

Class: UEP 214  
**The State of Public Education 2020**

Instructor: Steve Zimmer  
Location: Johnson 104  
Date/Ti

## **Required Texts:**

- Podair, Jerald. 2001      The Strike that Changed New York: Blacks, Whites and the Ocean Hill-Brownsville Crisis New Haven Yale University Press
- Kerchner, Charles. 2008      Learning from Los Angeles: Institutional Change in American Public Education Cambridge Harvard Educational Press
- Carter, Prudence and Welner, Kevin. 2013      Closing the Opportunity Gap: What America Must Do Give Every Child an Even Chance New York Oxford Press
- Ravitch, Diane. 2010.      The Death and Life of the Great American School System New York: Basic Books
- Kozol, Jonathan. 1991      Savage Inequalities: Children in America's Schools New York: Random House

## **Strongly Recommended Texts:**

- Noguera, Pedro. 2008      The Trouble with Black Boys: Reflections on Race, Equity and the Urban Public Schools New York: Teachers College Press
- Kirp, David. 2013      Improbable Scholars: The Rebirth of a Great American School System and a Strategy for America's Schools New York: Harvard University Press
- Rhee, Michelle. 2014      Radical: Fighting to Put Students First New York: Harper Paperbacks

## Important Public Education Texts

TheodoreSizer 1992.	<u>Horace's Compromise</u>
Pedro Noguera. 2003	<u>City Schools and the American Dream</u>
Marion Orr and John Rodgers. 2010	<u>Public Education for Public Engagement</u>
Paulo Freire. 1993.	<u>The Pedagogy of the Oppressed</u>
Delpit, Lisa. 1995	<u>Other People's Children</u>

*A word about Texts: I know I required a lot here. This is not the type of class where you will be reading word for word from texts. But they are important. This is especially true when the author is visiting the class. Even if we don't use the full text as part of the class I promise you each of these texts will contribute to your understanding of the public education crisis. **Additional articles and texts will be required.** These will be posted on Moodle and/or distributed in class. **You will also be required to monitor Ed Source, The L.A. School Report and The Los Angeles Times education blogs, Education Week, and Politi\_***

# **Grades**

## **Assignments and Grading**

Class A

The project will have three significant components. The first component will be a presentation to the class (this presentation may include additional members of the Oxy and LAUSD community). Student teams will have wide latitude in how to present their report, but my guess is that some type of power point and some narrative research summary. The second group component will a community action component. Here, group members will either present the project findings or recommendations to either LAUSD Board staff, LAUSD Board Members, a Board or Committee Meeting, City Council staff or the staff of the Mayor's Office. While the presentation may contain similar information to the in-class presentation (incorporating feedback from myself and your colleagues), I expect the group to employ lobbying and presentation strategies that we will go over in class during the semester.

The final component to the project will be an individual analysis paper that will cover both the issue and a detailed reflection about the group process you participated in throughout the semester. I will expect you to incorporate new research and sources into your paper, but you should use the group's primary research as well. I will distribute a much more detailed description of the paper, but you can anticipate that it will be between 6-8 pages in length and will be due at the end of Finals.



**April**

**1st**

**Panel Discussion: The Lessons of the LA Strike**  
Moodle Readings