EDUCATION STUDIES

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EDUCATION STUDIES MULTIDISCIPLINARY ACADEMIC PROGRAM

Education Studies is a multidisciplinary academic program in Yale College that provides a structure for students interested in educational institutions, policy, teaching, and learning. The program promotes a multidisciplinary understanding of the role of education historically, socially, politically, and economically.

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 understand the critical role of education in society. The course examines aspects of education research, policy, and practice.

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. The program selects students with appropriate background and interest in education research, policy, and practice, and develops their experience and involvement in issues related to education. Each cohort of students participates in symposia and other events, explores educational topics through collaboration, and establishes an advising relationship with mentors. Education Studies Scholars also gain practical field experience through an appropriate academic-year educational opportunity or summer field experience.

Each Education Studies Scholar develops a course plan that advances the student’s interests in an aspect of education studies. To fulfill the requirements of the program, students must complete EDST 110, a field experience, at least two electives, and two courses, EDST 400 and either EDST 410 or 490, as the senior capstone requirement.

REQUIREMENTS OF THE PROGRAM

Prerequisite: EDST 110
Number of courses: 5 courses (incl prereq and senior req)
Other requirement: Field experience as described on the EDST website
Senior requirement: 2 courses to include EDST 400 and EDST 410 or EDST 490

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 107b / MB&B 107b / PHYS 107b, Being Human in STEM  Rona Ramos and Michael Koelle
  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  Nancy 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 127a / CHLD 127a / PSYC 127a, 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
Nancy 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 135a / PHIL 130a, 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 144a / ER&M 211a / EVST 144a / SOCY 144a, Race, Ethnicity, and Immigration
Grace Kao
Exploration of sociological studies and theoretical and empirical analyses of race, ethnicity, and immigration, with focus on race relations and racial and ethnic differences in outcomes in contemporary U.S. society (post-1960s). Study of the patterns of educational and labor market outcomes, incarceration, and family formation of whites, blacks (African Americans), Hispanics, and Asian Americans in the United States, as well as immigration patterns and how they affect race and ethnic relations. SO

EDST 160b / PSYC 150b, Social Psychology
Maria Gendron
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

EDST 177b / AFAM 198b / CGSC 277b / EP&E 494b / PHIL 177b, Propaganda, Ideology, and Democracy
Jason Stanley
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

EDST 180b / PSYC 180b, Abnormal 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 191b / CHLD 126b, Clinical Child Development and Assessment of Young Children
Nancy Close
Exposure to both conceptual material and clinical observations on the complexity of assessing young children and their families. Prerequisites: CHLD 125 or CHLD 128. SO ½ Course cr

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 235b, 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 238b, 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, Policy, Politics, and Learning on the Education Beat  
  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 their impact on policy. Students learn to develop strong, marketable ideas while crafting features aimed at publication. Journalists on the K-12 beat 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 271b / AFAM 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 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 312a / HIST 423J / HUMS 221a / PLSC 310a, Idolizing Education  
  Mordechai Levy-Eichel

  This course is an iconoclastic introduction to the study of education. Besides examining the purposes and practice of education and learning across a wide variety of times and places, the course examines the study of education today in order to see what can be gained from a skeptical approach to the subject. Particular emphasis is placed on the origins and development of the research university.  
  SO

* EDST 328b / PSYC 328b, Learning in the School-Age Child: Core Mechanisms  
  Kristi Lockhart

  This course focuses on empirically supported principles of learning that are used with K to 8th grade children (and also adolescents and adults) to enhance learning outcomes. We look at twenty-six (A to Z) core mechanisms used to promote learning. Each mechanism is explored from a theoretical, research-based, and practical perspective. Studies conducted in cognitive and perceptual psychology, social psychology, behavioral psychology as well as cultural psychology have contributed to the knowledge of these mechanisms. We discuss how the mechanisms work, what problems they overcome, and the positive (as well as negative) ways in which they can be implemented. Prerequisite: PSYC 110 or credit for AP Psychology.  
  SO

* EDST 350b / CHLD 350b / PSYC 350b, Autism and Related Disorders  
  Fred Volkmar and James McPartland

  Weekly seminar focusing on autism and related disorders of socialization. A series of lectures on topics in etiology, diagnosis and assessment, treatment and advocacy, and social neuroscience methods; topics cover infancy through adulthood. Supervised experience in the form of placement in a school, residence, or treatment setting for individuals with autism spectrum disorders. Details about admission to the course are explained at the first course meeting. Prerequisite: an introductory psychology course.  
  SO

* EDST 377b / PSYC 477b, Psychopathology and the Family  
  Kristi Lockhart

  The influence of the family on development and maintenance of both normal and abnormal behavior. Special emphasis on the role of early childhood experiences. Psychological, biological, and sociocultural factors within the family that contribute to variations in behavior. Relations between family and disorders such as schizophrenia, depression, anorexia nervosa, and criminality. Family therapy approaches and techniques.  
  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**  Talya Zemach-Bersin  
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 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

* **EDST 490a or b, 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.