

Metropolitan Regions and their Schools
ECS 6950/7950

Instructors:

Ed Buendía

Paul Fisk

ed.buendia@utah.edu

paul.fisk@yahoo.com

Suburban cities have become the most dynamic areas of metropolitan regions. They are quickly becoming more diverse than their central-city counterparts. Yet, educational frameworks regarding diversity and equity have little to say about American suburbs. This course takes an interdisciplinary (i.e., sociology, education, regional planning) approach to examine metropolitan regions by putting suburban cities into play in educational frameworks. We will explore the history of suburbs and their relationships to central cities, the contemporary demographic landscape of American suburbs, historical and contemporary patterns of segregation, as well as the interwoven and dynamic institutional relationships of schools and municipalities.

Objectives:

- ✚ Understand the metropolitan framework.
- ✚ Identify the socio-historical patterns shaping regional growth.
- ✚ Contextualize the intersections between patterns of residential and educational processes and their interplay on creating segregated spaces based on race and social class.
- ✚ Identify the salient relationships and patterns that link regional growth and educational processes.
- ✚ Map school and neighborhood dynamics
- ✚ Practice framing research questions that activate spatial qualities.

Example of Key Texts:

Kruse, K. & Sugrue, T.J.(2006). *The new suburban history*. The University of Chicago Press.

Frankenberg, E. & Orfield, G. *The resegregation of suburban schools: A hidden crisis in American education*. Harvard Educational Press.

Orfield, M. (2002) *American Metropolitcs: The new suburban reality*. The Brookings Institution.

Orfield, M. & Luce, T.F. (2010) *Region: Planning the future of the Twin Cities*. The Brookings Institution