

Educational Studies 308: Cities, Suburbs, and Schools

Trinity College Spring 2002
M 1:15-3:55pm McCook 307 and LSC 138
<http://www.trincoll.edu/depts/educ>

Asst. Prof. Jack Dougherty
McCook 302 Phone: 297-2296
Email: jack.dougherty@trincoll.edu
Office Hours: Tues & Thurs 1:15 – 3pm 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 will closely examine a noteworthy text on the historical or contemporary dimensions of cities, suburbs, and schools. During the following weeks, we will plan and conduct small-scale group research projects to test the author's claim in the metropolitan Hartford area. By merging together these two halves of the course, advanced undergraduates will be better prepared to propose and conduct an independent research project in their senior year.

Readings to purchase:

Ken Jackson, *Crabgrass Frontier: The Suburbanization of the United States*. Oxford Press, 1987. ISBN: 0195049837

Roslyn Baxandall and Elizabeth Ewen, *Picture Windows: How the Suburbs Happened*. Basic Books, 2001. ISBN: 0465070132

G. Scott Thomas, *The United States of Suburbia*. Prometheus Books, 1998. ISBN: 1573922439

Ray Suarez, *The Old Neighborhood: What We Lost in the Great Suburban Migration, 1966-1999*. Free Press, 1999. ISBN: 0684834022

Additional readings will be provided to you in seminar and/or on Blackboard.

Readings, Research, and Assessment:

All of us read the assigned text prior to seminar. In addition, each student will take responsibility for **facilitating the seminar discussion on a specific reading** for approximately 10 minutes during the semester. Good facilitating means *not only* thinking ahead about the key points of the reading, *but more importantly* about how to spark a lively, substantive discussion with your classmates. For example, you may choose to:

- Distribute written questions in seminar or ahead of time via Blackboard email
- Call attention to a pivotal sentence/paragraph in the reading and question the seminar about the author’s exact meaning
- Dialogue with the seminar on why the author followed path X rather than Y in the course of his/her research
- Identify counterfactual evidence which conflicts with the text, and ask the seminar whether or not it leads them to dismiss the author’s entire argument
- Compare a specific issue or approach in the current week’s seminar reading to a corresponding issue or approach from a previous week’s reading

Each student will complete their assignment for **four group research projects** during the semester, to test claims from syllabus readings when applied to the metropolitan Hartford region. Each assignment will typically include a 4-6 page written component, linking the research question, methodology, evidence, interpretation, and the relevant seminar reading.

- | | | |
|------------|---|----------------------|
| Project 1 | demographic analysis with Excel & Mapinfo, due Jan 28 | 10 points |
| Project 2A | historical analysis with newspaper microfilm | |
| OR | | due Feb 25 20 points |
| Project 2B | historical analysis with oral interviews | |
| Project 3 | political analysis with voting data, due March 11 | 20 points |
| Project 4P | ethnographic analysis comparing city-suburb school | |
| OR | | due Apr 10 20 points |
| Project 4Q | ethnographic analysis of relations in a magnet school | |

Each student will design and complete a **final project** based on one of four options:

_____ VIP Admissions Day Monday, April 15th 11-11:50am
Up to 3 students will design and deliver a formal presentation which overviews research conducted by the Educ 308: Cities, Suburbs, and Schools seminar, for an audience of prospective students and their parents. Written component includes team preparation and individual post-event reflection.

_____ Bites and Bytes Lunch Series Monday, April 22nd 12-1pm
Up to 3 students will design and deliver a formal presentation for faculty and staff interested in instructional technology.

***Title:** Using MapInfo Software in the Cities, Suburbs, and Schools Seminar*
Prof. Jack Dougherty and students from his seminar, Educ 308: Cities, Suburbs, and Schools, will present how they have used MapInfo geographic information system software to investigate data from the metropolitan Hartford area. Topics for discussion include strategies for linking software to the syllabus, pros and cons of high- versus low-tech teaching, and views on technology from students' perspectives.

Written component includes team preparation and individual post-event reflection.

Trinity Student Research Symposium Wed, April 24th 11 am – 1pm
2-person teams design and deliver an interactive poster (or computer display) session in the Mather Basement area, as part of the First All-College Student Symposium. Each team takes responsibility for representing the seminar's work for ONE of our group research projects. Written component includes team poster/display preparation and individual post-event reflection.

_____ Project 1: Mapping City-Suburb Demographics in Metro Hartford, 1900-2000

_____ Project 2A: Race, Schools, and Real Estate Ads in Metro Hartford, 1960-80

_____ Project 2B: Analyzing Oral Histories with Bulkeley HS Alumni, 1963-73

_____ Project 3: Mapping City and Suburban Voting Behavior in Metro Hartford

_____ Project 4: Ethnographic Studies of City, Suburban, and Magnet Schools

_____ Community Outreach: 1 or 2 students arrange contact with a local organization or school to provide a needed service, presentation, or technical support (such as a customized map), related to readings/research from the seminar. Written component includes preparation and individual post-outreach reflection.

_____ Research Proposal: An individual student brainstorms, researches, and writes a proposal for a senior-level research project on a topic related to the seminar. Guidelines and criteria to be distributed (similar to Educ 400). Suggested 4-5 pages.

All written work for final projects is due on Friday, April 26, at 3pm: 20 points

On April 22nd, the professor will distribute a **seminar participation grade** to each student, indicating ONE of the following:

| | |
|--|-----------|
| Active, consistent participation | 10 points |
| Moderate or inconsistent participation | 5 points |
| Unsatisfactory participation | 0 points |

Students may accept the grade OR **exercise their option to take a final exam** based on seminar readings (one-hour, open-book, short-essay), also worth 10 points.

Total: 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.

Session 1: Jan 14th Intro to Syllabus, Excel, and MapInfo (in LSC 138)

In Seminar:

Syllabus

Cities, Suburbs, and Schools reading/research group info sheet

Jack's "Cities, Suburbs, and Schools" research proposal to NAE/Spencer

Spreadsheet software and Microsoft Excel tutorial

lecture on Jonathan Kozol, *Savage Inequalities* (New York, 1991).

Metro Hartford school district and town property tax data exercise

Geographical Information System (GIS) and MapInfo tutorial

Metro Hartford school district and town property tax data exercise

Seminar break: Jack

Session 2: Competing Explanations: How did the Suburbs Happen?

*** NOTE: Since our seminar will not meet at its regular time on Dr. ML King Day, we will reschedule and meet on _____ in LSC 138

Read:

Ken Jackson, *Crabgrass Frontier* (1985).

Introduction

Ch1: Suburbs as Slums

(skim chapters 2-5)

Ch6: The Time of the Trolley

Ch7: Affordable Homes for the Common Man

Ch8: Suburbs into Neighborhoods: Annexation

Ch9: The New Age of Automobility

Facilitator 1 _____

Ch10: Suburban Development between the Wars

Ch11: Federal Subsidy and the Suburban Dream

Facilitator 2 _____

Ch12: The Cost of Good Intentions: Public Housing

Ch13: The Baby Boom and the Age of Subdivision

Ch14: The Drive-In Culture

Facilitator 3 _____

Ch15: The Loss of Community in Metropolitan America

Ch16: Retrospect and Prospect

View (prior to class):

Suburbia: The Good Life in Connecticut? (CPTV video, 1997). Facilitator 4 _____

transcript available at <http://www.simonpure.com/suburbia.htm>

In Seminar:

Lecture on The Ecological Tradition versus The New Sociology

Assign Project 1: demographic analysis with Excel & Mapinfo

Seminar Break _____

Additional Sources:

David Radcliffe, *Charter Oak Terrace: Life, Death, and Rebirth of a Public Housing Project*. (Hartford, 1998).

Lewis Mumford Center for Comparative Urban and Regional Research

<http://www.albany.edu/mumford/>

See link for Census 2000 Segregation Data Project

CenterEdge Project

http://www.oua-adh.org/centerEdge_project.htm
<http://www.metroresearch.org/>

Bruce Katz, Brookings Institute, Powerpoint presentation on Hartford & suburbs, on the Hartford Studies Program website

<http://www.trincoll.edu/depts/hartstud>
go to “online exhibits and resources”

Session 3: Jan 28th Links between Housing and Schools (in LSC 138)

Due:

Writeup and discussion of Project 1

Read:

Diana Pearce, "Breaking Down Barriers: New Evidence on the Impact of Metropolitan School Desegregation on Housing Patterns" (Center for National Policy Review, Catholic University Law School, Washington DC, November 1980).

Facilitator 5 _____ Facilitator 6 _____

Seminar Break _____

Additional Sources:

Guy Stuart, “Segregation in the Boston Metropolitan Area at the end of the 20th Century” [on race and home purchases], Harvard Civil Rights Project, February 2000. <http://www.law.harvard.edu/civilrights/publications/seg2000.html>

Jennifer Jellison Holme, “Buying Homes, Buying Schools: School Choice and the Social Construction of School Quality” (forthcoming Harvard Educational Review).

Session 4: Feb 4th Conflict and Diversity in the Suburbs (McCook 307)

Read:

Roslyn Baxandall and Elizabeth Ewen, *Picture Windows: How the Suburbs Happened* (2001).

Facilitator 7 _____ Facilitator 8 _____ Facilitator 9 _____

Assign Project 2A (historical analysis with newspaper microfilm) to half of seminar

Seminar Break: _____

Additional Sources:

Andrew Wiese, “The Other Suburbanites: African American Suburbanization in the North before 1950.” *Journal of American History* 85 (1999): 1495-1524.

**Session 5: Feb 11 Conflicting Memories of “The Old Neighborhood”
(in McCook 307)**

Read:

Ray Suarez, *The Old Neighborhood: What We Lost in the Great Suburban Migration, 1966-1999*.

Facilitator 10 _____ Facilitator 11 _____ Facilitator 12 _____

Assign Project 2B (oral history) to other half of the seminar

Seminar Break: _____

No seminar meeting on Feb 18th (Trinity Day)

Continue working on Project 2A and B

Session 6: Feb 25th Synthesizing Oral & Written History (in McCook 307)

Due:

Writeups and oral presentations of Project 2A and B

Seminar analyzes and synthesizes interpretations

Seminar Break: _____

**Session 7: March 4th Counting Votes: City and Suburban Politics
(first half in McCook 307; second half in LSC 138)**

Read:

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

Facilitator 13 _____ Facilitator 14 _____ Facilitator 15 _____

Assign Project 3: Political analysis of voting data

Seminar Break _____

Session 8: March 11th Politics, Part II; Ethnography, Part I (in LSC 138)

Due:

Writeup and presentations of Project 3

Begin planning for ethnography projects 4P and Q

TBA: Tour of Learning Corridor campus

All students must declare option for final project (W, X, Y, or Z)

Seminar Break: _____

No seminar meeting on March 18th (Spring break)

Session 9: March 25th Looking for the Hidden Curriculum (McCook 307)

Read:

Jean Anyon, "Social Class and the Hidden Curriculum of Work," *Journal of Education* 162 (1980): 67-92.

Facilitator 16 _____ Facilitator 17 _____

Additional Sources:

Another Set of Eyes: Techniques for Classroom Observation (ASCD, 1987).
Hartford Courant articles on "The Ring Burbs" and schooling (Oct 2001).

Seminar Break: _____

Session 10: April 1st Looking Inside Magnet Schools (McCook 307)

Read:

Mary Haywood Metz, *Different By Design: The Context and Character of Three Magnet Schools*. (New York, 1986), chapters to be assigned.

Facilitator 18 _____ Facilitator 19 _____ Facilitator 20 _____

Assign Project 4P and 4Q

NOTE: All students must devote one 3-hour block of time during school hours to ethnographic data gathering this week.

Seminar Break: _____

Session 11: April 8th Synthesizing Qualitative Data (in McCook 307)

Due:

Fieldnotes to be posted to Blackboard prior to class

Team analysis of ethnographic data

Project 4 writeups due on Wednesday, April 10th, at 3pm

Seminar Break: _____

Session 12: April 15th *Sheff v O'Neill* Policy Analysis (in McCook 307)

Read:

legal and policy documents on *Sheff* (to be distributed)

In seminar: Policy analysis and role-playing scenario of plaintiffs' return to court

Seminar Break _____

Session 13: April 22nd Final Project Presentations (in McCook 307)
Presentations; Course Evaluations; Distribution of Participation Grades

Seminar Break _____

All written work for final projects is due on Friday, April 26, at 3pm

Final Exam (see page 3 of syllabus)