Education Studies Concentration Requirements

Education Studies takes a multidisciplinary, liberal arts approach to the field of education while focusing on the study of human learning and development, the history of education, teaching, school reform, and education policy. Concentrators choose an area of emphasis, either Policy-and-History or Human Development. Policy-and-History provides the historical underpinnings and intellectual skills for students to think critically about education issues in a number of settings. In the Human Development area, students learn about psychological, social, and cultural processes in a variety of contexts, including schools, families, peer groups, and neighborhoods, particularly in urban settings. Additionally, the Department offers teacher certification programs in elementary and secondary education. Finally, concentrators might also consider pursuing the Engaged Scholars Program, which allows students to connect theory and practice and gain hands-on experience working with community partners. Luther Spoehr (luther_spoehr@brown.edu) is the Director of Undergraduate Studies, and advisor to all seniors and to juniors on the Policy-and-History track. Yoko Yamamoto (yoko_yamamoto@brown.edu) advises juniors on the Human Development track and all sophomores.

Concentration Requirements

The concentration in Education Studies requires a total of 10 courses. At least eight must be taken in the Education Department at Brown University. One course must either be a qualitative methods course (EDUC 1110) or a quantitative methods course (EDUC 1110) or an approved equivalent in another department. Five courses must be taken in one of the two Areas of Emphasis, either Human Development or Policy-and-History. Electives may be additional Brown University Education courses, courses chosen from a list of pre-approved Brown University courses outside the Education Department, or courses at Brown or other universities that receive specific approval in advance from the Director of Undergraduate Studies.

Students in the Human Development Area of Emphasis should note that because they must take a foundational course in History and another in Policy, they will need only two additional Electives to meet the ten-course requirement. Students in the Policy-and-History Area of Emphasis must take one foundational course in Human Development plus one additional Education course outside Policy-and-History, plus two Electives. Electives may include any Education courses taken outside the Area of Emphasis or approved courses taken in other departments.

Concentrators are required to take at least one foundational course in each of four Core Categories: Human Development, History, Policy, and Research Methods. Foundational courses taken in the Area of Emphasis count toward the total of 5 required for that Area of Emphasis.

Foundational courses available in each of the required Core Categories:

**Foundational Courses**

**Human Development**

- EDUC 0800 Introduction to Human Development and Education
- OR
- EDUC 1270 Adolescence in Social Context

**History**

- EDUC 1020 The History of American Education
- OR
- EDUC 1200 History of American School Reform

**Policy**

- EDUC 1060 Politics and Public Education
- OR
- EDUC 1130 Economics of Education I

**Research Methods**

- EDUC 1100 Introduction to Qualitative Research Methods
- OR
- EDUC 1110 Introductory Statistics for Education Research and Policy Analysis

**Courses in Human Development Area of Emphasis**

5 Courses in Human Development (from the list below)  5

- EDUC 0410A New Faces, New Challenges: Immigrant Students in U.S. Schools
- EDUC 0410E Empowering Youth: Insights from Research on Urban Adolescents
- EDUC 0600 Youth and Civic Engagement
- EDUC 0620 Cradle of Inequality
- EDUC 0800 Introduction to Human Development and Education
- EDUC 1270 Adolescence in Social Context
- EDUC 1430 Social Psychology of Race, Class, and Gender
- EDUC 1450 The Psychology of Teaching and Learning
- EDUC 1580 Cross-Cultural Perspectives on Child Development
- EDUC 1700 The Asian American Experience in Higher Education
- EDUC 1710 History and Theories of Child Development
- EDUC 1750 Contemporary Social Problems: Views from Human Development and Education
- EDUC 1850 Moral Development and Education
- EDUC 1860 Social Context of Learning and Development
- EDUC 1870 Education and Human Development in East Asia
- EDUC 1880 Human Development in the Context of Immigration
- EDUC 1890 Family Engagement in Education

1 Foundational course in History  1
1 Foundational course in Policy  1
1 Methods course  1
2 Electives  2

Total Credits  10
Courses in Policy-and-History Area of Emphasis

5 Courses in Policy-and-History (from the list below)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 0400</td>
<td>The Campus on Fire: American Colleges and Universities in the 1960's</td>
</tr>
<tr>
<td>EDUC 0410B</td>
<td>Controversies in American Education Policy: A Multidisciplinary Approach</td>
</tr>
<tr>
<td>EDUC 0410G</td>
<td>The Afterschool Hours</td>
</tr>
<tr>
<td>EDUC 0610</td>
<td>Brown v. Board of Education</td>
</tr>
<tr>
<td>EDUC 0850</td>
<td>History of Intercollegiate Athletics</td>
</tr>
<tr>
<td>EDUC 0860</td>
<td>Sports in American Society</td>
</tr>
<tr>
<td>EDUC 1020</td>
<td>The History of American Education</td>
</tr>
<tr>
<td>EDUC 1030</td>
<td>Comparative Education</td>
</tr>
<tr>
<td>EDUC 1035</td>
<td>Decolonizing African Education: Student Activism and Social Change, 1960-present</td>
</tr>
<tr>
<td>EDUC 1040</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>EDUC 1045</td>
<td>Sociology of Higher Education</td>
</tr>
<tr>
<td>EDUC 1050</td>
<td>History of African-American Education</td>
</tr>
<tr>
<td>EDUC 1060</td>
<td>Politics and Public Education</td>
</tr>
<tr>
<td>EDUC 1130</td>
<td>Economics of Education I</td>
</tr>
<tr>
<td>EDUC 1150</td>
<td>Education, the Economy and School Reform</td>
</tr>
<tr>
<td>EDUC 1160</td>
<td>Evaluating the Impact of Social Programs</td>
</tr>
<tr>
<td>EDUC 1200</td>
<td>History of American School Reform</td>
</tr>
<tr>
<td>EDUC 1630</td>
<td>Strategic Management for School System Excellence</td>
</tr>
<tr>
<td>EDUC 1650</td>
<td>Policy Implementation in Education</td>
</tr>
<tr>
<td>EDUC 1720</td>
<td>Urban Schools in Historical Perspective</td>
</tr>
<tr>
<td>EDUC 1730</td>
<td>American Higher Education in Historical Context</td>
</tr>
<tr>
<td>EDUC 1740</td>
<td>Academic Freedom on Trial: A Century of Campus Controversies</td>
</tr>
</tbody>
</table>

1 Foundational course in Human Development | 1 |
1 additional Education course outside Policy-and-History | 1 |
1 Methods course | 1 |
2 Electives | 2 |
Total Credits | 10 |

Additional Education courses available as Electives for either Area of Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 0900</td>
<td>Fieldwork and Seminar in Secondary Education</td>
</tr>
<tr>
<td>EDUC 0950</td>
<td>Learning About Learning: Classrooms in Context</td>
</tr>
<tr>
<td>EDUC 1010</td>
<td>The Craft of Teaching</td>
</tr>
<tr>
<td>EDUC 1090</td>
<td>Adolescent Literature</td>
</tr>
<tr>
<td>EDUC 1560</td>
<td>Philosophy of Education: Educational Thought and Practice</td>
</tr>
<tr>
<td>EDUC 1690</td>
<td>Literacy, Community, and the Arts: Theory into Practice</td>
</tr>
</tbody>
</table>

Capstone

Capstones are voluntary, student-initiated projects or experiences outside the classroom that build on and contribute to students’ Education Studies concentration. They can take various forms, including a research project, website design, curriculum design, policy analysis, or scholarly paper. Capstones can be designed and executed in the senior year, or can be based on a previous experience that the student wants to explore further in some way, such as an internship or teaching experience.

While capstones do not confer academic credit or departmental honors, students who complete capstones will be recognized at the department graduation ceremony and will have the opportunity to present their work at a conference in the spring of their senior year. Through capstones, students have the opportunity to work closely with a faculty member in an area of their interest and are able to reflect on and extend their learning in the concentration.

Undergraduate Teacher Education Program (regardless of student start date)

Note: The Undergraduate Teacher Education Program is not a concentration. It consists of a series of courses which will prepare students for secondary teacher certification.

The Department of Education, in cooperation with other departments, offers a program of study in teacher education leading to certification in secondary school teaching: the Undergraduate Teacher Education Program (UTEP). This program is offered in English, History/Social Studies, Science (Biology, Chemistry, or Engineering/Physics), and leads to state certification for public school teaching in these fields.

The Undergraduate Teacher Education Program consists of three components: courses in educational theory, courses in the teaching field, and student teaching. These are designed to complement and enhance the liberal education derived from concentration courses and electives.

Students who are interested in completing the Undergraduate Teacher education Program must confer with the Education Department as early as possible in order to plan a coherent program. The program includes a methods course, offered during the summer in conjunction with teaching at Brown Summer High School, between Semesters VI and VII.

Courses in the teaching field

Because the program emphasizes the importance of knowledge in the teaching field, students are required to complete an academic concentration in the subject which they are preparing to teach or a closely related field. This does not mean that a student must elect a standard concentration in the field. However, such a student must, as part of or in addition to his/her chosen concentration, elect a substantive number of courses in his/her teaching field. Students considering the program should consult with advisors both in the academic department and in the Education Department to design an appropriate program of study that meets Rhode Island state certification requirements and those of many other states.

All of the required courses in education must be taken at Brown. None can be transferred for credit from other institutions. Requirements of the program include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 0900</td>
<td>Fieldwork and Seminar in Secondary Education</td>
</tr>
<tr>
<td>EDUC 1450</td>
<td>The Psychology of Teaching and Learning</td>
</tr>
<tr>
<td>EDUC 1070A</td>
<td>Student Teaching: English or Student Teaching: History and Social Studies or Student Teaching: Science</td>
</tr>
<tr>
<td>EDUC 1080A</td>
<td>Analysis of Teaching: English or Analysis of Teaching: History and Social Studies or Analysis of Teaching: Science</td>
</tr>
<tr>
<td>EDUC 2060A</td>
<td>Methods of Teaching: English or Methods of Teaching: History and Social Studies or Methods of Teaching: Science</td>
</tr>
</tbody>
</table>

Honors

Concentrators seeking to graduate with honors must apply for honors candidacy by the end of their sixth semester. Successful candidates must meet all requirements for the concentration; maintain a minimum grade average that includes more A’s than B’s in Education courses (a B must be counterbalanced by two A’s); and successfully complete EDUC 1990 and EDUC 1991, in which they write a senior thesis under the guidance of a thesis advisor. Honors are awarded on the basis of thesis quality. Students whose theses meet or exceed the standards established in the Department Rubric earn honors upon graduation.
Education Graduate Program

The Department of Education offers two graduate programs: a Master of Arts in Teaching (M.A.T.) and a Master of Arts (A.M.) in Urban Education Policy.

MAT Program Information and Requirements

The MAT program offers a master’s degree in one of three secondary education disciplines (English, science, or history/social studies). The MAT program has an intensive one-year, full-time format, beginning with a summer semester in June and ending the following May. The program is certification-eligible for Rhode Island state teacher certification in secondary education (grades 7-12). Rhode Island is a member of the Interstate Certification Compact (ICC) (http://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx), which has reciprocal agreements with 44 states.

Secondary MAT program graduate students complete 8 courses in total, including the summer practicum and academic-year student teaching.

English - MAT

The following five (5) courses are required of all secondary English MAT students:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1450</td>
<td>The Psychology of Teaching and Learning</td>
</tr>
<tr>
<td>EDUC 2060A</td>
<td>Methods of Teaching: English</td>
</tr>
<tr>
<td>EDUC 2070A</td>
<td>Student Teaching: English</td>
</tr>
<tr>
<td>EDUC 2080A</td>
<td>Analysis of Teaching: English</td>
</tr>
<tr>
<td>EDUC 2090</td>
<td>Literacy Across the Curriculum</td>
</tr>
</tbody>
</table>

In addition, English MAT students must complete any three (3) elective courses, to be chosen by the MAT student in conjunction with his or her faculty director in the following content areas: English - English Department, Literary Arts, Comparative Literature.

History/Social Studies - MAT

The following five (5) courses are required of all secondary History/Social Studies MAT students:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1450</td>
<td>The Psychology of Teaching and Learning</td>
</tr>
<tr>
<td>EDUC 2060B</td>
<td>Methods of Teaching: History and Social Studies</td>
</tr>
<tr>
<td>EDUC 2070B</td>
<td>Student Teaching: History and Social Studies</td>
</tr>
<tr>
<td>EDUC 2080B</td>
<td>Analysis of Teaching: History and Social Studies</td>
</tr>
<tr>
<td>EDUC 2090</td>
<td>Literacy Across the Curriculum</td>
</tr>
</tbody>
</table>

In addition, History/Social Studies MAT students must complete any three (3) elective courses, to be chosen by the MAT student in conjunction with his or her faculty director in the following content areas: History/Social Studies - History Department, Africana Studies, American Civilization, Anthropology, Economics, Political Science, Sociology.

Science - MAT

The following five (5) courses are required of all secondary Science MAT students:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1450</td>
<td>The Psychology of Teaching and Learning</td>
</tr>
<tr>
<td>EDUC 2060C</td>
<td>Methods of Teaching: Science</td>
</tr>
<tr>
<td>EDUC 2070C</td>
<td>Student Teaching: Science</td>
</tr>
<tr>
<td>EDUC 2080C</td>
<td>Analysis of Teaching: Science</td>
</tr>
<tr>
<td>EDUC 2090</td>
<td>Literacy Across the Curriculum</td>
</tr>
</tbody>
</table>

In addition, Science MAT students must complete any three (3) elective courses, to be chosen by the MAT student in conjunction with his or her faculty director in the following content areas: Biology - Division of Biology and Medicine, Chemistry - Chemistry Department, Engineering/Physics - Division of Engineering, Physics Department.

For more information on MAT admission, program requirements, and state certification requirements, please visit the following website:
https://www.brown.edu/academics/gradschool/programs/education-master-arts-teaching

Urban Education Policy Program Information and Requirements

Urban Education Policy (UEP) program graduate students complete nine (9) courses in total, including a required nine-month internship that counts as one course.

The following six core courses are required of all UEP program students:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2300</td>
<td>Structures and Systems in Urban Education</td>
</tr>
<tr>
<td>EDUC 2310</td>
<td>Introduction to Educational Research</td>
</tr>
<tr>
<td>EDUC 2320</td>
<td>Quantitative Research Methods and Data Analysis</td>
</tr>
<tr>
<td>EDUC 2330</td>
<td>Urban Politics and School Governance</td>
</tr>
<tr>
<td>EDUC 2350</td>
<td>Economics of Education II</td>
</tr>
<tr>
<td>EDUC 2360</td>
<td>Policy Analysis and Program Evaluation for Education</td>
</tr>
<tr>
<td>EDUC 2370</td>
<td>Internship</td>
</tr>
</tbody>
</table>

In addition, UEP students must complete two (2) electives in areas that can include public policy, schools and school reform, social contexts of education, economic analysis, urban politics, quantitative analysis, research methods, schools and communities, and organization and leadership. A partial list of these elective courses could include any two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLCY 1700B</td>
<td>Social Welfare Policy in the United States</td>
</tr>
<tr>
<td>EDUC 1010</td>
<td>The Craft of Teaching</td>
</tr>
<tr>
<td>EDUC 1020</td>
<td>The History of American Education</td>
</tr>
<tr>
<td>EDUC 1050</td>
<td>History of African-American Education</td>
</tr>
<tr>
<td>EDUC 1200</td>
<td>History of American School Reform</td>
</tr>
<tr>
<td>EDUC 1230</td>
<td>Urban Teachers and Educational Change in Historical Perspective</td>
</tr>
<tr>
<td>EDUC 1720</td>
<td>Urban Schools in Historical Perspective</td>
</tr>
<tr>
<td>EDUC 1750</td>
<td>Contemporary Social Problems: Views from Human Development and Education</td>
</tr>
<tr>
<td>EDUC 1860</td>
<td>Social Context of Learning and Development</td>
</tr>
<tr>
<td>EDUC 1040</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>EDUC 1260</td>
<td>Emotion, Cognition, Education</td>
</tr>
<tr>
<td>EDUC 1430</td>
<td>Social Psychology of Race, Class, and Gender</td>
</tr>
<tr>
<td>EDUC 1450</td>
<td>The Psychology of Teaching and Learning</td>
</tr>
<tr>
<td>EDUC 1580</td>
<td>Cross-Cultural Perspectives on Child Development</td>
</tr>
<tr>
<td>POBS 1720</td>
<td>Literacy, Culture, and Schooling for the Language Minority Student</td>
</tr>
<tr>
<td>POBS 1750</td>
<td>Language, Culture, and Society</td>
</tr>
<tr>
<td>ECON 1110</td>
<td>Intermediate Microeconomics</td>
</tr>
<tr>
<td>ECON 1210</td>
<td>Intermediate Macroeconomics</td>
</tr>
<tr>
<td>ECON 1310</td>
<td>Labor Economics</td>
</tr>
<tr>
<td>ECON 1410</td>
<td>Urban Economics</td>
</tr>
<tr>
<td>ECON 1480</td>
<td>Public Economics</td>
</tr>
<tr>
<td>ECON 1430</td>
<td>Population Economics</td>
</tr>
<tr>
<td>ECON 1800</td>
<td>Politics and Finance</td>
</tr>
<tr>
<td>PLCY 1600</td>
<td>Economics for Public Policy</td>
</tr>
<tr>
<td>PLCY 1700R</td>
<td>Urban Revitalization: Lessons from the Providence Plan</td>
</tr>
</tbody>
</table>
EDUC 0410C. The Literature of Children and Young Adults. This course considers the literary, dramatic, and visual qualities of the literature of young readers since the 18th century, with a dominant, but not exclusive, focus on literature in English. Topics covered will include dominant themes in visual and textual aspects of these literatures, as well as their history and relationship to societal economics and valuations of children, schooling, and moral codes. Enrollment limited to 19 first year students. FYS

EDUC 0410E. Empowering Youth: Insights from Research on Urban Adolescents. Together, we consider the design, analysis, and interpretation of research on youth in urban settings. In doing so, we examine the roles of power, privilege, and multiculturalism in research. In the experiential component of the course, students engage in fieldwork in a local school or community-based youth organization. As part of their fieldwork, students design and undertake a research project, thereby bridging theory with practice. Reserved for First Year students. Enrollment limited to 19 first year students. Instructor permission required. FYS DPLL WRIT

EDUC 0410F. The Mind, Brain, and Education. What do the brain and body have to do with learning? How can research findings from the brain and biological sciences inform educational practices? This first-year seminar will involve discussion of current research from multiple disciplines (e.g., education, neuroscience, neurobiology, psychology) on topics such as brain development, stress, sleep, rhythms, and emotion/motivation. Mini-lectures will provide students with a basic appreciation of the brain and basic bioregulatory systems. Students will gain an understanding of methods for studying brain/behavior interactions and explore implications of new biological/brain findings for learning and education during the preschool, elementary, middle-school, and high-school years. Enrollment limited to 19 first year students. FYS

EDUC 0410G. The Afterschool Hours. The family and the school are seen as the two primary institutions of childhood. But what about the space in between? Over the course of the twentieth century—once compulsory schooling became law—the way American children occupied the hours between school and home became ever more important. This course examines the literature on how youth should “best” spend their afterschool time. Looking at enrichment courses, sports, work, leisure, and more, this class introduces you to the social science method of interviewing as you learn to undertake your own original research and reflect on how you spent your own afterschool hours. FYS WRIT

EDUC 0410H. The University: Defining Ideals and Ideas. The course examines the concept of the university and the college in America, their foundations and development, and society’s expectations of them and their leaders. Philosophical and religious heritage, ethical and moral issues, and major themes, changes, pressures, and role of presidents embedded in the landscape and contributions of the university and its shape and future will be addressed. FYS

EDUC 0600. Juveniles for Justice: Youth Civic Engagement and Activism. This course examines the meaning of youth activism in terms of individual civic development and collective social transformation. Guiding questions include: How does youth civic engagement affect youth’s understandings of themselves, their civic identity, and belonging? How do youth engage in their communities? What effect does this engagement have? What are the barriers and bridges to engagement? Is civic engagement a universal good? The course uses ethnographic cases to explore: 1) how time, place, and social context affect youth’s engagement and notions of citizenship 2) what transferable insights about citizenship, engagement, and change can be gleaned from study across contexts. Fall EDUC0600 S01 16936 W 3:00-5:30(17) (A. Flores)

Courses

EDUC 0400. The Campus on Fire: American Colleges and Universities in the 1960’s. Ole Miss, Berkeley, Columbia, and Kent State: just a few of the campus battlegrounds where conflicts over civil rights, the Vietnam War, and other major issues were fought in the 1960’s. Students consult primary and secondary sources about higher education’s role in these conflicts, and why the consequences of its involvement still linger today. Enrollment limited to 19 first year students. FYS WRIT

EDUC 0410A. New Faces, New Challenges: Immigrant Students in U.S. Schools. What challenges do immigrant students face in adapting to a new system of education? By comparing and contrasting the perspectives education stakeholders—students, teachers, administrators, and parents—we examine a number of key contributions to the study of the immigrant experience in education, as well as a selection of memoirs and films about the pathways these newcomers take in navigating school and (trans)forming their developing identities. Enrollment limited to 19 first year students. FYS

EDUC 0410B. Controversies in American Education Policy: A Multidisciplinary Approach. Introduces perspectives on education based in history, economics, sociology, and political science. Students engage foundational texts in each of these fields, using the insights gained to examine controversial issues in American education policy, including policies to address ethnic disparities in student achievement, test-based accountability, class-size reduction, and school choice. Enrollment limited to 19 first year students. FYS
Using sources in history, education, and law this course will explore the landmark Supreme Court case of Brown v. Board of Education which found school segregation unconstitutional and challenged the entire foundation of legal segregation. We will explore the legal, political, and social issues that culminated in Brown and examine the development and deployment of remedies, with particular emphasis on school integration and educational equity. We will consider the legacy of Brown for education and explore the meaning of equity in the past and present. Enrollment limited to 20 sophomore students. DPLL WRIT SOPH
Spr EDUC0610 S01 24157 M 3:00-5:30(13) (T. Steffes)

EDUC 0620. Cradle of Inequality: The Role of Families, Schools, and Neighborhoods.
In this Sophomore Seminar, we will examine contours of inequality that begin in early childhood and accumulate over time, with particular focus on issues of race, class, and gender. Moreover, we will examine how these factors matter in early childhood and the role of families, schools, and neighborhoods in shaping, ameliorating, and propagating larger inequalities. Through our reading and active discussion, we will develop answers to questions that motivate much inquiry into inequality: Who gets what, and why?
Fall EDUC0620 S01 17144 MWF 11:00-11:50(16) (D. Rangel)

EDUC 0800. Introduction to Human Development and Education.
Introduces the study of human development and education from infancy through young adulthood. Provides a broad overview of scientific understanding of how children develop and how research is generated in the field. Major topics include biological foundations, mind, cognition, language, emotion, social skills, and moral understanding based on developmental theories and empirical research. The educational implications of research on human development are discussed.
Fall EDUC0800 S01 15227 TTh 2:30-3:50(03) (J. Li)

EDUC 0840. Public Policy and Public School Reform.
Will examine and assess the strategies and policies fashioned-particularly at the state and district level-to address the complex and intractable issues facing public schools.

EDUC 0850. History of Intercollegiate Athletics.
This team-taught course traces the changing place of intercollegiate athletics on the American college campus over the past 150 years. Topics examined include, among others, the historical relationship between academic and athletic pursuits; commercialization and professionalization; the role of the NCAA and of the media; the cult of the coach; and the significance of race, gender, and class. Emphasis on critical reading, active participation in discussion, and developing research and writing skills. The course will meet twice weekly, sometimes as a whole and sometimes in smaller groups, to discuss readings, films, and guest presentations. Enrollment limited to 30.
Spr EDUC0850 S01 24140 TTh 1:00-2:20(08) (L. Spoehr)

This course seeks to understand, analyze, and criticize sport—seen here as one of the primary institutions in the lives of Americans. Working from the basis of sporting events in the Durkheimian sense of symbolic community, we will elevate them to the status of educational and religious institutions in our everyday lives (as we interrogate them and see them in relation to these, and other, institutions as well). Using the primary lenses of gender and race this class examines sports at five different levels—professional, Olympic, NCAA, scholastic, and youth—to understand how athletics have impacted, and will continue to impact, American society.
Spr EDU0860 S01 24141 MWF 10:00-10:50(03) (H. Levey Friedman)

EDUC 0900. Fieldwork and Seminar in Secondary Education.
Combines study of current educational issues with extensive fieldwork that allows the student to observe how these issues translate themselves into reality on a daily basis. Each student reads and discusses recent writing about educational history, theory, and practice, and observes a class in a local school for 32 hours. The final paper synthesizes reading and observations.
Fall EDUC0900 S01 15581 M 3:00-5:30(05) (D. Silva Pimentel)

EDUC 0950. Learning About Learning: Classrooms in Context.
This course aims to provide a pedagogical and sociopolitical context for Brown students as they work as volunteers in the Providence Public schools. Through sharing of volunteer placement experiences, the in-class practice of methods, academic inquiry, analysis and reflection, students will develop their understanding of strategies and perspectives that will both improve their effectiveness as volunteers and develop their ability to thoughtfully enter the national dialogue on improving urban schools.
Spr EDUC0950 S01 24151 MWF 9:00-9:50(02) (D. Rangel)

EDUC 1010. The Craft of Teaching.
What is the “craft of teaching”? A wide variety of texts are used to investigate the complexity of teaching and learning. Considering current problems as well as reform initiatives, we examine teaching and learning in America from the perspectives of history, public policy, critical theory, sociology, and the arts. Weekly journals and reading critiques; final portfolio presented to the class.
Spr EDUC1010 S01 24170 Th 4:00-6:30(17) (C. Villarreal)

EDUC 1020. The History of American Education.
This course is an introduction to the history of American education with an emphasis on K-12 public schooling. Using primary and secondary sources, we will explore the development of public schools and school systems, debates over aims and curriculum, conflicts over school government and funding, and struggles for equity and inclusion over time. We will analyze the relationship between schooling, capitalism, and democracy. Finally, in exploring how different generations have defined and tried to solve educational dilemmas, we’ll consider how this history might help us approach education today.
Fall EDUC1020 S01 15262 TTh 1:00-2:20(10) (T. Steffes)

EDUC 1030. Comparative Education.
This course will explore education across the Global South—from adult literacy NGOs in Brazil to Syrian refugees in Turkey, to post-genocide Rwandan classrooms. While initially the international community was concerned with access to education, the main goal now is quality education, especially beyond the primary school level. Readings range from official documents by international organizations, writings by sociologists, historians, political scientists, and anthropologists. Enrollment limited to 40.

After many African countries gained political independence in the 1960s, students and teachers sought to transform education. Although relatively few people were well-educated, those who were used their influence to demand social change. Reading work by anthropologists, historians, and African students’ own writings, we will examine the elements of the enduring colonial legacy, such as the language of instruction, and how Africans proposed curricular and structural reforms to “decolonize” education.
Open to students enrolled in semesters 3-8 or by permission of the instructor. DPLL

EDUC 1040. Sociology of Education.
While the United States educational system is widely considered the main institution through which the nation delivers on its promise of social mobility, sociologists have long recognized that schools exacerbate—or even produce—social inequality. This course provides an introduction to the application of sociology to questions of education, with a focus on the United States education system. We will ask questions such as: What do schools teach besides academics? How do social class, gender, and racial/ethnic relations shape student experiences? How can we address critical social issues through education policy?
Spr EDUC1040 S01 24151 MWF 9:00-9:50(02) (D. Rangel)
EDUC 1045. Sociology of Higher Education.
American higher education has often been characterized as the great equalizer and, thus, as one of the foundational pillars of the American Dream. In this course students will develop a sociological understanding of higher education, primarily in the United States. Using both theory and empirical evidence, we will explore issues relating to the impact of social factors on higher education. Particular attention will be paid to the role that higher education plays in promoting social mobility as well as social reproduction. Throughout we will ponder what policies might best fulfill the promise of higher education in the U.S. 

EDUC 1050. History of African-American Education.
This course will examine the history of African-American education with particular emphasis on the twentieth century. We will explore African-Americans’ experiences with schooling under slavery and segregation, the struggle for desegregation and equity North and South, and the place of education in African-Americans’ quest for equal rights. We will also consider how the African-American experience with public schooling makes us rethink major narratives of American education, democracy, and equality of opportunity and how an historical understanding of these issues may help us engage contemporary debates. DPLL

EDUC 1060. Politics and Public Education.
Who exercises power in public education? This course examines the key institutions (e.g., school districts, states, Congress, and the courts) and actors (e.g., parents, teachers, interest groups, and the general public) shaping American K-12 education in order to understand recent policy trends and their consequences for students. Major policies discussed include school finance, textbook adoption, school accountability, and school choice. Particular attention is given to the federal No Child Left Behind Act of 2001 and debates over its reauthorization. Previous coursework in American politics or public policy is suggested but not required.

EDUC 1060D. Methods of Teaching Mathematics.
This summer-term course offers the student the unique opportunity to explore, through both readings and discussion, the current pedagogical theory and practice involved in teaching mathematics; apply what they learn to their own teaching at Brown Summer High School; and use their classroom experience to reflect back on theory. The course has three components:
1. a six-week methods course in mathematics content and pedagogy;
2. a four-week daily clinical experience in secondary mathematics teaching at Brown Summer High School; and
3. a daily debriefing session to analyze, critique, advise, and reflect on BSHS teaching.

EDUC 1070A. Student Teaching: English.
S/N.

EDUC 1070B. Student Teaching: History and Social Studies.
S/N.

EDUC 1070C. Student Teaching: Science.
S/N.

EDUC 1080A. Analysis of Teaching: English.
S/N.

EDUC 1080B. Analysis of Teaching: History and Social Studies.
S/N.

EDUC 1080C. Analysis of Teaching: Science.
S/N.

EDUC 1090. Adolescent Literature.
What are teens and tweens reading? What should they read? Do books that adults view as “trashy” ruin kids’ literary sensibilities? Provide access to the wider world of academic discourse? How can reading adolescent literature provide adolescents with a path toward holding a reader identity? This course will present a general overview of the historical, socio-cultural, academic, and political issues that provide context for the use and availability of adolescent literature today. It presents a strong introduction to contemporary texts that interest adolescents inside and outside of the classroom. Particular attention is paid to issues of reading engagement for striving adolescent readers, issues of access to literacy through adolescent literature, ways that adolescent literature can be paired with the classics, and issues of censorship in American public school classrooms and public libraries. Students in this course will walk away with an understanding of the place of adolescent literature in today’s debates as well as a background in choosing, reading, and analyzing the literature itself. Written assignments include weekly reading responses, an annotated bibliography, and a short, 3-5 page paper. There is a substantial amount of independent self-selected reading as well as one collaborative group project with a presentation.

This course provides an introduction to applied statistics for conducting quantitative research in the social sciences, with a focus on education policy. Students will become acquainted with the fundamentals of probability, descriptive and summary statistics, tabular and graphical methods for displaying data, statistical inference, analytic methods for exploring relationships with both categorical and continuous measures, and multivariate regression. Concepts and methods are taught using real-world examples with multiple opportunities for students to apply these methods in practice. The course uses the statistical software program, STATA.

EDUC 1102. Economics of Education I.
How do we attract good teachers to public schools? What are the economic returns to early-childhood intervention programs? These are just two examples of important education policy questions. This course introduces key concepts of microeconomic theory and uses them to analyze these and other policy questions. Organized around a structured sequence of readings. First year students require instructor permission.


EDUC 1115A. Advanced Econometrics for Education Research and Policy Analysis.


EDUC 1130. Economics of Education I.
How do we attract good teachers to public schools? What are the economic returns to early-childhood intervention programs? These are just two examples of important education policy questions. This course introduces key concepts of microeconomic theory and uses them to analyze these and other policy questions. Organized around a structured sequence of readings. First year students require instructor permission.


EDUC 1140A. Advanced Econometrics for Education Research and Policy Analysis.


EDUC 1140C. Advanced Policy Analysis for Education Research and Policy Analysis.


EDUC 1190A. Advanced Quantitative Methods for Education Research and Policy Analysis.


EDUC 1190C. Advanced Quantitative Methods for Education Research and Policy Analysis.


EDUC 1210C. Advanced Policy Analysis for Education Research and Policy Analysis.


EDUC 1220A. Advanced Quantitative Methods for Education Research and Policy Analysis.

EDUC 1220B. Advanced Quantitative Methods for Education Research and Policy Analysis.

EDUC 1220C. Advanced Quantitative Methods for Education Research and Policy Analysis.
EDUC 1150. Education, the Economy and School Reform. This seminar examines the linkages between educational achievement and economic outcomes for individuals and nations. We study a range of system, organizational, and personnel reforms in education by reviewing the empirical evidence and debating which reforms hold promise for improving public education and closing persistent achievement gaps. Understanding and critiquing the experimental, quasi-experimental and descriptive research methods used in the empirical literature will play a central role in the course. Prerequisites: Education and PP concentrators, EDUC 1130 and EDUC 1110 (or equivalent); Economics concentrators, ECON 1110 or ECON 1130, and ECON 1620. Enrollment limited to 20. WRIT

EDUC 1160. Evaluating the Impact of Social Programs. Does a GED improve the earnings of dropouts? Do stricter gun laws prevent violent crime? Such "causal" questions lie at the heart of public policy decisions. This course examines both the difficulties involved in answering causal policy questions, and research designs that can overcome these difficulties. Prerequisite: EDUC 1110, POLS 1600, ECON 1630, SOC 1100 or equivalent. Enrollment limited to 32.

EDUC 1180. Education for Liberation. Does education challenge inequality, or (re)produce it? Drawing from work in educational anthropology, sociology, history, and critical theory, we ask what schools are meant to produce and how this production functions at different levels—the classroom, the school, the community, the nation, and the global society. We first examine the proposition that education can be a tool of oppression, and then consider how communities have organized struggles to demand and define a liberatory education. Rather than evaluate any technical school "reform" efforts, we consider attempts at revolutionary alternatives to dehumanizing educational conditions and institutions. Enrollment limited to 25. S/NC

EDUC 1200. History of American School Reform. Examines a century of efforts to improve schooling in the U.S., from John Dewey to Theodore Sizer and E.D. Hirsch, from "social efficiency" to charter schools and No Child Left Behind. How have these movements been informed by the experiences of the past? Enrollment limited to 40.

EDUC 1220. The Anthropology of Education. Designed to introduce students to the many forms of "education" across the life-span and in different cultures, this course will call on students to step beyond their own schooling. Of particular importance will be the uses of materials, expertise, space and time in different educational settings. Film and print materials will allow students to rethink the idea of "learner" and "teacher" in terms of varying needs, goals, and situations.

EDUC 1230. Urban Teachers and Educational Change in Historical Perspective. Will explore the history of American teachers in the urban context from the rise of the common schools in the mid-nineteenth century to the present. Through the analysis of rich primary and secondary sources, students will examine the ways in which teachers have experienced and, in turn, shaped the schools. Focusing on public elementary and secondary school teachers of the nation's urban centers, this historical inquiry draws from the history of education, labor history, and the history of identity.

EDUC 1260. Emotion, Cognition, Education. Provides an understanding of the role of emotions in influencing cognitive and social development. Reviews selected topics in the growing area of emotions and social cognition. Discussions focus on critical reviews of the literature and the application of the literature to education. Basic knowledge of the area is not assumed, so students in various areas are invited to participate.

EDUC 1270. Adolescence in Social Context. Both an individual and a collective perspective on adolescence are used to provide an understanding of how this life stage is differently experienced by youth cross-culturally. Readings include theoretical and empirical papers from such areas as psychology, sociology, anthropology, and education. Spr, EDUC1270 S01 24142 MWF 2:00-2:50(07) (A. Flores)

EDUC 1280. International Perspectives on Informal Education. Internationally, informal learning figures centrally from early childhood through the lifespan. Voluntarily chosen areas of expertise, societally necessary tasks, and interpersonal relationships lead individuals, corporations, and communities to undertake informal education. Central to this course is examination of major means and conditions of such learning in international contexts through four primary themes - play, everyday science, social entrepreneurship, and community collaborations. DPLL

EDUC 1290. From Theory to Practice in Engaged Scholarship: Creating Community Based Learning Courses. This course will explore theories of community-based learning and engaged scholarship within the context of higher education. The course is designed to provide students with an understanding of the possibilities in the teaching and learning exchange to address significant social concerns. Enrollment limited to 20.

EDUC 1360. Empire, Childhood, and Youth. How did empires shape the childhoods of colonial subjects? What does this bring to our understanding of how children learn and develop? Constructed to reflect particular notions of race, class, gender, and culture, the children in colonial and postcolonial contexts both conform to and contradict universal definitions of childhood and youth. Focusing on the British and French empires in the twentieth century, we examine how children were implicated in empire. We also consider children's own agency in defining their place in imperial regimes as well as how children and youth are involved in and affected by decolonization and post-imperial contexts. DPLL

EDUC 1430. Social Psychology of Race, Class, and Gender. Focuses on the social construction of race, class, and gender and how this construction influences an individual's perception of self and other individuals. Topics include identity development, achievement, motivation, and sociopolitical development. Enrollment limited to 30. WRIT

EDUC 1450. The Psychology of Teaching and Learning. Seeks both to demystify the process of teaching and to illuminate its complexities. Assists students with such questions as: What shall I teach? How shall I teach it? Will my students respond? What if I have a discipline problem? Focuses on the teaching-learning process and student behavior, as well as research, theory, and illustrations concerned with classroom applications of psychological principles and ideas. Enrollment limited to 50. Fall, EDUC1450 S01 15229 MWF 9:00-9:50(01) (D. Rangel)

EDUC 1560. Philosophy of Education: Educational Thought and Practice. Consideration of different philosophies of education (classical, progressive, radical, feminist, multicultural). This iterative inquiry-based collaboration locates knowledge constructively and relationally, emphasizing classroom discussion and presentation, careful reading and writing (including on-line), school-site observation, and midterm and final projects on our philosophies and praxes of education. Enrollment limited to 20. DPLL WRIT

EDUC 1580. Cross-Cultural Perspectives on Child Development. Focus on role of culture in child development, infancy to young adulthood. Reviews contemporary theories and empirical research to examine various age periods and domains of development. Major topics: infant care, parenting, socialization, gender roles, cognition, moral development, affect, adolescence, and education and schooling in formal and informal settings. Enrollment limited to 50. Spr, EDUC1580 S01 24149 MWF 12:00-12:50(05) (J. L.)
EDUC 1620. Teaching Topics in American History and Literature, 1945-1980. Combines intensive study of primary and secondary sources from American history and literature between 1945 and 1980 with extensive consideration of how to teach these topics to secondary school students. Topics include the Cold War, McCarthyism, consumer society, civil rights, the women's movement, Vietnam, and Watergate, often studied through unconventional sources such as popular music, movies, television shows, and fiction. Recommended prerequisite: HIST 0520 or equivalent. Enrollment limited to 20. Instructor permission required.

EDUC 1630. Strategic Management for School System Excellence. Despite expending significant energy on education reform in this country and globally, most efforts fail to achieve their lofty ambitions, due to their reliance on "silver bullet" strategies and/or poor execution. This course will focus on management approaches to improving school system performance, enabling students to (a) explore key education reform strategies; (b) adopt a senior management mindset through weekly discussion of case studies; and (c) broaden their perspective through use of domestic and global school system examples. The course is appropriate for juniors, seniors and graduate students, who bring an interest in education and a commitment to active classroom discussion. Enrollment limited to 24.

EDUC 1650. Policy Implementation in Education. This course offers an "analytical foundation" for students interested in public policy implementation, with particular emphasis on education. Drawing on social science research, the course examines strengths and limitations of several frameworks, including the "policy typology" school of thought, the rational actor paradigm, the institutional analysis, the bargain model, the organizational-bureaucratic model, and the "consumer choice" perspective. Enrollment limited to 20. WRIT Spr EDUC1650 S01 24321 W 3:00-5:30(10) "To Be Arranged"

EDUC 1690. Literacy, Community, and the Arts: Theory into Practice. An exploration of ways to improve student literacy skills through the performing arts in area schools. Students read about the theory and practice of literacy and the arts, research national and local initiatives, engage in arts activities, and spend time in area classrooms working with local teachers and artists to draft curriculum materials to be used in summer and school-year programs.

EDUC 1700. The Asian American Experience in Higher Education. This course is an inter-disciplinary exploration of Asian Americans in higher education and the impact of their participation on the broader academic landscape. It considers the historical roots of Asian American collective identity; the evolution of Asian American Studies programs; consequences of the model minority myth; and the psychosocial and structural barriers to participation and academic achievement across different Asian American groups as compared to other racial/ethnic minority groups. Enrollment limited to 20. DPLL EDUC 1710. History and Theories of Child Development. An examination of child development from a historical and theoretical perspective, including key historical figures such as Darwin, Hall, Baldwin, Binet, Freud, Watson, Piaget, Vygotsky, Gesell, McGraw, Bowlby, and Bayley. Explores theoretical conceptualizations of children and adolescents and investigates the representations of children in popular culture, governmental legislation, education, and public policy.

EDUC 1720. Urban Schools in Historical Perspective. Why did urban schools, widely viewed as the best in the nation in the early twentieth century, become a "problem" to be solved by its end? How have urban schools been shaped by social, economic, and political transformations in cities and by other public policies? How have urban schools changed over time? This course will ask these and other questions to explore how historical perspective can help us better understand urban schools today. We will analyze the impact of changes in demographics, urban renewal and suburban development, the political economy of cities, educational expectations, and demands for equity. Spr EDUC1720 S01 24153 TTh 10:30-11:50(09) (T. Steffes)

EDUC 1730. American Higher Education in Historical Context. A study of 350 years of American higher education. The first part traces the growth and development of American higher education from premodern college to the modern research university. The second part examines issues facing higher education today and places them in historical context. Particular attention is given to: the evolution of curriculum; professionalism; student life; and the often competing priorities of teaching, research and service. WRIT Spr EDUC1730 S01 24139 MWF 1:00-1:50(06) (L. Spoehr)

EDUC 1740. Academic Freedom on Trial: A Century of Campus Controversies. Inside and outside the classroom--for professors, students, administrators, and others--academic freedom has been contested by forces external and internal to the university. This course focuses on challenges to and changes in the definition and application of "academic freedom" from the end of the 19th century to the present day, with particular attention to academic freedom during times of crisis, especially wartime, and includes consideration of current issues such as speech codes, corporate and government funding of research, and the place of religion on campus. Enrollment limited to 40. WRIT Fall EDUC1740 S01 15218 MWF 2:00-2:50(07) (L. Spoehr)

EDUC 1750. Contemporary Social Problems: Views from Human Development and Education. Explores social problems in terms of contemporary theories and research in human development and education. The class chooses issues for discussion and researches their mechanisms and possible solutions. Demands basic knowledge of theory and research in psychology, sociology, or anthropology, and background in educational issues. Prerequisite: EDUC 0800, 1270, or 1710; or any other two social science courses.

EDUC 1770. Student Culture in Higher Education. American higher education is unique because students as much as faculty have defined the undergraduate educational experience on campus. Through literary societies, Greek life, athletics, newspapers, clubs, rituals, protest movements, and social networks, students have created their own culture that has become for many a quintessential part of college education in America. This course looks at the historical development of student culture, its purpose, and current form while placing it in the larger American social context.

EDUC 1850. Social Context of Learning and Development. A study of 350 years of American higher education. The first part examines issues facing higher education today and places them in historical context. Particular attention is given to: the evolution of curriculum; professionalism; student life; and the often competing priorities of teaching, research and service. WRIT Spr EDUC1850 S01 15228 W 3:00-5:30(17) (J. Li)

EDUC 1860. Social Context of Learning and Development. Focuses on the social environment that contributes to the development of children's minds, language, self-understanding, relations with others, affect, and attitudes toward learning. Examines the period from birth through young adulthood. Topics include children's social interactions, parental expectations and socialization practices, and the influences of family, peers, school, and media. Prerequisites: EDUC 0800, EDUC 1270, EDUC 1430, EDUC 1580, EDUC 1710, CLPS 0610 (COGS 0630), or CLPS 0600 (PSYC 0810). Enrollment limited to 30. WRIT Fall EDUC1860 S01 24150 W 3:00-5:30(10) (J. Li)
EDUC 1870. Education and Human Development in East Asia.
This course examines education and human development in East Asia, mainly China, Japan, and South Korea, using international and comparative perspectives. We will examine the role of educational systems and key contexts such as family, school, and globalization in the development and educational processes of children and adolescents. We will also explore culturally unique concepts, diversity, and inequality in educational processes across and within these countries. The course draws on a range of contemporary studies from interdisciplinary social science fields, some of them theoretical and many of them empirical (both qualitative and quantitative). DPLL WRIT

EDUC 1880. Human Development in the Context of Immigration.
An interdisciplinary approach to the study of child and adolescent development in the context of immigration. We will review the socio-political environments in post-industrial countries with large influxes of immigrant families and examine stressors involved in the process of immigration and the repercussions on family relationships and the children themselves. We will further consider relevant literature on community forces, marginality, and minoritized status along with new research on the various pathways of bicultural identity development. Lastly, we will explore the critical role of schools in the adaptation of immigrant youth and emerging adults. DPLL WRIT

EDUC 1890. Family Engagement in Education.
How do families from diverse backgrounds support their children’s schooling? What does research tell us about how families influence their children’s educational processes and outcomes? Students in this course will examine theories and empirical studies of family processes and engagement in education drawing from psychology, sociology, anthropology, and educational studies. The course offers an in-depth look at focal topics across diverse groups within the U.S. as well as societies abroad to examine issues such as culture, ethnicity, immigration, and socioeconomic status. Elements and programs that promote partnerships between family and school are also discussed. DPLL WRIT

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EDUC 1990. Independent Reading and Research.
Supervised reading and/or research for education concentrators who are preparing an honors thesis. Written permission from the honors advisor required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Supervised reading and/or research for education concentrators who are preparing an honors thesis. Written permission from the honors advisor required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EDUC 2060A. Methods of Teaching: English.
S/NC.

EDUC 2060B. Methods of Teaching: History and Social Studies.
S/NC.

EDUC 2060C. Methods of Teaching: Science.
S/NC.

EDUC 2070A. Student Teaching: English.
S/NC.

EDUC 2070B. Student Teaching: History and Social Studies.
S/NC.

EDUC 2070C. Student Teaching: Science.
S/NC.

EDUC 2080A. Analysis of Teaching: English.
No credit course.

EDUC 2080B. Analysis of Teaching: History and Social Studies.
No credit course.

EDUC 2080C. Analysis of Teaching: Science.
No credit course.

EDUC 2090. Literature Across the Curriculum.
Foci on three major areas of pedagogy: literacy across the curriculum, special education, and teaching English Language Learners. Topics include: current theory and practice in the three areas, legal requirements for special education, planning for differentiated instruction, assessment and diagnosis of student skill levels, measuring and reporting student achievement, adapting content for ELLS, selecting and working with texts, and effective vocabulary instruction. Open to MAT students only. S/NC.

EDUC 2110. Summer Practicum and Analysis.
Introduces MAT students to elementary school students through work in a unique summer enrichment program for inner city Providence children: Summer Prep readings and seminar meetings focus on arts education; introductions to the teaching of literacy, math and science; curriculum and lesson planning; creating a community of learners; issues of diversity; and physical education. S/NC.

EDUC 2120. Practicum and Seminar in Elementary Education.
Students participate in an elementary classroom for 2 1/2 days a week for 12 weeks, participating in all aspects of the school day. Students assume responsibility for individualized instruction, small groups and some daily routines. Examines topics in child development; race, class, ethnic and linguistic diversity; assessment; teaching and learning as well as topics arising from the experiences in classrooms. S/NC.

EDUC 2130. Issues and Trends in Education.
Introduces students to a range of topics that define the current debates in education; the competing purposes of state sponsored education; the standards movement; diversity issues and educational outcomes; the reading wars; standardized testing; multicultural and bilingual education; school choice; teacher unions and teacher professionalism. Students read about these issues from multiple perspectives and form their own views of the debates. Open to undergraduate enrollment.

Using a developmental approach, students are introduced to the major concepts and teaching methods used in elementary math and science classrooms. S/NC.

EDUC 2150. Language and Literacy in the Elementary School Classroom.
An introduction to Comprehensive Literacy instruction in reading and writing, including strategies for teaching interactive read alouds; shared reading and shared writing; phonics and word work; independent reading workshop; guided reading; writer’s notebooks; writing workshop; and children’s literature via an author study. S/NC.

EDUC 2270. Student Teaching.
Provides no fewer than 180 hours of student teaching and observation-equivalent to six semester hours of credit in institutions operating on a semester-hour basis and fulfills the supervised student teaching requirements for elementary school teaching certification in Rhode Island and in ICC member states. S/NC.
EDUC 2280. Seminar: Principles of Learning and Teaching.
A critical analysis of the activity of teaching, restricted to and required of students taking EDUC 2270. The course requires curriculum and lesson planning, reflective analyses of student learning and classroom teaching, and places learning and teaching in context with attention to issues of diversity of schools and their student bodies. S/N.C.

EDUC 2300. Structures and Systems in Urban Education.
The aim of this course is to prepare future education policy leaders to understand, have the tools to investigate and be effective in the context of the many organizations that affect the well-being and ultimate success of urban students. Throughout the course, the city of Providence, along with nearby cities, will be a major "text."

EDUC 2310. Introduction to Educational Research.
Intensive six-week course designed to prepare future leaders in urban education policy with a fundamental understanding of basic concepts, techniques and strategies of social science research. The goal is for students to acquire skills and knowledge that enable them to inform the design, implementation and ultimate use of applied research in a policy setting and to appreciate its limitations.

EDUC 2320. Quantitative Research Methods and Data Analysis.
The goal of this course is to provide students the Urban Education Policy course with a foundation and understanding of basic statistical analyses so that they will be able to design and carry out their own research and will be able to use data to inform education policy and practice.

This course is a requirement for students of the MA in Urban Education Policy program. It deals with the political science and public policy central question of: How can public institutions be redesigned to improve accountability? Particular attention will be given to the governance and politics in urban public school systems.

EDUC 2340. Human Development and Urban Education.
In this course we will learn relevant theories and research in the academic field of Human Development to urban education practice and policy from preschools to high schools. Special emphasis will be placed in areas where there is research convergence and that are relevant to urban populations and settings. Recommended prerequisites: EDUC 0800 or EDUC 1710 or EDUC 1750.

EDUC 2350. Economics of Education II.
Introduces students to the main economic theories and related applied work that inform education policy analysis. In so doing, the course combines economic theory, econometric studies, and education and institutional literature in an examination of current issues in U.S. education, particularly those issues that are most relevant to urban education. The course begins with examinations of key concepts and theories from microeconomics, labor economics, and public economics that are most relevant for studying questions in education. After laying this theoretical foundation the course then examines how these theories can illuminate and aid policy analysis around key topics in U.S. education. Open to graduate students only.

EDUC 2360. Policy Analysis and Program Evaluation for Education.
Informed education policymaking requires reliable information about the causal effects of government programs and other factors shaping educational outcomes. This course offers an overview of education policy analysis with an emphasis on econometric strategies for measuring program impacts. It aims to make students critical consumers of policy evaluations and to equip them with tools to conduct their own research. Topics covered include the political context for policy research, social experiments, alternative strategies for making causal inferences, and cost-benefit analysis. Prerequisites: EDUC 1110, POLS 1600, SOC 1100, or written permission of the instructor.

EDUC 2370. Internship.
Students in the Urban Education Policy Master's Program participate in year-long internships in organizations that focus on urban education policy. Each student works with his or her site supervisor to develop a job description for the internship that allows the student to learn from and contribute to the work of the host organization.

EDUC 2380. Internship.
Students in the Urban Education Policy Master's Program participate in year-long internships in organizations that focus on urban education policy. Each student works with his or her site supervisor to develop a job description for the internship that allows the student to learn from and contribute to the work of the host organization.

EDUC 2450. Exchange Scholar Program.

EDUC 2980. Studies in Education.
Independent study; must be arranged in advance. Section numbers vary by instructor. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EDUC 2990. Thesis Preparation.
No description available.

EDUC XLIST. Courses of Interest to Concentrators in Education.
Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Helvetica was used instead of Arial.

The editor may contact Leepfrog for a draft with the correct fonts in place.