

Ed Studies 309: Race, Class, and Educational Policy

Trinity College Spring 2004
Monday 1:15-3:55pm Life Sci 138
<http://www.trincoll.edu/depts/educ>

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Office Hours: Mondays 10am-noon and Tues & Thurs 1:15-2:30pm

Introduction and Objectives:

This advanced undergraduate course is partly a reading seminar and partly a research workshop. Students lead seminar discussions on key readings in race, class, and educational policy, then investigate unanswered questions by planning and conducting small-scale team research projects. The two projects for this semester are:

- 1) qualitative analysis of Trinity students' social class and racial identity development and perceptions of harassment/discrimination
- 2) quantitative and GIS mapping analysis of racial and social class achievement gaps in the "No Child Left Behind Act" data on public schools in metropolitan Hartford

As students merge their skills from the two halves of the seminar, they become better prepared to formulate and carry out a senior-year independent research project of their own design.

Readings available at the bookstore:

Beverly Daniel Tatum, *"Why Are All the Black Kids Sitting Together in the Cafeteria?" and Other Conversations about Race* (1999) paperback ISBN 0465091296

Stacey Lee, *Unraveling the "Model Minority" Stereotype: Listening to Asian American Youth*. (1996) ISBN 08077-3509-4

Richard Kahlenberg, *All Together Now: Creating Middle-Class Schools Through Public School Choice*. (Brookings, 2001). paperback ISBN 0815748116 [*will arrive soon*]

Additional readings will be made available in the seminar.

Assessment:

A) Group Research Projects:

Each student will participate in completing two team research projects during the semester to explore questions that arise from the syllabus readings. Each project typically includes a 5-to-10-page written assignment (sometimes co-authored), linking the research question, methodology, evidence, interpretation, and the relevant seminar readings.

1) qualitative analysis of Trinity students' social class and racial identity development and perceptions of harassment/ discrimination
paper #1 due on March 1st 30 points

2) quantitative analysis of "No Child Left Behind Act" data on racial and social class achievement gaps in metropolitan Hartford schools
paper #2 due on April 5th 30 points

B) Final Project:

Each student will notify the professor by April 5th about his/her choice for the final project of the semester:

Presentation Option: Work individually or as a team to design and deliver a public presentation on research conducted by our seminar. For example, you may arrange an off-campus presentation (for a local advocacy group, etc.) or an on-campus presentation (for student, faculty, or staff group; VIP Days). Write a 5-page paper that outlines your presentation, the decisions you made in designing it, and reflections on how the audience responded to it.

Research Proposal Option: Work individually to write a 5-page proposal for a senior-level independent research project on any topic related to race, class, and educational policy. Must fulfill Educ 400 guidelines for proposals (research question, case for significance, literature review, primary sources and research methods). See instructor for sample research proposals from past semesters. (This option is not open to seniors in their last semester at Trinity.)

paper #3 due on April 26th 30 points

C) Seminar Discussion Participation:

Students will rotate responsibility for facilitating seminar discussions on specific readings. Good facilitating means more than reviewing key points of the reading; it requires designing creative ways to spark a lively and substantive discussion with your classmates *about substantive issues* in the assigned reading.

In addition, your classmates and I expect your regular and prompt attendance at every seminar. Unexcused absences will result in a significant reduction in your seminar participation grade. 10 points

Be advised that adequate work earns a C, good work earns a B, and outstanding work earns an A in this class.

Students are expected to engage in academic honesty in all forms of work for this course. If this is unclear to you, ask me for clarification.

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

Please notify me during the first week of the course if you require any special accommodations.

Unit 1: Qualitative Analysis of Racial and Social Class Identity and Discrimination in Education

Jan 19th Deepening our Talk about Race and Social Class

In seminar:

syllabus overview; samples of previous student research projects
Skin Deep (video directed by Frances Reid, Iris Films, 1995).
reading guide for Tatum, McIntosh

Jan 26th Racial Identity Development and Unpacking Privilege

Read:

Beverly Daniel Tatum, *"Why Are All the Black Kids Sitting Together in the Cafeteria?" and Other Conversations about Race* (1999)

Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack," excerpt from "White Privilege & Male Privilege" (Wellesley Centers for Women, 1988).

In seminar:

presentation on social construction of whiteness
reading guide for Lee

Feb 2nd Constructing Race in an Urban High School

Read:

Stacey Lee, *Unraveling the "Model Minority" Stereotype: Listening to Asian American Youth* (1996).

Michael Omi and Howard Winant, *Racial Formation in the United States: From the 1960s to the 1980s*. (New York: Routledge & Kegan Paul, 1986), excerpt.

Carolyn Moreau, "New Club Fights Stereotypes" [Asian Cultural Club at Hall High School, West Hartford] *Hartford Courant*, June 6, 2003.

In seminar:

Docex network folder posting exercise; obtaining tape recorders

SPECIAL EVENT Wednesday, Feb 4th, noon - 1pm at Mather Dining Hall)

"Academically Incorrect" panel discussion

Topic: Race versus Social Class: Which One Divides Us More?

Feb 9th Investigating Social Class and Race at Trinity College

Read:

J. Hughes and Kent Smith, "Students' Experiences of Diversity at Trinity," (Trinity College Office of Institutional Research and Planning, October 2003).

In seminar:

Guests: J. Hughes (IRP) & Karla Spurlock-Evans (Dean of Multicultural Affairs)
descriptive statistics on student social class and racial background at Trinity
begin Project 1 -- research question, methods, pilot interview, IRB approval

Feb 16th Qualitative Analysis Workshop; Social Class on Campus

Read:

Peter Sacks, "Class Rules: The Fiction of Egalitarian Higher Education" [review essay], *Chronicle of Higher Education: Chronicle Review*, July 25, 2003.

In seminar:

qualitative analysis workshop, using TWO transcribed interviews per student

Feb 23rd Trinity Days (no seminar meeting)

scheduled small group meetings with instructor at _____

March 1st Preliminary Findings from Project 1; Affirmative Action in Higher Ed

In seminar:

paper #1 and presentation of findings from qualitative research project

Read:

selections from "Affirmative Action: Issues in Depth" [on the University of Michigan 2003 cases] *Chronicle of Higher Education* website,
<http://chronicle.com/indepth/affirm/affirm.htm>

Unit 2:

**Quantitative and GIS Mapping Analysis of Achievement Gaps
in the "No Child Left Behind Act" Data in Public Education**

March 8th The Politics of the "No Child Left Behind Act"

Read:

"No Child Left Behind" background policy essay, *Education Week* website, plus additional selections

<http://www.edweek.org/context/topics/issuespage.cfm?id=59>

"Two Bushes and a Clinton" and "Leaving No Child Behind," in Christopher Cross, *Political Education: National Policy Comes of Age* (Teachers College Press, 2004).

"Closing the Gap: No Child Left Behind," Connecticut State Department of Education website, selected readings

<http://www.csde.state.ct.us/public/der/nclb/index.htm>

In seminar:

[tentative] representatives from Connecticut State Department of Education

SPECIAL EVENT Monday, March 8th, 7pm in the Washington Room

"From Brown to Sheff: Reflecting on Five Decades of Desegregation"

Panelists to include:

Denise Best, *Sheff* plaintiff and Trinity special academic program director

Gene Leach, *Sheff* plaintiff and Trinity professor history / American studies

Susan Eaton, educational researcher and author of forthcoming book on *Sheff*

and others. . .

Co-hosted by Jack Dougherty and Karla Spurlock-Evans (Dean of Multicultural Affairs)

March 15th spring break -- no seminar meeting

March 22nd Quantitative Data on "No Child Left Behind" Workshop I

In seminar:

Excel and ArcView GIS software tutorials and quantitative data exercises
begin Project 2 -- research question and methods

Read:

Robert Frahm, "A School Believes: A Working Model of Urban Education"
[Simpson-Waverly Elementary] *Hartford Courant* April 27, 2003.

March 29th Quantitative Data on "No Child Left Behind" Workshop II

In seminar:

strategies for visually presenting quantitative data in Excel and ArcView

Read:

Myron Orfield and Thomas Luce, *Connecticut Metropatterns: A Regional Agenda for
Community and Prosperity in Connecticut* (Ameregis, 2003).

April 5th Preliminary Findings from Project 2; Connecticut Fiscal Policy

In seminar:

paper #2 and presentation of findings from quantitative research project
notify instructor of your option (presentation or proposal) for final project

Read:

Blue Ribbon Commission, State of Connecticut, *Report on Property Tax Burdens
and Smart Growth Incentives*, October 2003 (downloaded from Connecticut Conference of
Municipalities, <http://www.ccm-ct.org/advocacy/2002-2003/ppr102303.html>)

SPECIAL EVENT

Thur April 8 Sheff v. O'Neill: A Look Forward

A "Town Meeting" at the Connecticut Historical Society, 7pm

April 12th TBA

(start reading Kahlenberg)

April 19th A New Approach to School Desegregation and Public Choice

Read:

Richard Kahlenberg, *All Together Now: Creating Middle-Class Schools Through
Public School Choice*. (Brookings, 2001).

selected papers from American Educational Research Association conference
panel regarding Kahlenberg's book, April 2004

April 26th Conclusion

paper #3 and presentations on final projects; course evaluations; reflections