Students seeking to engage with Education Studies can pursue one of two pathways alongside their major: the Multidisciplinary Academic Program (MAP), with a focus on research and learning with a cohort of Yale students, or the uncapped Education Studies Certificate.

Any Yale College student interested in education studies may take the introductory survey course, EDST 110, Foundations in Education Studies. This lecture course explores the historical, social, philosophical, and theoretical underpinnings of the field and helps students to understand the critical role of education in society through research, policy, and practice.

EDUCATION STUDIES MULTIDISCIPLINARY ACADEMIC PROGRAM

The Education Studies Multidisciplinary Academic Program (MAP) in Yale College provides a structure for students interested in the research, policy, and practice of education. By virtue of studying education at Yale, students engage in the interdisciplinary study of a primary institution impacting citizenship, governance, social reproduction, child development, and social inequality. Yale courses across the disciplines address these varying aspects of education through two area categories: (1) social contexts and policy and (2) individuals and society.

In the fall of the sophomore year, students who have successfully completed or are currently enrolled in EDST 110 may apply to become a Yale Education Studies Scholar alongside their major course of study. Selected students join a cohort of twenty-five undergraduate peers who study education together over two-and-a-half years through coursework and other events. They are closely guided by faculty, peers, and alumni towards educational opportunities tailored to their individual interests. Education Studies Scholars also gain practical field experience through an appropriate academic-year educational opportunity or summer field experience.

To fulfill the requirements of the program, students must complete six courses including EDST 110, EDST 261; a field experience; two or three electives (depending on senior requirement), with at least one elective in each area category; and one or two senior capstone courses including EDST 400 alone or in combination with EDST 410 or 490. Two of the six courses may overlap with the student’s major. Graduate and professional school courses may count, with approval from the Education Studies director. For a listing of courses in the area categories, see the Education Studies website. You may also search for approved courses in Yale Course Search by searching for the following attributes: EDST: Social Context and EDST: Indv Society.

Transcripts will have notation indicating successful completion of the MAP. Students may not earn both the Education Studies MAP and the Education Studies Certificate.

REQUIREMENTS OF THE MULTIDISCIPLINARY ACADEMIC PROGRAM

Prerequisite EDST 110
Number of courses 6 courses (incl prerequisites, EDST 261 and senior req)

Distribution of courses 2 or 3 electives (depending on senior req) with at least one elective in each area category

Other requirement Field experience as described on the EDST website

Senior requirement EDST 400 alone or in combination with EDST 410 or 490

CERTIFICATE IN EDUCATION STUDIES

Certificate director: Mira Debs (mira.debs@yale.edu), Rm 408, 493 College St., 432-4631; https://educationstudies.yale.edu/

This certificate, available to all interested Yale Students, provides the opportunity for students to pursue an interdisciplinary study of education to complement their major. Education is a primary institution impacting citizenship, governance, social reproduction, child development, and social inequality. Yale courses across the disciplines address these varying aspects of education through two area categories: (1) social contexts and policy and (2) individuals and society.

To earn the certificate, students must take the prerequisite EDST 110, one course in each of the two area categories, and two electives. No more than two course credits may overlap in the fulfillment of the requirements of the Education Studies certificate or of a major, a simultaneous degree, a multidisciplinary academic program, or another certificate. Additionally, no course credit may be applied toward the requirements of more than two curricular programs. For example, the same course credit may not be used to fulfill the requirements of two certificates and a major. Graduate and professional school courses may count, with approval from the certificate director.

For a listing of courses in the area categories, see the Education Studies Courses webpage. You may also search for approved courses in Yale Course Search by searching for the following attributes: EDST: Social Context and EDST: Indv Society.

Completion Procedure and Advising Once students are enrolled in the prerequisite EDST 110, they can register for the Education Studies Certificate. Students may do so as early as their first year. The declaration form must be submitted no later than the due date for course schedules in the student’s final term of enrollment. Transcripts will have notation indicating successful completion of the certificate. Students may not earn both the Education Studies MAP and the Education Studies Certificate.

REQUIREMENTS OF THE CERTIFICATE

Number of courses 5 term courses

Specific course required EDST 110

Distribution of courses one course credit each of two area categories: (1) social contexts and policy, and (2) individuals and society; 2 EDST electives

View Courses
Courses

* 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

* 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 (CHLD127/PSYCH 127/EDST 127) and Language Literacy and Play (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 interactional 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  Mattias Smangs
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 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 211a / ER&M 406a, Latinx Communities and Education in the United States  Diana Cordova-Cobo
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.  

* 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.  

* 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.  

* 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.  

* EDST 233a / FILM 233a, Children and Schools in Global Cinema  

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.  

* 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.  
SO RP O Course cr

* **EDST 238a / PLSC 238a, The Politics of Public Education**  
Jennifer Berkshire  
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 379b, 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**  
Kimberley Tsujimoto and Joan Bosson-Heenan  
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 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 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 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. S0

* 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 S0

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 274b, College in Prison  Zelda Roland
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 330a / SOCY 329a, Sociology of Education  Grace Kao
This is an advanced seminar that introduces students to studies in the Sociology of Education. We examine both quantitative and qualitative studies that examine stratification by race, ethnicity, immigrant status, class, and gender. The class focuses primarily on studies in the US, but we cover a few international studies. We focus on empirical studies of youth from early childhood to post-college, and think more broadly about how longitudinal studies affect our understandings of how schools may help to provide more equal opportunities to students or whether they exacerbate inequality. SO

* 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. SO

* 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.