

**Self-Study Report
of the Educational Studies Program
Trinity College, Hartford CT**

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Presented to the Curriculum Committee

by the Educational Studies Advisory Board (2002/2003)

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Introduction

The Educational Studies Program has undergone a dramatic transformation over the past five years. The current Program, which had been operating on a trial basis with temporary faculty for much of the 1990s, was re-authorized by a joint Educational Policy/Curriculum Committee decision in 1998. Its sole tenure line, which had been placed in escrow pending the review, was released and new faculty hirings were made. The old coordinate major in Educational Studies, which had several curricular weaknesses, was replaced by a new interdisciplinary major in 2000, approved by vote of the Faculty and the Trustees. The new Educational Studies Program emphasizes more serious scholarly work and experiential learning in the city of Hartford, integrated into an entire set of newly-designed courses. Opportunities for learning significantly expanded with the opening of the Learning Corridor interdistrict magnet schools adjacent to Trinity's campus. Greater numbers of faculty from other departments and programs have participated in various aspects of the Educational Studies Program, and the quantity and quality of undergraduate majors has risen sharply.

This self-study, conducted by the Educational Studies Advisory Board upon recommendation of the Dean of Faculty and authorized by the Curriculum Committee, carefully evaluates the progress that has been made since the Program was re-authorized in December 1998. Following the procedures of the Curriculum Committee, this report was drafted to respond to the four-page standard questionnaire for departments/programs undergoing reviews. But in light of the College's recent Curricular Review Committee report, which moves beyond the formal organization of the curriculum to discuss the improvement of faculty teaching and student learning in our urban and global contexts, we have taken the liberty of adding sections below that examine these pedagogical issues within the Educational Studies Program.

Overall, the two guiding questions behind the creation of this self-study are:

- 1) Has the Educational Studies Program met the objectives stated in the College's reauthorization of 1998 and approval of the new interdisciplinary major in 2000?
- 2) What next steps should be taken, by the Program and by the College, to maintain and improve the quality of Educational Studies within Trinity's liberal arts curriculum?

This report is designed to be a self-standing document, written both for members of the Trinity community as well as external evaluators from other colleges and universities. Every effort has been made to include the most relevant information in the body of the report. However, curious readers would be wise to consult additional materials, such as course syllabi and examples of student research projects, on the Educational Studies website:

<http://www.trincoll.edu/depts/educ>

Educational Studies and its Relationship to the Liberal Arts

The Liberal Arts

Our starting point for defining a liberal arts education, and its relationship with Educational Studies in particular, begins with the three goals stated in Trinity's mission statement. Our paramount purpose is to foster critical thinking, free the mind of parochialism and prejudice, and prepare students to lead examined lives that are personally satisfying, civically responsible, and socially useful. (*Trinity College Bulletin 2002-2003*, p. 9)

Educational Studies fulfills both the cognitive and the civic virtues implicit in a liberal arts education. According to Trinity philosophy professor Dan Lloyd, in a widely-circulated though unpublished essay entitled "Street Rigor: Community Learning in the Liberal Arts," the College's mission is best understood as a double vision. We have "cognitive virtues" (critical thinking, overcoming parochialism and prejudice) and "civic virtues" (personal satisfaction, civic responsibility, and social usefulness).

Without a clear sense of the relationship between the cognitive and civic virtues, the definition of a liberal arts education remains muddled at institutions like Trinity. "Should the cognitive virtues be assigned priority, and the civic virtues merely assumed to follow, an institution will slowly withdraw to an ivory (or ivy) tower," Lloyd writes. "On the other hand, should the civic be assigned priority, and the cognitive merely assumed to follow, to many it will seem as if the traditional higher education function of acquiring knowledge has been slighted."

But if we identify educational objectives that are mutually supported by the two virtues, a clearer grasp of the liberal arts may be within our reach. As one objective, Lloyd proposes that we focus on the ability "to think, namely, to think from the standpoint of someone else," drawing upon the ideas of Hannah Arendt and John Dewey. According to this proposition, learning is an active, dynamic process, requiring our students not merely to make solo discoveries, but also to engage in "standpoint thinking" and seek a deeper understanding of the world as others see it. If we define liberal arts learning as the meaningful connection of cognitive and civic virtues, then the purpose of our curriculum should be to promote the skills and attitudes that enable our students to cross boundaries and think from other people's perspectives.

Educational Studies

Following Lloyd's framework, the definition of the Educational Studies Program at Trinity is best understood, first, by distinguishing its cognitive and civic objectives, and second, by articulating their mutually-reinforcing relationship to one another. On the cognitive level, the Educational Studies Program contributes to Trinity's liberal arts curriculum by drawing together various strands of academic inquiry from across the campus to illuminate our thinking about the field of education. As stated in the opening lines of the Educational Studies Program's description, revised in 2000, found in the College Bulletin:

The interdisciplinary major enables students to integrate knowledge and research methods from several academic disciplines into a focused examination of the field of education. It provides opportunities for students to analyze the learning process, the organization of schooling, its links to broader contexts, and the potential for change. (*Trinity College Bulletin 2002-2003*, p. 163)

As an interdisciplinary area, Educational Studies draws heavily from the social sciences and selected humanities. Each of these disciplines represent a specialization within Educational Studies and within each of these disciplines, questions related to the field of education can be identified. Representative examples of inquiry from traditional liberal arts disciplines in the field of education are listed below:

Anthropology - How do cultural differences influence family-school relationships?

Economics - What societal gains result from increasing educational opportunity?

History - How do we interpret the rise and decline of educational reforms over time?

Philosophy - What is worth learning? And how should debates on this question be resolved?

Political Science - How do competing interests shape the educational policy process?

Psychology - How do classical and contemporary theorists explain human learning?

Sociology - What factors cause educational inequality - and how might it be reduced?

Literature & the Arts - How can learning be expressed through narrative and human movement?

While this list identifies the specializations within Educational Studies that are drawn directly from traditional liberal arts disciplines, it is not intended to be an exhaustive list. As in other fields of study in higher education, new specializations arise when existing structures are deemed as inadequate representations of the expanding (and contested) state of knowledge. In recent decades, some of the most notable specializations to arise in Educational Studies have been:

International Education- Why is mathematics taught differently in Japan versus the US?

Gender and Education - How do expectations and experiences of schooling vary by sex?

Race and Education- Are Afrocentrism and multiculturalism incompatible?

Special Education- How are children labeled (or mislabeled) as having disabilities?

Given this expansive list, one of the prime cognitive objectives of Educational Studies is to compare how different disciplines approach the same areas of knowledge. For instance, how do philosophers frame their questions about educational policy differently than economists? What types of evidence about student learning would a cultural anthropologist consider that an experimental psychologist might not? Are there any fundamental differences between how historians interpret school reform in the past and how political scientists explain it in the present?

Collectively, these areas of inquiry form the basis of Educational Studies. The Program exists as an intellectual home for disciplinary-based studies into schooling and learning *that most likely would be unfocused, or even worse — overlooked — if institutions like Trinity relied solely upon traditional disciplines as the primary vehicles in the pursuit of knowledge*. In this respect, Educational Studies parallels many of the other interdisciplinary programs that share a rich history at Trinity College. For instance, American Studies draws upon English literature and History to illuminate the American experience; Neuroscience draws upon Biology, Psychology, and Chemistry to understand the human mind, and so forth. Collectively, interdisciplinary programs strengthen the liberal arts by encouraging our faculty and students to cross over conventional boundaries of knowledge. These programs embody the call to "free the mind of parochialism" — one of our cardinal cognitive virtues.

On the civic level, Educational Studies plays a crucial role in building student capacity to participate thoughtfully in public debate over the purpose and practice of education in our

society. As stated in the opening lines of the bulletin description, Educational Studies is designed for students who seek a richer understanding of education grounded in the liberal arts, whether they aspire to become educators, researchers, or policymakers, or simply in their role as informed citizens. (*Trinity College Bulletin 2002-2003*, p. 163)

No issue is so pressingly in need of the imagination and intelligence of liberally educated young people as that of our educational system. It would be irresponsible not to offer the means to contribute to that debate without a sufficient degree of knowledge and experience, and most importantly, the ability to engage in "standpoint thinking." Given that schooling is stratified by race and social class in the United States (and Connecticut in particular), thoughtful civic engagement requires the capacity to step across boundaries of color, wealth, language, geography, and social location. When redesigning Educational Studies at Trinity in 2000, we emphasized this civic virtue and stated in the opening lines of the bulletin description that:

Students also learn through field experiences offered in cooperation with Hartford-area schools, educational centers, and campus-community initiatives such as the Learning Corridor. (*Trinity College Bulletin 2002-2003*, p. 163.)

More details about how our curriculum accomplishes and integrates these cognitive and civic goals appear in the "Organization of the Major" and "Teaching and Learning" sections below.

Finally, Educational Studies makes one additional (and very distinctive) contribution to the liberal arts: it engages students in a systematic and serious reflection on their own learning. It is in courses about education that students become reflective, often for the first time, about one of the most important social process they have yet experienced – their schooling. Whether it is through the history, sociology, philosophy, or psychology of education, students recognize that the structure of the classroom was not given by God, but instead has emerged from diverse human motives and purposes. This discovery about their own learning leads inevitably to a rethinking of their college experiences and an ability to question and take responsibility for their own education at Trinity. The liberal arts are supposed to be liberating in just this sense.

History of Educational Studies at Trinity

In 1938 the first courses in Education were offered under the auspices of the Philosophy/Psychology Department. Eventually a Department of Education was created at the College, whose dual mission was teacher preparation and educational studies. It offered a curriculum "for persons who intend to teach in public or private schools and for others who are interested in a broad range of issues and problems in education" (*Trinity College Bulletin*, 1978-1979). In 1978-79, under pressure to reduce the size of the faculty, the Educational Policy Committee (EPC) dismantled the Department (with its 4 tenure lines) and authorized the creation of the Educational Studies Program (allocating to it 1.5 FTE), effective in 1982. Professor Bud Schultz, a psychologist of education who also taught courses in educational sociology and policy, was the one remaining tenured faculty member.

In 1993, in anticipation of Schulz's retirement, the EPC and the Curriculum Committee created a joint subcommittee to undertake a comprehensive review of Educational Studies at Trinity, including an external review. In its report, the Subcommittee recommended both an expansion of the Program and the creation of an Educational Studies Advisory Committee, charged with preparing a proposal to EPC to request the tenure line made available by Schultz's retirement. After receiving the proposal in Spring 1994, the EPC decided to place the FTE in escrow, and instead authorized a four-year experimental faculty position in Educational Studies (filled by Visiting Associate Professor Monty Piliawsky from 1995-1998), whose function was to revitalize the Program. The EPC also mandated that an internal review of the experiment be conducted in Fall 1998.

Based on arguments and evidence presented in the 1998 review, the EPC voted in favor of continuing the Educational Studies Program, and made three curricular recommendations:

- 1) a plan should be produced to increase the rigor of the Program;
- 2) the coordinate major should be eliminated; and
- 3) another external review should be held as soon as practicable

The EPC released the FTE from escrow and a national faculty search resulted in the hiring of a new tenure-track Assistant Professor and Director of Educational Studies, Jack Dougherty, who began in Fall 1999. The EPC also wrote that it "appreciates the clear need for staffing beyond one FTE if the Program is to be serious." Since the EPC was not in the position to grant two FTE at that point in time, it granted one tenure-track FTE, urged the Dean of Faculty to grant a medium-length full-time contract position, and recommended that Educational Studies "seek to obtain a second, permanent FTE through the regular EPC process" (letter from EPC Chair Gary Reger to Educational Studies Advisory Committee Chair Dina Anselmi, 17 December 1998).

Key Events in Educational Studies

1938-39	First course in Education offered
1978-79	Department of Education dismantled; Educational Studies Program created
1993-94	Review places tenure-line in escrow and creates a 4-year experimental position
1998-99	Review re-authorizes Ed Studies Program, restores the tenure-line and recommends a contract position
1999-00	Reorganization of Ed Studies Program with new faculty and redesigned major
2002-03	Current Self-Study and External Review

The 1999-2000 academic year was a major rebuilding period for the Educational Studies Program. The new Director and a revitalized Advisory Board designed a new interdisciplinary major to replace the old coordinate major, a step approved by the Curriculum Committee in Fall 1999, and the Faculty and Trustees in Spring 2000. Visiting Assistant Professor Barbara Henriques was hired for a three-year contract position in Educational Studies, beginning Fall 2001. Additional requests have been made for a second permanent FTE, as described in the EPC's 1998 letter, though none have been granted to date. Nevertheless, since the Program's reorganization, it is thriving with a stronger curriculum and averages 13 graduating seniors per year. The Advisory Board wholeheartedly agreed to the Dean of Faculty's recommendation to conduct a self-study and external review during the 2002-03 academic year.

When reorganizing the Educational Studies Program in 1999-2000, the Director and the Advisory Board decided to make it perfectly clear that the interdisciplinary major "is *not* a teacher certification program," as stated in the opening lines of the catalog description. However, our policy decision at Trinity should *not* be misconstrued to imply that teacher preparation, by definition, has no role in a liberal arts education. To the contrary, based on a review of nationally-ranked liberal arts colleges, there is no fixed, definitive answer to this question. Some of our peer institutions offer a teacher preparation program within their liberal arts curriculum (such as Williams and Middlebury). Others offer a combination of teacher preparation and Educational Studies (such as Swarthmore, Wellesley, Carleton, Bowdoin, Bryn Mawr/Haverford, Smith, Vassar, Colby, Colgate, Bates, and Mount Holyoke). Still others offer neither program in their curriculum (such as Amherst and Wesleyan). A useful analogy can be drawn with engineering programs, which exist at some liberal arts colleges (such as Trinity) but not at others. Very recently, Smith College launched an engineering program only after its supporters refuted criticisms that the institution's liberal arts values would not be jeopardized. These cases illustrate that the definition of liberal arts is not fixed, but subject to historical change.

Table 1: Education Programs at Top-25 Liberal Arts Colleges

Rank	College	Official Description	Type of Program
1	Amherst College (MA)	none	
2	Swarthmore College (PA)	Dept of Educational Studies	ed studies & teacher prep
	Williams College (MA)	Program in Teaching	teacher prep
4	Wellesley College (MA)	Dept of Education	ed studies & teacher prep
5	Carleton College (MN)	Dept of Educational Studies	ed studies & teacher prep
	Pomona College (CA)	none	
7	Bowdoin College (ME)	Dept. Of Education	ed studies & teacher prep
	Middlebury College (VT)	Teacher Education Program	teacher prep
9	Davidson College (NC)	Dept of Education	ed studies & teacher prep
10	Haverford College (PA)	Ed Program (with Bryn Mawr)	ed studies & teacher prep
11	Wesleyan University (CT)	none	
12	Grinnell College (IA)	Dept of Education	teacher prep
13	Claremont McKenna (CA)	none	
	Smith College (MA)	Dept of Education & Child Studies	ed studies & teacher prep
15	Harvey Mudd College (CA)	none	
	Vassar College (NY)	Dept of Education	ed studies & teacher prep
	Washington and Lee (VA)	Teacher Education Program	teacher prep
18	Colby College (ME)	Ed & Human Development Program	ed studies & teacher prep
	Colgate University (NY)	Dept of Educational Studies	ed studies & teacher prep
	Hamilton College (NY)	Education Studies Program	ed studies & teacher prep
21	Bryn Mawr College (PA)	Ed Program (with Haverford)	ed studies & teacher prep
22	Bates College (ME)	Dept of Education	ed studies & teacher prep
23	Mount Holyoke College (MA)	Dept of Psychology & education	ed studies & teacher prep
	Oberlin College (OH)	courses in education	courses in ed studies
25	Trinity College (CT)	Ed Studies Program	ed studies

NOTE: Top-25 as defined by US News & World Report, Sept. 2002

At this point in time, the Educational Studies Program is focused on maintaining the interdisciplinary major, contributing to the College's general education program, and advising students about the multiple pathways to teaching that exist outside of Trinity. These pathways (described on our website) include the undergraduate teaching certification program by consortial arrangement at St. Joseph College and post-baccalaureate programs (such as alternate route certification, graduate schools, Teach for America, and independent schools). We are not actively proposing a teacher preparation program. However, if the College wishes to consider this issue at some point in the future, either for our undergraduate or graduate curricula, the Educational Studies Program would be willing to participate in these deliberations.

The Interdisciplinary Major in Educational Studies

Old Educational Studies Coordinate Major

One of the first actions in the reorganization of Educational Studies was the replacement of the old coordinate major, which was available to students from 1980 to 2000. The old coordinate major essentially functioned as two half-majors: students took 6 courses in Educational Studies, and 6 courses in another department/program on campus, for a total of 12 credits to form a major. Several curricular weaknesses were reported with this arrangement:

(1) Lack of vertical sequencing of course work

Although Educational Studies coordinate majors were required to complete at least one course in each of three thematic categories (conceptual foundations, historical foundations, and current educational institutions), there was no core sequence of academic content to advance students from an introductory to an advanced level. Topics and experiential learning placements were repeated from course to course, with little coordination or intellectual scaffolding over time. Furthermore, even the required "capstone" seminar, Educ 400: Colloquium in Education, sometimes enrolled majors out of sequence, in their junior (and in one case, sophomore) year, rather than their senior year.

(2) No research methods requirements

Since Educational Studies coordinate majors were not required to enroll in a research methods course, they had very limited skills for conducting independent research in the Educ 400 senior seminar.

(3) Lack of faculty advising and accountability

Since coordinate majors were assigned two advisors, in practice this meant that no single faculty member held primary responsibility for guiding these students during their last two years of study.

(4) Lack of serious academic engagement

Extremely large class sizes, such as Educ 203: Schooling in America (which once reached 179 students), made it difficult for faculty and students to maintain serious academic engagement.

(5) Lack of respect

Although the Educational Studies Program attracted several strong individuals, its curricular weaknesses and reputation as a "major of last resort" denied students a positive academic identity on campus.

(6) Lack of substantial civic engagement

While some classes required students to tutor children in the community there was no connection between these activities and the course material.

New Interdisciplinary Educational Studies Major

To address several of these problems, we designed a new 12-credit interdisciplinary major in Educational Studies, consisting of three parts: (A) a four-course core sequence; (B) a four-course concentration; (C) a four-credit elective sequence, and (D) criteria for counting courses in the major.

(A) The Core Sequence

The core sequence of four courses is required of all majors. Its purpose is to shift students from their role as passive consumers to become active producers and critical evaluators of educational research. Furthermore, the core introduces students to various discipline-based perspectives on thinking about issues in education, to help them understand different "ways of knowing" in the interdisciplinary field.

(1) *Educational Studies 200: Analyzing Schools* is a prerequisite for all other courses in the major and introduces the study of schooling within an interdisciplinary framework. Course readings draw upon the sociology of education, the psychology of learning, and the philosophy of education. Since weekly participant-observation placements are arranged in five Hartford public schools, writing assignments typically ask students to apply and analyze competing theories in light of their first-hand experience in urban education.

(2) *Educational Studies 300: Educational Reform: Past and Present* is a mid-level survey course that examines educational systems in the United States, through historical and contemporary policy lenses. It is ordinarily taken in the sophomore or junior year. In addition, students are trained in drafting proposals and using appropriate bibliographic tools for writing a major research paper. While students are expected only to master secondary sources for this research paper, they are introduced to the same evaluation criteria (see below) that will guide their independent senior research projects (using primary sources) in the capstone seminar.

(3) *Research Methods* One of the following Research Methods course, selected in consultation with the Director, to be completed no later than the junior year. Through this core requirement, students develop quantitative, qualitative, or historical research tools to help prepare them for their independent senior research projects. The list of seven research methods courses, offered by faculty in six different departments, includes:

Anthropology 301: Ethnographic Methods and Writing

Economics 318: Basic Econometrics

History 299: Historiography & Historical Methods

Political Science 241L: Empirical Political Methods

Psychology 221L: Research Design and Analysis

Sociology 201L: Research Methods in the Social Sciences

Sociology 230: Doing Sociological Field Work

(4) *Educational Studies 400: Senior Seminar* is the capstone learning experience where each student designs, conducts, and publicly presents an independent research project, typically in their area of concentration. Students are expected to frame an interesting research question (or hypothesis), and identify the most appropriate primary source materials and research methods (most commonly qualitative, quantitative, and/or historical). The seminar offers a forum for constructively critiquing recent examples of published research as well as students' works-in-

progress. An oral presentation of the final research report is graded by a guest evaluator, typically a Trinity faculty member nominated by the student. In order to promote informed discussion across disciplinary boundaries, the Educational Studies Program has developed a list of seven questions which serve as standardized criteria for evaluating senior research projects:

- i) Does the author pose a thought-provoking, researchable question (or hypothesis) and explain its significance to educational studies?
- ii) Does the author connect the question to the existing research literature and move beyond into new territory?
- iii) Does the author identify the most appropriate primary sources and research methods for this study?
- iv) Does the author present a clear and insightful thesis that directly addresses the research question (or hypothesis)?
- v) Is the author's thesis persuasive? Is it supported with convincing evidence and analysis?
- vi) Is the paper (or presentation) well-organized? Are sources properly and consistently cited?
- vii) Does the author follow ethical guidelines for research?

(B) The Concentration

All students design a thematic concentration of four courses in their area of interest. A written proposal, which delineates the links between courses in the concentration and the student's evolving research and personal interests, is planned in consultation with the Director and submitted upon declaration of the major. Although the Program suggested two possible concentrations when this requirement first began, we have intentionally encouraged students to adapt and develop entirely new concentrations over time, particularly as faculty develop new courses across the College. To date, the list of major's concentrations includes:

- Adolescence and Education
- Alternative Education
- Cognition, Learning, and Development
- Community, Culture and Schooling
- Development, Gender, and Special Ed
- Developmental Psychology and Alternative Ed
- Diversity, Learning, and Policy
- Education and the Arts (2)
- Educational Policy
- Educational Policy and Urban Schools
- Educational Policy and Urban Studies
- Gender, Development, and Education
- International Education
- Learning and Development for Urban Children
- Learning, Cognition, and Development (2)
- Learning, Development, and Diversity
- Policy and Quantitative Research
- Race and Education
- Race, Class, and Educational Policy (2)
- Schooling, Stratification, and Policy (5)
- Social Change and Disability

Social Class and Urban Education
 Social Class, Mobility, Urban Education
 Social Mobility and Disability
 Urban Affairs and Public Policy

We believe that requiring students to develop a coherent plan for their concentration, rather than haphazardly choosing among menu items offered in the Catalogue, is an appropriate exercise for second-semester sophomores to take an increasing level of responsibility for their education. Samples of student concentrations, with paragraph-length rationales, are available on the Educational Studies website.

(C) Additional Credits

Four additional credits, which are not necessarily linked to a thematic concentration, allow students to explore other topics and broaden their liberal arts background in educational studies. Students may select from the roster of Educational Studies elective courses and cross-listed courses below, or petition the Director to approve a specific course (at Trinity or elsewhere) which has content directly relevant to educational studies.

Table 2:	
Elective Courses (taught by Educ faculty)	Elective Courses (taught by faculty in other Depts)
Educ 216 Education and Technology	Anth 320 Community-Campus Exchanges
Educ 306 Education for Empire	Phil 374 Minds and Brains (with lab)
Educ 307 Reframing School Change	Phil 314 Dewey and his Legacy
Educ 308 Cities, Suburbs, and Schools	Pols 224 Public Policy Analysis Theory and Practice
Educ 309 Race, Class, and Educational Policy	Pols 311 Administration and Public Policy
Educ 317 Alternative Education	Pols 355 Urban Politics
Educ 318 Special Education	Psyc 225 Achieving Quality and Integrated Education
Educ 350 Curriculum - Theory, Policy, Practice	Psyc 236 Adolescent Psychology
	Psyc 255 Cognitive Psychology
	Psyc 256 Learning and Memory
	Psyc 295 Child Development (with optional lab)
	Psyc 310 Psychology of Gender
	Psyc 326 Advanced Topics: Social Psyc of Ed Systems
	Psyc 332 Psychological Assessment (with lab)
	Psyc 356 Cognitive Science (with lab)
	Psyc 395 Cognitive and Social Development
	Psyc 402 Human Memory
	Psyc 415 Development and Culture
	Socl 204 Social Problems in American Society
	Socl 214 Race and Ethnicity
	Socl 247 Sociology of Youth and Youth Culture
	Socl 310 Sociology of Education
	Socl 312 Social Class and Mobility
	Socl 321 Patterns and Processes of American Cities
	Socl 351 Society, State, and Power
	Thdn 332 Education Through Movement
	Wmgs 234 Gender and Education

(D) Criteria for Counting Courses in the Major

Overall, to insure an interdisciplinary education, at least three departments and/or programs (i.e., Educational Studies and two others) must be represented among the 12 credits counted toward the major. Furthermore, students may count independent studies (Educ 399) or senior theses (Educ 497) for the major, but not internships or teaching assistantships. Only courses in which a student earns C- or above may be counted toward the major.

The Students

Since its reorganization, the Educational Studies Program has attracted an increased number of majors, graduating an average cohort of 13 seniors per year. This number falls just under the median number of degrees awarded (14) for all departments and programs across the campus.

Table 3: Degrees to Ed Studies Majors

Year	Graduates
1992	3
1993	7
1994	7
1995	5
1996	3
1997	6
1998	8
1999	7
2000*	15
2001	14
2002	12
2003	13

*Reorganization Year

Table 4: Degrees Awarded by Major, Class of 2002

Economic	86
Political Science	63
History	50
English	41
Psychology	32
Sociology	31
Fine Arts	26
Biology	24
Computer Science	20
International Studies	19
Modern Languages	18
Mathematics	15
American Studies	14
Philosophy	14
Engineering	13
Educational Studies	12
Religion	12
Anthropology	11
Student-designed	11
Theater and Dance	9
Chemistry	8
Neuroscience	4
Public Policy	3
Classics	2
Physics	2
Women's Studies	2

Note: No degrees awarded in Music, Jewish Stds, Environ Sci

During the transition period, students who had previously declared as coordinate majors were allowed to graduate under the old rules. (Coordinate majors are designated below in Table 5 as "Ed Studies with _____" and do not have a concentration). Beginning with the Class of 2001, newly-declared majors have followed the revised graduation requirements (and are designated below as having a concentration). The transition is nearly complete, since the only Educational Studies coordinate majors remaining are those who declared prior to Spring 2000 and have been delayed in completing their studies.

Several Educational Studies majors have chosen to complete graduation requirements for a dual major. The most common pairings are Educational Studies and Psychology, and Educational Studies and Sociology, due to the number of cross-listed courses between the two.

Table 5: Educational Studies Majors, Classes of 2001 to 2003

Class of 2001	Major	Concentration
Barrett, Timothy	Ed Studies with Theater/Dance	
Brown, Whitney	Ed Studies with Sociology with Honors	
Correa, Carol	Ed Studies with History	
Hendricks, Pamela	Ed Studies with Psychology	
Homer-Smith, Rebecca	Ed Studies with Anthropology	
Hughes, Jennifer	Ed Studies with Psychology with Honors	
Kaufman, Lauren	Ed Studies with English with Honors	
Labban, Danya	Ed Studies with Italian	
Marlette, Melissa	Ed Studies and Poli Science with Honors	Educational Policy
Marquez, Miguel	Ed Studies with Comp Sci, with Math	
Mulvihill, Steven	Ed Studies with Sociology	
Phelps, Kathleen	Ed Studies with English with Honors	
Skedd, Cathryn	Ed Studies with Psychology	
Wonski, Leah	Ed Studies with Psychology	
Class of 2002	Major	Concentration
Archer, Nicole	Ed Studies and Psychology	Cognition, Learning, and Development
Caballero, Nina	Ed Studies	Education and the Arts
Dekker, Brian	Ed Studies	Adolescence and Education
Dullea, Bridget	Ed Studies and Sociology	Social Class, Mobility, Urban Education
Jacobs, Mary	Ed Studies and Sociology	Schooling, Stratification, and Policy
Juneja, Gaurav	Ed Studies	International Education
Kaminski, Sarah	Ed Studies with Honors	Race, Class, and Ed Policy
Kammen, Claire	Ed Studies and Sociology with Honors	Social Mobility and Disability
Lukas, Ann	Ed Studies with Psychology	
Martin, Jessica	Ed Studies and Sociology	Alternative Education
Selander, Rick	Ed Studies and Math	Schooling, Stratification, and Policy
Vasilakis, Elena	Ed Studies and Sociology	Social Change and Disability
Class of 2003	Major	Concentration
Berger, Amanda	Ed Studies	Education and the Arts
Blacklaw, Nicola	Ed Studies and Psychology	Development, Gender, and Special Ed
Bonhom, John	Ed Studies	Social Class and Urban Education
Bunton, Pia	Ed Studies	Policy and Quantitative Research
Cain, Joe	Ed Studies	Urban Affairs and Public Policy
Gutmann, Lauren	Ed Studies and Sociology	Community, Culture and Schooling
Hagen, Julia	Ed Studies with Psychology	
Hardy-Doubleday, Arthur	Ed Studies and American Studies	Race and Education
Lyons, Dan	Ed Studies with History	
MacAlpine, Maya	Ed Studies; Community Action minor	Educational Policy and Urban Studies
Manziona, Lacey	Ed Studies and Sociology	Schooling, Stratification, and Policy
Schofield, Molly	Ed Studies	Schooling, Stratification, and Policy
Waters, Kevin	Ed Studies and Sociology	Schooling, Stratification, and Policy

Finally, given the College's priority to recruit and retain students of color, we note that a disproportionately high number choose to major (or double-major) in Educational Studies. Currently, 9 out of 24 (or 38 percent) of junior and senior majors identify as students of color, compared to 20 percent of the student body at large.

The Faculty

There are two groups of faculty members involved in the Educational Studies Program:

(A) Core faculty, housed within the Educational Studies Program, who teach most of the core requirements, several electives, and handle program administration and advising duties

(B) Participating faculty, housed in other departments and programs on campus, who teach cross-listed courses and/or serve as guest evaluators and/or Advisory Board members

(A) Core Faculty:

Jack Dougherty, Assistant Professor and Director (Fall 1999 - present)

tenure-track

areas: history of education in the US; urban school reform

Barbara Henriques, Visiting Assistant Professor (Fall 2000 - present) and Acting Director;

contract

areas: alternative schooling; curriculum; education and technology

Since Fall 2000, the Educational Studies Program has been staffed at 11 teaching units (TUs), which is equivalent to two full-time faculty and one additional course. Only the position held by Jack Dougherty is a tenure-track FTE. Barbara Henriques, the Acting Director for 2002-03, is completing her final semester of a non-tenure-track, three-year contract position. (The Dean of Faculty has agreed to extend her contract by one year, to the 2004-2005 academic year.) The resumes of the core faculty are included in this report.

In addition, Educational Studies has employed only one part-time faculty member over the past four years, in compliance with the Dean of Faculty's initiative to reduce Trinity's reliance on non-full-time instructors. Dr. Mark Brown, who taught *Educ 318: Special Education* as a visiting assistant professor in Fall 2001, also serves as a consultant to the Dean of Students office on learning disability issues. Furthermore, Associate Professor Janet Bauer taught *Educ 235: Gender and Education* in Fall 1999 and 2000, but her faculty position has since shifted outside of the Program, and her course is now housed within the Women, Gender, and Sexuality Program, where it is cross-listed with Educational Studies.

The restructured interdisciplinary major was designed with the opportunities and constraints that exist in an Educational Studies Program that currently has only one tenure-track faculty member (Jack Dougherty) and one three-year contract faculty member (Barbara Henriques). The introductory *Educ 200: Analyzing Schools* course, taught on a rotating basis between the two, is based on their collective knowledge of the sociology, anthropology, psychology, and philosophy of education, as well as their prior experiences with urban schooling. By contrast, the mid-level *Educ 300: Education Reform - Past & Present* is based on Dougherty's specializations in the history of US education and urban school reform. It is a core course that is taught by him alone.

The *Educ 400: Senior Seminar* is also taught on a rotating basis by Educational Studies core faculty, who all have some degree of interdisciplinary background. However, the absence of a regular core faculty member with formal training in quantitative and qualitative methods is an area of concern. Although Educational Studies majors develop their particular research methods in courses taught by faculty in other department, they also need methodological support from the core faculty member teaching the senior seminar to produce high-quality independent research.

After the core courses, decisions about which elective courses should be offered by Educational Studies faculty are made based on two criteria: student interest and faculty interest. It is important to note that majors rely on electives offered *both* by core faculty and participating faculty in order to fulfill their 4-course concentration and 4-credit additional courses requirements. (Details about Educational Studies elective course offerings are included in the "Teaching and Learning" section below.)

(B) Participating Faculty:

Faculty based in other departments/programs contribute to Educational Studies by performing one or more duties in the categories below:

- (1) teaching electives cross-listed with Educational Studies;
- (2) teaching research methods courses creditable toward Educational Studies;
- (3) serving as guest evaluators for Ed 400 senior research presentations; and/or
- (4) serving on the Educational Studies Advisory Board.

Participating faculty who teach cross-listed electives (with course content relevant to Educational Studies) and/or research methods courses (with methodological tools relevant to students' senior research projects) are based in several departments and programs across the campus, including:

Anthropology
Economics
History
Philosophy
Political Science
Psychology
Sociology
Theater and Dance
Women, Gender, and Sexuality

Detailed lists of cross-listed courses are included in "The Interdisciplinary Major" section above.

In these other departments and programs, the tenure-track faculty whose teaching and research areas are most closely aligned with Educational Studies are:

Dina Anselmi, Associate Professor of Psychology
areas: Child development, gender, and psychology of the family

Stefanie Chambers, Assistant Professor of Political Science
areas: Urban politics, urban school reform, and racial and ethnic politics.

David Reuman, Associate Professor of Psychology
areas: Social psychology of educational systems; effects of the social organization of

schools on students' academic motivation and achievement and on peer relations at school.

In addition, Kathy Gersten, a regular Lecturer in the Department of Theater & Dance, usually teaches *Thdn 332: Education Through Movement* each spring semester.

While the Educational Studies Program clearly benefits from having these faculty members at the College, all of their teaching units (TUs) are obligated to their home departments. They teach no Core courses in Educational Studies, and their cross-listed electives are offered solely at the discretion of the home department.

There are several specialities in Educational Studies that are *not* regularly offered in the College curriculum. For example, while the Department of Sociology has several faculty who teach cross-listed electives (such as *Soc1 214: Race and Ethnicity* and *Soc1 312: Social Class and Mobility*), it lacks a tenure-track faculty member who regularly teaches the sociology of education. (Note: *Soc1 310: Sociology of Education* has been offered irregularly by part-time and visiting faculty over the past few years.) Similarly, there is no course in the anthropology of education, nor international education, taught in either the Department of Anthropology or the International Studies Program, although Anthropology does offer one cross-listed elective (*Anth 320: Community-Campus Exchanges*). Likewise, there is no course in the philosophy of education taught by the Department of Philosophy, but it does offer two other cross-listed electives (*Phil 314: Dewey and His Legacy* and *Phil 374: Minds and Brains*). There is no course in the economics of education offered by the Department of Economics.

Faculty who have agreed to serve as guest evaluators for Ed 400 senior research projects also come from a variety of departments and programs on campus, including:

- American Studies
- Economics
- History
- Mathematics
- Philosophy
- Political Science
- Psychology
- Sociology
- Theater and Dance

More details are included in the "Teaching and Learning" section below.

Faculty who serve on the Educational Studies Advisory Board, at the invitation of the Program Director, generously devote their valuable time and experience to help make policy and planning decisions. Examples have included the redesign of the interdisciplinary major, faculty hiring requests and search committees, and participation in this self-study. Because most of the Program's curricular ties have been made with social science departments, we have made a strong effort to include faculty from the arts & humanities and physical sciences & mathematics on the Advisory Board, to align our thinking with the entire liberal arts curriculum.

Current members of the Educational Studies Advisory Board (2002-03) include:

- Dina Anselmi, Associate Professor of Psychology (chair)
- Stefanie Chambers, Assistant Professor of Political Science

Gary Reger, Professor of History
David Reuman, Associate Professor of Psychology
Paula Russo, Associate Professor of Mathematics
Jim Trostle, Associate Professor of Anthropology
Diane Zannoni, Professor of Economics

Previous members (from Fall 1999 to Spring 2002) have also included:

Henry dePhillips, Professor of Chemistry
Hebe Guardiola-Diaz, Assistant Professor of Biology and Neuroscience
David Henderson, Professor of Chemistry
Gene Leach, Professor of History and American Studies
Dan Lloyd, Professor of Philosophy
Irene Papoulis, Lecturer in the Writing Center

Apart from the work of the Advisory Board, another group of faculty members serve as the Reappointment Committee for Jack Dougherty. Appointed by the Dean of Faculty, the committee prepares evaluation materials for the college-wide Appointments and Promotions Committee, which oversees the tenure process. Members of this committee include:

David Reuman, Associate Professor of Psychology (chair)
Joan Hedrick, Professor of History
Steve Valocchi, Professor of Sociology

The Urban Setting

Trinity College is located in urban residential neighborhood of the capital city of Hartford, Connecticut, where our liberal arts students gain first-hand experience with cross-cultural differences, questions of justice, and the potential for social change.

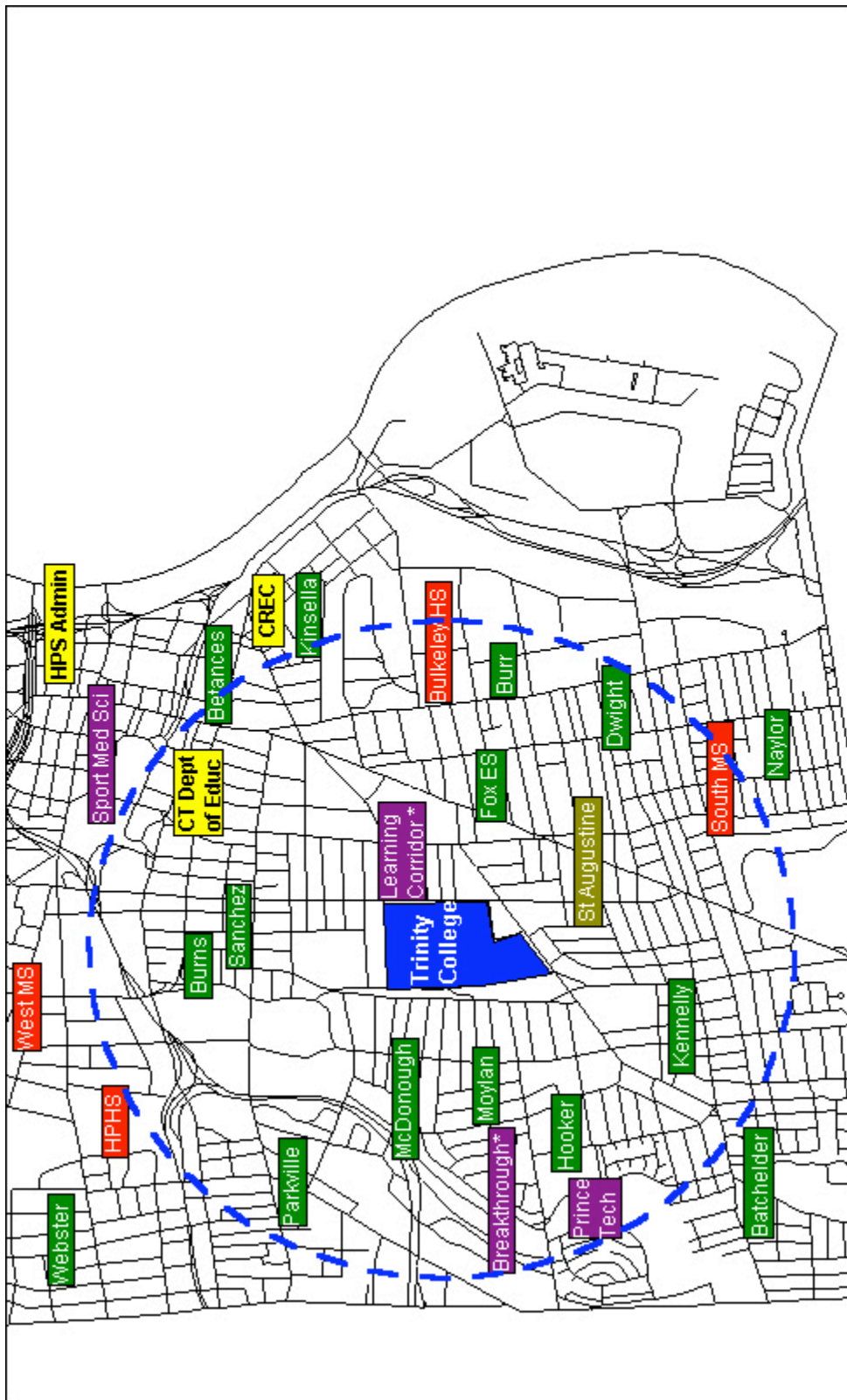
Hartford is both a proud and challenged city. In late nineteenth century, during the literary age of Mark Twain and Harriet Beecher Stowe, the rise of the insurance, banking, and manufacturing industries made Hartford one of the nation's wealthiest cities. At the close of the twentieth century, however, Hartford is ranked as the second-poorest large city in the United States, with over 30 percent of families living in poverty. During the post-World War II era, the rising number of Southern Black and Puerto Rican migrants, as well as Latin American and Caribbean immigrants, led to the election of the first African-American mayor (Thirman Milner) and first Puerto Rican mayor (Trinity graduate Eddie Perez) of any major New England city. Yet during this same period, the flight of most white residents and businesses shifted the pattern of wealth from the city to the suburbs, so that the metropolitan Hartford area now has the fifth highest median family income in the nation.

In the realm of public schooling, these economic and racial disparities between city and suburban districts have prompted lawsuits over funding inequalities and segregation. One of the most prominent cases is the *Sheff v O'Neill* lawsuit, where black and white plaintiffs (including the children of a Trinity professor, Gene Leach, and the child of a Trinity administrator, Denise Best) sued the State of Connecticut. In 1996, the State Supreme Court ruled 4-3 in favor of the plaintiffs, finding that "the existence of extreme racial and ethnic isolation in the public school system deprives children of a substantially equal educational opportunity and requires the State to take further remedial measures." The precise nature of those measures, however, has never been fully clarified. Since the *Sheff* ruling, the State has increased aid to the 21,000 students in the 35 Hartford Public Schools, where prominent (and controversial) curricular reforms by former Superintendent Anthony Amato (such as the highly-scripted "Success for All" reading program) helped to lift standardized test scores off the bottom. The State also sponsored most costs for constructing interdistrict magnet schools to address racial isolation. In 2000, former Trinity President Evan Dobelle and leaders of the Southside Institutional Neighborhood Alliance (SINA) proudly opened the doors of the Learning Corridor, a \$110 million complex adjacent to Trinity's campus, featuring four magnet schools. Yet while the Learning Corridor and other magnet schools have received high praise, their enrollments include only a small percentage of students in need. In 2000-01, only 2 percent of Hartford students attended one of seven interdistrict magnet schools in the area, and only 1 percent of students did so from the metropolitan area at large. The *Sheff* plaintiffs have returned to court several times, arguing that the State has not yet fulfilled its obligations. Very recently, both parties reached a settlement to increase spending for magnet schools and to meet integration goals over the next four years.

We briefly review the urban and educational contexts here because they are fundamental parts of the broader Educational Studies curriculum. Students confront issues of race, class, reform and resistance in our course readings, community-learning placements, and in their senior research projects, as described in the "Teaching and Learning" section below.

Trinity's urban location means that there are 20 different K-12 schools within a one-mile radius of the campus perimeter, including traditional neighborhood schools, interdistrict magnet schools, regional schools, and parochial schools. In addition, there are learning opportunities for

Trinity students at three major administrative offices located near the zone: the Hartford Public Schools, the Capitol Region Educational Council (CREC), and the Connecticut Department of Education. If the Trinity campus were suddenly transported to a suburban or rural location, our Educational Studies curriculum would look dramatically different, removing ourselves from the unique resources that our urban location offers for in-depth liberal arts learning.



NOTE: The Learning Corridor consists of four interdistrict magnet schools: the Montessori Magnet School, the Hartford Middle Magnet School, the Greater Hartford Academy of the Arts, and the Greater Hartford Academy of Math and Science.

NOTE: The Breakthrough Magnet School, which began in the Trinity neighborhood as an innovative program within McDonough Elementary School and then became a charter school before its current status as an inter-district magnet school, has temporarily moved out of the zone, but is scheduled to return to a new facility within the zone in the near future. The Breakthrough Advisory Board is currently chaired by Trinity professor David Reuman.

NOTE: Key for the map above

green = traditional elementary schools

red = traditional middle and high schools

purple = magnet, regional, and special public schools

brown = parochial/private schools

yellow = major administrative offices

Teaching and Learning in the Educational Studies Program

A) Courses and Enrollments

Prior to the reorganization of Educational Studies in 1999-2000, the Program was staffed by only one full-time visiting professor (Piliawsky) and several part-time faculty, who offered an array of courses listed in Table 6 that sometimes had excessively high enrollments.

Fall 1997		Spring 1998	
Ed 202: History of Am Ed - Piliawsky	95	Ed 203: Schooling in Am - Piliawsky	179
Ed 211: Modern Ideas in Ed - Stone	61	Ed 204: Found of Comm Learning - Barber	
Ed 220: Hist of Am High Ed - Piliawsky	74	Ed 243: Ed in Develop Countries - Stone	77
Director- Piliawsky		Ed 333: Sheff v O'Neill - Horton	13
		Ed 400: Senior Seminar - Piliawsky	10
		Director - Piliawsky	
Fall 1998		Spring 1999	
Ed 202: History of Am Ed - Piliawsky	116	Ed 204: Found of Comm Learning - Barber	5
Ed 220: Hist of Am High Ed - Piliawsky	75	Ed 211: Modern Ideas in Ed - Levine	53
Ed 235: Gender and Ed - Bauer	57	Ed 236: Multicul & Ethnicity in Ed - Bauer	17
Director - Piliawsky		Acting Director - Anselmi	

During the reorganization in 1999-2000, we addressed concerns raised in the 1998 EPC letter about academic rigor. In addition to redesigning the major, we reduced excessively high enrollments by petitioning the Curriculum Committee to allow us to cap courses at 32 students (and sometimes lower) for pedagogical purposes. Since Fall 2000, the Educational Studies Program has been staffed at 11 TUs per year, meaning two full-time faculty (at 5 TUs each) and one additional course (1 TU). By strengthening our long-term planning and advising, we have been able to deliver better information to students to help them plan their own schedules, thereby stabilizing our own enrollments. None of our courses have had fewer than 9 students in recent years, and the average class size is much higher.

Table 7: Courses and Enrollments During and After Reorganization

Fall 1999		Spring 2000	
Ed 202: History of Am Ed - Dougherty	33	Ed 200: Analyzing Schools - Dougherty	31
Ed 235: Gender and Ed - Bauer	57	Ed 400: Senior Seminar - Dougherty	12
Ed 309: Race Class and Ed Pol - Dougherty	9	Director - Dougherty	
Director - Dougherty			
Fall 2000		Spring 2001	
Ed 200: Analyzing Schools - Henriques	27	Ed 200: Analyzing Schools - Henriques	28
Ed 235: Gender and Ed - Bauer	27	Ed 300: Ed Reform Past & Pres - Dougherty	28
Ed 317: Alternative Ed - Henriques	14	Ed 309: Race Class and Ed Pol - Dougherty	18
Ed 400: Senior Seminar - Henriques	11	Ed 350: Curriculum Th Pol Prac - Henriques	11
Director - Dougherty		Director - Dougherty	
FYSM - Dougherty			
Fall 2001		Spring 2002	
Ed 200: Analyzing Schools - Dougherty	29	Ed 200: Analyzing Schools - Henriques	27
Ed 317: Alternative Ed - Henriques	14	Ed 216: Educ and Technology - Henriques	16
Ed 318: Special Ed - Brown	21	Ed 300: Ed Reform Past & Pres - Dougherty	19
Ed 400: Senior Seminar - Dougherty	12	Ed 308: Cities Suburbs and Sch - Dougherty	17
FYSM - Henriques		Ed 350: Curriculum Th Pol Prac - Henriques	12
		Director - Dougherty	91
Fall 2002		Spring 2003	
Ed 200: Analyzing Schools - Dobles	23	Ed 200: Analyzing Schools - Dobles	33
Ed 216: Educ and Technology - Henriques	19	Ed 300: Ed Reform Past & Present - Dobles	16
Ed 308: Cities Suburbs and Sch - Dougherty	9	Ed 307: Reframing School Change - Dobles	10
Ed 400: Senior Seminar - Dobles	11	Ed 317: Alternative Ed - Henriques	16
Acting Director - Henriques		Acting Director - Henriques	
FYSM - Henriques			

Finally, we note that while Educational Studies has sharply reduced the excessive enrollments of the past, the Program has maintained an enrollment per teaching unit ratio *at or above* the College average. In other words, according to this standard measurement of teaching productivity, every dollar of Trinity's reinvestment in faculty staffing for the Educational Studies Program has been wisely spent.

Semester	Educ Enroll	Educ TU s	Educ Ratio	College Ratio
Fall 1997	230	3	76.67	19.30
Spring 1998	282	5	56.40	19.80
Fall 1998	248	3	82.67	18.60
Spring 1999	75	3	25.00	18.90
Fall 1999	99	3	33.00	19.38
Spring 2000	43	2	21.50	19.17
Fall 2000	79	4	19.75	17.61
Spring 2001	85	4	21.25	19.04
Fall 2001	76	4	19.00	17.10
Spring 2002	91	5	18.20	17.04
Fall 2002	62	4	16.00	TBA
Spring 2003	75	4	18.80	TBA

Moving beyond these tables of courses and enrollments, this self-study looks more closely at the pedagogical experiences in the Educational Studies Program - how the faculty actually teach, and what the students actually learn. The following portions of this section examine four themes: critical awareness, community learning, technology, and active student learning.

B) Building Critical Awareness through Multiple Disciplinary and Cross-Cultural Perspectives

Some of the most important scholarship in Educational Studies in recent years has arisen when researchers have challenged conventional wisdom. Sometimes it occurs when researchers investigate old questions using new research methodologies. And sometimes it occurs when researchers from outside of the traditionally all-white male academy turn the conventional questions upside down and begin asking new ones. Given our liberal arts mission to foster critical thinking and free students' minds, we have organized several units within Educational Studies courses to focus student inquiry around multiple disciplinary and cross-cultural perspectives.

For example, in the *Educ 200: Analyzing Schools* core course, during "Unit 4: Explaining Inequality," students first examine tables of SAT and NAEP test score data on racial and social class disparities, and collectively speculate about possible causes. Then, over the next two weeks of the unit, students explore six different researcher's explanations for why these gaps exist:

- journalist Jonathan Kozol - school finance inequity and racial segregation
- sociologist Jeannie Oakes - tracking
- sociologist Annette Laureau - cultural capital
- anthropologist Evelyn Vogt et. al. - cultural discontinuity
- anthropologist John Ogbu - pre-migration status and secondary cultural discontinuities
- psychologist Claude Steele - stereotype threat

Students strive to make sense of these competing perspectives, weighing the different types of evidence and contexts, sorting out which arguments are mutually exclusive or complementary to one another, and determining whether some claims are more compelling than others. The paper assignment for this unit asks students to write a memo to former School Superintendent Anthony Amato regarding his published remarks about the causes of inequality in Hartford, and to draw on four theoretical frames, and quantitative and/or qualitative evidence from class readings, data sheets, and their participant-observation experiences in Hartford schools.

In addition, in the concluding *Educ 200* unit on the philosophy of education, students face competing claims about the purpose of education. Definitions of "democratic education" range widely, from those written by political philosopher Amy Gutmann and the Supreme Court justices in the *Wisconsin v Yoder* religious freedom case, to those exemplified in the classrooms of kindergarten teacher/author Vivian Paley and teachers in the videotape *It's Elementary: Talking about Gay Issues in School*. Similarly, students participate in a three-way debate over the meaning of "liberatory education" based on readings by Brazilian educator Paulo Freire, African-American literary critic bell hooks, and African-American urban educator Lisa Delpit. In particular, these readings reinforce the concept that race-based perspectives on education cannot be reduced to essentialist, monolithic positions.

When students have advanced to the *Educ 400: Senior Seminar*, the syllabus places greater emphasis on the challenging theoretical and methodological issues faced by scholars at

different phases of the research process. For example, students read social psychologist Michelle Fine's book, *Framing Dropouts*, which reverses the traditional "who drops out?" research question by investigating "how do schools push out marginalized students?" However, when they read sociologist Reba Page's critical review essay, "Do-Good Ethnography," they begin to question many of Fine's theoretical assumptions and methodological decisions. A similar dynamic with a quantitative focus occurs when seniors read conflicting research on student-athletes, such as James Shulman and William Bowen's *The Game of Life* and critical responses by historian Pamela Grundy, philosopher Bob Simon, and economist Hal Scott. Juxtaposing these works pushes students into deeper cognitive terrain about the contested nature of research-based knowledge, particularly at that critical point in the semester when they are designing their own independent research projects.

C) Creating Knowledge and Civic Engagement through Community Learning

Our students do not learn solely by reading books and writing papers. In keeping with our liberal arts mission to foster both cognitive and civic virtues, the Educational Studies Program is an active contributor to Trinity's Community Learning Initiative. Across nearly all departments on campus, faculty have found creative ways to engage students with the city of Hartford to broaden the learning experience. (For more information, see the CLI website at <http://www.trincoll.edu/prog/cli>)

Crossing boundaries of race, social class, language, culture, geography, and gender is particularly important in Educational Studies. The most meaningful research on human learning and schooling does not occur in a vacuum. Instead, it closely examines the contextual influences at work across different settings. Moreover, for our white and economically privileged majority Trinity student population, a community-learning experiences in Hartford schools is often the first time that they have experienced what it feels to be a minority in a predominantly Puerto Rican and African-American working-class neighborhood. In order to become socially and morally engaged with the world, one needs to cross familiar boundaries and think from the standpoint of others. This is a cognitive and civic learning process which is supported by Educational Studies course work and community experiences.

When redesigning the Program, we focused our limited resources on creating a rich community-learning experience in the introductory course, a level often overlooked by institutions of higher education. We searched out and identified 5 neighborhood public schools which had a critical mass of teachers who were interested in working with our *Educ 200: Analyzing Schools* course and incorporating our students into meaningful three-hour-per-week participant-observation session in their classrooms. The five schools are:

Fox Elementary
McDonough Elementary
Maria Sanchez Elementary
Hartford Middle Magnet School
South Middle School

We redesigned the syllabus around six interdisciplinary units that focused on questions that could be addressed at the classroom and school level (rather than the national system), and created short-paper writing assignments that ask students to apply and evaluate theory in light of their first-hand experiences in urban education. Finally, we successfully petitioned the Curriculum Committee to cap the *Educ 200* enrollment at 32 and lobbied for a \$3,000 increase

in the annual Program budget to pay token stipends to pairs/teams of teachers or guidance counselors who serve as coordinators at each school. The coordinators assist our faculty in organizing orientation sessions at the schools, scheduling placements, and evaluating our students' end-of-the-semester curriculum project presentations. For Educational Studies core faculty, this is an *extremely time-intensive partnership* and also one of our most valuable learning experiences for students.

Most (but not all) electives in Educational Studies also include community-learning experiences, though organized in different ways to reflect the various objectives of specific courses. For example:

Educ 216: Education and Technology Students may select to work with a public school to assist in identifying grant opportunities that would support their educational and technological goals

Educ 308: Cities, Suburbs, and Schools Students designed and conducted an ethnographic study of interracial interactions at the Montessori interdistrict Magnet School, in conjunction with the school's desire for closer self-study. Students also designed and conducted oral history projects with alumni from Bulkeley High School (which experienced a rapid racial transition in the early 1970s) and Project Concern (a city-suburb school desegregation program from 1960s to 1990s).

Educ 317: Alternative Education Students visit non-traditional public charter and magnet schools in preparation for assignment on designing their own school.

Educ 350: Curriculum: Theory, Policy, and Practice Students designed and taught mini-curriculum projects in math, science, and the arts for after-school programs at the Montessori Magnet School, the Trinity Child Care Center, and the Boys and Girls Club.

These cumulative experiences support students in the Educ 400: Senior Seminar who focus their research project around a Hartford-area school, educational center, or neighborhood. Although field research on Hartford is not a requirement, several majors have chosen to work in this direction.

D) Harnessing New Technology to Enhance Student Learning

Technology alone does not entail a quality education. But when integrated thoughtfully with our core liberal arts mission, technology can enhance student learning. In Educational Studies, we have implemented several low-tech and high-tech practices to serve our broader objectives. At the low end, we provide an after-class session for our Educ 200 students to learn PowerPoint skills to improve their oral presentations (a skill that many students continue to use for presentations in Educ 300 and Educ 400).

At the higher end, students in *Educ 216: Education and Technology*, read perspectives from both skeptics (such as historian Larry Cuban) and supporters (such as social researchers Marlene Scardamalia and Carl Bereiter), experiment with educational software applications to evaluate their potential and actual uses in schools. Also, in *Educ 308: Cities, Suburbs, and Schools*, after reading Myron Or field's *American Metro politics*, students created Excel charts and geographical information system (GIS) maps on metropolitan Hartford demographic and fiscal data, which served as the basis for a class discussion with representatives from the Center edge coalition, a statewide advocacy group for regional planning.

E) Shifting Student Roles from Passive Consumers to Active, Critical Producers

As Educational Studies majors advance through the core sequence, their thematic concentrations, and community-learning experiences, we observe a noticeable shift from passive consumers to critical producers of educational research, and sometimes, active agents of education reform. Perhaps the most compelling evidence of this transformation is evident in the Educ 400 independent research projects that seniors have completed over the past two years. A listing of project titles (and guest evaluators) is found in Table 9 below. We have included comments of guest evaluators in the material attached.

Table 9: Senior Independent Research Projects and Guest Evaluators

Class of 2002

Black and Latino Teacher-to-Student Interaction: Is Race a Factor?
by Nicole Archer; evaluator David Reuman (Psychology)

Analyzing an Arts Program in a Hartford Elementary School
by Nina Caballero; evaluator Lesley Farlow (Theater and Dance)

Peer Mediation: How Does it Influence Student-to-Student Interactions?
by Brian Dekker; evaluator Mark Brown (Educational Studies)

Comparing Administrators' and Teachers' Experiences and Attitudes toward "Success For All"
by Bridget Dullea; evaluator Steve Valocchi (Sociology)

Comparing Two Groups of English-Schooled International Students
by Gaurav Juneja; evaluator Barbara Henriques (Educational Studies)

Magnet Schools: An Effective Solution to Sheff v. O'Neill?
by Sarah Kaminski; evaluator Barbara Henriques (Educational Studies)
Note: Subsequently published in *The Trinity Papers* v. 21 (2001-02), pp. 63-71.

Comparing Developers' and Implementors' Views in Two Parental Intervention Programs
by Claire Kammen; evaluator Noreen Channels (Sociology)

Do Catholic High Schools Influence Trinity Female Students' Aspirations?
by Ann Lukas; evaluator Randolph Lee (Psychology)

Gender Bias on a Lower Track
by Jessica Martin; evaluator Noreen Channels (Sociology)

Do the Methods of After-School Mentoring Programs Match Their Goals?
by Rick Selander; evaluator Paula Russo (Mathematics)

Teacher Attitudes on MCAS Testing with Special Education Students
by Elena Vasilakis; evaluator Mark Brown (Educational Studies)

Class of 2003

Postponing Sexual Involvement: An Early Intervention Approach to Teen Pregnancy Prevention
by Amanda Berger; evaluator Barbara Henriques (Educational Studies)

The Presence of Contact Conditions in a Magnet School
by Nicola Blacklaw; evaluator David Reuman (Psychology)

Trinity in Color: A Commentary on Minority Retention
by John Bonhom; evaluator Karla Spurlock-Evans (Multi-cultural Affairs)

A Study of the Trinity College First-Year Program
by Pia Bunton; evaluator Diane Zannoni (Economics)

Trinity College Athletics: Perceptions of High Profile Male Athletes
by Joe Cain; evaluator Jack Dougherty (Educational Studies)

Does the Experience of Jumpstart Americorps Members Match the Claims of the Mission Statement?
by Julia Hagen; evaluator Jack Dougherty (Educational Studies)

Making History Public: A Case of Amistad America
by Arthur Hardy-Doubleday; evaluator Margo Perkins (American Studies and English)

"No Child left Behind," From a Parent's Perspective
by Maya MacAlpine; evaluator Stefanie Chambers (Political Science)

Reducing the Dropout Rate in Urban Public High Schools
by Lacey Manzione; evaluator Barbara Henriques (Educational Studies)

Increasing Quality Interracial Relationships
by Molly Schofield; evaluator Jack Dougherty (Educational Studies)

On the Same Team? Student-Athlete and Faculty Relations at Trinity College
by Kevin Waters; evaluator Cynthia Butos (Writing Center)

Educational psychologist William Perry and others have documented the developmental path of college students through distinct stages. At the first stage, students believe in authoritarian models of knowledge – it is a commodity that a teacher possesses absolutely and students can only acquire by memorizing everything the teacher says. In the second stage, students become relativists, believing that one opinion is as good as another. In the third stage, they discover that disciplinary methods validate knowledge, and that some knowledge claims are more legitimate than others. Finally, in the fourth phase students take responsibility for their learning, recognizing that knowledge rests on intellectual and moral values shaped by a community of people in the field. A student at this stage is ready to join his or her professor as a junior colleague, and well-equipped to enter the adult world. In order to fulfill Trinity's liberal arts mission, it is essential for our students to progress through these stages, and we have designed both the curricular structures as well as the pedagogical experiences to encourage this transformation.

Supporting Trinity's Broader Mission

The Educational Studies Program serves not only its own interests, but also is an active participant in maintaining the high quality of undergraduate liberal arts education at Trinity College and reshaping it for the future. Our participation has been evident at several levels; the list below provides examples and is not exhaustive.

First-Year Seminar Program

Our core faculty regularly teach courses for the First-Year Seminar Program and have contributed to its college-wide training and orientation sessions.

Community-Learning Initiative

In addition to regularly participating in CLI brainstorming and planning sessions, we have introduced several Trinity faculty from various departments (including anthropology, biology, chemistry, English, psychology) to principals and teachers in Hartford schools, with the objective of building more meaningful partnerships.

Interdisciplinary Events for the College and Community

Educational Studies faculty have helped organize and gain financial sponsorship for two major interdisciplinary events over the past two years, attended by the Trinity and Greater Hartford communities at large. In April 2001, the Math, Arts, and Civil Rights Lecture Series culminated with a visit by Bob Moses, the civil rights organizer and founder of The Algebra Project. Also, in October 2002, a one-day conference on "*The Game of Life and the Liberal Arts College*" brought together nationally-recognized speakers and a regional audience number over 100 participants to discuss research on academic and athletics.

Special Report on Race and Education at Trinity

In conjunction with the efforts of Vice President for Student Services Sharon Herzberger, students in the *Educ 309: Race, Class, and Educational Policy* seminar conducted descriptive statistics on course enrollment patterns and academic outcomes, by race, at Trinity. A special presentation was delivered to science and mathematics faculty.

Curricular Relationships with other Departments/Programs

Although no Educational Studies courses serve as prerequisites for other departments, two of our upper-level courses (*Educ 300: Education Reform - Past & Present* and *Educ 308: Cities, Suburbs, and Schools*) have been cross-listed with the American Studies Program and the Public Policy Program and may be counted toward their majors.

The Curricular Review

As the College continues to move forward with the Curricular Review process, the Educational Studies Program hopes to contribute some of the lessons we have learned from our experience with integrating community-learning experiences into our academic objectives, redesigning our senior exercise through the senior seminar public research presentations, and cultivating communities of learners in our introductory Educ 200 course.

Trinity's Support for the Educational Studies Program

A) Physical facilities and equipment

Educational Studies has had adequate classroom space on campus during the past four years, with one significant exception. Three of our courses integrate information technology into a seminar format (*Educ 216: Education and Technology*; *Educ 308: Cities, Suburbs, and Schools*; and *Educ 309: Race, Class, and Educational Policy*). However, the only classroom available for us to teach in this way is Life Sci 138/9, a room that combines four clusters of computers with a seminar table (for discussions away from the computers). A traditional computer lab, with rows of computers facing the front and no discussion table, is not appropriate for these courses. Over the past few years, Educational Studies has been denied use of LSC 138/9 on two occasions. To overcome this obstacle the first time, we had to move a course into the same time slot as another Ed Studies course, meaning that majors could not enroll in both. On a second occasion, we were fortunate to work out a schedule with another professor to share the room on a week-by-week basis. But if the College wishes to promote the meaningful use of information technology in the social sciences and humanities, it needs to plan for additional spaces like LSC 138/9.

Maintaining our office location in a building such as McCook Hall is key to promoting authentic interdisciplinary connections at Trinity. McCook is home to seven other departments and programs (American Studies, Anthropology, International Studies, Philosophy, Physics, Public Policy, and Religion), and through daily interactions with our colleagues, we bring our cross-disciplinary ideas to life. We are concerned that an ad hoc Space Committee report in 2001 made a puzzling recommendation to move Educational Studies out of McCook and into an isolated building, which would run counter to our mission. At this writing, the recommendation has not been acted upon, to our knowledge. It would be detrimental to move to the margins of the campus a program whose curriculum depends on maintaining and developing connections with other Department and programs.

B) Library and Information Technology

Library report is included in the material attached.

In short, our library support has been excellent. Trinity maintains subscriptions to a number of periodicals and databases relevant to Educational Studies, and our all of our book purchase requests have been granted in recent years. In addition, part of a grant from the 1634 Fund allowed us to build a small collection of curricular resource materials for the Educational Studies Resource Center in McCook 301, for use by students in *Educ 200: Analyzing Schools* and *Educ 350: Curriculum: Theory, Policy, and Practice*. Library staff have also worked with core faculty to tailor bibliographic instruction sessions for *Educ 300: Education Reform - Past & Present* and *Educ 400: Senior Seminar*. Finally, Watkinson Library staff have tailored special archival sessions using materials from the Henry Barnard nineteenth-century school textbook collection and the College Archives for *Educ 300*.

Support from Academic Computing staff has also been excellent. Our software application requests for specific courses have been granted, and support for training and maintenance has been very good.

C) Program Budget

The Educational Studies Program budget, with an annual allocation of approximately \$8,000, has adequately served our curricular needs, thanks to the infusion of funds to provide token stipends to the community learning placement coordinators in five neighborhood schools who regularly help us set up and evaluate students in the Educ 200 introductory course.

The Next Five Years: Continuing Support and Improvement of Educational Studies

Why should Trinity continue to support and improve the Educational Studies Program? As noted in sections above, knowledge is infinitely expandable, and the number of academic specializations grows every year. There is no fixed definition for the curricular content of the liberal arts. When comparing our curriculum to those of our peer institutions, for example, we observe that Wesleyan promotes Film Studies, Williams features Environmental Studies, and Swarthmore sponsors a program in Peace and Conflict Studies. At a small liberal arts college such as Trinity, particularly in times of scarce resources, how should we decide what is worth learning?

In response to this "philosophy of education" question, we argue that Trinity needs to offer a *strategic* answer that remains faithful to our liberal arts mission. Given that Trinity is one of several nationally-ranked liberal arts colleges in the Northeast, all competing for the best students and resources, *in what areas of the curriculum are we best-positioned to differentiate ourselves and move forward?*

First, based on the evidence presented above, we have demonstrated that Educational Studies Program plays a valuable role in fulfilling our cognitive and civic virtues as a liberal arts institution. Second, we argue that the Program is well-positioned to advance the College's standing with respect to our peer institutions. Educational Studies has established strong curricular connections with several departments and programs on campus, and has creatively integrated rich academic links through community-learning components in Hartford public schools. When reflecting back on the top-25 list of liberal arts colleges in the nation (included in Table 1 of this report), it is apparent that *Trinity College is the only one located in an urban center and in a state capital*. For students who seek a deeper understanding of urban schooling and educational policy through disciplinary lenses — and who want to do something about it — we can offer the best program at any liberal arts college of our size.

The best strategic plan for Trinity is one that holds true to our liberal arts values and seeks to advance our status by leveraging our existing faculty, curricular, and community resources. Why did Smith College take the bold step of launching an engineering program in 1999? Its provost, philosopher John Connolly, argued that the study of engineering was compatible with Smith's long-standing liberal arts values, as exemplified by other institutions such as Swarthmore and Trinity. Furthermore, given Smith's established track record in graduating female science majors, Connolly argued that it was best-positioned to create one of the most outstanding engineering programs for women in the nation. ("Taking on Engineering's Gender Gap", *NewsSmith*, Spring 1999.)

By analogy, we argue that Trinity should continue to support and improve the Educational Studies Program *because its study fulfills our liberal arts values, and given our curricular strengths on campus and with the city of Hartford, we can create the best program focused on urban education at any small liberal arts college in the nation*.

Specific Goals

1) Strengthen staffing levels for the Educational Studies Program

Currently, there is only one tenure-track FTE (and one .5 contract FTE) allocated to the

Educational Studies Program , despite EPC's 1998 letter stating that a serious Program most likely requires two permanent FTEs. We have tried unsuccessfully to secure an additional tenure-track FTE. Specifically, we need a Social Scientist of Education (tenure-track), with emphasis in qualitative and quantitative research methods, and experience in urban schools. In addition to teaching the introductory and senior seminar courses in Educational Studies, the successful candidate also will teach at least one of the following fields: anthropology of education; economics of education; psychology of education; or sociology of education.

In addition to, but not in replacement of an additional FTE, Ed Studies should continue working with departments and programs when they are thinking about new positions to see if we can have a joint appointment or at least for them to consider hiring someone with expertise in educational studies and the program or department areas of interest.

2) Strengthen the curriculum of elective courses offered by other Departments/Programs

As mentioned several sections above, there is no course in the philosophy of ed, international ed, economics of ed, etc; not all of our curricular needs be solved by hiring one new FTE. We need to rely on other programs and department to help us deepen and broaden our offerings. We have had success over the past years in working with programs and departments and will continue to do so. The field of education is dynamic and our curriculum should reflect that dynamism. As new hires are made there are opportunities to interest new faculty in teaching new courses. For example it is now possible for us to consider new connections with faculty in Modern Languages. But, even among the cross-listed courses that do exist, there is not a strong sense of mutual understanding about the content and pedagogy of these courses. Therefore we intend to use the very successful the CLI model and hold occasional faculty lunches with all who teach cross-listed electives for the purpose of sharing information and ideas about each other's courses.

In addition, Professor Dougherty has received an Information Literacy Grant for the Educ 300 course that will allow him to organize a special discussion session with faculty to demonstrate how information literacy standards are expressed in the Educ 300 core course and to listen to comments and suggestions from participating faculty about how these pedagogical practices fit (or do not fit) with their own courses.

Finally, we would like to follow the model of Women's Studies and several other department who provided funds (via the Dean of Faculty's office) for course development. This stimulated faculty to develop new courses that could be cross-listed in Educational Studies.