

# **Educational Studies 308: Cities, Suburbs, and Schools**

Trinity College      Fall 2002  
T 6:45-9:15pm      LSC 138  
<http://www.trincoll.edu/depts/educ>

Asst. Prof. Jack Dougherty  
McCook 302      Phone: 297-2296  
Email: [jack.dougherty@trincoll.edu](mailto:jack.dougherty@trincoll.edu)  
Office Hours: Tues 10-12 and by appointment

How did city dwellers' dreams of better schooling, along with public policy decisions in housing and transportation, contribute to the rise of suburbia in the twentieth century? How do city-suburban disparities affect teaching and learning in classrooms today? What promise do *Sheff v O'Neill* remedies for racial isolation, such as magnet schools at the Learning Corridor, hold for the future? Students will investigate these questions while developing their skills in oral history, ethnographic fieldwork, and geographical information system (GIS) software. Community learning experiences will be integrated with seminar readings and research projects.

Prerequisite: Ed 200 or Psyc 225 or the Cities Program or permission of instructor.

## **Objectives:**

This upper-level undergraduate course is partly a reading seminar and partly a research workshop. One week, we closely examine a noteworthy text on the historical or contemporary dimensions of cities, suburbs, and schools. During the following weeks, students plan and conduct small-scale group research projects to test the author's claims in the metropolitan Hartford area. By merging together these two halves of the course, advanced undergraduates become better prepared to propose and conduct an independent research project in their senior year.

## **Readings to purchase:**

Myron Orfield, *American Metropolitcs: The New Suburban Reality* (Brookings Institution, 2002). ISBN 0-8157-0249-3

Susan Eaton, *The Other Boston Busing Story: What's Won and Lost Across the Boundary Line* (Yale University Press, 2001). ISBN 0-300-08765-9

Additional readings will be provided by the instructor



**Assessment:**

Each project (1-4) is worth 20 points, and the professor also will assign a 20-point grade for class participation, for a total of 100 points.

Be advised that adequate work earns a C, good work earns a B, and outstanding work earns an A in this class. Students are expected to engage in academic honesty in all forms of work for this course. If this is unclear to you, ask me for clarification.

The penalty for overdue assignments will be 10% for every 12-hour period beyond the deadline, with exceptions granted only for documented medical or family emergencies. Please notify me during the first week if you require any special accommodations.

We expect your regular and prompt attendance at every seminar. Unexcused absences will result in a 7 point deduction from the class participation grade.

**Session 1: September 3rd**

What's a suburb? Defining Metropolitan Hartford

In seminar:

Introduction to different source materials; writing definition; syllabus overview

Additional Sources:

The Metropolitan District GIS and aerial photos webpage

<http://www.themdc.com/orthophotos.htm>

University of Connecticut Map and Geographic Information Center (MAGIC)

<http://magic.lib.uconn.edu/>

University of Connecticut Center for Geographic Information and Analysis

<http://www.uconnigia.uconn.edu/>

David Stephens, "Making Sense of Maps" on the History Matters website

<http://historymatters.gmu.edu/mse/maps/>

## **Session 2: September 10th**

Building Suburbia: How were suburbs created, then intensified in recent years?

View: *Suburbia: The Good Life in Connecticut?* (CPTV and CT Humanities Council video, 1997). On reserve at video library (in Austin Arts basement) VID 3086. Transcript available at <http://www.simonpure.com/suburbia.htm>

Read: Kenneth Jackson, *Crabgrass Frontier: The Suburbanization of the United States* (Oxford University Press, 1985), chapters 11 and 13. (available on docex)

Read: Myron Orfield, *American Metropolitics*, chapters 1-3.

In seminar:

Facilitators \_\_\_\_\_ on connecting Suburbia video and Jackson

Facilitators \_\_\_\_\_ on Orfield's argument and best/weakest evidence

Orfield video excerpt; Excel and MapInfo data exercise and questions assigned

Workshop to be scheduled \_\_\_\_\_

Additional sources for further reading:

The Metropolitan Area Research Corporation (MARC), directed by Myron Orfield  
<http://www.metroresearch.org/>

Roxalyn Baxandall and Elizabeth Ewen, *Picture Windows: How the Suburbs Happened* (Basic Books, 2000).

"Levittown: Documents of an Ideal Historical Suburb,"  
website at <http://www.uic.edu/~pbhales/Levittown>

David Rusk, *Cities Without Suburbs, 2nd edition* (Woodrow Wilson Ctr Press, 1995).

G. Scott Thomas, *The United States of Suburbia* (Prometheus Books, 1998).

## **Session 3: September 17th**

How should we respond? Policy Advocacy on Cities and Suburbs

Read: Myron Orfield, *American Metropolitics*, chapters 4-9.

Read: Institute on Race and Poverty, *Racism and Metropolitan Dynamics* (2002).  
available at <http://www.instituteonraceandpoverty.org/forinfo.html>

In seminar:

Guests: Rick Porth, executive director, Capitol Region Council of Governments, and Pat Wallace, organizer for the CenterEdge coalition

Facilitators \_\_\_\_\_ facilitate discussion with guest on policy issues

Project 1 assigned (due September 24th in seminar)

Additional Sources:

Capitol Region Council of Governments <http://www.crcog.org/>

CenterEdge Coalition [http://www.oua-adh.org/centerEdge\\_project.htm](http://www.oua-adh.org/centerEdge_project.htm)

Lewis Mumford Center for Comparative Urban and Regional Research,  
"Metropolitan Race and Ethnic Change - Census 2000" reports  
<http://www.albany.edu/mumford/census/>

#### **Session 4: September 24th**

*Sheff v O'Neill* and the inter-district magnet school reform strategy

Read: background documents on *Sheff v O'Neill* and CREC magnet schools (TBA)

In seminar:

Project 1 due at beginning of seminar; brief presentations to classmates

preparation for reading Metz and doing ethnography

Additional Sources:

Connecticut Center for School Change, "The Unexamined Remedy" (1998)  
and "Beyond the Unexamined Remedy" (2000).

Connecticut Center for School Change <http://www.ctschoolchange.org/>  
Capitol Region Education Council <http://www.crec.org>

#### **Session 5: October 1st**

What happens inside magnet schools? Ethnographies of inter-racial relations

Read: Mary Haywood Metz, *Different by Design: The Context and Character of Three Magnet Schools* (Routledge Press, 1992), chapters 1, 2, 5, 6, 7 (available via docex).

Facilitators \_\_\_\_\_ on Metz's arguments and best/weakest evidence

In seminar: ethnography guidelines; sample video; project 2 research design

Additional Sources:

Janet Ward Schofield, *Black and White in School: Trust, Tension, or Tolerance?*  
(Praeger, 1982).

**Session 6: October 8th (Trinity Day)**

In place of our regular class, students will conduct one hour of ethnographic observation at a magnet school (scheduling to be arranged).

Post your field notes on Docex by October 15th at noon

**Session 7: October 15th (note: Jack leaves for Toronto at 7:30pm)**

In seminar: Analyzing ethnographic field notes  
Paper assignment distributed for Project 2

Workshop to be scheduled \_\_\_\_\_

**Session 8: October 22nd**

Project 2 due at beginning of seminar, with presentations to classmates and guests

Read: Metz, *Different by Design*, chapter 2

In seminar: the politics of magnet schools (comparing Hartford and Milwaukee)

Preparation for reading Eaton's book and background on Project Concern

Additional Sources:

Capital Region Choice Program website <http://www.crec.org/choice/>

NOTE: Students must declare their choice for Project 4 by end of seminar

**Session 9: October 29th \* \* \* CLASS MEETS in McCook Library**

Project Concern/Choice Program and City-Suburb Transfer Reform Strategies

Read: Susan Eaton, *The Other Boston Busing Story: What's Won and Lost Across the Boundary Line*. (Yale University Press, 2001).

Facilitators \_\_\_\_\_ on Eaton's argument and best/weakest evidence

Facilitators \_\_\_\_\_ speakerphone interview with Susan Eaton

Facilitators \_\_\_\_\_ on modifying Eaton's interview guide (Appdx III)

Additional Sources:

Amy Stuart Wells and Robert Crain, *Stepping Over the Color Line: African-American Students in White Suburban Schools*. (Yale University Press, 1997).

Leonard Rubinowitz and James Rosenbaum, *Crossing the Class and Color Lines: From Public Housing to White Suburbia* (University of Chicago Press, 2000).

**Session 10: November 5th**

Oral history research design regarding Project Concern participants

Read: *Hartford Courant* background articles on Project Concern/Choice Program

Thomas Mahan, *Project Concern, 1966-1968: A Report on the Effectiveness of Suburban School Placement for Inner-City Youth*. Hartford Board of Education, 1968.

Vivian Martin, "A Study in Black and White: An Oral History of Hartford's First Year of Busing and How it Changed Fifteen Lives," *Northeast Magazine/Hartford Courant*, 1 February 1987.

In seminar: Practice interview with Project Concern guest (TBA)

Facilitators \_\_\_\_\_ to facilitate practice interview and revise questions

Interviews assignments; transcribing guidelines

Oral interview transcripts to be posted on docex by Nov 12th at noon

**Session 11: November 12th**

Analyzing Oral History Interviews

Read:

Linda Shopes, "Making Sense of Oral History" on History Matters website <http://historymatters.gmu.edu/mse/oral/> (see exercises on making sense of evidence)

In seminar: notes on analyzing oral history

Workshop to be scheduled \_\_\_\_\_

**Session 12: November 19th**

Class attends "Recovering Hartford" panel discussion, sponsored by the CT Historical Society and Trinity College Hartford Studies Project, at CHS.

Read: "Poverty in a Land of Plenty: Can Hartford Ever Recover?" *New York Times*, 26 August 2002.

**Session 13: November 26th**

Project Concern Oral History Interview presentations

Project 3 paper due at beginning of seminar, with 5 minute powerpoint presentations to Mary Carroll, former director of Project Concern, and Nessa Orum, current director of Capitol Region Choice Program, and other invited guests

**Session 14: December 3rd**

Historical analysis of suburbanization and schooling

Read: Jack Dougherty, "Proposal: Cities, Suburbs, and Schools - A Historical Case Study of Metropolitan Hartford" (2001).

Read: Eric Lawrence, "Senior Project Proposal" and "Teacher Suburbanization and the Diverging Discourse on Hartford Public School Quality, 1950-1970" (Senior Project in American Studies, 2002).

Facilitators \_\_\_\_\_ interview guest, Eric Lawrence, on his paper

Project 4-Z assigned

Oral reports from students on Project 4 W, X, Y

Course evaluations

NOTE: Project 4 final paper due Tues, December 10th at 3pm via email attachment