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:


Additional readings will be provided by the instructor
**Facilitating Discussions:**
All of us read the assigned texts prior to seminar. In addition, each student will take responsibility for **facilitating a seminar discussion on a specific reading** for approximately 10 minutes. Good facilitating means not only thinking ahead about the key points of the reading, but finding creative ways to spark a lively and substantive discussion on key ideas with your classmates.

**Group Research Projects:**
Each student will participate in completing **three group research projects** during the semester to test claims from syllabus readings to the metropolitan Hartford area. Each assignment typically includes a 5-page written component, linking the research question, methodology, evidence, interpretation, and the relevant seminar reading.

- **Project 1** testing Orfield's *American Metropolitics* with quantitative data due September 24th
- **Project 2** testing Metz's *Different by Design* with ethnographic observation due October 22nd
- **Project 3** testing Eaton's *The Other Boston Busing Story* with oral histories due November 25th

**Project 4:**
Each student will notify the professor by October 15th about his/her choice for the last project of the semester:

- **Option W**: Design and carry out a community outreach project related to our seminar. For example, you can work for an advocacy group, volunteer with a city-suburb school program, or even launch a political protest. Write a 5-page paper which describes your outreach project, reflects on its lessons, and links it to at least one of our seminar readings.

- **Option X**: Design and deliver a public presentation on research conducted by our seminar. For example, you may arrange an off-campus presentation (for a school, or an advocacy group, etc.) or you may arrange one for the Trinity campus. Write a 5-page paper which outlines your presentation, the decisions you made in designing it, and reflections on how audiences responded to it.

- **Option Y**: Write a 5-page proposal for a senior-level research project on any topic related to this seminar. (This may be ideal for students who anticipate doing such a project within the next year.) Obtain guidelines from instructor.

- **Option Z**: Write a 5-page research paper on historical newspaper clippings of schools and suburbanization in metro Hartford (the topic of our penultimate sessions.)
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.uconncgia.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?


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/](http://www.metroresearch.org/)
"Levittown: Documents of an Ideal Historical Suburb," website at [http://www.uic.edu/~pbhales/Levittown](http://www.uic.edu/~pbhales/Levittown)

Session 3: September 17th
How should we respond? Policy Advocacy on Cities and Suburbs

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


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
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:
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


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).
Session 10: November 5th
Oral history research design regarding Project Concern participants

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


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.


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

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Session 14: December 3rd
Historical analysis of suburbanization and schooling


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