EDUCATION STUDIES (EDST)

* EDST 065a / HUMS 065a, Education and the Life Worth Living  Matthew Croasmun
Consideration of education and what it has to do with real life—not just any life, but a life worth living. Engagement with three visions of different traditions of imagining the good life and of imagining education: Confucianism, Christianity, and Modernism. Students will be asked to challenge the fundamental question of the good life and to put that question at the heart of their college education. Enrollment limited to freshmen. Preregistration required; see under Freshman Seminar Program. HU

EDST 110a / SOCY 112a, Foundations in Education Studies  Staff
Introduction to key issues and debates in the U.S. public education system. Focus on the nexus of education practice, policy, and research. Social, scientific, economic, and political forces that shape approaches to schooling and education reform. Theoretical and practical perspectives from practitioners, policymakers, and scholars. SO o Course cr

* EDST 125a / CHLD 125a / PSYC 125a, Child Development  Ann Close and Carla Horwitz
This course is first in a sequence including Theory and Practice of Early Childhood Education (CHLD 127/PSYCH 127/EDST 127) and Language and Literacy (CHLD 128/PSYCH 128/EDST 128). This course provides students a theoretical base in child development and behavior and tools to sensitively and carefully observer infants and young children. The seminar will consider aspects of cognitive, social, and emotional development. An assumption of this course is that it is not possible to understand children— their behavior and development— without understanding their families and culture and the relationships between children and parents. The course will give an overview of the major theories in the field, focusing on the complex interaction between the developing self and the environment, exploring current research and theory as well as practice. Students will have the opportunity to see how programs for young children use psychodynamic and interactive theories to inform the development of their philosophy and curriculum. In the past students have done weekly in-person classroom observations at a Yale affiliated childcare program. If this is not possible, students will be expected to arrange on their own to do a weekly observation in-person or virtually of a child under the age of 6. For a portion of class meetings, the class will divide into small supervisory discussion groups. Priority given to juniors, seniors, Ed Study students. WR, SO

EDST 135b / PHIL 130b, Philosophy of Education  Jason Stanley
An introduction to the philosophy of education. In this course, we read classical texts about the nature and purpose of education, focusing ultimately on the question of the normative shape and form of education in liberal democracy. What is the difference between education and indoctrination? What is the proper relation, in a liberal democracy, between civic education and vocational education? What shape or form should education take, if it is to achieve its goals? How, for example, is the liberal ideal of equality best realized in the form and structure of an educational system? Authors include Plato, Rousseau, Du Bois, Washington, Stanton, Dewey, Cooper, Woodson, and Freire. HU

EDST 140a / PSYC 140a, Developmental Psychology  Julia Leonard
An introduction to research and theory on the development of perception, action, emotion, personality, language, and cognition from a cognitive science perspective. Focus on birth to adolescence in humans and other species. Prerequisite: PSYC 110. SO

EDST 160b / PSYC 150b, Social Psychology  Jennifer Hirsch
Theories, methodology, and applications of social psychology. Core topics include the self, social cognition/social perception, attitudes and persuasion, group processes, conformity, human conflict and aggression, prejudice, prosocial behavior, and emotion. SO

* EDST 162a / SOCY 162a, Methods in Quantitative Sociology  Staff
Introduction to methods in quantitative sociological research. Topics include: data description; graphical approaches; elementary probability theory; bivariate and multivariate linear regression; regression diagnostics. Students use Stata for hands-on data analysis. QR, SO o Course cr

EDST 177a / AFAM 198a / CGSC 277a / EP&E 494a / PHIL 177a, Propaganda, Ideology, and Democracy  Staff
Historical, philosophical, psychological, and linguistic introduction to the issues and challenges that propaganda raises for liberal democracy. How propaganda can work to undermine democracy; ways in which schools and the press are implicated; the use of propaganda by social movements to address democracy’s deficiencies; the legitimacy of propaganda in cases of political crisis. HU o Course cr

* EDST 205a, Principles of Effective Teaching in the Secondary Classroom  Melissa Scheve
Children across America spend roughly 12,000 hours in school from kindergarten through grade 12. How those instructional hours are spent dramatically impacts students’ academic and personal well-being. Many studies have demonstrated that teacher quality matters to students’ long-term outcomes including graduation and job placement. In this course, we delve into the essential principles of being an effective teacher, focusing specifically on the U.S. secondary classroom. Building community, designing culturally sustaining curriculum, teaching inclusively, and assessing students authentically are a handful of the principles we explore together through articles about teacher practice, video examples of classroom practice, and students opportunity to enact some of these practices during class. Each student is paired with a current secondary public school teacher across America to engage in a case study of effective teaching throughout the semester. By the end of this course, you learn some core principles of effective teaching, gain an understanding of the complexities of enacting effective teaching practices given educational inequities, conduct a case study about effective teaching, and practice some aspects
of secondary teaching. EDST 110 is recommended. Preference given to Education Studies Scholars and juniors and seniors interested in post-graduate careers in teaching. SO

* EDST 211a / ER&M 406a, Latinx Communities and Education in the United States  Mira Debs
This course is an interdisciplinary and comparative study of Latinx communities and their experiences with K-12 education in the United States. The Latinx population in the United States continues to grow, with the Census Bureau projecting that the Latinx population will comprise 27.5 percent of the nation’s population by 2060.[1] In fact, in 2018, more than a quarter of the nation's newborns were Latinx. [2] Yet, even as the Latinx population continues to grow, the education field has a relatively broad understanding of Latinx communities in the United States—frequently treating them as a monolith when designing everything from curriculum to education reform policies. To understand why such an approach to education studies may yield limited insight on Latinx communities, the course draws on research about the broader histories and experiences of Latinx communities in the United States before returning to the topic of K-12 education. EDST 110 Foundations in Education Studies recommended. SO

* EDST 218b / HUMS 258b / PLSC 319b, Democracy and Education  Stephanie Almeida Nevin
What role can and should education play in upholding a democratic society? Both in theory and in practice, how might democracy challenge some of the goals of education, and how might some of the goals of education undermine democracy? This course compares and evaluates competing arguments about the role of education in a democratic society and about the impact of democracy on education. We begin the course with an introduction to some of the ancient and contemporary arguments about the relationship between education and democracy. Next, we trace the history of American political thought and its influences on this question. What political theories emerged about the kind of education required for a liberal-democratic society? Finally, we turn to some works that challenge the compatibility of education and democracy. When and how might the goals of education and democracy conflict? HU

* EDST 223a / PLSC 223a, Learning Democracy: The Theory and Practice of Civic Education  Amir Fairdosi
This is a seminar on the theory and practice of civic education. We begin by investigating philosophies of civic education, asking such questions as: What is civic education and what is its purpose? What knowledge, skills, and values promote human flourishing and the cultivation of a democratic society? What roll can and should schools play in this cultivation? In the next part of the course we focus on civic education in practice, exploring various approaches to teaching civics and the empirical evidence in support of each method’s effectiveness. We also discuss variations in access to civic education opportunities across socioeconomic, demographic, and national contexts, and how societies might deal with these disparities. SO

* EDST 225b, Child Care, Society, and Public Policy  Janna Wagner and Jessica Sager
Exploration of societal decisions about where children under the age of five spend their days. Topics include where young children belong; how to regulate, pay for, and support child care arrangements; consideration of gender, race, and family finances; and the profound impact of these decisions on the well-being of children, families, and the economy. Assignments draw heavily on student insights and reflections. Preference in enrollment will go to students who have taken EDST 110, with Education Studies Scholars receiving priority. SO

* EDST 230b, American Education and the Law  William Garfinkel
Interactions between American elementary and secondary school education and the American legal system, with a focus on historical and contemporary case law. The relationship between schooling and the state; constitutional, statutory, and regulatory law governing the rights and responsibilities of educators, students, and parents; equal educational opportunity. Recommended preparation: EDST 110. Preference to Education Studies Scholars. SO

* EDST 233a / FILM 233a, Children and Schools in Global Cinema  Dudley Andrew
Children have long been, and remain, the target of many films. They precipitated some of the earliest studies of the new medium and its regulation as well. But this seminar turns the tables on the premise that children have also been dangerous for the cinema. As subjects and actors in films, they have proven recalcitrant, unpredictable, combustible; in short, they have behaved as children often do. Insofar as cinema is an institution, children must be disciplined to ensure its smooth operation. And yet much of what is valuable in cinema involves the very unpredictability that is natural in children. This seminar operates as a dialogue between education and cinema across the living bodies of children. We give the cinema and children the first and last words in this dialogue, 'education' being asked to learn, not teach. We defamiliarize education by bringing into our classroom children and films foreign to the United States, including films from France, Africa, Iran, and East Asia. Foundations in Education Studies recommended. HU

* EDST 235b, Education and the Culture Wars  Talya Zemach-Bersin
Examination of the historical development and politics of the “culture wars” with a focus on how battles over the “soul of America” have focused on the American education system. Conflict over “American values” issues like abortion, gay marriage, and religion are compounded by legal battles over federal funding and school choice. Study of interdisciplinary readings from law, politics, history, and cultural studies. Preference for enrollment will be given to Education Studies Scholars.

EDST 237a / LING 217a / PSYC 317a, Language and Mind  Maria Pinango
The structure of linguistic knowledge and how it is used during communication. The principles that guide the acquisition of this system by children learning their first language, by children learning language in unusual circumstances (heritage speakers, sign languages) and adults learning a second language, bilingual speakers. The processing of language in real-time. Psychological traits that impact language learning and language use. RP 0 Course cr
* **EDST 238a / PLSC 238a, The Politics of Public Education**  Mira Debs
Examination of the deep political divides, past and present, over public education in the United States. Fundamental questions, including who gets to determine where and how children are educated, who should pay for public education, and the role of education as a counter for poverty, remain politically contested. The course explores these conflicts from a variety of political perspectives. Students learn journalistic methods, including narrative, opinion and digital storytelling, developing the necessary skills to participate in the national conversation around education policy and politics.  WR, SO

* **EDST 240b / SOCY 396b / URBN 370b, Cities, Suburbs, and School Choice**  Sarah Camiscoli
The changing dynamic between cities and suburbs and the role of individuals and institutions in promoting desegregation or perpetuating segregation since the mid-twentieth century. The government’s role in the expansion of suburbs; desegregating schools; the rise of school choice through magnets and charters; the effects of inner-ring suburban desegregation and of urban gentrification on the landscape of education reform. Recommended preparation: EDST 110. Preference to Education Studies Scholars.  SO

* **EDST 241a, Disability Studies and Special Education: Science, Policy and Practice**  Staff
This course explores disabilities in the context of K-12 education, including historical and current models of disabilities as they relate to special education and disability discourse. Focuses include education policies and barriers to accessible and equitable education and a range of topics including diagnostic criteria, inclusive and segregated classrooms, access to resources and accommodations, and intersectionality between disabilities, mental health, and diversity (e.g., race, sex). The final section of the course examines the provision of evidence-based interventions and best supports for students with disabilities. EDST 110 recommended.  SO

* **EDST 259a / AFAM 259a / AMST 309a, Education and Empire**  Talya Zemach-Bersin
This course offers an introduction to the transnational history of education in relation to the historical development of the U.S. empire both at home and abroad. By bringing together topics often approached separately—immigration, education, race, colonialism, and the history of U.S. empire—we interrogate the ways that education has been mobilized to depolitical power: controlling knowledge, categorizing and policing differences, administering unequal paths to citizenship/belonging, forcing assimilation, promoting socio-economic divides, and asserting discipline and control. EDST 110 recommended.  SO

* **EDST 261b, Colloquium: Readings in Education Studies**  Talya Zemach-Bersin
This colloquium, required for all newly admitted YES Scholars, supplements the curriculum by introducing scholars to a range of topics, methods and approaches to education studies, acquainting them with the expertise and contributions of faculty teaching in the YES program and their fellow students, and providing them with opportunities for leadership, reflection, and collaboration. While building a cohort community, students will read key texts in the field of education studies and participate in research methods trainings. Assignments include weekly readings, an ongoing class blog, leading class convenings, research methods training, and collaborative final projects. Prerequisites: EDST 110 and acceptance into the Education Studies MAP.

* **EDST 263a, Place, Race, and Memory in Schools**  Errol Saunders
In the wake of the Black Lives Matter movement and widespread, multiracial protests calling for racial justice across the United States, there is a renewed interest in the roles that schools play in perpetuating racial disparities in American society and the opportunities that education might provide for remedying them. As places, schools both shape and are profoundly shaped by the built environment and the everyday experiences of the people that interact with them. Teachers, administrators, students, and parents are impacted by the racialized memories to explain the past, justify the present, and to move them to action for the future. This individual and collective memories of how and where they are, and the traumas, successes, failures, and accomplishments that they have with regard to school and education are essential to understanding how schools and school reforms work. Grounded in four different geographies, this course examines how the interrelationships of place, race, and memory are implicated in reforms of preK-12 schools in the United States. The course uses an interdisciplinary approach to study these phenomena, borrowing from commensurate frameworks in sociology, anthropology, political science, and memory studies with the goal of examining multiple angles and perspectives on a given issue. EDST 110 recommended.  SO

**EDST 271b / AFAM 146b / ECON 171b, Urban Inequalities and Educational Inequality**  Gerald Jaynes
Analysis of contemporary policy problems related to academic under performance in lower income urban schools and the concomitant achievement gaps among various racial and ethnic groups in United States K-12 education. Historical review of opportunity inequalities and policy solutions proposed to ameliorate differences in achievement and job readiness. Students benefit from practical experience and interdisciplinary methods, including a lab component with time spent in a New Haven high school. Prerequisites: Any course offered by Education Studies, or one course in history or any social science, either: Anthropology, Economics, Political Science, Psychology, Sociology. EDST 110 is preferred, although not required.  SO

* **EDST 282b / PLSC 417b, Comparative International Education**  Mira Debs
Around the world, education is one of the central institutions of society, developing the next generation of citizens, workers and individuals. How do countries balance these competing priorities? In which ways do countries converge on policies, or develop novel approaches to education? Through the course, students learn the a) impact of colonialism on contemporary education systems, b) the competing tensions of the demands of citizen and worker and c) how a variety of educational policies are impacted around the world and their impact on diverse populations of students. EDST 110 Foundations in Education Studies recommended.  WR, SO

* **EDST 290a, Leadership, Change, and Improvement in Education**  Richard Lemons
Analysis of the most significant challenges faced by the United States educational system, drawing upon research from a range of academic disciplines to understand how schools and districts operate and why certain educational challenges persist, sometimes over
multiple generations of students. Students will study successful educational improvement efforts to better understand the political and organizational strategies necessary to improve student experiences and outcomes at scale, as well as the leadership practices necessary to successfully implement and sustain such strategies. Preference given to Education Studies Scholars or others who have taken EDST 110.

* EDST 340a / AFAM 455a / ER&M 438a, Anti-Racist Curriculum and Pedagogy  Daniel HoSang
This seminar explores the pedagogical and conceptual tools, resources and frameworks used to teach about race and racism at the primary and secondary levels, across diverse disciplines and subject areas. Moving beyond the more limited paradigms of racial colorblindness and diversity, the seminar introduces curricular strategies for centering race and racism in ways that are accessible to students from a broad range of backgrounds, and that work to advance the overall goals of the curriculum. Prerequisite: ER&M 200 or an equivalent course addressing histories of race, ethnicity, and migration.  

* EDST 400a, Senior Capstone (Fall)  Talya Zemach-Bersin
The first course in the yearlong sequence, followed by EDST 410/EDST 490 preparing students for a thesis-equivalent capstone project and overview of education studies methodologies and practical research design. Prerequisites: EDST 110 and two Education Studies electives. Enrollment limited to senior Education Studies Scholars.

* EDST 410b, Senior Capstone (Spring)  Talya Zemach-Bersin
The second course in the yearlong Education Studies Scholars capstone sequence where students conduct a rigorous project on a topic of their choice in education research, policy, and/or practice. Enrollment limited to senior Education Studies Scholars.

* EDST 490b, Senior Essay Independent Study  Talya Zemach-Bersin
Independent research under faculty direction, involving research, policy or practice resulting in a final capstone paper. This course is open to Education Studies Scholars who are completing their capstone, in lieu of taking EDST 400 or EDST 410. To register for this course, students must submit a written plan of study approved by a faculty mentor to the Director of Undergraduate Study no later than the end of registration period in the term in which the course is to be taken. The course meets biweekly (every two weeks), beginning in the first week of the term. Prerequisite: EDST 110.