

# COLLEGE OF EDUCATION STUDIES

The Education Studies Major is designed to help students acquire a deeper understanding of education and its relationship to society. Through a range of courses across the curriculum, students look critically and analytically at educational institutions, practices, and thinking, from early childhood through adulthood, using local, national, and global lenses. Foundation courses provide a theoretical background on philosophy, history, and psychology of education. Further requirements empower students with the knowledge, tools, and skills for analyzing different aspects of education, on topics such as human development and cognition, pedagogy and curriculum, and sociocultural approaches to the study of education. Students complete a methods course relevant to education studies as well as a practicum experience to gain hands-on experience complementing their academic work.

Education Studies is a linked major. It can only be declared and completed in addition to a primary major. There are no restrictions on the choice of a primary major. Students are encouraged to declare the Education Studies linked Major in spring of the sophomore year. Late declarations of the Major will be accepted through spring of the junior year.

## AFFILIATED FACULTY

### Rachael Barlow

MA, Indiana University Bloomington; PHD, Indiana University Bloomington  
Visiting Assistant Professor, Education Studies; Director, Center for Faculty Career Development; Adjunct Assistant Professor of Academic Writing; Director, Center for Faculty Career Development (CFCD)

### Abigail Huston Boggs

BA, Wesleyan University; PHD, University Calif Davis  
Assistant Professor, Feminist, Gender, and Sexuality Studies; Assistant Professor of Sociology; Assistant Professor, Education Studies

### Demetrius James Colvin

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### Lisa C. Dierker

BA, Ohio State University; MA, University of Connecticut; PHD, University of Connecticut  
Chair, Psychology; Professor, Education Studies; Professor of Psychology; Walter Crowell University Professor of Social Sciences; Professor

### Peter S. Gottschalk

BA, College of the Holy Cross; MA, University of Wisconsin at Madison; PHD, University of Chicago  
Professor, Science in Society; Professor, History; Professor, Global South Asian Studies; Professor, Education Studies; Professor of Religion; Academic Secretary

### Elizabeth (Beth) Hepford

BA, University Of Kansas; MA, Arizona State University; PHD, Temple University  
Associate Professor of the Practice in TESOL; Associate Professor of the Practice, Education Studies; Associate Professor of the Practice, English

### Tushar Irani

BA, Colgate University; PHD, Northwestern University

Professor, Education Studies; Professor of Philosophy; Professor of Letters;  
Faculty Director, Mellon Mays Undergraduate Fellowship; Professor, National Education Equity Lab

### Khalil Anthony Johnson

BA, University of Georgia Athens; MPHIL, Yale University; PHD, Yale University  
Assistant Professor, Education Studies; Assistant Professor of African American Studies

### Barbara Jean Juhasz

BA, Binghamton University; MA, University of Massachusetts at Amherst; PHD, University of Massachusetts at Amherst  
Coordinator, Civic Engagement; Professor, Neuroscience and Behavior;  
Professor, Education Studies; Professor, Integrative Sciences; Professor of Psychology; Jeffrey L. Shames Professor of Civic Engagement

### Indira Karamcheti

BA, University Calif Santa Bar; MA, University Calif Santa Bar; PHD, University Calif Santa Bar  
Associate Professor of Global South Asian Studies; Co-Chair, Global South Asian Studies; Associate Professor, Education Studies

### Katja Kolcio

MA, University of Georgia Athens; MA, Ohio State University; PHD, Ohio State University  
Associate Professor, Russian, East European, and Eurasian Studies; Associate Professor of Dance; Chair, Dance; Associate Professor, Environmental Studies; Associate Professor, Education Studies

### Louise Neary

BA, Boston College; MA, Boston College; PHD, University of Illinois Urbana  
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### Ana Perez-Girones

BA, University of Seville; MA, Cornell University  
Adjunct Professor of Spanish; Adjunct Professor, Education Studies

### Phillip G. Resor

AB, Dartmouth College; MS, University of Wyoming; PHD, Stanford University  
Professor, Education Studies; Professor of Earth and Environmental Sciences

### Jennifer S. Rose

BA, University of Rhode Island; MA, University of Rhode Island; PHD, University of Rhode Island  
Professor of the Practice, Education Studies; Professor of the Practice in Quantitative Analysis; Director, Institutional Review Board

### Anna Shusterman

PHD, Harvard University; SB, Brown University  
Co-Chair, College of Education Studies; Professor, Education Studies; Professor of Psychology; Professor in Liberal Studies; Professor

### Lauren Silber

BA, University of Connecticut; MA, University of Massachusetts at Amherst; PHD, University of Massachusetts at Amherst  
Associate Professor of the Practice, Feminist, Gender, and Sexuality Studies; Associate Professor of the Practice, Education Studies; Associate Professor of the Practice in Academic Writing; Associate Professor of the Practice, English; Associate Professor of the Practice, American Studies; Assistant Director of Academic Writing; Associate Professor of the Practice, Center for Prison Education

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BS, University of Washington; MED, Boston College; PHD, Boston College

Professor, Education Studies; Professor of Psychology; Professor in Liberal Studies

#### **Camilla Zamboni**

MA, Ohio State University

Adjunct Associate Professor in Italian; Associate Professor of the Practice, Fries Center for Global Studies; Associate Professor of the Practice, Education Studies; Associate Professor of the Practice in Italian; Section Head, Italian

## **CHAIR**

#### **Louise Neary**

BA, Boston College; MA, Boston College; PHD, University of Illinois Urbana  
Adjunct Professor of Spanish; Co-Chair, College of Education Studies; Adjunct Professor, Education Studies; Section Head, Spanish

#### **Anna Shusterman**

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## **FACULTY**

#### **Rachel Besharat Mann**

BSE, St Johns University; MS, Fordham University; PHD, Fordham University  
Associate Professor of the Practice in Education Studies

#### **Alisha Butler**

BA, Yale University; MA, University of Maryland College Park; PHD, University of Maryland, College Park  
Assistant Professor of Education Studies

#### **Jeffrey Goetz**

Staff Professor; Associate Director, Continuing Studies; Adjunct Assistant Professor

## **VISITING FACULTY**

#### **Gravity Goldberg**

EDD, Columbia University Teachers  
Visiting Assistant Professor of Education Studies

#### **Philip E. Stern**

BA, Wesleyan University; JD, New York Law School  
Visiting Assistant Professor of Education Studies

## **ADVISING EXPERTS**

- Undergraduate Education Studies Major (<https://catalog.wesleyan.edu/departments/edst/ugrd-edst/>)
- Undergraduate Education Studies Minor (<https://catalog.wesleyan.edu/minors/ugrd-edst-mn/>)

#### **EDST101 Introduction to Education Studies**

This seminar will provide a space for newly declared education studies majors and minors to come together and develop as a cohort through learning about each other's educational backgrounds and scholarly interests. In addition, students will learn more about the areas of research and pedagogy being

implemented by the Wesleyan faculty in education studies and build rapport with faculty members. The course content will cover the areas defined in the education studies major--including human development and learning; pedagogy; social, cultural, historical, and philosophical disciplines in education; transformative justice in education; methodologies in the study of education, including qualitative and quantitative; and the connection and tension between academic coursework and practical experiences in educational settings--and will introduce students to additional approaches and subfields.

Course components will include cohort-building activities to introduce the newly declared majors to each other and their educational backgrounds; collaborative reading and discussion of work taking place at Wesleyan and being studied by faculty in education studies; creating a space to discuss and read further about talks by visiting speakers, colloquia, or other events in the College of Education Studies; guest teaching by EDST and outside faculty; and a reflection paper on the path they plan to pursue through the major/minor.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST105 Foundations of Education Studies**

This course introduces students to the interdisciplinary field of Education Studies. Drawing on the fields of sociology, cultural studies, political science, psychology, history, and philosophy, this course emphasizes the key tensions and debates in the field of education. Through course readings and class discussions, students will grapple with questions such as: What is the purpose of education? How do we conceptualize what it means "to learn" or "to educate"? What do we teach in schools, and why? What social, cultural, political forces shape the educational opportunity structure and student outcomes? How do students learn, and what does this mean for educational practice? How do we support developmentally appropriate pedagogy in K-12 settings? How do we determine how to assess or measure student progress toward our goals for the purpose(s) of education? Students will be responsible for a variety of course readings and demonstrating understanding through in-class critical writing assignments throughout the course. Students should expect to read about three articles or chapters to prepare for each class session. Discussion facilitations and a final self-study project will allow students to synthesize and deepen their learning. This course is required for Education Studies majors. The course is designed for students in their second year who are seriously considering the major. Prospective Education Studies minors and current majors/minors may be admitted if seats are available during add/drop.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST110F Writing about Teaching: An Exploration of American Educational Ideals through Writing and Film (FYS)**

This seminar explores conceptions of teaching and learning through examination of fictional, ethnographic, and documentary accounts of teachers and their work. We will examine the portrayal of teaching in literature, creative nonfiction, journalism, and scholarly field research, as well as in film. What do these forms of representation tell us about cultural perceptions of schooling, teaching, and learning in the 20th and 21st century? What can we learn from close analysis of the ways in which authors use words and images to portray teachers and students? Participants in this seminar will have the opportunity to reflect upon their own perceptions of teaching and learning, to ground those perceptions in a philosophy of education, and to explore the ways in which writing well about

teaching, from many disciplinary perspectives, can impact the profession and our understanding of the enterprise of teaching and learning. Students will practice a variety of modes of writing (critical and analytical essays; personal essays; creative writing; brief ethnography and Lightfoot's social science "portraiture" method) and analysis of both writing and film, as well as visual thinking strategies and techniques for observing and documenting cultures of learning.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-EDST**

Prereq: **None**

#### **EDST114F Why You Can't Write (FYS)**

Institutions of higher education have required first-year students to take writing courses for well over a century. In doing so, they have made it clear that educational and professional success are deeply tied to writing skills. But why is this? This class asks what it means to teach students how to write by probing seemingly stable concepts and practices like language and communication. We will discuss the history of writing studies in higher education before taking up debates over literacy, language standardization, education as imperialism and colonialism, theories of writing instruction, assignment design, and assessment practices. In addition to introducing students to the field of composition, rhetoric, and writing studies, so, too, will this course center the practice of writing. As such, students can expect to write, revise, and comment on classmates' writing regularly. Assignments will include a personal literacy narrative, response papers, weekly journals, and creative projects like assignment and rubric design.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT114F**

Prereq: **None**

#### **EDST116F Bad Ideas About Writing: Introduction to Writing Studies**

Writing can be a divisive subject. Some people love writing poetry, fantasy, or romance in their free time but start biting their nails at the mention of an assigned writing project in class. Many have grown up hearing their writing is not good enough, that they need to "learn proper English," or that they "can't say that" in a school paper. Bad Ideas About Writing: An Introduction to Writing Studies provides a venue for reflection on writing education and personal literacy. We will analyze attitudes and practices around writing that stem from cultural movements and systemic discrimination. Additionally, students can expect to participate in peer review sessions to develop skills in giving and receiving feedback. This course is ideal for students interested in writing/literacy education as well as those who seek a better understanding of the process and theory of writing to benefit their own practice.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT145F**

Prereq: **None**

#### **EDST140L Teaching English to Speakers of Other Languages**

This course explores theories and teaching methods related to learning English as a second language (ESL). Students will critically examine current and past "best practices" for teaching ESL and the seminal theories they are based on. In addition, we will discuss the various needs of English language learners coming from a variety of social and cultural backgrounds, at varying levels and varying ages. As a service-learning course, students will have the opportunity to actively work with ESL students at SAWA, a refugee organization, or Beman Middle School. They will be asked to apply the theories and pedagogical techniques they are learning to their sessions at the school and reflect on their experience. They

will also critique ESL textbooks, give teaching demonstrations, and add resources to the Wesleyan English Language Learners (ELL) Program.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT140L, ENGL143L**

Prereq: **None**

#### **EDST201 Writing Theory and Practice**

Writing is central to education in the U.S., but how does someone learn to write? In this course, students will consider this question by reading theories of composition, debating key concepts of writing such as reflection, transfer, and translanguaging, as well as discussing scholarship out of cultural studies, literacy studies, genre studies, technical and professional writing, and public writing. Together we will explore the potential of writing education, carefully considering how we, as educators, can foster just and innovative writing education. As we read about writing instruction, literacy, and assessment, students will be expected to bring scholarship in dialogue with lived experience. To do so, they will engage in a number of praxis-based assignments, including group work to develop assignments, assessment practices, and curricular recommendations. The course will culminate in a final project of each students' design, that tackles the practicalities of teaching writing.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT201**

Prereq: **None**

#### **EDST201Z Teaching English as a Foreign Language (TEFL)**

This course is designed for students that are considering teaching English outside of the United States in the future. It may be particularly useful for those considering applying for a Fulbright English Teaching Assistant, the JET program, the Peace Corps, or continuing after Wesleyan to get a TEFL or TESOL certificate or master's degree. The course will include basic language acquisition theory, TEFL teaching techniques, readings by sojourners in various programs, and opportunities to reflect on personal reasons for choosing to teach abroad.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT201Z, CGST201Z**

Prereq: **None**

#### **EDST202 Pedagogy for Teaching English to Speakers of Other Languages Tutors**

This course offers an introduction to pedagogical techniques and theories for teaching English to Speakers of Other Languages (TESOL). The class is ideal for students considering a career in K-12 education, as the number of students whose first language is not English is rising in the US every year. Students enrolled in this course will gain practical experience by committing to volunteer with an organization working with English Language Learners (options will be provided). They are encouraged, but not required, to continue their service afterward with the Wes ELL Program. There is a volunteering commitment of two hours/week, or 20 hours a semester, minimum during the semester.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT202**

Prereq: **None**

**EDST204 Teaching Spanish K-12: Second Language Pedagogy (CLAC 0.5)**

This is a community engagement course in which students learn basic principles of language pedagogy and language acquisition to inform their teaching of Spanish to children at one of the Middletown public schools. Readings in English and Spanish; class discussion and assignments in Spanish. Students will familiarize themselves with characteristics of second language (L2) learning and teaching, a basic know-how on analyzing and preparing materials for language learning/teaching, and L2 teaching as a profession.

Language and course requirement: Students must have recently taken a SPAN course numbered 221 or above. Preference will be given to EDST and HISP majors, as well as juniors and seniors.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-RLAN**

Identical With: **SPAN204, CGST218**

Prereq: **None**

**EDST205 English Language Learners and US Language Policy**

This course explores how explicit and implicit language policies in institutions of power affect businesses, schools, and the legal system. More specifically, the course investigates how language choices, translations, and the policies regarding both affect ESL programs in K-12 education, bilingual businesses, immigration policies, and the US legal system. We will also discuss the recommendations of scholars for increasing multilingualism in business and education, improving education for English-language learners, and efforts to improve non-native English speakers' ability to navigate the legal system. The course is recommended for non-native speakers of English and anyone considering working with English-language learners such as teachers, tutors, NGO personnel, and legal or business professionals.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT205, AMST227**

Prereq: **None**

**EDST206 Race and Education Policy**

This course will provide a broad introduction to contemporary education policy centered on issues of race/ethnicity. This course introduces the application of economic analysis to education policy. The course will analyze major education policy debates such as school desegregation, school finance, school resources, school choice, student tracking, accountability, educator policies (diversity, certification), special education, college entrance, and the current policy landscape.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ECON206**

Prereq: **ECON110**

**EDST207 Philosophy of Education**

This course will explore central questions of philosophy of education such as: What does human flourishing entail? What is knowledge, how does it differ from belief, and how do we gain it? What is learning and what conditions make learning possible? What constitutes a teacher and what role should a teacher have? What should be learned and who should decide? What are the highest and most important aims of education? What does it mean for an education to be liberatory? What kind of education is needed in a democracy? We will seek perspectives from philosophers from traditions including transcendentalism, pragmatism, existentialism and critical theory, and class participants will be

invited to articulate their own philosophies of education and to reflect on their educational experiences, placing them in conversation with our course readings. This course fulfills the Category 2 requirement for the Education Studies Major and Minor.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

**EDST209F Religion, Science, and Empire: Crucible of a Globalized World (FYS)**

The development of modern science--and of modernity itself--not only coincided with the rise of European imperialism: it was abetted by it. Meanwhile, religion was integral to both the roots of European science and Western encounters with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistemes.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI209F, GSAS209F, STS209F, HIST112F**

Prereq: **None**

**EDST210 Educational Gaming Lab: Project-Based, Game-Based Pedagogy Approaches**

In the past two decades, crowdfunding and renewed interest in games--board games, role-playing games, digital games, and instructional games--have created an increased and diverse gaming production, which has become the subject of several studies, articles, and projects related to all areas of education, from hard sciences to language learning and the arts. In an effort to explore how a game-informed pedagogy can work in various types of courses and to highlight analog and/or digital gaming approaches that have worked inside and outside the language classroom, this course will explore the basics of game-based learning (GBL) and discuss how games of all kinds can inform pedagogical discussions and the creation of learning materials.

Educational Gaming Lab is designed as a project-based gaming laboratory that will focus on why and how analog games can be effective tools for pedagogy. Examples will include board games, tabletop role-playing games, escape games, and puzzles. Participants will discuss the application of gaming principles to various subjects and types of classrooms; then, they will engage in a final project in which they will either adapt existing games for specific learning outcomes or create brand new educational games. The course will be conducted in English and games will be created in English.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Identical With: **IDEA209**

Prereq: **None**

**EDST211Z Understanding Inequality: Psychological and Educational Perspectives**

This class focuses on recent work by psychologists, economists, and education researchers examining the effects of growing inequality on our collective mental health and on the school-related performance of children in particular. One

class theme is that U.S. economic inequality has grown substantially in the past few decades, so that we now have one of the highest levels of inequality of any advanced industrialized country in the world. A second key theme is how few Americans are aware of the extent of these changes and their effects on the well-being of children and adults. The course also focuses on the nature of the "American Dream" and how distorted perceptions of social mobility affect many Americans' concerns about inequality. The overall class concentrates on how these economic realities and related psychological misperceptions have combined to create a cascade of negative psychosocial and educational consequences, ranging from "deaths of despair" in adults, to increased mental health issues in children, to the growing polarization of educational opportunities and outcomes at all ages. Among the topics that will be covered are: the growth of wealth and income inequality in U.S. (including comparisons with other advanced, industrialized countries); psychological research on how people perceive and misperceive inequality; the moral nature of inequality in relation to thinking about distributive justice; the psychological literature on the consequences of inequality; and, finally, the limitations of a meritocracy for addressing these consequences. This course fulfills the Category 1 requirement for the Education Studies Major and Minor, and an elective credit for the Psychology Major.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Identical With: **PSYC287Z**

Prereq: **None**

#### **EDST213Z Introduction to Social Justice Education**

What is social justice? What are the origins and theoretical foundations of social justice education? What are effective methods of teaching social justice? This course will provide a space for students to learn about liberatory methods for teaching and practicing social justice while interrogating the historical discourses that have shaped social justice education. The first half of the course will focus on understanding the history and theoretical underpinnings of social justice education. In this section, we will focus on liberation philosophy, critical pedagogy, feminist theory, postcolonial theory, intercultural communication theories, queer theory, indigenous studies, and disability studies.

The second half of the course will focus on contemporary practices and perspectives related to social justice education with a particular focus on liberatory, dialogic, and nonviolent approaches to social change. The coursework will involve reflection essays on class lectures and readings as well as intergroup dialogue and group activities that will encourage students to examine their own connection to the theoretical concepts presented in the lectures and homework assignments. The culminating project/final will be a research paper wherein students will explore one aspect of their own educational journey and connect it to the course content. Students will be provided a course pack for this class with all required reading materials.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST221 Decolonizing Education**

Who determines what is true and worth knowing? How has the construction of knowledge and academic traditions from across the globe been impacted by such phenomena as (post)modernity, (neo)colonialism, and (neo)liberalism? Why do any of the questions above matter to your own personal history, beliefs, and identity? This course will provide a space for students to critically examine the history and development of the discourses that have shaped their educational

experiences and their understanding of the purpose of education. The first half of the course will focus on texts and assignments that interrogate how some of our modern epistemological discourses were formed and maintained through the lens of postcolonial studies and critical educational studies.

The second half of the course will center on ways people have worked within these dominant modes of thought to resist hegemonic modern discourses that privilege logical positivism, quantification, objectivism, and Western European histories and ideologies above all else. This course will involve reflection essays on weekly readings, intergroup dialogue, and activities that will encourage students to examine their own connection to the theoretical concepts presented in class. The culminating project/final will be a scholarly personal narrative wherein students will synthesize both what they learned about themselves and the content that was presented during the course.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST221Z Decolonizing Education**

Who determines what is true and worth knowing? How has the construction of knowledge and academic traditions from across the globe been impacted by such phenomena as (post)modernity, (neo)colonialism, and (neo)liberalism? Why do any of the questions above matter to your own personal history, beliefs, and identity? This course will provide a space for students to critically examine the history and development of the discourses that have shaped their educational experiences and their understanding of the purpose of education. The first half of the course will focus on texts and assignments that interrogate how some of our modern epistemological discourses were formed and maintained through the lens of postcolonial studies and critical educational studies. The second half of the course will center on ways people have worked within these dominant modes of thought to resist hegemonic modern discourses that privileges logical positivism, quantification, objectivism, and Western European histories and ideologies above all else. This coursework will involve reflection essays on class lectures and readings due before the class starts on Jan. 4th. The synchronous coursework will include intergroup dialogue and group activities that will encourage students to examine their own connection to the theoretical concepts presented in the lectures and homework assignments. The culminating project/final will be a scholarly personal narrative wherein students will synthesize both what they learned about themselves and the content that was presented during the course.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST223 Second Language Acquisition and Teaching**

This course introduces students to the field of Second Language Acquisition (SLA) and addresses the following questions: How do humans learn additional languages after they have acquired their first? Why is there such variability observed in the rates and outcomes of second language learning? Is it possible to attain native(-like) linguistic competence in another language?

We begin with the theories and applications of SLA, and then examine major pedagogical movements in Second Language Teaching in the U.S. Students will develop the ability to critically assess current methods, materials, and techniques for teaching various language skills and will produce their own pedagogical



activities to be used in a classroom setting. Students of French and Spanish may also wish to enroll in RL&L 223L, a 0.5 credit service learning course in which students volunteer in the Middletown Public Schools.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **RL&L223**

Prereq: **None**

#### **EDST223L Second Language Acquisition & Pedagogy - Teaching Romance Languages**

How do humans learn additional languages after they have acquired their first? Why is there such variability observed in the rates and outcomes of second language learning? Is it possible to attain native(-like) linguistic competence in another language? This course is intended for students who may be considering a career in education. We begin with the theories and applications of SLA, and then examine major pedagogical movements in Second Language Teaching in the U.S. Students will develop the ability to critically assess current methods, materials, and techniques for teaching various language skills and will produce their own pedagogical activities to be used in a classroom setting.

In this service-learning course, students are required to volunteer a minimum of two hours per week in the Middletown Public Schools, assisting French, Italian, and Spanish teachers in their world language classes. Students will write weekly journal entries reflecting on their classroom experience, and will learn to evaluate, adapt, and create pedagogical materials. By the end of the semester, they will have created a portfolio of activities that can be used in a foreign language classroom.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **RL&L223L**

Prereq: **None**

#### **EDST224 History & Current Forces Shaping Special Education**

In the course History & Current Forces Shaping Special Education, students will critically examine how social/political forces and varying conceptions of disability have shaped special education in the United States over time. Course themes include the historical and legal context of the education of students with disabilities within public schools, the contested nature of disability labels and its effect on pedagogical methods, the racialization of high incidence disabilities in schools, and the lived experiences of students living and learning with disabilities. Students will engage in readings, film viewings, lectures, discussions, and other activities to promote their understanding of the course content. Students will complete two major assignments--an analysis of an education policy or case and its effects on students or special education processes and an in-depth interview with an individual associated with a special education program. This course is intended to prepare students to critically examine past and present special education policy and processes while imagining the possibility of what such supports could do for students in schools.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST225Z Education and Empire**

Wherever the U.S. has sought to gain or maintain control, whether by way of enslavement, forced assimilation, settler colonialism, or military occupation

and imperialist rule abroad, education has played an all-too-often-overlooked supporting role. Yet wherever this is true, there are also people who have used education as a means of resistance, rebellion, revolution, and liberation. This course offers an introduction to the transnational history of education in relation to the development of U.S. empire both at home and abroad. By bringing together topics often approached separately--like immigration, pedagogy, settler colonialism, African American history, and the history of the U.S. empire--we will interrogate the ways that education has been mobilized to deploy power: controlling knowledge, categorizing and policing difference, administering unequal paths to citizenship/belonging, forcing assimilation, promoting socioeconomic divides, and asserting discipline and control. Topics to be covered include American Indian education and self-determination, African American education in slavery and freedom, U.S. colonial education in the Philippines/Cuba/Puerto Rico, immigration and forced Americanization schooling, Latinx fights for educational access and autonomy, State Department experiments in educational diplomacy, and knowledge production for national security and the war on terror. Throughout, we will draw links between the past and the present and between the classroom and geopolitics. Together, we will ask what it might mean to "decolonize" or "indigenize" education today and work on developing the ability to imagine otherwise.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST226 Contemporary Literacy: What Does It Mean to Be Literate in the 21st Century?**

What does it mean to be literate in the 21st century? Through this course, students will delve into the process of literacy development and explore the implications of our global technological society for literacy development and literacy education. Topical explorations will include the cognitive and neuroscientific development of literacy, adolescent literacy considerations, media and digital literacy, and the potential effects of an ever-increasing digital society on literacy abilities and functions. Critical literacies, including critical media literacy, will be explored as a special topic.

Students will embark on an investigation into the abilities of American schools and educational media developers to meet dynamic, contemporary literacy demands by evaluating multiple forms of literacy tools aimed at children and teens. The course will also provide a discussion of research standards in the field of literacy and encourage critical evaluation of empirical research.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Identical With: **PSYC286**

Prereq: **None**

#### **EDST230 Schools in Society**

What role have schools played in the evolution of American society? This course invites you to take a step back from your own K-12 experiences and critically position those experiences within a broader understanding of the U.S. education system. We will consider how education, broadly conceived, has the capacity to maintain and transform social inequalities. We will explore crosscutting themes of race, schooling, democracy, and notions of "progress" by examining topics in school segregation/integration, market-based reforms, pedagogy, learning theories, and the curriculum.

This course fulfills the Foundations, Breadth Category 2, or Elective requirement for the Education Studies major and minor.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST231Z Developmental Psychology**

In this two-week, full-credit course, students will learn how children develop across different domains -- physical, cognitive, language, social-emotional, identity, personality. We will emphasize the primary research literature in developmental science and expose students to the fundamental methods and theories used to study how children develop. In the process, we will learn to appreciate the beauty and detail of human development, as well as the ingenuity of research in the field over the last several decades.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC230Z**

Prereq: **None**

#### **EDST232 Italy at School: Biography of a Nation**

Soon after the unification of Italy (1861), the Coppino Law extended primary school to five years, making it free of charge and mandatory for its first three years (1877). Edmondo De Amicis would subsequently depict these reforms in his best-selling novel *Cuore* (1886), a text that introduced some enduring features of school narratives but also many stereotypes, thus attracting constant criticism and inspiring several parodies of its moralistic underpinnings. Ever since then school narratives have become a key component of Italian culture, creating a genre that has thrived especially in the last three decades, with a number of both fiction and nonfiction books published by teacher-writers who have reflected on their experience.

In this course we will study Italy from the perspective of these texts about school that often originated within school walls themselves. In so doing, we will reconstruct the history of a relatively young country, Italy, through the institution that, like no other, has been given the responsibility of "making Italians." At the same time we will question the image of Italian society that school narratives have, intentionally or not, contributed to portraying. In addition to reading Lucio Mastroratti's *Il maestro di Vigevano* (1962), we will focus on a wide range of materials, including novels, memoirs, poems, popular songs, films, and works of art that, even in the absence of a unanimously acclaimed "classic" of the genre, have shaped the Italian collective imaginary. Materials will be organized around five poles that have been quintessential to the debate on school in Italy across politics and culture: characters (teachers and students, obviously, but also colleagues, classmates, and families), labor and working conditions (including themes such as precarious work, class conflict, labor rights), gender and identity (questioning traditional gender roles and discussing integration of migrants at school), places and geographies (addressing topics from school design to teaching in prisons, as well as center-periphery integration and north-south divide), and actions (both those of teachers and of students, such as obtaining a certification vs. passing a test, disciplining students vs. questioning teachers' authority, resigning from job vs. cutting classes). The course will be conducted in Italian.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-RLAN**

Identical With: **ITAL232**

Prereq: **ITAL112**

#### **EDST235 Globalization and Education**

As we've seen with the COVID 19 pandemic and social movements against injustice such as the Movement for Black Lives and the movement for reproductive justice, our world is deeply interconnected in many ways, including socially, economically, culturally, technologically, and politically. The ways in which we understand who we are and our place(s) in the world are deeply informed by events, beliefs, narratives, and ideologies that circulate globally. Education has long been a space where these ideas and frameworks have been taken up, contested, and reimagined. In this course, we will draw on scholarship from a variety of disciplines, such as anthropology, sociology, political science, economics, and history, trace key theoretical frameworks and definitions of globalization, such as world culture theory and de/coloniality, and examine globalization's impacts on education around the world. We will also look at major global actors working in education, such as the World Bank, USAID, and UNESCO, and the ways they shape and impact education. The central question that we will grapple with is: How can understandings of the complex forms and impacts of globalization help us track and make sense of our experiences and ideas about what education is and what it could be? This course is a prerequisite for Theory and Methods in Comparative Education. It counts towards the Category 2 requirement of the Education Studies Major and/or Minor.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST237 Imperial Education: Colonial Template**

Where, how, and for what reasons did our modern structures of education originate? Beginning with the sketching out of an educational model in the British Raj, we will examine the dissemination of that model globally, in the British and French colonies of Asia, Africa, the Americas, and among immigrants and the proletariat. How and where does that model change, and to what effect? History will provide the context for our major subject matter: literature focussing on the educational experience. Among our historical and theoretical readings will be Macaulay's *Minute on Indian Education*, Viswanathan's *The Beginnings of English literary study in British India*, Wa Thiong'o's *Decolonizing the Mind*, Freire's *Pedagogy of the Oppressed*, and José Martí's *On Education*. We will also analyze literary texts and films, including Narayan's *The English Teacher*, Beti's *Mission to Kala*, Dangarembga's *Nervous Conditions*, Adichie's *Purple Hibiscus*, the film *Sugar Cane Alley*, and others.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Identical With: **GSAS237, ENGL247, AFAM238**

Prereq: **None**

#### **EDST240 Critical Youth Studies**

This course will use sociocultural lenses to examine, unpack, and trouble traditional understandings of youth and adolescence--or how society determines, monitors, and polices how human beings move towards and then reach adulthood. We will use various critical theoretical frameworks to study the assumptions placed on young people by different institutions and systems and the ways those assumptions control how, where, and who young people are allowed to be. Such an exploration is vitally important for the study of education because so much time is spent thinking about what and how young people should learn without ever really considering how we learn what a "youth" is thought to be. This course seeks to let go of normative modes of approaching and understanding the idea of "development" to better appreciate the myriad of ways that young people experience the process of moving toward adulthood.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST241 Children's Literature**

Probably the first literature we fall in love with, children's literature shapes individuals and cultures in profound ways, investing us with important mythologies and guiding our identities and behaviors. This course will examine fairy tales, some works from the "golden age" of children's stories, and some contemporary works. We will enrich our reading of the fiction with some of the central theorists of this genre, including Bruno Bettelheim, Jack Zipes, and Maria Tatar.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-EDST, SBS-EDST**

Identical With: **AMST241, ENGL235**

Prereq: **None**

#### **EDST245 Children's Educational Media: Historical, Psychological, and Pedagogical Perspectives**

This course will focus on the evolution of children's educational media from multiple perspectives, including a psychological lens to analyze learning and social emotional development, a pedagogical lens to analyze media content and delivery, and a historical lens to situate educational media within the context of larger society and political trends. Content will also include an exploration of digital media development for children and adolescents, including applications and supportive educational technology through the lens of academic achievement and learning. Students will explore theories, commentaries, and empirical research surrounding children's media production, including an in-depth look at psychological and educational supports for children's media (parental mediation, co-viewing). The course will mainly focus on preschoolers to late elementary students but will discuss the limited educational media intended for adolescents.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST250Z Zero to Infinity: The Psychology of Numbers**

What are the origins of mathematical thinking, and why do some people become experts while others get nervous calculating a tip? Before children are ever taught formal mathematics in a classroom, they are confronted with situations where they must use their intuitive understanding of numbers, geometry, and space to successfully navigate their environments. Yet, individual differences in math achievement emerge early in development and often persist throughout children's education. In this course we read and discuss both foundational and cutting-edge articles from cognitive science, education, and psychology to understand how mathematical thinking develops. We will also tackle questions such as: How do culture and varying social contexts affect numerical understanding? What do we know about gender differences in math achievement? How do stereotypes, prejudice, and math anxiety affect math performance? This class will involve a blend of synchronous class-time meetings and asynchronous work.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Identical With: **PSYC288Z**

Prereq: **None**

#### **EDST251 Sociology of Knowledge**

To map power-knowledge relationships, the sociology of knowledge grounds an analysis of knowledge in terms of social structures, the sets of patterned practices that define and give meaning to social life at individual, communal, and institutional levels. In the broadest sense, the sociology of knowledge is concerned with the relationship between the (epistemic) content and the social context of knowledge. How was knowledge produced and with what institutional resources? Who produced knowledge and why did they produce it? Who benefits from the circulation of knowledge? What effects in the world does knowledge engender? Our basic course objectives are to a) introduce sociology of knowledge as a form of critical inquiry, b) describe and distinguish the approaches and research methods associated with the sociology of knowledge, and c) learn how to analyze knowledge and knowledge-making practices in their social context using these methods.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-SISP**

Identical With: **SISP250, SOC255**

Prereq: **None**

#### **EDST252 Introduction to Comparative Education**

This course offers an introduction to the field of Comparative & International Education. If the central question is what is education, then how might a comparative perspective yield some insight? In this course, we will consider education in different regions of the world: what counts as education? What spaces and practices are recognized as educational? Who participates? What social, political, and economic purposes and outcomes are associated with education? Why and how do they make "sense"?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST252Z School Systems Around the World: An Introduction to Comparative Education**

Nearly every town across the entire planet has a local school. In what ways is the nature of formal schooling the same across vastly different cultural contexts and in what ways does it differ? What kinds of contextual factors (e.g., infrastructure, population size, location, political situation, etc.) influence the setup and approach to schooling in different contexts? In this course, we will examine school systems across a wide variety of cultural contexts and compare them in terms of their underlying philosophy of education, their different approaches to implementing education within their cultural context, and consider the ways in which educational systems around the world are compared (both appropriately and inappropriately).

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST253 Educational Psychology**

This course will focus on three major topics and how they relate to current educational policy debates. The first topic will be an examination of the fundamental purpose of school. We will discuss theoretical and empirical perspectives on why schools exist and ways in which school purpose varies by school type (e.g., public, private, charter) and location (e.g., by state and country). The second topic to be covered relates to the implementation of school mission. In this context, we will reflect on how theories of child development, student motivation, classroom management, and pedagogy inform instructional practice. Finally, the third major topic that will be covered is how to determine whether schools are achieving their stated goals. We will examine the



appropriate (and inappropriate) uses of assessment for understanding whether students are learning, whether teachers are effective, and whether a school has a positive or negative climate.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC253**

Prereq: **None**

#### **EDST266 Language, Inequality and Education**

This course explores the complexities of language use and policy in formal schooling, and interrogates the role of education as a site of both linguistic oppression and assimilation as well as linguistic revitalization and diversity. Drawing on research, theory, and practice from a variety of disciplines--such as anthropology, sociolinguistics, language policy and planning, and applied linguistics--we will explore issues such as language ideologies, language and identity, raciolinguistics, and educational language policies (e.g., bilingual education policies). We will also examine specific cases at the global, regional, country, and district level to better understand how micro-level language use, ideologies, and policies are linked to larger macro structures such as white supremacy, capitalism, and coloniality.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST267 Qualitative Methods in Education Research**

This course serves as an introduction to qualitative research methods in education and related disciplines. Through readings, lectures, and class discussions, students will develop an understanding of the purposes, philosophical assumptions, applications, and limitations of qualitative research for education-related inquiries. We will explore approaches to qualitative research, such as case study, ethnography, discourse analysis, and youth-led/participatory action research (YPAR/PAR). We will discuss what it means to conduct ethical research, how our backgrounds influence our observations of the world and what we learn from others, and how, if at all, qualitative research can inform education policy and practice. Students will have opportunities to practice qualitative research skills and become critical consumers of qualitative research.

This course fulfills the Category 3 requirement of the Education Studies Major and/or Minor.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST275 Uses and Abuses of Education Research**

The class will critically analyze how research has been utilized--for better or for worse--by scholars who study education, schooling, and young people. Instead of asking "How does one do research?" we will focus our inquiry on a broader set of questions about research within the field of Education Studies. Namely:

- What is research?

- Who does research and/or who gets researched?

- What does research produce?

- What is the relationship between research and knowledge? Research and truth? Research and power?

- How has research been done?

- Who has it traditionally served?

- And what does research do?

By asking these (and other) questions about what comprises "research," we will engage in unpacking how it is we see, observe, perceive, and analyze the educational worlds around us specifically through the lenses of race, gender, class, sexuality, Indigeneity, and ability. Because Education Studies is a field that investigates how and what we learn--and because research, put succinctly, deals with the production and reproduction of knowledges--studying research through the field of Education Studies allows us to study how we learn about knowledge itself.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST288 Teaching and Learning: Designing Opportunities for People to Think, Create, and Innovate**

What impacts what we learn and how we learn it? Understanding sociological, psychological and cultural influences--as well as modern brain science--will dramatically affect how we design, plan for, and teach others about specific content and concepts. Written curriculum is the roadmap to learning and reflects the beliefs and values of the organization implementing it. Instruction is how that learning is delivered to the students. Curriculum and instruction--teaching and learning--are the cornerstones of what we learn and how we learn it. Many variables (e.g., language, culture, poverty, race, gender, etc.) impact an individual's ability to access and think deeply about the curriculum. This course will engage in inquiry about how people learn and what impacts their learning, as well as how we can effectively plan for and design learning that everyone can access, regardless of the variables that could potentially impact them.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST301 Senior Seminar in Education Studies**

The senior seminar will provide a space for seniors in the education studies major, as a learning community, to reflect on and deepen their knowledge and understanding in core areas of education studies. Students will be expected to bring in relevant material from their other courses; to learn and discuss new material; and to work collaboratively to develop a grounding in the study of education individually and as a group. The course content will cover the areas defined in the education studies major, including human development and learning; pedagogy; social, cultural, historical, and philosophical disciplines in education; transformative justice in education; methodologies in the study of education, including ethnography and quantitative approaches. Discussions will explore the connection and tension between academic coursework and practical

experiences in educational settings, and introduce students to additional approaches and subfields.

Course components will include: (1) bridging across different students' distinct experiences in their classes relevant to each content area; (2) collaborative reading and discussion of new work beyond the scope of the existing EDST courses; (3) creating a space to discuss and read further about talks by visiting speakers, colloquia, or other events in the College of Education Studies; (4) guest teaching by EDST and outside faculty; and (5) an independent senior project (for thesis writers, this can serve as a scaffold to make progress on the thesis).

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

#### **EDST307 ELL Literacy Development**

In 2021, in the state of Connecticut, approximately 14% of the K-12 population were English Language Learners (ELL) (<https://portal.ct.gov/-/media/SDE/Performance/Research-Library/EL-DEMOGRAPHICS-10012020.pdf>). This growing population includes students whose written languages vary considerably from English, students whose education has been interrupted due to the chaos of war and resettlement in the U.S., and students who have undiagnosed learning disabilities. This service-learning course focuses on an area of great need for this population -- English literacy. This course will offer students an opportunity to tutor ELLs for 20 hours during the semester while studying and applying the theories and best practices of ELL literacy development. In addition, this course will discuss best practices for teaching math to ELLs, lesson planning, classroom management, and other necessary skills for successful teachers in any field.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT207**

Prereq: **None**

#### **EDST310 Practicum in Education Studies**

This seminar is intended to help students develop the skills to learn from experience in educational settings, through rigorous reflection, analysis, scholarly inquiry into educational questions, and action/implementation of new ideas. It is designed for students with previous coursework in education, experience in educational settings, or both. Students will be placed in a variety of educational settings in the community and each student will craft an independent study, with ongoing guidance from the professor and from the group, related to their placement. Class sessions will be seminar-style with students sharing and workshopping their studies and their practice. There will be group readings on aspects of education studies including reflective practice, classroom ethnography/teacher research, and observational techniques, but students will also develop individualized reading lists according to the focus of their independent study. In addition to ongoing written work in the form of analytic journals and critical reading synopses, students will complete an individualized final paper or project integrating their research and experience over the semester, and give a final presentation.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST311 Community Impact Practicum: Building Capacity to Support Educational Enrichment**

In this practicum course, students will build an intellectual and practical framework to guide their volunteer work in educational settings in the local community. What does it mean to "help"? How do we assess the needs of community partners and build the knowledge and skills that will allow us to address those needs? What do we need to know and understand about the people with whom we work? What does research have to say about effective tutoring techniques and practices? How can we design meaningful learning experiences? How can we maximize not only our impact in the community, but also our own growth and learning? Through reflection on experiential learning and the study of scholarship addressing these questions, students will develop knowledge and skills to improve their effectiveness in supporting educational enrichment. Students taking this course must be engaged in at least 90 minutes per week of community service in an educational setting throughout the semester.

Please note: If you are looking for a practicum that is more focused on the K-12 classroom experience, please see EDST310: Practicum in Education Studies. In that practicum seminar, students carry out their own independent study related to their classroom placement.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Identical With: **CSPL311**

Prereq: **None**

#### **EDST315 Education Law in an Age of Change**

This course is an introduction to the legal processes that shape public education in the United States. This course examines constitutional, statutory, regulatory, and case law in education in order to see the efficacy and limitations of using the court to advance change in education. Through readings, class discussions, and assignments, we will grapple with the following questions:

1. What legal processes inform public education in the United States?
2. Which seminal court cases have shaped public education?
3. Who effects legal change in public education?
4. Do the various constituencies of public educational law function within symbiotic relationships?

This course is a school law class, not a law school class.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **EDST206 OR EDST207 OR EDST221 OR EDST224 OR EDST226 OR EDST230 OR EDST235 OR EDST241**

**EDST333 Social Media and Development: Constructing the Self Online**

Humans typically develop their view of themselves, or their self-concept, through interactions with others in their community. For adolescents, this takes place typically within school environments and other community institutions as they begin to rely less on their parents. With the dawn of social media, these interactions are taking place on a global scale with increased anonymity. How does this social and technological change impact how teens and young adults form their views of themselves? What implications do these changes have for adults who work with adolescent populations? This course will explore these questions, illuminating an understanding of the accepted model of self-concept development and the impacts of social media. Students will also explore related concepts of self-esteem and social development. This course will use empirical research to examine and critique the overall negative view of social media usage amongst adolescents, and train students to probe commonly accepted viewpoints using careful scholarship. The course will provide a discussion of research standards in the field of social media research and encourage critical evaluation of empirical research.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Identical With: **PSYC303**

Prereq: **None**

**EDST335 Celebrating Learner Differences: Creating Inclusive Classrooms Using Research**

How do humans develop the capacity to learn? This course will focus on the dynamic influence of the cognitive, social emotional, and demographic factors involved in this process, using a research-based framework. Students will be encouraged to evaluate the learning process throughout K-12 educational settings and will explicitly learn to read and critique research in the learning sciences. Students will also evaluate the utility of research in different learning settings and the effectiveness of associated pedagogical tools and strategies.

The course will begin with a discussion on learning sciences research and explicit instruction for research evaluation. Topical considerations will include the development of human memory, executive function, attention, and other cognitive processes that underlie learning and information processing. Students will also explore background factors, including socioeconomic status, and social emotional factors, including motivation and emotion, as predictive and associated factors for learning and information processing.

This course fulfills the Category 1 requirement for the Education Studies Major and Minor. It satisfies the ELECTIVE only requirement for the PSYC major.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Identical With: **PSYC304**

Prereq: **None**

**EDST336 Introduction to Comparative Education**

This course offers an introduction to the field of Comparative and International Education. If the central question is "what is education," then how might a comparative perspective yield some insight? In this course, we will consider education in different contexts, ranging from regional foci such as Latin America and Sub-Saharan Africa to country-specific case studies to explore the following questions: What counts as education? What spaces and practices are recognized as educational? Who participates? What social, political, and economic purposes

and outcomes are associated with education? Why and how do they make sense? Topics we will explore include gender and education, literacy, and privatization.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

**EDST340 The Politics of Education**

This course is an introduction to the complex political processes that shape public education in the United States. This course integrates concepts from multiple fields, including political science, government, sociology, and education, to examine how education is both a site of and a tool to manage broader social conflicts. Through readings, class discussions, and assignments, we will grapple with the following questions: Who governs public education in the United States? What forces and processes shape the formulation, enactment, and impact of education policies? How do educators, parents, and youth wield power to propel or resist education policy decisions? How do institutions of higher education, philanthropic organizations, governmental agencies, and other organizations influence the trajectory of education policy? This course will also introduce students to analytic tools that will allow them to unpack and interpret the politics surrounding education.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

**EDST341 Case Studies in Educational Innovation and Entrepreneurship**

Entrepreneurship, innovation, and reform are defining parts of the fabric of K-12 education in the US and other places, presenting opportunities and risks. For the first two months of the course, we will be visited most weeks by one or more experts who have led or studied innovative or entrepreneurial projects in the education sector. Perspectives and cases to be discussed include the founding of schools and businesses, start-up ventures, social entrepreneurship and nonprofit organizations, educational law and policy, and innovation within public schools and districts. A visit to New York City to visit multiple start-ups and investors is also planned, schedules allowing.

Students will learn from conversations with experts in the field about how to define problems in education, how different people have approached solutions to these problems, and lessons learned. The professor and students will work together to draw connections between the various case studies and to articulate larger principles. Our study will culminate in a guided project in which students will develop or investigate an educational innovation to solve a specific problem that they have learned about, following some of the principles of design and innovation that they have learned.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

**EDST342 Questioning Authority: On the Politics of the Teacher-Student Relationship**

What is the authority of the teacher in an era where the legitimacy of institutions and curriculum are under fire? Can hierarchical relationships between teachers and students be beneficial for learning and for political life? What are alternative conceptions of the teacher-student relationship? This course will explore different models of teaching within the history of political thought and beyond.

From Socrates to the present, the context and manner of teaching has been just as important to political theorists as the content itself. The course will consider how questions of power, sexuality, risk, wisdom, and friendship inform different pedagogical styles and their implications for preparing citizens for democratic life. Readings include John Locke, Immanuel Kant, Alexis deTocqueville, John Dewey, Hannah Arendt, Mr. Rogers, Jacques Ranciere, Bernard Stiegler, Laura Kipnis, and others.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-GOVT**

Identical With: **GOVT342**

Prereq: **None**

#### **EDST345 Education Technology - Sociological Perspectives & Implications**

How do computers, smartphones, the internet, and other educational technologies impact students and teachers? In this course, students will apply the fundamental tools and approaches of educational and social science research to better understand and evaluate the effectiveness of the educational technologies that surround and support students and teachers around the world. As such, students will learn about the history of education and evolution of technology with a focus on teaching, learning, and assessment applications in K12 education.

Through readings, class discussion, assignments, and analyses of real-world teaching and learning data, students will consider educational technology frameworks, research, practice, and policy. Specifically, students will consider how different student, teacher, and system-wide educational technologies: 1) have impacted students, teachers, families, schools, and communities across a broad range of educational outcomes and groups, i.e., gender, class, race/ethnicity.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST346 Schools and the Carceral Regime: Antiracism, Education Policy, and the (Un)Free**

Over the past several decades, American schools have come to increasingly resemble prisons due to the adoption of certain policies and practices. Specifically, zero-tolerance policies, school-based police officers, metal detectors, randomized searches, and security cameras render the learning environment a container of social control. Although recent policy decisions have worked to undo some of these policies, many remain intact while others have been replaced with new prison-like structures. Together, these approaches illustrate what is commonly called the "school-to-prison pipeline" or "school-prison nexus," and underwrite the ideological justifications for the hyper surveillance of students of color. Moreover, punitive discipline policies are an outgrowth of an antiracist racial imaginary that positions Black youth as inherently a problem needing to be monitored and controlled.

This course will examine the multiple ways that schools function as carceral sites for Black, Latinx, and LGBTQ+ youth with special attention to antiracism, education policy, and justice. Through this course, students will have the opportunity to explore expanding notions of carcerality and how carceral approaches inflict physical, psychic, and symbolic violence on vulnerable populations. This course will also explore abolition as a useful praxis to transform schools and improve educational outcomes.

This undergraduate seminar leverages theoretical insights from neighboring disciplines, such as sociology, critical criminology, geography, and philosophy to explore how the carceral regime(s) shapes education policy and school practices. Students enrolled in this course will explore the expanding nature of carcerality and the implications for youth academic outcomes, sense of belonging, school engagement, and conceptions of safety. Given the context-dependent nature of carcerality, students will explore various educational contexts as case studies. In addition to case studies, students enrolled in this seminar will have the opportunity to engage with scholarly texts, podcasts, and films and learn through active class discussion, lectures, and group activities.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

#### **EDST346Z Schools and the Carceral Regime: Antiracism, Education Policy, and the (Un)Free**

Over the past several decades, American schools have come to increasingly resemble prisons due to the adoption of certain policies and practices. Specifically, zero-tolerance policies, school-based police officers, metal detectors, randomized searches, and security cameras render the learning environment a container of social control. Although recent policy decisions have worked to undo some of these policies, many remain intact while others have been replaced with new prison-like structures. Together, these approaches illustrate what is commonly called the "school-to-prison pipeline" or "school-prison nexus," and underwrite the ideological justifications for the hyper surveillance of students of color. Moreover, punitive discipline policies are an outgrowth of an antiracist racial imaginary that positions Black youth as inherently a problem needing to be monitored and controlled.

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Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

**EDST349 Urban Education Policy and the Politics of Reform**

This course examines enduring issues embedded in the policy and politics of urban education reform. This course will introduce students to a broad range of education reform strategies, such as market-based approaches to education, state takeover of school districts, and enhancing school, family, and community partnerships. Additionally, we will examine the political dynamics that propel reform efforts. This course conceptualizes urban as a geographic location and as a specific set of issues associated with urban environments. Although we will primarily focus on the policy and politics of education reforms within the context of urban centers across the United States, students will have opportunities to apply their knowledge to a wide range of contexts. This course fulfills the Category 2 requirement of the Education Studies Major and Minor.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

**EDST352 Human Rights and Education**

Since the end of World War II, the idea of human rights has spread around the world with numerous documents, laws, and programs created to promote human rights in and through education. Within human rights discourses, education has emerged as simultaneously a right in and of itself, a crucial space that can either reproduce discriminatory practices or subvert and resist them, and a means through which knowledge of human rights can be promoted. But what do these developments in human rights and education mean in the everyday lives of formerly and currently colonized and oppressed peoples in the US and around the world, for whom education has been and continues to be used explicitly as a tool of oppression, forced assimilation, and violence? This class will explore this and other key questions related to human rights and education. What does it mean to be human, and how do we learn to be human? What rights mark a human being, who has them, and how do we learn who has them? Who, if anyone, should have a right to education? If they have a right to education, what kind of education is it? How does education as a human right relate to human rights education, and what are the implications of this relationship for our understanding of what changes to existing schooling systems might accomplish in terms of expanding and improving all humans' rights?

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

**EDST354 Seminar on Intelligence and Creativity**

What does it mean to be smart? Who decides whether something or someone is creative? The answers to these questions are of great consequence as they often determine who gets access to scarce resources. This course will introduce students to some of the most vibrant and lively debates in the fields of intelligence and creativity. Our goal will be to discuss relevant theories and evaluate empirical data associated with various perspectives and approaches to understanding these important constructs. In addition, students will gain familiarity with and critically evaluate how intelligence and creativity are measured, as well as the usefulness of different measures for predicting the success of individuals and organizations.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC354**

Prereq: **None**

**EDST354Z Seminar on Intelligence and Creativity**

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they often determine who gets access to scarce resources. This course will introduce students to some of the most vibrant and lively debates in the fields of intelligence and creativity. Our goal will be to discuss relevant theories and evaluate empirical data associated with various perspectives and approaches to understanding these important constructs. In addition, students will gain familiarity with and critically evaluate how intelligence and creativity are measured, as well as the usefulness of different measures for predicting the success of individuals and organizations.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-PSYC**

Identical With: **PSYC354Z**

Prereq: **None**

**EDST355 The Long Struggle: Examining New Perspectives on Education Reform**

Black Teachers' ongoing struggle to enact anti-racist practices and policies while navigating segregation and significant resource challenges provide powerful testimony of the peculiar limitations of traditional urban education reform movements.

This course will help students understand the inextricable links between student achievement, opportunity, and community progress by examining African American teachers' experiences in schools. The historical and present-day experiences of Black teachers will be used to anchor the analysis of education reform through the eyes of too often marginalized communities. This course will review historical narrative, examine present-day policy, and allow students to gain first-hand perspectives from "front-line" education and policy leaders.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

**EDST358 Fugitive Perspectives on Education and Civil Society**

In 1946, the African American novelist Ann Petry imagined what a white schoolteacher might think about working with black students in Harlem, New York: "Working in this school was like being in a jungle. It was filled with the smell of the jungle, she thought: tainted food, rank, unwashed bodies." Petry had herself worked in Harlem schools. She also held credentials from well-heeled white schools in Connecticut. Despite her own academic success, she questioned the inherent value of schools that regarded black children as if they were untamed savages. Challenging prevailing narratives of excellence and achievement, this course examines fugitive perspectives of black, Indigenous, LGBTQ, and poor folks who resisted compulsory schooling and avoided conscription into so-called civilized society. If, as historian Michael B. Katz has argued, US schools "are imperial institutions designed to civilize the natives; they exist to do something to poor children, especially, now, children who are black or brown," then why should any self-respecting black or brown child endure such schooling? What might so-called truants, illiterates, failures, burnouts, dropouts, and delinquents teach us about education and civil society? The history of education, however, has largely been interpreted from a biased perspective--namely, those who have been successfully schooled. We will therefore search for contrary voices in fragments of oral culture, ranging from slave narratives to folktales and recorded music. Contemporary scholarship will inform our analysis. Interdisciplinary scholars such as James Scott, Eric Hobsbawm, Tera Hunter, Saidiya Hartman, Lisa Brooks, and Audra Simpson will illustrate how to read against the grain and unearth hidden transcripts from classic authors such as W.E.B. Du Bois, Carter G. Woodson, Anna Julia Cooper, and Gertrude Simmons Bonin.

Offering: **Crosslisting**



Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-AFAM**

Identical With: **AFAM358**

Prereq: **None**

**EDST360 Curriculum Analysis & Design: What We Teach, Why It Matters, and What Could Be**

The topic of curriculum -- what is taught, what counts as knowledge, who gets centered, and what is left out or made invisible -- is a central component of education studies. All stakeholders are impacted by the curricular decisions about what is taught in schools. The concept of what curriculum is -- a pre-packaged textbook or a district-created roadmap -- has shifted across time and has implications for what it means to be a teacher. Curriculum also impacts whose experiences are included and excluded from courses and how we prepare students for life beyond school. This course will help students develop understanding of the scholarship around curriculum as well as gain first hand experience both analyzing and creating curriculum themselves. In this course, students will come to understand what curriculum is and isn't, the process of creating and adopting curriculum from a systems perspective, and the many competing forces behind decisions that get made. A deep dive into curriculum can add a bridge between theories of culturally responsive pedagogy, critical studies, conceptions of literacy, civic education and actual practice. Course content will be useful for students thinking about careers as teachers, policymakers, journalists, researchers, or educational publishers.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **None**

**EDST364 Race, Nation, Empire, and Education**

This course engages students in developing frameworks for understanding the historical and contemporary role of education in race-making, nation-building, and imperial projects. We focus on how educational processes shape the material, cultural, social, and political aspects of people's lives, and how these contend within a changing global landscape. Topics include education's dual role in settler colonialism and its potential for decolonization; scientific racism and discourses about intelligence; institutions of higher education and their entanglements with slavery and imperialism; education in colonial and post-colonial settings; legislating bodies and intimacies among young women of color; and education as a site for producing hegemonic notions of ideal citizen-subjects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **EDST230 OR EDST235 OR EDST241 OR EDST349 OR EDST221**

**EDST373 Religion, Science, and Empire: Crucible of a Globalized World**

The development of modern science--and of modernity itself--not only coincided with the rise of European imperialism, it was abetted by it. Meanwhile, religion was integral to both the roots of European science and Western encounters with others. This class will explore how the intersections of religion, science, and empire have formed a globalized world with examples of European engagement with the Americas, Middle East, and, particularly, India from the age of Columbus through to the space race. We will examine how the disciplines we know today as biology, anthropology, archaeology, folklore, and the history of religions all crystallized in the crucible of imperial encounter and how non-Westerners have embraced, engaged, and resisted these epistemes.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-RELI**

Identical With: **RELI373, STS373, GSAS373**

Prereq: **None**

**EDST380 Advanced Research Practicum in Media and Literacy**

Students in this course will participate in new and ongoing research projects within the College of Education Studies. Students will also be given the opportunity to design aligned individualized research projects to enhance their experience and help them to explore individualized areas of interest. This course will require students to search for and synthesize relevant literature to create literature reviews, practice extensive academic writing, and evaluate methodology. Students will also participate in data collection when appropriate.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Prereq: **EDST335 OR EDST226 OR EDST333**

**EDST399 Abolitionist University Studies**

This course explores historical materialist theorizations of the practices and future possibilities of the U.S. university as a tool of social reproduction and space of potentially revolutionary thought. In so doing, the readings, assignments, and discussion will be inspired by Stefano Harney and Fred Moten's provocation to reinterpret abolitionism as "not so much the abolition of prisons but the abolition of a society that could have prisons, that could have slavery, that could have the wage, and therefore not abolition as the elimination of anything but abolition as the founding of a new society." Students will consider how conventional renderings of the university in higher education studies, critical university studies, and the popular cultural imaginary are predicated upon an often romanticized and fundamentally limited geographic and historical understanding of the work of colleges and universities. In response, the course cultivates a more capacious conceptualization of the historical and contemporary function of the university as a social form. In taking up abolitionism as both a method and critical analytic, the course will challenge students to imagine the revolutionary possibilities of an abolition university that aligns itself with movements beyond the institution, while reflecting on the particular importance and challenge of enacting such a vision in our current political moment.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-CHUM**

Identical With: **SOC399M, FGSS311**

Prereq: **None**

**EDST400 Ford Seminar**

The Ford Seminar continues the training and professional development of the Writing Workshop staff.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT400**

Prereq: **None**

**EDST401 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**EDST402 Individual Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**EDST405 National Education Equity Lab Teaching Fellowship**

This course is for students serving as Teaching Fellows for a National Education Equity Lab course, which provides college courses to Title I and Title I-eligible

high schools nationwide. Students will oversee a single course section for one of the offered classes, with responsibility to manage up to 25 high school students in a once-weekly Zoom meeting, as well as prep and grading time. Specific time assignments for sessions with high school students and required Teaching Fellow group meetings will be scheduled at the same time every week based on availability. This course counts for practicum credit in the EDST program.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Identical With: **QAC302**

Prereq: **None**

**EDST408 Senior Tutorial (downgraded thesis)**

Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.

Offering: **Host**

Grading: **A-F**

**EDST409 Senior Thesis Tutorial**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**EDST410 Senior Thesis Tutorial**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**EDST411 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**EDST412 Group Tutorial, Undergraduate**

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

**EDST419 Student Forum**

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

**EDST465 Education in the Field, Undergraduate**

Offering: **Host**

Grading: **OPT**

**EDST466 Education In The Field**

Offering: **Host**

Grading: **OPT**

**EDST491 Teaching Apprentice Tutorial**

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**

**EDST492 Teaching Apprentice Tutorial**

The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.

Offering: **Host**

Grading: **OPT**