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 107b / MB&B 107b / PHYS 107b, Being Human in STEM  Rona Ramos
A collaboratively-designed, project-oriented course that seeks to examine, understand, and disseminate how diversity of gender, race, religion, sexuality, economic circumstances, etc. shape the STEM experience at Yale and nationally, and that seeks to formulate and implement solutions to issues that are identified. Study of relevant peer-reviewed literature and popular-press articles. Implementation of a questionnaire and interviews of STEM participants at Yale. Creation of role-play scenarios for provoking discussions and raising awareness. Design and implementation of group interventions.  SO

EDST 110a / SOCY 112a, Foundations in Education Studies  Mira Debs
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

* EDST 125a / CHLD 125a / PSYC 125a, Child Development  Ann Close and Carla Horwitz
The reading of selected material with supervised participant-observer experience in infant programs, a day-care and kindergarten center, or a family day-care program. Regularly scheduled seminar discussions emphasize both theory and practice. An assumption of the course is that it is not possible to understand children—their behavior and development—without understanding their parents and the relationship between child and parents. The focus is on infancy as well as early childhood. Enrollment limited to juniors and seniors.  WR, SO

* EDST 127b / CHLD 127b / PSYC 127b, Theory and Practice of Early Childhood Education  Carla Horwitz
Development of curricula and responsive educational environments for young children—in light of current research and child development theory. The course focuses on critical analysis of programs for young children and the ways in which political context contributes to the practice of education. Regularly scheduled seminar discussions emphasize both theory and practice. Supervised participant-observer experience in an early childhood classroom. Components of the course include behavior and development, planning, assessment and standards, culture, teacher preparation, and working with families. Priority given to seniors, juniors, and Ed Studies students.  WR, SO, RP

* EDST 128b / CHLD 128b / PSYC 128b, Language, Literacy, and Play  Ann Close and Carla Horwitz
The complicated role of play in the development of language and literacy skills among preschool-aged children. Topics include social-emotional, cross-cultural, cognitive, and communicative aspects of play.  WR, SO, RP

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  Daniel Karell
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

EDST 180a / PSYC 180a, Clinical Psychology  Jutta Joormann
The major forms of psychopathology that appear in childhood and adult life. Topics include the symptomatology of mental disorders; their etiology from psychological, biological, and sociocultural perspectives; and issues pertaining to diagnosis and treatment.  SO

* EDST 205b, 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 seminar. 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 209a / AFAM 239a / AMST 461a / ER&M 292a / WGSS 202a, Identity, Diversity, and Policy in U.S. Education** Craig Canfield
Introduction to critical theory (feminism, queer theory, critical race theory, disability studies, trans studies, indigenous studies) as a fundamental tool for understanding and critiquing identity, diversity, and policy in U.S. education. Exploration of identity politics and theory, as they figure in education policy. Methods for applying theory and interventions to interrogate issues in education. Application of theory and interventions to policy creation and reform. **WR, HU**

**EDST 217a / HIST 140Ja, History of American Education** Rachel Rosenberg
Is education a right of every citizen as part of a democratic process? Is it a form of control whereby those with power shape new generations? A way to open access and create meritocracy? A limited resource used to shape the nation? In this course we interrogate these questions, exploring the goal and purpose of American education by various interest groups and different points throughout American history. Keeping both history and our current moment in mind, we consider how our education system has come to be the way it is, and where there were places to make other choices – as well as how these other choices might shed light on possible policy implications today. **EDST 110 recommended. 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 role 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** Jessica Sager and Janna Wagner
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 primary-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 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. **SO RP**

**EDST 238a / PLSC 238a, The Education Beat: Writing on Policy, Learning, and Life** Jane Karr
Exploration of the national conversation around education issues, and how to write smartly about them. Classes delve into top stories of the last few years—diversity and desegregation, school choice and culture wars, and Covid-19. Students learn journalistic values and methods and how to develop marketable ideas. The class examines approaches to nonacademic writing, including opinion and narratives, and then puts them into practice. Journalists who cover education are frequent guests. **WR, SO**

**EDST 240b / SOCY 396b, Cities, Suburbs, and School Choice** Staff
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 255a / 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 deploy 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. HU**

**EDST 261b, Colloquium: Readings in Education Studies** Talya Zemach-Bersin
This one-half-credit 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. In
an effort to foster leadership and a vibrant intellectual community, class readings are shaped in collaboration with student participants. Assignments include brief weekly readings, an ongoing class blog, leading class convenings, and collaborative final projects. Prerequisites: EDST 110 and acceptance into the Education Studies MAP. ½ Course cr

* 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 writ large 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. These individual and collective memories of who 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 270b / AMST 447b / ER&M 367b, Contemporary Native American K-12 and Postsecondary Educational Policy Matthew Makomenaw
This course will explore current Native American educational policy issues, programming, funding, and success. Native American representation in policy conversations is often incomplete, complicated, or relegated to an asterisk resulting in a lack of resources, awareness, and visibility in educational policy. This course examines the challenges and issues related to Native education; however, the impetus of this course centers on the resiliency, strength, and imagination of Native American students and communities to redefine and achieve success in a complex and often unfamiliar educational environment. EDST 110 recommended so

EDST 271b / AMST 140b / 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 272b, College in Prison Staff
The history, present, and future of higher education in prison seen through the perspective of practitioners, students, alumni, faculty, theorists, and higher ed policymakers. Topics include: prison education and abolition; liberal arts in prison; the history of higher education in the U.S.; the 1994 Pell grant ban for incarcerated students and the coming restoration of Pell access; citizenship and education; town-gown relationships, reparations, and higher education; the idea of criminality and the idea of studenthood; and the history of the Yale student body. EDST 110 recommended.

* 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. SO

* EDST 340b / AFAM 455b / ER&M 438b, 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. so

* EDST 400a, Advanced Topics in Education Studies Talya Zemach-Bersin
Preparation for a thesis-equivalent capstone project. Building community among each year’s cohort through reading seminal texts in Education Studies, while laying the foundation for spring capstone projects through discussion of education studies methodologies and
practical research design. First course in the yearlong sequence, followed by EDST 410. EDST 110 and two Education Studies electives. Enrollment limited to senior Education Studies Scholars.

* EDST 410b, Senior Colloquium and Project  Staff  
Culmination of the Education Studies Undergraduate Scholars program. 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 471b, Independent Study  Staff  
Readings in educational topics, history, policy, or methodology; weekly tutorial and a substantial term essay.    

* EDST 478b / MUSI 452b, Music, Service, and Society  Sebastian Ruth  
The role of musicians in public life, both on and off the concert stage. New ways in which institutions of music can participate in the formation of civil society and vibrant communities. The potential influence of music on the lives of people experiencing political or social oppression.  

HU  RP