EDUCATION STUDIES

Executive director: Mira Debs, 111 SSS, 432-4631, mira.debs@yale.edu; (mira.debs@yale.edu) yalecollege.yale.edu/content/education-studies

Education Studies is a special 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, philosophical, and theoretical underpinnings of the field and helps students understand the critical role of education in society. The course examines aspects of education practice, research, and policy.

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. The program selects students with appropriate background and interest in education practice, research, and/or policy, 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 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, at least two electives, a capstone senior seminar during the fall term of the senior year, a capstone thesis-equivalent research project during the spring term of the senior year, and the requirements of a Yale College major.

Courses

EDST 110a, 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 or b / CHLD 127a or b / PSYC 127a or b, Theory and Practice of Early Childhood Education  Carla Horwitz
Development of curricula for preschool children—infants through six-year-olds— in light of current research and child development theory.  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 140b / PSYC 140b, Developmental Psychology  Frank Keil
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 150a / PSYC 151a, Theory and Practice of Emotional Intelligence  Marc Brackett
The role of emotions and emotional intelligence in everyday life and in education. Why emotions matter; how emotional intelligence is defined, measured, and taught; social and emotional learning. Research, theory, educational practices, and government policies that promote students' social, emotional, and academic competence from preschool through high school.  SO

EDST 160b / PSYC 150b, Social Psychology  John Bargh
Study of social cognition, attitudes and persuasion, group processes, intergroup processes, prosocial behavior, aggression, and conformity. Theories, methodology, and applications of social psychology. Prerequisite: PSYC 110.  SO

EDST 175b / AFAM 198b / CGSC 277b / EP&E 494b / PHIL 175b, 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 230b, American Education and the Law  William Garfinkel
Roles played by primary, secondary, and higher education in American society. The idealized purposes, nature, and value of education compared to actual practice. The goals of education at all levels; the degree to which such goals are being achieved. Vocational vs. liberal education; the obligations and limits of formal education in helping students overcome social and economic inequities. Preference to Education Studies Scholars and to students who have completed EDST 110.  so

EDST 233b, Controversies in American Education  Richard Hersh
The evolving nature and purpose of liberal learning. Ways in which contemporary liberal education is threatened by challenges such as the rising costs of attending liberal arts colleges and disagreements about the purpose and value of higher education. Students evaluate their Yale experience against national liberal education norms and develop models for strengthening liberal education in America. May not be taken after CSBK 300.  WR, SO

EDST 237a / LING 217a / PSYC 317a, Language and Mind  Maria Piñango
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 and adults learning a second language. The processing of language in real-time. Language breakdown as a result of brain damage.  Prerequisite: PSYC 110.  so

EDST 240b / SOCY 396b, Cities, Suburbs, and School Choice  Mira Debs
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 250b, Contemporary Challenges to Liberal Education  Richard Hersh
The evolving nature and purpose of liberal learning. Ways in which contemporary liberal education is threatened by challenges such as the rising costs of attending liberal arts colleges and disagreements about the purpose and value of higher education. Students evaluate their Yale experience against national liberal education norms and develop models for strengthening liberal education in America. May not be taken after CSBK 300.  WR, SO

EDST 262b, 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 264b / ECON 210b, Economics of Education  Joseph Altonji
Application of basic economic concepts and empirical methods to the analysis of education. Topics include the economic return to secondary and postsecondary education, the quality of elementary and secondary education, the market for teachers, inequality in education attainment, and school choice. Prerequisites: ECON 108, 110, or 115. A prior course in statistics or econometrics is helpful but not required.  so

EDST 271b / AFAM 469b / 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.
* EDST 355a / PSYC 355a, Clinical Psychology in the Community  Kristi Lockhart
Mental disorders as they are treated within a community setting. Students participate in a fieldwork placement, working either one-on-one or in groups with the psychiatrically disabled. Seminar meetings focus on such topics as the nature of severe mental disorders, the effects of deinstitutionalization, counseling skills, and social policy issues related to mental health. Prerequisite: PSYC 180 or permission of instructor.

* 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  Mira Debs
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 457b / EP&E 294b / GLBL 338b / PLSC 457b, Social Welfare and Nongovernmental Organizations  Katharine Baldwin
The role of nonstate actors such as religious organizations, community associations, and international NGOs in the delivery of basic goods and services in developing countries. Welfare states in Europe and North America and reasons why states outside these regions have not developed similar institutions; causes of and logic behind various nonstate actors’ involvement in social welfare provision; economic, institutional, and political effects of having nonstate actors provide social services and public goods.  SO