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.

FACULTY

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Visiting Assistant Professor of Educational Studies

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Visiting Assistant Professor of Education Studies

VISITING FACULTY

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

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, ethnic, 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

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 translinguaging, 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

EDST202 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. 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: WRCT202, CGST2012
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 U.S. every year. Students enrolled in this course will gain practical experience by committing to volunteering at Middletown public schools or SAWA while taking this course and are encouraged to continue their service afterward. There is a volunteering commitment of 2 hours/week minimum during the semester.

This course fulfills the Pedagogy and Practicum requirements for the Education Studies major and minor.

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 service-learning 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.

This course will familiarize students 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 be simultaneously enrolled in a SPAN course numbered 221 or above. Preference will be given to EDST and HISP majors and to the more advanced students in Spanish.

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 U.S. 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: OPT
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

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

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 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 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
EDST221Z Decolonizing Education
Please note: Students should expect some readings and assignments to be due during winter break, prior to beginning Winter Session. Please visit the Winter Session website for the full syllabus -- http://www.wesleyan.edu/wintersession.

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? This course is intended for students who may be considering a career in education. In this course, we will 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.

EDST224 History & Current Forces Shaping Special Education
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.

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, Latina/o 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

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, 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 Mastronardi’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
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

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

EDST260 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.
The field of Education Studies allows us to study how we learn about knowledge with the production and reproduction of knowledges--studying research through educational worlds around us specifically through the lenses of race, gender, will engage in unpacking how it is we see, observe, perceive, and analyze the By asking these (and other) questions about what comprises "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.

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.

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).

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 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
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
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: 0.50
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: EDST230

EDST350 Sociology of Knowledge
This course provides an in-depth exploration of the sociology of knowledge, a specialized field of sociology that investigates how social structures shape the production of knowledge and how knowledge, in turn, shapes society. The term knowledge must be understood broadly, encompassing multiple forms of human knowledge production, including but not limited to scientific knowledge, cultural products, and capitalist ideologies. Knowledge is a shapeshifting social thing that takes on heterogeneous forms, guises, and tongues. Sometimes knowledge wears the face of truth; other times, it dawns the cloak of lies. Knowledge has both ethereal and material forms and yet always wears the mark of its producers. Every piece of knowledge carries the imprint of the creatures and social forces that produced it—each is a tiny node in the transmission of culture and the reproduction of power. 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: SISP350, SOC350
Prereq: None

EDST352 Human Rights and Education
Since the end of World War II, the idea of human rights has spread around the world. Within human rights discourses, education has emerged as simultaneously a right in and of itself (i.e., education as a right), a crucial space that can either reproduce discriminatory practices or subvert and resist them (i.e., education with human rights), and a means through which knowledge of human rights can be promoted (i.e., education for human rights). 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?

To explore this and other questions, we will partner with a local community organization working with youth around education. (The specific community partner will be finalized before class begins). As a learning community we will draw on the knowledges and experiences we all bring from outside of class, as well as the human rights frameworks and approaches we will learn in class to co-construct the form and scope of this collaborative project. The exact topic of this project will depend on the needs of the community partner at the time.

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: NSM-PSYC
Identical With: PSYC354
Prereq: None

EDST354Z Seminar on Intelligence and Creativity
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
embraced, engaged, and resisted these epistememes. crystallized in the crucible of imperial encounter and how non-Westerners have as biology, anthropology, archaeology, folklore, and the history of religions all empire have formed a globalized world with examples of European engagement with others. This class will explore how the intersections of religion, science, and was integral to both the roots of European science and Western encounters with the rise of European imperialism, it was abetted by it. Meanwhile, religion The development of modern science--and of modernity itself--not only coincided with the material, cultural, social, and political aspects of people's lives, and how these contend within a changing global landscape. Topics include education's achievement, this course examines fugitive perspectives of black, Indigenous, LGTBQ, and poor folks who resisted compulsory schooling and avoided conscription into so-called civilized societies. 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.

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, LGTBQ, and poor folks who resisted compulsory schooling and avoided conscription into so-called civilized societies. 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-CHUM
Identical With: CHUM358
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 epistememes.
Gen Ed Area: SBS-EDST
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