EDUCATION STUDIES

Director: Elizabeth Carroll, 111 SSS, 432-4631, elizabeth.carroll@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 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  Elizabeth Carroll
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 131a / CHLD 131a / HLTH 270a, The Growing Child in Global Context  Erika Christakis
The effects of poverty, changing demographic and workforce trends, and access to early education and child care on the growing child around the world. Topics include antenatal care, mental and behavioral health, malnutrition and obesity, family support, schooling, sex selection and gender bias, parenting practices, migration and warfare, and child policy challenges in diverse cultural and socioeconomic contexts. *SO*

EDST 150a, 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 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. CHLD 125 or CHLD 128 *SO ½ Course cr*

* EDST 210a, Theory and Practice in American Education  Richard Hersh
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 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 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 240b / SOCY 396, 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  RP

* 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. Prerequisite: May not be taken after CSBK 300.  WR, 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. 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 318b / ITAL 318b / LITR 325b, Texts That Teach in Italian Literature  Siobhan Quinlan
Ways in which texts can serve as educational tools. Works span the classical period to the modern age, with some attention to visual media. Narratives that indirectly teach certain skills by modeling behaviors through plot devices; characters in literature who are influenced by what they read; the selection and use of specific literature in Italian schools for promoting students’ moral, social, and intellectual development.  HU

* EDST 400b, Senior Colloquium and Project  Elizabeth Carroll
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.