

The Cities, Suburbs & Schools Project

with Professor Jack Dougherty at
Trinity College in Hartford, Connecticut

Syllabus

Download the [initial syllabus as a PDF](#) and **see updates in red** below:

Educational Studies 308: Cities, Suburbs, and Schools

Fall 2011, Wednesdays 1:15-3:55pm, Library: Blume Center (Level 1, above Circulation)

Associate Professor Jack Dougherty ([email](#)) Office: McCook 301-02; phone x2296

Office hours: T 3-4; W 10:30-12:30; R 11-12:15 or book at <http://bit.ly/jackofficehours>

Key resource people, who helped to create tools and resources for our seminar:

- Jean-Pierre Haerberly, David Tatem, Greg Matejcik, Academic Computing (Library)
- Carlos Espinosa, Trinfo Cafe (1300 Broad Street)
- Rachael Barlow, Social Science Center (Williams 117)
- Amy Harrell, Digital Projects Librarian (Library)
- Katie Campbell '11 and Candace Simpson '12 (CSSP summer research assistants)
- Michael Howser & colleagues, UConn Libraries Map & Geog Info Center (MAGIC)

Description: Our theme this semester is *Housing, Schooling, and History on the Web*. This upper-level undergraduate seminar operates as a team research workshop. We closely examine a noteworthy study on some aspect of cities, suburbs, and schooling in the United States, then design and conduct a small-scale parallel study to test whether the author's claims apply to the metropolitan Hartford area. Students develop three types of research skills: historical (interpreting archival source materials), qualitative (analyzing oral interviews or observational field notes), and quantitative (generating descriptive statistics and GIS computer maps from large datasets). For the community learning experience, the seminar partners with local organizations to develop a research study, present our findings, and discuss their significance.

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

Book to acquire:

Susan Eaton, *The Children of Room E4* (Algonquin Press, 2007).

Additional readings will be made available in seminar and online.

How to succeed in this seminar:

Your classmates and I expect your regular and prompt attendance at every session, since we rely upon our collective efforts in this team-based seminar.

Keep a calendar to manage your time and stay ahead of deadlines for all classes and obligations. (I use Google Calendar, synced between my computer & mobile device.)

If an illness or family emergency interferes with attending class, immediately inform your instructors and inquire about how to compensate for what you have missed.

Make time to talk outside of class with your classmates and me. Email is the best way to ask me a quick question; schedule appointments for longer discussions.

How your work will be evaluated, with individual scores on Moodle:

Weekly exercises: 10 online assignments worth 2 points each = 20 points
scoring: satisfactory (2), unsatisfactory or one-day late (1), or zero

1. Home buying simulation
2. Commenting on maps with UConn MAGIC
3. How to lie with statistics/charts
4. Mapping exercise with zoning data
5. Creating footnotes with Zotero
6. Screenshot and video excerpts in WordPress
7. Research ethics (IRB) training
8. Conduct and transcribe interview for map study
9. Commenting on *Writing History in the Digital Age*
10. Facilitate class discussion: Good facilitation means engaging the seminar in active discussion on the heart of the assigned reading, for about 20 minutes. By design, the instructor does not interrupt.

Paper 1: How have housing barriers in Hartford area changed over time? = 20 points
limit: 2000 words, including notes; blind review by instructor

Paper 2: How do city and suburban residents interpret maps of inequality? = 20 points
limit 2000 words, including notes; blind review by instructor

Proposal for final web project = 10 points

Final web project and presentation = 30 points
judged by guest evaluators

TOTAL = 100 points

Peer evaluation of overall contribution to seminar = bonus points: 0 to 5

In this course, outstanding work (90-100%) earns an A, good work (80-89%) earns a B, adequate work (70-79%) earns a C, and unsatisfactory work (69% or below) earns D/F.

Overdue paper assignments will be penalized 10% for every 12-hour period beyond the deadline, with exceptions granted only for documented medical or family emergencies.

Please notify the instructor during the first week of the course if you require any special accommodations (such as religious observances, learning disabilities, etc.).

Schedule of classes and assignments:

IMPORTANT: See syllabus updates on the web for minor adjustments during the fall.

Wed Sept 7 Introduction

Introduction to syllabus, online resources, and research projects

Students: Why are you enrolled in this seminar, and what do you hope to learn?

Assign discussion facilitator slots

In class: How to make Google Calendar appointments

Exercise 1: Home buying simulation, using assigned role, due by end of class.

Exercise 2: Comment thoughtfully on any two maps listed below, due Sunday Sept 11

Wed Sept 14 Housing segregation

Read: Douglas Massey and Nancy Denton, *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press, 1993, ch. 2-4.

Facilitators: Shanese and Hannah

Read online: "Maps Created with UConn MAGIC," Jack Dougherty and colleagues. *On The Line: How schooling, housing, and civil rights shaped Hartford and its suburbs*. Web-book preview edition. Hartford, CT: Trinity College, Fall 2011. <http://OnTheLine.trincoll.edu>

- Racial change in the Hartford area, 1910-2010
- Home Value Index in the Hartford region, 1910-2010*
- Federal Home Owners' Loan Corporation 'Redlining' Map, Hartford, 1937
- Race Restrictive Covenants in Property Deeds, Hartford area, 1940s
- Neighborhood Change in Connecticut, 1934 to present
- School District Boundary Comparison Viewer

In class:

Joel Best, *More Damned Lies and Statistics: How Numbers Confuse Public Issues* (Berkeley, CA: University of California Press, 2004), excerpt.

How to create and modify charts in Google Doc spreadsheets (free account required)

How to publish a post in WordPress, and insert a Google Doc chart image

Exercise 3: How to Lie with Statistics: Create two different charts from one set of spreadsheet data, to emphasize extreme differences in interpretation. Insert both charts, plus a one-paragraph explanation, in a WordPress post, due by Sunday Sept 18th.

Wed Sept 21 Exclusionary zoning and other housing barriers

Read: Jason Reece, et al., *People, Place, and Opportunity: Mapping Communities of Opportunity in*

Connecticut: A Report Commissioned By the Connecticut Fair Housing Center (Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University, 2009), available from <http://ctfairhousing.org/PDFs/People_Place_Opportunity_full.PDF>.

Read online: see color maps in appendix at link above

Facilitators: Jessica and Karina

Read: Mark Monmonier, *How to Lie With Maps, Second Edition* (Chicago: University of Chicago Press, 1996), excerpt.

Draft: “[Zoning Maps of West Hartford, Connecticut, 1924-present](#)” and Robert Harvey Whitten. [West Hartford Zoning: Report to the Zoning Commission on the Zoning of West Hartford](#). West Hartford, Conn: Zoning Commission, 1924 (courtesy of the Connecticut State Library).

Read online: Suburban Action Institute, *A Study of Zoning in Connecticut: A Preliminary Report Prepared Under Contract With the Connecticut Commission on Human Rights and Opportunities* (New York: Author, 1978), available from <<http://www.trincoll.edu/depts/educ/otl/documents/ZoninginCT1978.pdf>>; see “Introduction” and “Zoning Ordinance Analysis” bookmarks.

In class:

Guest: Erin Boggs, [Connecticut Fair Housing Center](#)

How to create thematic maps with Google Fusion Tables

Revised Exercise 4: Create the best representation of a map in a WordPress post, and add a paragraph-length description of what it means, using the multi-family zoning data and the column that has been assigned to you. Due by Sunday Sept 25th.

Recommended: Selected reports on exclusionary/inclusionary zoning, suggested by Erin Boggs, from the Poverty & Race Research Action Council ([PRRAC](#)) website:

“Zoning as a Barrier to Multifamily Housing Development” (March 2008), a study conducted by the American Planning Assn., focusing on 6 metropolitan areas (Boston, Miami-Dade County, Mpls.-St. Paul, Portland (OR), Sacramento & Wash., DC), is available at www.huduser.org/publications/polleg/zoning_MultifmlyDev.html

“Inclusionary Zoning and its Effects on Housing Markets” is the subject of a March 2008 study by the Center for Housing Policy and New York University’s Furman Center for Real Estate and Urban Policy. Focus is on SF, suburban Boston and Wash., DC region. Policy brief and full working paper are available at www.nhc.org/housing/iz [10882]

“Inclusionary Zoning – Gautreaux by Another Pathway,” by David Rusk [9347] [See full text.](#)

Wed Sept 28 Private housing and public schooling markets

Read: Jack Dougherty, et al., “[School Choice in Suburbia: Test Scores, Race, and Housing Markets](#),” *American*

Journal of Education 115, no. 4 (2009): 523-48.

Facilitators: Courtney and Ashley

Read: Christina Ramsay, Cintli Sanchez, Jesse Wanzer, and the Educ 308 Seminar, [*Shopping for Homes and Schools: A Qualitative Study of West Hartford, Connecticut*](#) (Hartford, CT: Cities, Suburbs, and Schools Project at Trinity College, 2006).

Facilitators: Bobby and Carlos

In class: How to research *The Hartford Courant*, past and present

Writing resources: paper evaluation criteria and online guides

How to create and manage citations with [Zotero](#) (free)

Revised Exercise 5: Create a sample paragraph with four different types of footnotes (a book, journal article, newspaper article, and website) in a sample paper with Zotero, due by the end of the day.

Assign Paper 1: How have barriers to housing in the Hartford area changed over time?, due **Monday, October 3rd**.

Wed Oct 5 School integration

Read: Susan Eaton, *The Children of Room E4* (Algonquin Press, 2007), pages 1-68.

Facilitators: Bryan and Pornpat

In class: digital documents, photos, and videos on the school integration movement

Exercise 6: Embed a visual image and video clip (from OnTheLine source materials) into a WordPress Post, with source credits, and add two paragraphs of meaningful narration. Post under category “exercise 6” **due Monday October 10th**

Exercise 7: Complete Institutional Review Board (IRB) research ethics [online training module](#) (may require up to 2 hours) and email a copy of your certificate to me **by Monday October 10th**

Wed Oct 12 Map interviewing study

LOCATION: This week, our seminar will begin at 1:15pm in McCook 305, then move around 2:30pm to our regular space, the Blume Lab in the Library.

Read: Susan Eaton, *The Children of Room E4* (Algonquin Press, 2007), remainder of book.

Facilitators: Mary and Fionnuala

Optional, for further research:

Look up key documents for a legal case (such as “Sheff v O’Neill”) in [Lexis Nexis Academic](#) (requires Trinity network).

Sheff v O'Neill, docket #HHDCV894026240S case detail online (1989 – present), Judicial Branch, State of Connecticut. <http://civilinquiry.jud.ct.gov/CaseDetail/PublicCaseDetail.aspx?DocketNo=HHDCV894026240S>

[The Sheff Movement website.](#)

In class: Review and discuss anonymous [Sample Paper 1](#) and [Sample Paper 2](#) (with instructor's evaluations)

Read: Candace Simpson, "[Who Sees What? How Do the Same Maps Tell Different Stories?](#)" Unpublished paper for the Cities, Suburbs, and Schools Project, September 2011.

In class: Prepare for map interview study with Rachael Barlow (interview equipment) and Candace Simpson (interview practice and transcribing); see also [IRB proposal & approval](#) and [updated interview guide](#)

Exercise 8: In one of our approved public research settings, conduct and record an interview with a Hartford-area city or suburban adult resident on their perceptions of our maps, type a verbatim transcript, and [upload your document](#) with this filename (DoughertyJack_Exercise8.doc) by Sunday October 23rd. **See new resource:** [map interviewing transcribing template](#)

Download free transcribing tool [InqScribe](#): use either unlicensed mode or request free 30-day evaluation code. **IMPORTANT:** All of your transcribing work must be copied and pasted into a word processor for this assignment. **ALSO: If you use a personal Mac computer**, you may need to download the [free Flip4Mac tool](#), which automatically converts .wmv audio files into a readable format for Mac.

Assign Paper 2: How do city and suburban residents interpret maps of inequality? due by **Tuesday November 1st**

Wed Oct 19 Connecticut Fair Housing Conference

We will [attend the conference](#), located at the Convention Center in Hartford, in place of our regular seminar. See more info [on our logistics page](#).

Continue working on your interview and transcript for exercise 8.

Wed Oct 26 Thematic interview analysis

Read online: Interview transcripts (**due to IRB restrictions, a link will be emailed to everyone in seminar**).

In class: Thematic interview analysis

Wed Nov 2 Public School Choice

Read: Jack Dougherty, Diane Zannoni, Maham Chowhan '10, Courtney Coyne '10, Benjamin Dawson '11, Tehani Guruge '11, and Begaeta Nukic '11. "School Information, Parental Decisions, and the Digital Divide: The SmartChoices Project in Hartford, Connecticut." In *Making School Choice Work for All*, edited by Gary Orfield and Erica Frankenberg, University of California Press, forthcoming 2011.

Facilitators: Nathan and Candace

Guest: Paul Holzer and Lourdes Fonseca, [Achieve Hartford](#)

Exercise 9: Write at least two thoughtful comments on any *essay* portion of [On The Line](#) by Tuesday November 8th.

Wed Nov 9 Sheff Remedies and *On The Line*

Read: Jack Dougherty, Christina Ramsay, and Jesse Wanzer, “Sheff v. O’Neill: Weak Desegregation Remedies and Strong Disincentives in Connecticut, 1996-2008,” in *From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation*, ed. Claire Smrekar, and Ellen Goldring (Cambridge, MA: Harvard Education Press, 2009).

Read: “Sheff Case Timeline (1989-2008)” The Sheff Movement website, <http://www.sheffmovement.org/aboutsheffoneill.shtml>

Read: Sheff v O’Neill, Stipulation and Proposed Order, Connecticut Superior Court, April 4, 2008, available from The Sheff Movement website, <http://www.sheffmovement.org/pdf/SheffPhaseIStipandOrder.pdf>

Read online: “Preview Chapter: Investigating Spatial Inequality with the Cities, Suburbs, and Schools Project.” in Jack Dougherty and colleagues. *On The Line: How schooling, housing, and civil rights shaped Hartford and its suburbs*. Web-book preview edition. Hartford, CT: Trinity College, Fall 2011 (<http://OnTheLine.trincoll.edu>).

View online: “Forty Years of Project Concern and Project Choice.” Video documentary produced by the Sheff Movement coalition, Hartford, Connecticut, 2008. Available from the Trinity College Digital Repository, Hartford Connecticut (http://digitalrepository.trincoll.edu/cssp_media/1/).

Facilitators: Booker, Daniel, and Louise (for either or both of the Dougherty et al. readings above)

Virtual Guest: Phil Tegeler, [Poverty & Race Research Action Center](#), and [The Sheff Movement](#)

Assign: [Proposal for web projects](#), due by **Monday Nov 14th**.

Wed Nov 16 Web Projects, Copyright, and Open Access

Read online: Kristen Nawrotzki and Jack Dougherty, “Introduction” in *Writing History in the Digital Age*. Under contract with the University of Michigan Press. Web-book edition, Trinity College (CT), Fall 2011. <http://WritingHistory.trincoll.edu>.

Read online: selections from the Stanford Copyright and Fair Use Center, and Creative Commons website, TBA.

Wed Nov 23 Thanksgiving break — no class

Wed Nov 30 WordPress workshop

In seminar: Web project criteria; Tutorial on designing your web page, with visuals and endnotes; Drafting and feedback time

Wed Dec 7 Oral presentation rehearsal with seminar feedback

Web page full draft due online by 1:15pm

In seminar: Presentation rehearsal and feedback; Peer evaluation of overall contribution to the seminar
All revisions to web page must be finalized by Sunday Dec 11th at 6pm

Wed Dec 14 Presentations and Discussion with Guest Evaluators
(tentatively scheduled from 1:15-3:15pm)

Guest evaluators : Claudia Dresser '10 and Devlin Hughes '09

5 Responses to Syllabus

Fionnuala Darby-Hudgens says:

October 1, 2011 at 9:33 am

I thought this was neat. Large mapping project of the NYTs

<http://projects.nytimes.com/census/2010/explorer?ref=us>

[Reply](#)

Jack Dougherty says:

October 3, 2011 at 4:22 pm

Yes, the NYT site above was a source of inspiration for the [Hartford-area racial change over time map](#) we created at MAGIC

[Reply](#)

Fionnuala Darby-Hudgens says:

October 23, 2011 at 7:02 pm

I do not see where the summer interviews are? Has anybody else found them?

[Reply](#)

Jack Dougherty says:

October 24, 2011 at 9:57 am

Thanks for asking, Fionnuala. Due to IRB restrictions I need to send them to you the link via email, rather than publishing it on the web.

[Reply](#)

Fionnuala Darby-Hudgens says:

November 8, 2011 at 9:33 pm

I had a bit of difficult navigating some of the reading (decision, and From Court Room to Classroom) but, I found the documentary “Forty Years of Project Concern and Project Choice” helpful in providing voice to the issue. Simply defining the why. Thought I would pass on what I found helpful. See you tomorrow!

[Reply](#)

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