The Barnard Education Program is committed to strengthening public education and addressing issues of equity and social justice, particularly in urban schools. We offer three tracks in Education: Urban Teaching-Elementary/Childhood Education, Urban Teaching-Secondary/Adolescent Education, and Education Studies. In these tracks, students develop a critical lens for looking at the issues facing public schooling and consider ways to promote fair and inclusive policies and practices for all children in our public system. The program is open to all undergraduates at Columbia (BC, SEAS, GS, CC) who are interested in becoming certified teachers, working with young people in human service agencies, or preparing for careers related to education.

**Urban Teaching Minors/Special Concentrations:** Our goal is to prepare students to become skilled and reflective teachers who can effectively respond to the learning needs of diverse learners, and create supportive and intellectually stimulating classroom communities. Students learn to create innovative curriculum; gain experience observing, tutoring, and teaching a diverse range of children and young people; develop confidence in their role as teachers who can promote fair and inclusive school practices; and graduate with certification to teach in New York. (Note: we are part of an interstate agreement for reciprocal certification with many other states.)

This program is registered by the New York State Department of Education and accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). These tracks prepare students to obtain a teaching position as a certified teacher upon graduation and/or to pursue graduate studies in education, public policy, sociology, youth studies, and other related fields.

**Education Studies Minor/Special Concentration:** This track prepares students to pursue graduate studies or positions in public policy, sociology, history, youth studies, philosophy, psychology, and other areas where K-12 education is frequently a focus of coursework and scholarship. Students learn to think deeply and knowledgeably about the manner in which schools socialize as well as educate citizens, and examine how the interests of different stakeholders are privileged or neglected. The courses are linked by a focus on educational inequality and youth studies. This track does not lead to certification.

All three tracks are minors (BC) or special concentrations (CC, GS, SEAS) and are intended to complement a major’s disciplinary specialization and methodological training. In addition to the requirements of the minor/special concentration, students must complete a major.

**Student Learning Outcomes**

1. **Knowledge of Self:** Students investigate how educational experiences in and out of school affect their vision for teaching and learning, use that knowledge to reflect upon and critique their practice, and set goals for continuing growth as equitable, multicultural educators.

2. **Knowledge of Students:** Students understand the importance of getting to know the children and youth in their classrooms; develop specific strategies that aid in understanding students’ needs, capacities, interests, funds of knowledge, and social identities; and construct learning experiences that are responsive and relevant to their students.

3. **Knowledge of Content:** Students develop knowledge and skills to critique the social, political, cultural, and historical forces that construct traditional content knowledge and design academic content that is dynamic, inquiry-based, and encompasses multiple literacies, and cultural perspectives.

4. **Knowledge of Pedagogy:** Students experience, practice, evaluate, and reflect on a range of constructivist, inclusive, critical, collaborative, and authentic methods for engaging students in learning and in assessing learning outcomes.

5. **Knowledge of Context:** Students investigate the complex ways in which social, political, cultural, and historical forces shape school contexts, including students’ opportunities in schools, teacher empowerment, effective leadership, roles of parents and the community, and patterns of similarity and difference across schools.

The Education Program is accredited by Teacher Education Accreditation Council (TEAC) to recommend students who complete the program for Initial Certification in either Childhood Education (Grades 1-6) or Adolescent Education (Grades 7-12). Graduates of the program are also eligible for membership in the Interstate Certification Agreement, a reciprocal certification among forty-one states. We provide ongoing support to those who teach in the New York City area through our New Teacher Network.

To apply, visit our website (https://education.barnard.edu/UrbanTeaching/Apply/). Students are encouraged to apply for admission by March of the sophomore year but no later than the first Tuesday in September of the junior year. Those who plan to study abroad during junior year should apply by the spring of the freshman year, but no later than the first Tuesday in September of the sophomore year and take the Inclusive Approaches and Multicultural Pedagogy courses in the fall and spring of sophomore year. Admission criteria include good academic standing; evidence of commitment to the field of education; interest in issues of social justice issues as they affect education, particularly in urban schools; and capacity for growth as an intellectually resourceful and reflective teacher. Enrollment is limited.

**Professors**

Thea Abu El-Haj (Program Director/Chair)
Maria Rivera Maulucci

**Senior Lecturer and Certification Officer**

Lisa Edstrom

**Term Assistant Professors**

Erika Kitzmiller
Chandler Miranda
Rachel Throop

**Education Advisory Committee**

Peter Balsam, Professor of Psychology and Samuel R. Milbank Chair
Lesley Sharp, Barbara Chamberlain & Helen Chamberlain Josefsberg
Professor of Anthropology
Herbert Sloan, Professor Emeritus of History
Kathryn Yatrakis, Professor of Urban Studies and Former Dean of Academic Affairs (Columbia College)
Requirements for the Urban Teaching
Minors/Special Concentrations

Elementary/Childhood Education (To Teach Grades 1-6)

This program leads to New York State Initial Certification in Childhood Education (Grades 1-6). In addition to the liberal arts major, students must complete a total of 26-28 credits as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement A - Educational Foundations</td>
<td>4</td>
</tr>
<tr>
<td>Requirement B - Psychology</td>
<td>3-4.5</td>
</tr>
<tr>
<td>Requirement C - Pedagogical Elective</td>
<td></td>
</tr>
<tr>
<td>Requirement D - Pedagogical Core</td>
<td></td>
</tr>
<tr>
<td>Requirement E - Liberal Arts and Sciences</td>
<td></td>
</tr>
</tbody>
</table>

**Requirement A - Educational Foundations**

For students who have already taken EDUC BC3032, PHIL UN2100, SOCI UN3225, or ECON BC3012 to fulfill Requirement A prior to Fall 2018 do not need to enroll in EDUC BC1510 to fulfill the requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC BC1510</td>
<td>Educational Foundations</td>
<td>4</td>
</tr>
</tbody>
</table>

**Requirement B - Psychology**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC BC1115</td>
<td>Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC BC1129</td>
<td>Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC BC2134</td>
<td>Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC UN1420</td>
<td>RESEARCH METHODS - HUMAN BEHAVIOR</td>
<td></td>
</tr>
</tbody>
</table>

**Requirement C - Pedagogical Elective**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC BC3050</td>
<td>Science in the City</td>
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<tr>
<td>EDUC BC3052</td>
<td>Math and the City</td>
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<tr>
<td>EDUC BC3055</td>
<td>Arts and Humanities in the City: Critical Literacy and Digital Storytelling</td>
<td></td>
</tr>
<tr>
<td>EDUC BC3058</td>
<td>Science in the City II: Preparing Future Scientists Now</td>
<td></td>
</tr>
</tbody>
</table>

**Requirement D - Pedagogical Core**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC BC3025</td>
<td>Inclusive Approaches to Teaching Literacy: Theory and Practice</td>
<td>4</td>
</tr>
<tr>
<td>EDUC BC3053</td>
<td>Multicultural Elementary Pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>EDUC BC3063</td>
<td>Elementary Student Teaching in Urban Schools</td>
<td>6</td>
</tr>
<tr>
<td>EDUC BC3064</td>
<td>Critical Inquiry in Urban Teaching</td>
<td>4</td>
</tr>
<tr>
<td>EDUC BC3061</td>
<td>Performance Assessment of Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

**Requirement E - Liberal Arts and Sciences**

Visit [https://education.barnard.edu/UrbanTeaching/LiberalArtsandSciencesRequirements/](https://education.barnard.edu/UrbanTeaching/LiberalArtsandSciencesRequirements/) for more information.

**Requirement F - Clinical Experiences**

Visit [https://education.barnard.edu/UrbanTeaching/ClinicalExperiences](https://education.barnard.edu/UrbanTeaching/ClinicalExperiences) for more information.

Additional Urban Teaching Certification Requirements: Adolescent/Secondary

Students seeking certification in Adolescent Education must also complete 36 credits in the content area for which they seek certification. Typically, students major in the subject area for which they are seeking certification. Students must earn a grade of C or better for each course taken in the content core.

### English:

A total of 36 credits of English.

### Foreign Languages:

A total of 36 credits in French, German, Italian, Latin, or Spanish.

### Mathematics:

A total of 36 credits of Mathematics.

### Science:

A total of 36 credits in sciences including a minimum of 18 credits of collegiate-level study in the science or each of the sciences for which certification is sought: Biology, Chemistry, Physics, or Earth Science. Please note that psychology does not count as a science for NYS Teacher Certification.

### Social Studies:

Note: Senior year student teaching may conflict with other opportunities at Barnard (e.g., PSYC BC3465 Field Work # Research Seminar: Toddler Center, PSYC BC3466 Field Work # Research Seminar: Toddler Center). Students with these interests should arrange their schedules accordingly.
The Education Studies track requires a minimum of six courses:

- **Courses offered at Columbia**
- **Please note that some applied science courses will not be accepted.**

### Certification Requirements

The Urban Teaching program is accredited by AAQEP and approved by the New York State Education Department to recommend students who complete the program for Initial Certification in either Childhood Education (grades 1-6) or Adolescent Education (grades 7-12). New York State has reciprocity with most other states, allowing graduates of the program the ability to apply for certification in another state through our membership in the Interstate Certification Agreement.

Certification is based on demonstrated competency in both academic and field settings. Students are required to complete a minimum of 360 hours of educational based clinical experiences. 260+ hours must be supervised field based experiences. Students must pass the New York State Teacher Certification Examinations and the edTPA performance assessment. Also required are workshops in Child Abuse Identification; School Violence Intervention and Prevention; and the Dignity for All Students Act (DASA), offered at Teachers College.

### Requirements for the Education Studies Minor/Special Concentration

To complete the Minor (BC) or Special Concentration (CC/GS) in Education Studies, students must complete 20-24 points of course work, listed below.

The Education Studies track requires a minimum of six courses:

**Requirement A - Educational Foundations**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC BC1510</td>
<td>Educational Foundations</td>
<td>4</td>
</tr>
</tbody>
</table>

**Requirement B - Educational Foundations Electives**

Select two of the following:

- EDUC BC3032 Investigating the Purposes and Aims of Education Policy
- EDUC BC3040 Migration, Globalization, and Education
- EDUC BC3042 Gender, Sexuality, and Schooling
- EDUC BC3044 Education and Social Change in Comparative Global Contexts
- EDUC BC3045 Complicating Class: Education and the Limits of Equity
- EDUC BC3250 Education in a Polarized and Unequal Society
- URBS UN3310 Race, Space, and Urban Schools
- PHIL UN2100 Philosophy of Education
- SOCI UN3225 Sociology of Education
- SOCI UN3974 Sociology of Schools, Teaching and Learning
- ECON BC3012 Economics of Education
- PSYC BC2134 Educational Psychology

**Requirement C - Interdisciplinary Elective (formerly Educational Elective)**

Select one course with advanced approval from Education adviser. For a full list of courses that satisfy the interdisciplinary elective requirement, see https://education.barnard.edu/EducationStudies/Requirements/. Advanced approval required for courses not listed on the website.

**Requirement D - Pedagogical Elective**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC BC3050</td>
<td>Science in the City</td>
<td></td>
</tr>
<tr>
<td>EDUC BC3052</td>
<td>Math and the City</td>
<td></td>
</tr>
<tr>
<td>EDUC BC3055</td>
<td>Arts and Humanities in the City: Critical Literacy and Digital Storytelling</td>
<td></td>
</tr>
<tr>
<td>EDUC BC3058</td>
<td>Science in the City II: Preparing Future Scientists Now</td>
<td></td>
</tr>
</tbody>
</table>

**Requirements for the Urban Teaching Specialization**

Urban Studies majors who wish to pursue certification should apply to the Education Program by the spring of their freshman year. We encourage students to plan carefully if they wish to pursue this option.

Urban Studies majors who have selected Urban Teaching as their area of specialization within the major should complete the following:

**Requirement A - Educational Foundations**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC BC1510</td>
<td>Educational Foundations</td>
<td>4</td>
</tr>
</tbody>
</table>

**Requirement B - Psychology**

Select one of the following:

- PSYC BC1107 Psychology of Learning
- PSYC BC1115 Cognitive Psychology
- PSYC BC1129 Developmental Psychology
- PSYC BC2134 Educational Psychology
- PSYC BC3382 Adolescent Psychology
- PSYC UN1420 Research Methods - Human Behavior

**Requirement C - Field Studies**

Select one of the following:

- EDUC BC3050 Science in the City
- EDUC BC3052 Math and the City
- EDUC BC3055 Arts and Humanities in the City: Critical Literacy and Digital Storytelling
- EDUC BC3058 Science in the City II: Preparing Future Scientists Now
- SOCI UN3974 Sociology of Schools, Teaching and Learning

**Requirement D - Pedagogical Core**

Select one of the following:

- EDUC BC3053 Multicultural Elementary Pedagogy
- EDUC BC3054 Multicultural Secondary Pedagogy

A total of 36 credits, including 6 credits of American History; 6 credits of European or World History; 3 credits of non-Western study; and any other distribution to make 36 credits, chosen from credits in History, Political Science, Anthropology, Sociology, and Economics.
Requirements for the Urban Education Specialization

Urban Studies majors who have selected Urban Education as their area of specialization within the major should complete the following:

**Requirement A - Educational Foundations**

EDUC BC1510 Educational Foundations 4

**Requirement B - Educational Electives**

Select two of the following:

- EDUC BC3032 INVESTIGATING THE PURPOSES AND AIMS OF EDUCATION POLICY
- EDUC BC3040 Migration, Globalization, and Education
- EDUC BC3042 Gender, Sexuality, and Schooling
- EDUC BC3044 Education and Social Change in Comparative Global Contexts
- EDUC BC3045 Complicating Class: Education and the Limits of Equity
- EDUC BC3250 EDUCATION IN A POLARIZED AND UNEQUAL SOCIETY
- URBS UN3310 Race, Space, and Urban Schools
- PHIL UN2100 Philosophy of Education
- SOCI UN3225 Sociology of Education
- ECON BC3012 Economics of Education

**Requirement C - Field Studies**

Select one of the following:

- EDUC BC3050 Science in the City
- EDUC BC3052 Math and the City
- EDUC BC3055 Arts and Humanities in the City: Critical Literacy and Digital Storytelling
- EDUC BC3058 Science in the City II: Preparing Future Scientists Now
- SOCI UN3974 Sociology of Schools, Teaching and Learning*

**Requirement D - Capstone**

EDUC BC3051 Seminar in Urban Education 4

* Courses offered at Columbia

**Fall 2020 Courses**

**Fall A Courses**

**EDUC BC1510 Educational Foundations. 4 points.**

Students are required to attend a discussion section.

Introduction to the psychological, philosophical, sociological, and historical foundations of education as way to understand what education is, how education has become what it is, and to envision what education should be.

**Fall 2020: EDUC BC1510**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1510</td>
<td>001/00017</td>
<td>T Th 4:10pm - 6:00pm</td>
<td>Chandler</td>
<td>4</td>
<td>39/30</td>
</tr>
<tr>
<td>EDUC 1510</td>
<td>002/00018</td>
<td>T Th 10:10am - 12:00pm</td>
<td>Erika Kitzmiller</td>
<td>4</td>
<td>29/30</td>
</tr>
</tbody>
</table>

**EDUC BC3045 Complicating Class: Education and the Limits of Equity. 4 points.**

In this course, we start from the premise that a failure to understand what social class is and how social class matters in daily life stops us from having conversations about the possibilities and limitations of schooling and, as such, prevents us from doing what we can to improve the schooling experiences of poor and working-class students. Throughout the semester, we will work to "complicate class", reconsidering what class is, why class matters, and how we can best think about the relationship between social class and schooling. You will develop a language for talking about class, considering the affordances and constraints of various conceptions of class. You will also leave with critical questions about the possibilities and limitations of relying on schools as a solution to social problems. Recognizing restraints, we will conclude by reflecting on how we might work toward creating more equitable learning environments for poor and working-class students.

**Fall 2020: EDUC BC3045**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3045</td>
<td>001/00017</td>
<td>T Th 11:00am - 12:50pm</td>
<td>Rachel Throop</td>
<td>4</td>
<td>26/24</td>
</tr>
</tbody>
</table>

**EDUC BC3064 Critical Inquiry in Urban Teaching. 4 points.**

Corequisites: EDUC BC3063 or EDUC BC3065. Enrollment limited to student teachers enrolled in the Education Program.

Designed to help student teachers develop as reflective practitioners who can think critically about issues facing urban schools, particularly how race, class and gender influence schooling; and to examine the challenges and possibilities for providing intellectually engaging, meaningful curriculum to all students in urban classrooms.

**Fall 2020: EDUC BC3064**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3064</td>
<td>001/00026</td>
<td>M 6:10pm - 8:00pm</td>
<td>Thea Abu El-Haj</td>
<td>4</td>
<td>6/10</td>
</tr>
<tr>
<td>EDUC 3064</td>
<td>001/00026</td>
<td>T Th 11:00am - 12:50pm</td>
<td>Thea Abu El-Haj</td>
<td>4</td>
<td>6/10</td>
</tr>
</tbody>
</table>

**Fall B Courses**

**EDUC BC1510 Educational Foundations. 4 points.**

Students are required to attend a discussion section.

Introduction to the psychological, philosophical, sociological, and historical foundations of education as way to understand what education is, how education has become what it is, and to envision what education should be.

**Fall 2020: EDUC BC1510**

<table>
<thead>
<tr>
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<td>4</td>
<td>29/30</td>
</tr>
</tbody>
</table>
EDUC BC3025 Inclusive Approaches to Teaching Literacy: Theory and Practice. 4 points.
This seminar engages students in an exploration of how schools prepare students to be literate across multiple subject areas. Engaging students with theory and practice, we will look at how students learn to read and write, considering approaches for literacy instruction from early childhood through adolescence. Understanding that schools are required to meet the needs of diverse learners, we will explore literacy instruction for K-12 students with special needs, multilingual learners, and students from diverse cultural backgrounds.

EDUC BC3032 Investigating the Purposes and Aims of Education Policy. 4 points.
Prerequisites: The instructor’s permission. This course explores a broad continuum of educational policies, with a critical eye toward the impact these policies have on promoting equity and justice. Because no one course can do everything, our focus will be on educational policy in the United States. However, a major research assignment will be for you to do a critical analysis of one of these policies in the context of another country.

EDUC BC3040 Migration, Globalization, and Education. 4 points.
Globalization and mass migration are reconfiguring the modern world and reshaping the contours of nation-states. New technologies that facilitate the movement of information, goods, and people across borders have made it easier for people to remain culturally, politically, economically and socially connected to the places from which they migrated. This seminar focuses on the experiences of the youngest members of these global migration patterns—children and youth—and asks: What do these global flows mean for educating young people to be members of the multiple communities to which they belong?

EDUC BC3050 Science in the City. 4 points.
Prerequisites: the instructor’s permission. In partnership with the American Museum of Natural History students investigate science, science pedagogical methods, and ways to use New York City as a resource for science teaching and learning. Sessions will be held at Barnard and the museum. Field trips and fieldwork required. Non-science majors pre-service elementary students and first year students, welcome. Note: Students in the Childhood Urban Teaching Program may use this course as a pedagogical elective.

EDUC BC3051 Seminar in Urban Education. 4 points.
This seminar serves as the capstone course for students pursuing the Education Studies minor/special concentration or the Urban Studies major/concentration with an Urban Education Specialization.

The Seminar in Urban Education explores the historical, political and socio-cultural dynamics of urban education in the U.S. context. Over time, a range of social actors have intervened in the “problem” of urban education, attempting to reshape and reform urban schools. Others have disputed this “problem” focused approach, arguing that policy makers, teachers, and researchers should start from the strengths and capacities located in urban communities. Despite decades of wide ranging reform efforts, however, many urban schools still fail to provide their students with an adequate, equitable education. Seminar in Urban Education investigates this paradox by pursuing three central course questions: 1) How have various social actors tried to achieve equity in urban schools over time? 2) What are the range and variation of assets and challenges found in urban schools? and 3) Considering this history and context, what would effective reform in a global city like NYC look like? Students will engage these questions not only through course readings and seminar discussions, but through a 40-hour field placement in a New York City public school classroom, extra-curricular program, or other education based site.

EDUC BC3055 Arts and Humanities in the City: Critical Literacy and Digital Storytelling. 4 points.
Using the theme of “Arts and Humanities in the City”, this seminar will build participants’ knowledge of critical literacy, digital storytelling methods, and ways to use New York City as a resource for teaching the Arts (Dance, Theatre, Music, and Visual Arts), Social Studies, and English Language Arts in grades K-12. Critical literacy is an approach to teaching and learning that focuses on developing students’ abilities to read, analyze, understand, question, and critique hidden perspectives and socially-constructed power relations embedded in what it means to be literate in a content area.
Spring 2021 Courses

Semester-long Courses

EDUC BC3053 Multicultural Elementary Pedagogy. 4 points.
This seminar will engage prospective teachers in developing effective strategies for teaching at the elementary school level in ways that draw upon five specific domains of knowledge: knowledge of self, content, pedagogy, context and students. Students will be introduced to a variety of teaching approaches and develop ways to adapt them to teach various subjects to students in urban public school settings, understanding the intellectual, social and emotional needs of elementary school students. Students will learn to write lesson plans, develop assessments and practice teaching in "microteaching" sessions taught to peers. We will explore state standards, approaches to classroom management, and Universal Design for Learning as we develop approaches to create caring, democratic learning communities.

EDUC BC3054 Multicultural Secondary Pedagogy. 4 points.
What does it mean to be an excellent teacher? The Seminar in Secondary Multicultural Pedagogy will engage this question as you work to develop methods for teaching your subject(s) in ways that draw upon five specific domains of knowledge: knowledge of self, content, pedagogical methods, context, and students. You will be introduced to a variety of multicultural teaching approaches and develop ways to adapt them to your particular subject area and to the intellectual, social, and emotional needs of adolescent learners. Throughout the course, we will consider how to effectively differentiate instruction for and support ELL students and students with special needs. Seminar sessions will include discussions, presentations of lessons, group activities, and problem-solving issues teachers encounter in the classroom. We will explore culturally responsive approaches to: learning; learning standards; instruction and assessment; creating caring, democratic learning communities; selecting curriculum content, and engaging all students in learning. Assignments will ask you to reflect on the teaching/learning process in general, and on the particulars of teaching your academic discipline. We will accomplish this through lesson planning, practice teaching two mini-lessons, observing your peers teaching and offering feedback, and exploring stances and strategies for multicultural pedagogy in your content area.

EDUC BC3058 Science in the City II: Preparing Future Scientists Now. 4 points.
Prerequisites: the instructor’s permission. Open to Non-science majors, pre-service elementary students, and first-year students. Students investigate the science of learning, the Next Generation Science Standards, scientific inquiry and engineering design practices, and strategies to include families in fostering student achievement and persistence in science. Fieldwork required. Note: Students in the Childhood Urban Teaching Program may use this course as a pedagogical elective.

EDUC BC3063 Elementary Student Teaching in Urban Schools. 6 points.
Prerequisites: completion of EDUC BC2052 or EDUC BC2062 and EDUC BC2055, with grades of B or better. NYCDOE Fingerprinting. Corequisites: EDUC BC3064. Enrollment limited. Supervised student teaching in elementary schools includes creating lesson plans, involving students in active learning, using cooperative methods, developmentally appropriate assessment, and meeting the needs of diverse learners in urban schools. Teaching skills developed through weekly individual and/or group supervision meetings (to be scheduled at the beginning of the semester), conferences, and portfolio design. Requires 100 hours of teaching at two different grade levels, full-time for one semester. Note: Students are only permitted to leave their student teaching placements early twice a week, once for EDUC BC3064 and one other day for one additional course having a start time of 2 pm or later. Students are only permitted to take one additional course while enrolled in EDUC BC3063 and EDUC BC3064.

EDUC BC3065 Secondary Student Teaching in Urban Schools. 6 points.
Prerequisites: Completion of EDUC BC2052 or EDUC BC2062 and EDUC BC2055, with grades of B or better. NYCDOE Fingerprinting required. Corequisites: EDUC BC3064. Enrollment limited. Supervised student teaching in secondary schools includes creating lesson plans, involving students in active learning, using cooperative methods, developmentally appropriate assessment, and meeting the needs of diverse learners in urban schools. Teaching skills developed through weekly individual and/or group supervision meetings (to be scheduled at the beginning of the semester), conferences, and portfolio design. Requires 100 hours of teaching at two different grade levels, full-time for one semester. Note: Students are only permitted to leave their student teaching placements early twice a week, once for EDUC BC3064 and one other day for one additional course having a start time of 2 pm or later. Students are only permitted to take one additional course while enrolled in EDUC BC3064 and EDUC BC3065.

Spring A Courses

EDUC BC3042 Gender, Sexuality, and Schooling . 4 points.
Broadly, this course explores the relationship between gender, sexuality, and schooling across national contexts. We begin by considering theoretical perspectives, exploring the ways in which gender and sexuality have been studied and understood in the interdisciplinary field of education. Next, we consider the ways in which the subjective experience of gender and sexuality in schools is often overlooked or inadequately theorized. Exploring the ways that race, class, citizenship, religion and other categories of identity intersect with gender and sexuality, we give primacy to the contention that subjectivity is historically complex, and does not adhere to the analytically distinct identity categories we might try to impose on it.
EDUC BC3051 Seminar in Urban Education. 4 points.
This seminar serves as the capstone course for students pursuing the Education Studies minor/special concentration or the Urban Studies major/concentration with an Urban Education Specialization.

The Seminar in Urban Education explores the historical, political and socio-cultural dynamics of urban education in the U.S. context. Over time, a range of social actors have intervened in the “problem” of urban education, attempting to reshape and reform urban schools. Others have disputed this “problem” focused approach, arguing that policy makers, teachers, and researchers should start from the strengths and capacities located in urban communities. Despite decades of wide ranging reform efforts, however, many urban schools still fail to provide their students with an adequate, equitable education. Seminar in Urban Education investigates this paradox by pursuing three central course questions: 1) How have various social actors tried to achieve equity in urban schools over time? 2) What are the range and variation of assets and challenges found in urban schools? and 3) Considering this history and context, what would effective reform in a global city like NYC look like? Students will engage these questions not only through course readings and seminar discussions, but through a 40-hour field placement in a New York City public school classroom, extra-curricular program, or other education based site.

URBS UN3310 Race, Space, and Urban Schools. 3 points.
Many people don’t think of themselves as having attended segregated schools. And yet, most of us went to schools attended primarily by people who looked very much like us. In fact, schools have become more segregated over the past 30 years, even as the country becomes increasingly multiracial. In this class, we will use public schools as an example to examine the role race plays in shaping urban spaces and institutions. We will begin by unpacking the concept of racialization, or the process by which a person, place, phenomenon, or characteristic becomes associated with a certain race. Then, we will explore the following questions: What are the connections between city schools and their local contexts? What does it mean to be a “neighborhood school”? How do changes in neighborhoods change schools? We will use ethnographies, narrative non-fiction, and educational research to explore these questions from a variety of perspectives. You will apply what you have learned to your own experiences and to current debates over urban policies and public schools. This course will extend your understanding of key anthropological and sociological perspectives on urban inequality in the United States, as well as introduce you to critical theory.

Spring B Courses
EDUC BC1510 Educational Foundations. 4 points.
Students are required to attend a discussion section.

Introduction to the psychological, philosophical, sociological, and historical foundations of education as way to understand what education is, how education has become what it is, and to envision what education should be.

Summer 2021 Courses
Summer A Courses
EDUC BC1510 Educational Foundations. 4 points.
Students are required to attend a discussion section.

Introduction to the psychological, philosophical, sociological, and historical foundations of education as way to understand what education is, how education has become what it is, and to envision what education should be.

EDUC BC3055 Arts and Humanities in the City: Critical Literacy and Digital Storytelling. 4 points.
Using the theme of “Arts and Humanities in the City”, this seminar will build participants’ knowledge of critical literacy, digital storytelling methods, and ways to use New York City as a resource for teaching the Arts (Dance, Theatre, Music, and Visual Arts), Social Studies, and English Language Arts in grades K-12. Critical literacy is an approach to teaching and learning that focuses on developing students’ abilities to read, analyze, understand, question, and critique hidden perspectives and socially-constructed power relations embedded in what it means to be literate in a content area.

EDUC BC3061 Performance Assessment of Teaching. 3 points.
Open to Urban Teaching students in the Education Program.
EDUC BC3250 EDUCATION IN A POLARIZED AND UNEQUAL SOCIETY. 4 points.
The rise in political polarization and social inequality over the past few decades has challenged the ideals that public schools were founded on nearly two centuries ago. In the past few years, we have witnessed a surge in homophobic, racist, misogynist, and xenophobic rhetoric in our society and our schools. At the same time, teachers in classrooms across this country have been engaged in the difficult work of challenging oppression and injustice in their schools, communities, and nation. These teachers know that the future of our democracy is at stake. Using a historical and sociological framework, this course examines the past and present conditions that have led to political polarization, escalating inequality, and persistent injustice. It seeks to examine the lineage of racism, sexism, nativism, and imperialism on our nation and its schools and to consider the extent to which these challenges are uniquely American or part of a more global phenomenon. It offers an introduction to the deep current of American social, political, and economic culture that many argue has produced the challenges that our nation faces today: personal and political gain marred by intolerance, derived from wealth, and rooted in the history of segregation, sexism, and exploitation. Instead of seeing these challenges as separate entities, the course acknowledges the intersectional nature of power and politics. Students will consider how these conditions affect their roles as educators and the lives of the youth and families in their schools and communities. They will leave the course with a deeper appreciation and understanding of the historical and sociological antecedents that have contributed to polarization, inequity, and injustice around the globe.

Cross-Listed Courses
ECON BC3012 Economics of Education. 3 points.
Prerequisites: ECON BC3035 and ECON BC2411 or permission of the instructor.
Analyzes education policies and education markets from an economic perspective. Examines challenges that arise when researchers attempt to identify the causal effects of inputs. Other topics: (1) education as an investment, (2) public school finance, (3) teacher labor markets, (4) testing/accountability programs, (5) school choice programs, and (6) urban public school reforms.

Fall 2020: ECON BC3012
Course Number  | Section/Call Number | Times/Location | Instructor | Points | Enrollment
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ECON 3012 | 001/00262 | M T W Th 2:40pm - 3:55pm; Room TBA | Randall Reback | 3 | 53

PHIL UN2100 Philosophy of Education. 3 points.
Drawing on classical and contemporary sources, this course will introduce students to a variety of texts that address the philosophical consideration of education, including its role in the development of the individual and the development of a democratic society. Readings from Plato, Rousseau, Dewey, and others.

PSYC BC2134 Educational Psychology. 3 points.
Prerequisites: BC1001 or permission of the instructor.
Through a participative classroom model, the major theories of child and adolescent development and learning fundamental to the educative process are examined. Analysis of applications and implications of psychological knowledge for classroom teaching through observations and research in elementary and secondary school classes. Examines models of instruction and assessment; motivation, teaching, and learning strategies; and gender, economic, and racial issues.