

Education Reform, Past and Present

Educational Studies (EDUC) 300, Trinity College
Spring 2023 | Mon/Wed 1:30–2:45pm | LSC 137

**** This syllabus may be updated periodically. For the updated version, refer to the link on Moodle.**

Professor: Elise Castillo, Ph.D. (she/her)

Email: Elise.Castillo@trincoll.edu

I aim to return emails within 24 hours, except on Saturdays

Office: McCook 318

Office Hours: Drop-in (No appointment needed): Wed 3:00–4:00pm

By appointment: Book via <https://calendly.com/elise-castillo/15min>

Office Hours

My office hours are times that I reserve specifically for meeting with my students. During “drop-in” office hours, you do not need to sign up in advance. If you would like to meet outside my drop-in time block, please sign up in advance via the link above.

During office hours, I am happy to answer your questions about class material or assignments or offer academic advice or mentorship. Generally, I meet with each student for 15 minutes, so it’s helpful if you come with a clear sense of what you’d like to discuss so that we can make the most of our time together.

Course Description

To what aims have education reformers aspired over time? When and how did schools become tools for divergent goals, such as reducing inequality, advancing capitalism, creating cultural uniformity, and liberating oppressed peoples? Why have reforms succeeded or failed to achieve these ends, and what were some of the unintended consequences? Over a century of education reforms, what has changed about public schooling, and what has remained the same?

In this mid-level undergraduate course, we will compare and contrast selected movements, both past and present, to reform elementary, secondary, and higher education in the United States, from the 19th-century Common Schools era to the modern day. We examine how these reform movements facilitated or hindered equitable educational opportunity and access for minoritized communities. Students will develop skills in reading and researching primary and secondary sources, interpreting divergent perspectives, and expository writing.

Learning Objectives

Over the course of the semester, you will be able to:

- a) Interpret historical sources from different periods and perspectives to better understand how education has varied from your current-day experiences.
- b) Compare and contrast different explanations about the causes and consequences of educational change and continuity over time.

- c) Propose a research question, identify appropriate sources, and write a substantive essay that supports their thesis with persuasive evidence.

Course Materials

Readings will be posted to our course Moodle site. Alternatively, for a fee of \$20, I will provide printed copies of these readings throughout the semester. Read and reflect on all the assigned readings before class on the date they are listed on the syllabus. Come to class prepared to engage with discussing the readings. Reading loads and difficulties will vary; it will be in your best interest to look ahead and budget your time accordingly. Readings may be subject to change.

Course Assignments and Evaluation

Assignment	Due Date	Points Possible
Class attendance and participation	Every class; Mid-semester	10
	Every class; End-of-semester	10
Practice midterm essay #1	Tuesday, February 14, 11:59pm	5
Practice midterm essay #2	Tuesday, February 28, 11:59pm	5
Practice midterm peer review x2	In class, Feb. 15 and Mar. 1	5 x 2 = 10
Education policymaking journalism assignment	Within 48 hours of your event, and by Friday, March 3, 11:59pm	10
Midterm exam	In class, Wed., Mar. 15 **12:45pm–2:45pm	15
Final paper – Proposal	Sunday, April 9, 11:59pm	5
Final paper – First draft	Monday, April 24, beginning of class	5
5-minute research presentations	Monday, May 1, beginning of class	5
Final paper – Final draft	Wednesday, May 10, 11:59pm	20
		Total: 100

Your final course grade will be calculated by dividing the total points earned by the total points possible.

The grading scale is as follows:

Outstanding work	Good work	Adequate work	Unsatisfactory work
A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%
A 93-96%	B 83-86%	C 73-76%	D 63-66%
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62% F < 59%

Class Attendance and Participation

"As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence."

bell hooks, *Teaching to Transgress* (1994), p. 8

Excellent class participation includes the following:

- *Attending all classes from start to finish.* More than two absences will affect your grade, except in cases of illness, religious observances, or family emergencies. Absences for these reasons may be made up through a makeup assignment. You must email me to receive permission to complete a makeup assignment. I encourage you to reserve your allowed absences for cases of illness.
 - See the Academic Policies on pp. 5–6 for more details on Accommodations for Students in Isolation and Quarantine and Excused Absences and Making Up Work.
- *Coming prepared to each class.* Come to each class having completed all required readings and assignments and with all necessary materials, such as readings and notes. Arrive on time and ready to engage.
- *Actively engaging in class discussions.* Make thoughtful and analytic contributions to small- and large-group discussions, orally and in writing, based on completed readings and assignments.
- *Listening and respond to others with respect.* Make space for others to share their perspectives and opinions in class discussions. Listen attentively and respectfully. If you disagree with something someone has said, do so graciously, respectfully, and with evidence to support your counterargument. Be open to learning from others' experiences, perspectives, and interpretations.

You will self-evaluate your participation at mid-semester and at the end of the semester, to reflect on your strengths and on how you can improve. I will take your self-evaluations into account when determining your grade, and I will discuss with you individually if my assessment differs from your own.

Practice Midterm Essays

Each practice midterm essay (around 250 words each, in 1–3 paragraphs) offers an opportunity to familiarize yourself with, and prepare for, the types of questions you will see on the midterm exam. For each essay, you will illustrate your understanding of course readings and themes, support claims with evidence and examples, and demonstrate your interpretation and analysis of education reform movements. Additional assignment details will be distributed in class.

Education Policymaking Journalism Assignment

"Journalism is the first rough draft of history," a famous quotation [attributed to publisher Phil Graham and others](#), captures the spirit of this assignment. The objectives of this assignment are to a) gain an up-close view of the educational policymaking process by attending one state or local policymaking event, and b) to better understand journalism source materials and the challenges of reporting news quickly and accurately. You may feel rushed during this fast-paced writing assignment, and that's intentional, since a goal is to experience how journalistic sources are created. Additional assignment details will be distributed in class.

Midterm Exam

The midterm exam evaluates your skills in interpreting and analyzing education reform movements. I will provide you with four questions, and you must choose three questions to answer. Typical questions may resemble one of the following formats:

- Explain why reformers A and B supported the same movement, but for different reasons.
- How would reformer C, from one historical period, respond to reformer D, from a different historical period?
- Read a passage by author X and explain how reformer Z would respond.

The midterm is *interpretive*, meaning that you cannot study in the same way you would for a memorization-based exam. The Practice Midterm Essay assignments give you an opportunity to practice and prepare for the exam. You are also encouraged to prepare for the midterm by working in small groups to brainstorm a list of anticipated questions, then rehearse (oral or written, solo or group) how to answer each. Additional details regarding the midterm will be distributed in class.

Final Research Paper

The final paper evaluates your research, historical interpretation, and analysis skills. The paper is a research essay that addresses change and/or continuity over time regarding any topic in education. By design, the boundaries are very broad. You may explore *any topic* related to education, at *any level inside the schooling system* (early childhood, elementary & secondary, or higher education) *or outside the system* (home schooling, community-based education, etc.), in *any location* (local, domestic, or international) *or time period* (centuries ago or recent events), as long as you frame the question around change and/or continuity over time.

Appropriate types of research questions that address change and/or continuity over time:

1. Historical origins — *How did X first arise at this period in time?*
2. Historical causation — *What factors caused X to happen over time?*
3. Multiple definitions — *How did different reformers envision X over time?*
4. Social history of human experiences — *How did group Y experience X over time?*
5. Historiographical — *How have different historians interpreted X over time?*
6. Policy formation — *How did X arise as a policy issue over a specific period?*
7. Policy implementation — *How was X transformed from policy into practice?*

Additional information about the final paper will be distributed in class.

Academic Policies

Face Mask Requirement

Per [Trinity College policy](#), you are required to wear a face mask in the classroom, from the beginning to the end of class. Masks must cover your nose and mouth completely. *There are no exceptions to this policy.* You may not remove your mask to eat or drink during class; therefore, please plan ahead.

At times, it may be difficult to hear one another with our masks on. Therefore, please do your best to speak loudly and clearly during class discussions.

Accommodations for Students in Isolation or Quarantine

If more than half of the class must isolate or quarantine, our entire class will meet virtually via Zoom, and I will distribute a Zoom meeting link in advance.

If fewer than half of the class must isolate or quarantine, absent students may either apply one of their two excused absences, or email me to request permission to complete a make-up assignment.

Additional accommodations may be made on a case-by-case basis with documentation and guidance from the health center.

Use of Electronics

I recommend that you bring a laptop to class, but only to access electronic copies of course readings, take notes, and participate in collaborative activities. Please refrain from using your laptop or phone for non-class-related purposes. Please let me know if you need to borrow a laptop.

Late Assignments

Only for assignments due at 11:59pm, you are each entitled to two 36-hour extensions, no questions asked. When you submit the assignment on Moodle, please note in the comment box that you are using the extension.

These "free" extensions do not apply to any assignment due at the beginning of class. Other than the use of these extensions, late assignments will be penalized with a 10% deduction for every 1 to 24-hour period beyond the deadline. Exceptions will be granted only for documented family or medical emergencies.

Excused Absences and Making Up Work

More than two absences will impact your class participation grade, except in cases of illness, religious observances, or family emergencies. Absences for these reasons may be made up through a makeup assignment. (See Class Participation above.) Please notify me during the first week of the course if you require any scheduling accommodations for religious observances. For religious observances, please submit the [Trinity College Religious Observance Allowance Form](#) to me within the first week of the semester. If granted an excused absence from class for religious observances or documented family or medical emergencies, I will give you a make-up assignment to complete. This is to ensure that you do not fall behind in the course material.

Revise & Resubmit and Extra Credit

If I recommend that you revise and resubmit an assignment, you will meet me to self-assess errors and review grading comments. We will discuss and determine a resubmission deadline for up to 90% of the assignment point value.

I may offer extra credit assignments; examples might include attending a lecture or community event and writing a reflection that connects to course readings and themes. Please see me if you are interested in an extra credit assignment to receive approval.

Accessibility

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days' notice is required. Please be sure to meet with me privately to discuss implementation. Student Accessibility Resources can be reached at SARC@trincoll.edu.

Intellectual Honesty

According to Trinity College policy, intellectual honesty "assumes that students do their own work and that they credit properly those upon whose work and thought they draw" (Trinity College Student Handbook, 2016). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited.

You may use any citation style (e.g., APA, Chicago, MLA), as long as you do so consistently. If you have any questions about how to cite another author's work appropriately, or how to draw upon another author's work without plagiarizing, please ask me.

Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences.

Asking for Assistance or Clarification

I am usually happy to assist you and answer questions on anything related to course readings or assignments. However, part of being a successful college student is learning how to problem-solve on your own. So, before you ask me for assistance or clarification, please first consult at least two sources: (1) the course syllabus and Moodle site; (2) a classmate. If you still do not find the answer to your question, feel free to ask me!

Course Schedule

Unit 0: Course Introduction and Overview

Guiding questions: What are the competing goals of public education? How have these competing goals impacted education reform efforts over time?

Wednesday, January 25: Course Introduction and Overview

Hochschild, J. L., & Scovronick, N. (2003). Introduction. In *The American Dream and the Public Schools* (pp. 1–5). New York, NY: Oxford University Press. [5]

Unit 1: The Common Schools Era (Mid to Late 19th Century) and its Legacy

Guiding questions: What were the goals of the Common Schools Era? What were the advantages and shortcomings of school reform during this period? How are the goals of the Common Schools Era reflected in contemporary public schooling?

Monday, January 30: Ideology of Common School Reformers: Examining 19th Century Textbooks

Skim (don't read!) ANY TWO Common School Era textbooks (links in Moodle). Come to class prepared to discuss the guiding questions on the "Analyzing 19th Century Textbooks" worksheet (link in Moodle).

In class: Meet in Watkinson Library

Guest Speaker: Eric Johnson DeBaufre, Ph.D., Special Collections Librarian, Watkinson Library

Wednesday, February 1: The Feminization of Teaching and its Legacy

Goldstein, D. (2014). Ch. 1: Missionary teachers and Ch. 2: Repressed indignation (pp. 13–46). In *The Teacher Wars*. New York, NY: Doubleday. [33]

Monday, February 6: Indigenous Boarding Schools and Their Legacy

Adams, D. W. (1995). Excerpt from Ch. 4: Institution (pp. 97–112). In *Education for Extinction: American Indians and the Boarding School Experience, 1875–1928*. Lawrence, KS: University of Kansas Press. [15]

Covello, L. (1958). Excerpt from *The Heart is the Teacher*. New York: McGraw Hill. [2]

Taylor, D. B., & Morales, C. (2020, June 21). [Professor who asked student to 'Anglicize' her name is put on leave](#). *The New York Times*.

Woodruff, J. (Host). (2021, July 16). [Sec. Haaland on healing from the indoctrination, dehumanization at Indian boarding schools](#). *PBS News Hour*.

Unit 2: The Progressive Era (Early 20th Century) and its Legacy

Guiding questions: How did reformers define the goals of education during the Progressive Era? What were the advantages and shortcomings of school reform during this period? How are the goals of this era reflected in contemporary public education and school reform efforts?

Wednesday, February 8: Interpreting the Progressive Era Through Secondary Source Excerpts

Tyack, D. B. (1974). Excerpts from Part IV (pp. 126–129 and 182–191). In *The One Best System*. Cambridge, MA: Harvard University Press. [22]

In class: Assign Practice Midterm Essay #1

Monday, February 13: Interpreting the Progressive Era Through Primary Source Excerpts

Bobbitt, J. F. (1912). The elimination of waste in education. *The Elementary School Teacher*, 12, 259–271.

Cubberley, E. P. (1916). The organization of school boards. In *Public School Administration*. Houghton Mifflin.

Haley, M. (1904). Why teachers should organize. In *National Association of Education. Journal of Addresses and Proceedings of the 43rd Annual Meeting (St. Louis)* University of Chicago Press, 145–152.

Yerkes, R. M. (1919). The mental rating of school children. *National School Service*, 1(12), 6–7.

****Tuesday, February 14, 11:59pm: Practice Midterm Essay #1 due**

Wednesday, February 15: Black Education in the Progressive Era

Rooks, N. (2018). Ch. 2: White philanthropy, Black education (pp. 49–77). In *Cutting School: Privatization, Segregation, and the End of Public Education*. New York: Basic Books. [28]

Optional: Randall, D. (1969) "Booker T. and W. E. B." In *Cities Burning*. Detroit: Broadside Press.

In class: Peer review practice midterm essay

Unit 3: Equalizing Educational Opportunity (1950s–1970s): Policy Successes, Downfalls, and the Road Ahead

Guiding questions: What were the successes and downfalls of policies that aimed to equalize public educational opportunity for students of color, students with disabilities, English learners, and poor students? How have these policies exemplified the tensions between the individual and collective goals of public schooling?

Monday, February 20: School Desegregation Policies, Part 1: *Brown* and Its Impact

Johnson, R. (2019). Excerpts from Ch. 1: Before *Brown*, and beyond (pp. 23–40); and Ch. 2: The integrated classroom (pp. 57–66). In *Children of the Dream: Why School Integration Works*. New York: Basic Books. [27]

Delmont, M. (2016). Excerpts from Introduction (pp. 1–6). In *Why Busing Failed: Race, Media, and the National Resistance to School Desegregation*. University of California Press. [6]

Wednesday, February 22: School Desegregation Policies, Part 2: Rethinking "De Jure" and "De Facto"

Rothstein, R. (2019). The myth of de facto segregation. *Phi Delta Kappan*, 100(5), 35–38. [3]

Meraji, S. M. (Host). (2019, Sept. 11). [A tale of two school districts](#). [Audio podcast episode]. In *Code Switch*. NPR.

Monday, February 27: School Desegregation Policies, Part 3: Shortcomings

Ladson-Billings, G. (2004). Landing on the Wrong Note: The Price We Paid for *Brown*. 2004 DeWitt Wallace-"Reader's Digest" Distinguished Lecture. *Educational Researcher*, 33(7), 3–13. [10]

Horsford, S. D. (2019). Whose school integration? *Voices in Urban Education*, 49(1), 21–25. [5]

Optional: Fenwick, L. (2022). [The ugly backlash to *Brown v. Board of Ed* that no one talks about](#). *Politico Magazine*.

****Tuesday, February 28, 11:59pm: Practice Midterm Essay #2 due**

Wednesday, March 1: Special Education Policies

Ferri, B. A., & Connor, D. J. (2005). In the shadow of *Brown*: Special education and the overrepresentation of students of color. *Remedial and Special Education, 26*(2), 93–100. [7]

Banks, J. (2017). “These People Are Never Going to Stop Labeling Me”: Educational Experiences of African American Male Students Labeled with Learning Disabilities. *Equity & Excellence in Education, 50*(1), 96–107. [13]

In class: Peer review practice midterm essay

****2 days after the event, and by Friday, March 3, 11:59pm: Education Policymaking Journalism Assignment due**

Monday, March 6: Bilingual Education Policies

Gándara, P., Losen, D., August, D., Uriarte, M., Gómez, M. C., & Hopkins, M. (2010). Ch. 2: Forbidden language: A brief history of U.S. language policy. In *Forbidden language: English learners and restrictive language policies* (pp. 20–36). New York, NY: Teachers College Press. [16]

Umansky, I. M., Valentino, R. A., & Reardon, S. F. (2016). The promise of two-language education. *Educational Leadership, 73*(5), 10–17. [7]

Wednesday, March 8: School Finance Policies

Johnson, R. (2019). Ch. 3: Equality Promised, Equality Denied (pp. 67–87). In *Children of the Dream: Why School Integration Works*. New York: Basic Books. [20]

Monday, March 13: Trinity Student Experiences of 1960s–1970s Education Reform

Read/analyze your assigned archival source, TBD

****Wednesday, March 15, 12:45pm–2:45pm: Midterm Exam (reserve Common Hour time)**

Monday, March 22 and Wednesday, March 24: No class: Spring Break

**Unit 4: School Choice and Accountability Policies (1980s–Present):
From Equity to Excellence?**

Guiding questions: In what ways do accountability policies and school choice complement or complicate the goal of achieving equitable education? How do these policies exemplify the tensions between the individual and collective goals of public schooling?

Monday, March 27: School Choice Policies, Part 1: Overview

Scott, J., & Quinn, R. (2014). The Politics of Education in the Post-*Brown* Era: Race, Markets, and the Struggle for Equitable Schooling. *Educational Administration Quarterly, 50*(5), 749–763. [10]

Wednesday, March 29: School Choice Policies, Part 2: Charter School Debates

Kahlenberg, R. D., & Potter, H. (2014). Excerpt from Ch. 6: Charter schools that integrate students (pp. 118–134). In *A Smarter Charter: Finding What Works for Charter Schools in Public Education*. Teachers College Press.

Welner, K. G. (2013). The dirty dozen: How charter schools influence student enrollment. *Teachers College Record [Online]*. [5]

In class: Assign final paper

Monday, April 3: Research workshop
Guest speaker: Jeff Liszka, Research librarian

Wednesday, April 5: High-Stakes Standards, Testing, and Accountability
Ravitch, D. (2010). Ch. 2: Hijacked! How the standards movement turned into the testing movement (pp. 15–30) and Ch. 8: The trouble with accountability (pp. 149–168). In *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Basic Books. [34]

****Sunday, April 9, 11:59pm: Final paper proposal due**

Monday, April 10: Rethinking Accountability Policies
Gottlieb, D., & Schneider, J. (2018). Putting the Public Back into Public Accountability. *Phi Delta Kappan*, 100(3), 29–32. [4]

Darling-Hammond, L., & Cook-Harvey, C. M. (2018). *Educating the whole child: Improving school climate to support student success*. Palo Alto, CA: Learning Policy Institute. [12]

Berkshire, J., & Schneider, J. (Hosts). (2017, Aug. 14). [The mismeasure of schools: Data, real estate, and segregation](#). [Audio podcast episode]. In *Have You Heard*.

Wednesday, April 12: Individual Research Paper Meetings
Class will not meet, but sign up for individual meeting with Prof. Castillo to discuss your paper during class time, Common Hour, or office hours.

Unit 5: Teaching and Learning, Past and Present

Guiding questions: What should students learn (or not learn) in public schools? How should teachers teach these topics (or not)? How have debates on these questions played out over time?

Monday, April 17: Race and American History
Zimmerman, J. (2002). Ch. 4: Black activism, white resistance, and multiculturalism. In *Whose America? Culture Wars in the Public Schools* (pp. 107–129). Harvard University Press. [22]

Goldstein, D. (2020, Jan. 12). [Two states, eight textbooks, two American stories](#). *The New York Times*.

Watson, A. (2021, September 23). [CT educators share what is being taught in their classrooms amid growing outrage about Critical Race Theory](#). *The Connecticut Mirror*.

Wednesday, April 19: Religion and Sex Education

Zimmerman, J. (2002). Excerpts from Ch. 7: School prayer and the conservative revolution (pp. 160–167), and Ch. 8: The battle for sex education (pp. 187–193 and pp. 200–206). In *Whose America? Culture Wars in the Public Schools*. Harvard University Press. [19]

Liptak, A. (2022, June 27). [Supreme Court Sides with Coach Over Prayers at the 50-Yard Line](#). *The New York Times*.

Ryan, L. (2022, August 31). [In post-Dobbs America, Connecticut Should Mandate Sex Education](#). CT Viewpoints. *The Connecticut Mirror*.

**Monday, April 24: First draft of final paper due; Peer review in-class

Unit 6: Making Sense of School Reform and Course Wrap-Up

Guiding questions: What are the challenges to achieving meaningful school reform? How do these challenges map onto debates over the multiple goals of public schooling?

Wednesday, April 26: “The Education Debt” and Challenges to School Reform

Required: Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3–12. [10]

Optional: Labaree, D. (2021, Sept. 27). [The dynamic tension at the core of the grammar of schooling](#). *Kappan Online*.

**Monday, May 1: 5-minute research presentations in class

**Wednesday, May 10, 11:59pm: Final paper due

Helpful Things to Know

Trinity College Student Emergency & Equity Fund. This fund is available for all students to apply for financial support that will help ensure their academic success. This includes such things as course or lab fees, textbooks, software required for courses, emergency travel, and even graduate and medical school entrance exam fees. To apply for funding, please visit [the Dean of Students’ website](#) (also in Moodle).

Trinity College Writing Center. At the [Trinity College Writing Center](#), specially trained peer tutors (called [Writing Associates](#)) will help you improve your writing—no matter your skill level. Writers are welcome at all stages of the writing process, from the moment you receive an assignment, to when you’ve produced a draft, to when you’re polishing up your final version. You can work with a Writing Associate in-person at 115 Vernon Street room 109 or upload your paper using our online scheduling system and receive feedback within 24-hours via an asynchronous eTutoring appointment. [Visit the Writing Center web page](#) for further information and procedures. Students can walk-in during our hours of operation or reserve appointments in advance online by registering at <https://trincoll.mywconline.com/>.

For some assignments, I offer 0.5-point extra credit for visiting the Writing Center (refer to each assignment distributed in class for more information).

Trinity College Library. Our librarians are amazing and eager to help you identify sources for research projects or other assignments. Although you can make a virtual appointment with any librarian, Rob Walsh, our social science librarian, has particular expertise in the library sources relevant to our class. You can email him at Robert.Walsh@trincoll.edu or [make an appointment on the library website](#).

Student Technology Assistants. The Student Technology Assistants (STA) work with Trinity's Research, Instruction, and Technology (RIT) staff to provide remote assistance and support regarding your technology needs, including using Zoom and Moodle. Contact the STAs at sta-help@trincoll.edu, drop by their virtual help desk (<https://trincoll.zoom.us/my/sta.helpdesk>), or read more on their [website](#).

SensusAccess File Converter. If you wish, you may convert course readings in PDF form into alternative formats, including audio files. In doing so, you can listen to the reading while following along with the written text. Trinity's RIT website includes additional details on the [SuccessAccess File Converter](#).

Title IX Resources and Mandated Reporting. As a faculty member, I am considered a "Responsible Employee." This means that if you disclose to me instances of sexual assault, sexual harassment, other sexual misconduct, dating violence, domestic violence, or stalking, I am required to share this information with Trinity's Title IX Coordinator or Deputy Coordinator. See Trinity's [Title IX website](#) for additional information.

If you need to talk to someone who will maintain confidentiality, you can reach out to "Privileged Employees" at the following places:

Spiritual and Religious Life, Trinity College Chapel, (860) 297-2013

Counseling Center: 135 Allen Street, (860) 297-2415

[After business hours, call to receive an available counselor's phone number]

In addition, "Confidential Employees" at the following places are required to report basic information about alleged incidents, but will not disclose names or other details that may reveal individuals' identities, unless there is imminent harm to the campus or person/s disclosing.

The Health Center: Wheaton Hall 1st Floor, (860) 297-2018

Women & Gender Resource Action Center (WGRAC), Mather Hall, 2nd Floor, (860) 297-2408

Queer Resource Center (QRC), 114 Crescent Street, (860) 987-6273

Mental Health. Many of us face mental health challenges over the course of our lives. Sometimes, being a student can create or exacerbate these issues. In addition, it is common to experience additional anxiety due to the pandemic and other national and global events. If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with the [Counseling and Wellness Center](#), or call (860) 297-2415. These services are free and confidential.

Learning During the Pandemic. We are still navigating numerous uncertainties and challenges amid the COVID-19 pandemic. My goal is to support you in doing the best work you can in light of these uncertainties and challenges. I encourage you to prioritize your health and wellness, which are far more important than the grades you get in this class or any class. If you are finding it difficult to balance your health and wellness with your work in this class, please let

me know. It's okay to ask for help. I ask that you be patient with me if the challenges to the semester force me to make last-minute changes. I will do my best to communicate any changes clearly and with as much notice as possible. Finally, please be patient with your peers as well as we all navigate this semester together.

Acknowledgements

This syllabus was adapted from prior EDUC 300 syllabi from Professor Jack Dougherty. Some of the statements on this syllabus were inspired by or adapted from statements on the syllabi of other scholars, including Professors Jessica Calarco, Eve Ewing, and Stefanie Wong.