.

Sections of the paper will be collected based on written/discussion prompts to assist in the paper development. The final paper should be prepared in the latest version of APA, be 20-25 pages in length (not including references and appendices or tables/figures), and turned in near the end of the semester. An outline will be expected at the midpoint of the course and presentations should be expected in the final classes of the semester. Research papers/projects will constitute 40% of your course grade and academic poster presentations will constitute 20% of your course grade.

The following grading scale will be used for all class assignments:

A	94 - 100
A-	90 - 93
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	70 - 76 (F Below 70)

## **TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any (Note that no task requirements are needed for this or any Education Policy) course with a required performance-based assessment is required to submit this assessment, N/A} to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.”

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.**

**PROPOSED CLASS SCHEDULE:**

<b>Date</b>	<b>Topic/Learning Experiences</b>	<b>Readings and Assignments</b>
January 19 – Class 1	Topic 1: Introduction to Course: Why Neighborhoods, Communities, and Education Policy?	Kozol, Ch. 1 – 3; Hyra, Ch. 1 – 2 Skolnick & Currie, Part 1
January 26 – Class 2	Topic 1A: Building rationale and historical sections of neighborhood study – Preliminary discussion of neighborhood areas and topics of study * GIS Training, Part 1 *	Kozol, Ch. 4 – 6; Hyra, Ch. 3 – 4 Skolnick & Currie, Part 2 <i>HW: Prompt 1</i>
February 2 – Class 3	Topic AB: Building rationale and historical sections of neighborhood study – Continued discussion of neighborhood areas and topics of study	Kozol, Ch. 7 – 9; Hyra, Ch. 5 - 6 Skolnick & Currie, Part 3
February 9 – Class 4	Topic 2: Historical and Contextual Understandings of Neighborhoods and Communities	Kozol, Ch. 10-12, Epilogue, Hyra, Ch. 7 – 8 Skolnick & Currie, Part 4 <i>HW: Prompt 2</i>
February 16 – Class 5	Topic 2A: Situating historical context of neighborhoods and communities	Prince, Ch. 1 – 3 Skolnick & Currie, Part 5
February 23 – Class 6	Topic 2B: Situating a policy context of neighborhoods and communities	Skolnick & Currie, Part 6 Prince, Ch. 4 – 5 <i>HW: Prompt 3</i>
March 1 – Class 7	Topic 3: Theoretical and Methodological Approaches to Study of Neighborhoods and Communities	Prince, Ch. 6 - 7; Skolnick & Currie, Part 7 MacLeod, Part 1 <i>HW: Draft Paper Outline</i>
March 15 – Class 8	* GIS Training, Part 2 * Topic 3A: Developing theoretical frameworks in neighborhood research and study	Skolnick & Currie, Part 8 MacLeod, Part 2 <i>HW: Prompt 4</i>
March 22 – Class 9	* Panel of Neighborhood, Community, Educational Advocates *	Possey-Maddox, Ch. 1-3 Skolnick & Currie, Part 9d
March 29 – Class 10	Topic 4: Communities, Neighborhoods and the Minoritized, Marginalized, and Vulnerable	Possey-Maddox, Ch. 4-5 Skolnick & Currie, Part 10 <i>HW: Prompt 5</i>
April 5 – Class 11	Topic 4A: Building contexts and frameworks for understanding the poor and marginalized in neighborhood research study	Possey-Maddox, Ch. 6-7 Skolnick & Currie, Part 11-12
April 12 – Class 12	Site Visit of Neighborhood, Community Agencies or Visit to AERA Annual Meeting in Washington, DC	<i>HW: Final Papers Due</i>
April 19 – Class 13	Writing/Reading Day – NO CLASS	<i>HW: Final Presentations Due</i>
April 26 – Class 14	Course Summary	<i>HW: Final Presentations and Evaluations</i>

Note: The instructor reserves right to make periodic changes to syllabus during semester depending on course pace and unexpected events that occur during the semester. In the event of syllabus changing, instructor will update students as needed and post a final syllabus on or by the two months of class.

**ASSESSMENT RUBRIC(S):**

**Grading Guidelines**

	<b>Levels of Performance</b>			
	<b>(F) Unsatisfactory</b>	<b>(C) Basic</b>	<b>(B) Proficient</b>	<b>(A) Distinguished</b>
<b>Quality of Work</b>	Unacceptable	Undergraduate level and quality; unsophisticated; assignments show little or no connection to course content or concepts.	Competent; provides credible evidence of understanding and application; some lapses in organization, citations and/or writing clarity. Evidence of understanding presented but incomplete; writing indicates gaps in logic; grammar and/or spelling errors distract the reader. Weak or insufficient citations	Exceptional quality and insight; a rare & valuable contribution to the field. Convincingly on target; demonstrates evidence of understanding and application; clear and concise writing; the reader is not distracted by grammar and/or spelling and citation errors.
<b>Completeness of Work</b>	Difficult to recognize as the assigned task.	Insufficient evidence of understanding and application; important elements missing or difficult to find.	Moderate shortcomings; minor elements missing that distract the instructor's ability to see the product as a whole. Evidence of effort but one or more significant and important points are missed or not addressed.	100% complete and error free Accurate & seamless writing; virtually a complete product
<b>Timeliness</b>	Missed or not submitted. Incompletes not made up.	Excessively or repeatedly late.	Assignments late more than once or without prior conversation with instructor; not necessarily chronic. More than half the assignments are late, but none are excessively late.	100% on time. Almost always on time; rare but forgivable tardiness (such as serious personal or family illness). Instructor is notified in advance that a paper may be late.