

EDUCATION*

*Education is offered exclusively as a concentration.

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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: Educational Studies, Urban Teaching-Elementary/Childhood Education, and Urban Teaching-Secondary/Adolescent Education. 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.

Educational Studies Major: This major is an interdisciplinary program for students who wish to understand, critically analyze, and conduct research on the role of education in society. Students who pursue the major in Educational Studies learn to evaluate educational policy, practice, and research through a critical, equity-oriented lens. Our graduates are prepared to act creatively for peace, justice, and sustainability in a range of local and global educational contexts.

Currently, the major in Education Studies is open to Barnard College students only.

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](#). 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 Educational Studies Major

To complete the Major (BC) in Educational Studies, students must complete a minimum of 44 points of course work, listed below. *Please note that the Educational Studies major is currently being offered to Barnard College students only.*

The Education Studies track requires a minimum of eleven courses:

Requirement A - Foundational Coursework

EDUC BC1510	EDUCATIONAL FOUNDATIONS
URBS UN3310	Race, Space, and Urban Schools

Requirement B - Pedagogical Elective

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
EDUC BC3030	Critical Pedagogies
SOCI UN3974	Sociology of Schools, Teaching and Learning

Requirement C - Concentration Courses

Select 6 of the following: At least 2 courses must be EDUC courses. Course selection to be determined with adviser.

EDUC BC3032	INVESTIGATING THE PURPOSES AND AIMS OF EDUCATION POLICY
EDUC BC3042	Gender, Sexuality, and Schooling
EDUC BC3045	Complicating Class: Education and the Limits of Equity
EDUC BC3040	Migration, Globalization, and Education
EDUC BC3250	EDUCATION IN A POLARIZED AND UNEQUAL SOCIETY
EDUC BC3044	Education and Social Change in Comparative Global Contexts
EDUC BC3034	Families, Communities, and Schools
EDUC BC3030	Critical Pedagogies
PHIL UN2100	Philosophy of Education
SOCI UN3225	Sociology of Education
ECON BC3012	Economics of Education
PSYC BC2134	Educational Psychology
CSER UN3928	Colonization/Decolonization
HRTS UN3001	Introduction to Human Rights

Other Courses You may count other electives not listed here toward the Concentration Courses requirement. These courses must be reviewed with your adviser before enrollment.

Requirement D - Senior Capstone

EDUC BC3088
EDUC BC3089

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:

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.

EDUC BC1510	EDUCATIONAL FOUNDATIONS	4
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Requirement B - Psychology

Select one of the following: 3-4.5

PSYC BC1115	Cognitive Psychology
PSYC BC1129	Developmental Psychology
PSYC BC2134	Educational Psychology
PSYC UN1420	RESEARCH METHODS - HUMAN BEHAVIOR *

Requirement C - Pedagogical Elective

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

Requirement D - Pedagogical Core

EDUC BC3025	Inclusive Approaches to Teaching Literacy: Theory and Practice	4
EDUC BC3053	Multicultural Elementary Pedagogy	4
EDUC BC3063	Elementary Student Teaching in Urban Schools	6
EDUC BC3064	Critical Inquiry in Urban Teaching	4
EDUC BC3061	Performance Assessment of Teaching	3

Requirement E - Liberal Arts and Sciences

Visit <https://education.barnard.edu/UrbanTeaching/LiberalArtsandSciencesRequirements> for more information.

Requirement F - Clinical Experiences

Visit <https://education.barnard.edu/UrbanTeaching/ClinicalExperiences> for more information.

* Courses offered at Columbia

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.

Secondary/Adolescent Education (To Teach Grades 7-12)

This program leads to the New York State Initial Certification in Adolescent Education (Grades 7-12) in the fields of English, Foreign and Ancient Languages, Mathematics, the Sciences, and Social Studies. Students must complete a total of 23-26 credits from the following course of study:

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.

EDUC BC1510	EDUCATIONAL FOUNDATIONS	4
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Requirement B - Psychology

Select one of the following: 3-4.5

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 - Pedagogical Elective

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

Requirement D - Pedagogical Core

EDUC BC3025	Inclusive Approaches to Teaching Literacy: Theory and Practice	4
EDUC BC3054	Multicultural Secondary Pedagogy	4
EDUC BC3065	Secondary Student Teaching in Urban Schools	6
EDUC BC3064	Critical Inquiry in Urban Teaching	4
EDUC BC3061	Performance Assessment of Teaching	3

Requirement E - Liberal Arts and Sciences

Visit <https://education.barnard.edu/UrbanTeaching/LiberalArtsandSciencesRequirements> for more information.

Requirement F - Clinical Experiences

Visit <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, Greek, 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:

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.

* 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

For Students Declaring the Education Studies Minor/Special Concentration Prior to Spring 2021

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

EDUC BC1510	EDUCATIONAL FOUNDATIONS	4
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Requirement B - Educational Electives

Select two of the following. One Educational Elective course must be an EDUC course.

EDUC BC3030	Critical Pedagogies ***
EDUC BC3032	INVESTIGATING THE PURPOSES AND AIMS OF EDUCATION POLICY
EDUC BC3034	Families, Communities, and Schools
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:

EDUC BC3030	Critical Pedagogies ***
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

Requirement E - Pedagogical Core

EDUC BC3051	Seminar in Urban Education	4
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* Courses offered at Columbia

** Your final project or paper for the Educational Elective course should focus on educational issues and a copy of the project or paper must be submitted to the Education Program office for inclusion in your student file.

*** EDUC BC3030 *Critical Pedagogies* can count towards the Education Electives or the Pedagogical Elective requirement in Spring 2021 only.

For Students Declaring the Education Studies Minor/ Special Concentration in Spring 2021 and Beyond

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

EDUC BC1510	EDUCATIONAL FOUNDATIONS	4
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Requirement B - Educational Electives

Select three of the following: One Educational Elective course must be an EDUC course.

EDUC BC3030	Critical Pedagogies **
EDUC BC3032	INVESTIGATING THE PURPOSES AND AIMS OF EDUCATION POLICY
EDUC BC3034	Families, Communities, and Schools
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
AMST UN3931	Topics in American Studies (Sec. 002: Race, Poverty, and American Criminal Justice or Sec. 003: Equity in Higher Education)
CSER UN3928	Colonization/Decolonization
ECON BC3012	Economics of Education
PHIL UN2100	Philosophy of Education
PSYC BC2134	Educational Psychology

PSYC BC3363	Pedagogy for Higher Education in Psychology
PSYC BC3382	Adolescent Psychology
SOCI UN3225	Sociology of Education
SOCI W3923	Adolescent Society
SOCI UN3974	Sociology of Schools, Teaching and Learning *

Requirement C - Pedagogical Elective

Select one of the following:

EDUC BC3030	Critical Pedagogies **
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

Requirement D - Pedagogical Core

EDUC BC3051	Seminar in Urban Education	4
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* Courses offered at Columbia

** EDUC BC3030 *Critical Pedagogies* can count towards the Education Electives or the Pedagogical Elective requirement in Spring 2021 only.

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

EDUC BC1510	EDUCATIONAL FOUNDATIONS	4
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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

EDUC BC3025	Inclusive Approaches to Teaching Literacy: Theory and Practice	4
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EDUC BC3053 or EDUC BC3054	Multicultural Elementary Pedagogy Multicultural Secondary Pedagogy	4
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* Courses offered at Columbia

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
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Requirement B - Educational Electives

Select two of the following:

EDUC BC3030	Critical Pedagogies **
EDUC BC3032	INVESTIGATING THE PURPOSES AND AIMS OF EDUCATION POLICY
EDUC BC3034	Families, Communities, and Schools
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 BC3030	Critical Pedagogies **
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
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* Courses offered at Columbia

** EDUC BC3030 *Critical Pedagogies* can count towards the Education Electives or the Pedagogical Elective requirement in Spring 2021 only.

Fall 2020 Courses

Fall A Courses

EDUC BC1510 EDUCATIONAL FOUNDATIONS. 4.00 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

Spring 2021: EDUC BC1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00355	T Th 4:10pm - 6:00pm Room TBA	Chandler Miranda	4.00	44/45

Fall 2021: EDUC BC1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00486	M W 2:10pm - 4:00pm Room TBA	Chandler Miranda	4.00	30/30
EDUC 1510	002/00487	T Th 10:10am - 12:00pm Room TBA	0. FACULTY	4.00	24/30

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 2021: EDUC BC3045

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3045	001/00497	W 10:10am - 12:00pm Room TBA	Rachel Throop	4	22/20

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 2021: EDUC BC3064

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3064	001/00527	M 10:10am - 12:00pm Room TBA	Maria Rivera Maulucci	4	0/10

Fall B Courses

EDUC BC1510 EDUCATIONAL FOUNDATIONS. 4.00 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

Spring 2021: EDUC BC1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00355	T Th 4:10pm - 6:00pm Room TBA	Chandler Miranda	4.00	44/45

Fall 2021: EDUC BC1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00486	M W 2:10pm - 4:00pm Room TBA	Chandler Miranda	4.00	30/30
EDUC 1510	002/00487	T Th 10:10am - 12:00pm Room TBA	0. FACULTY	4.00	24/30

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.

Fall 2021: EDUC BC3032

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3032	001/00676	Th 10:10am - 12:00pm Room TBA	Erika Kitzmiller	4	5/20

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.

Fall 2021: EDUC BC3050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3050	001/00521	W 10:10am - 12:00pm Room TBA	Maria Rivera Maulucci	4	0/20

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.

Spring 2021: EDUC BC3051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3051	001/00513	M W 11:00am - 12:50pm Room TBA	Rachel Throop	4	16/16

Fall 2021: EDUC BC3051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3051	001/00522	W 2:10pm - 4:00pm Room TBA	Rachel Throop	4	11/16
EDUC 3051	002/00523	W 2:10pm - 4:00pm Room TBA	0. FACULTY	4	13/16

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: EDUC BC3055

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3055	001/00483	W 4:10pm - 6:00pm Room TBA	Maria Rivera Maulucci	4	20/24

Fall 2021: EDUC BC3055

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3055	001/00526	Th 2:10pm - 4:00pm Room TBA	Erika Kitzmiller	4	0/20

Spring 2021 Courses

Semester-long Courses

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: EDUC BC3055

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3055	001/00483	W 4:10pm - 6:00pm Room TBA	Maria Rivera Maulucci	4	20/24

Fall 2021: EDUC BC3055

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3055	001/00526	Th 2:10pm - 4:00pm Room TBA	Erika Kitzmiller	4	0/20

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.

Spring 2021: EDUC BC3058

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3058	001/00481	T 4:10pm - 6:00pm Room TBA	Maria Rivera Maulucci	4	23/24

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*.

Spring 2021: EDUC BC3063

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3063	001/00480	T 7:10pm - 9:00pm Room TBA	Lisa Edstrom	6	1/1

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 2021: EDUC BC3065

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3065	001/00479	T 7:10pm - 9:00pm Room TBA	Lisa Edstrom	6	4/5

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.

Spring 2021: EDUC BC3042

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3042	001/00514	T Th 11:00am - 12:50pm Room TBA	Rachel Throop	4	23/24

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.

Spring 2021: EDUC BC3051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3051	001/00513	M W 11:00am - 12:50pm Room TBA	Rachel Throop	4	16/16

Fall 2021: EDUC BC3051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3051	001/00522	W 2:10pm - 4:00pm Room TBA	Rachel Throop	4	11/16
EDUC 3051	002/00523	W 2:10pm - 4:00pm Room TBA	0. FACULTY	4	13/16

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 2021: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00233	T Th 4:10pm - 6:00pm Room TBA	Chandler Miranda	3	48/50

Fall 2021: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00529	W 10:10am - 12:00pm Room TBA	Chandler Miranda	3	10/35

Spring B Courses

EDUC BC1510 EDUCATIONAL FOUNDATIONS. 4.00 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

Spring 2021: EDUC BC1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00355	T Th 4:10pm - 6:00pm Room TBA	Chandler Miranda	4.00	44/45

Fall 2021: EDUC BC1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00486	M W 2:10pm - 4:00pm Room TBA	Chandler Miranda	4.00	30/30
EDUC 1510	002/00487	T Th 10:10am - 12:00pm Room TBA	0. FACULTY	4.00	24/30

EDUC BC3030 Critical Pedagogies. 4.00 points.

This course explores education as a process through which critical consciousness and epistemic justice combat oppression in communities. Students will connect seminal work by critical pedagogues, such as Paulo Freire and bell hooks, to systemic educational challenges and lived experience. As a class, we will investigate power dynamics and structural inequalities at the systemic, institutional, interpersonal and individual levels. Students will problem-pose, dialogue and create pedagogical tools through praxis, by integrating the theory learned in the class to educational practice

Spring 2021: EDUC BC3030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3030	001/00478	M W 10:10am - 12:00pm Room TBA	Jennifer Rosales	4.00	25/24

EDUC BC3034 Families, Communities, and Schools. 4.00 points.

This course seeks to examine the role families and communities play in P-12 public schools in the United States, with a focus on urban school systems. We will be using New York City as a case study, and comparing what we see happening in the nation's largest public school district to other districts around the country. While much of our focus will be on the NYC Department of Education, which serves approximately 1.3 million students each year, students will be asked to look close to home to examine the relationships between families, communities, educators and educational institutions in their own communities

Spring 2021: EDUC BC3034

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3034	001/00485	T Th 2:10pm - 4:00pm Room TBA	Lisa Edstrom	4.00	17/20

Summer 2021 Courses

Summer A Courses

EDUC BC1510 EDUCATIONAL FOUNDATIONS. 4.00 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

Spring 2021: EDUC BC1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00355	T Th 4:10pm - 6:00pm Room TBA	Chandler Miranda	4.00	44/45

Fall 2021: EDUC BC1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00486	M W 2:10pm - 4:00pm Room TBA	Chandler Miranda	4.00	30/30
EDUC 1510	002/00487	T Th 10:10am - 12:00pm Room TBA	0. FACULTY	4.00	24/30

EDUC BC3052 Math and the City. 4 points.

Prerequisites: the instructor's permission.

In partnership with NYC public school teachers, students will have opportunities to engage in mathematical learning, lesson study, curriculum development, and implementation, with a focus on using the City as a resource. Students will explore implications for working with diverse populations. Non-math majors, pre-service elementary students and first-year students welcome. Fieldwork and field trips required. Note: Students in the Childhood Urban Teaching Program may use this course as a pedagogical elective.

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.

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.

PSYC BC3382 Adolescent Psychology. 4 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I), BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

Prerequisites: BC1001 and BC1129 Developmental Psychology or permission of the instructor. Enrollment limited to 20 senior majors. Barnard students receive priority.

Examines adolescent development in theory and reality. Focuses on individual physiological, sexual, cognitive, and affective development and adolescent experiences in their social context of family, peers, school, and community. Critical perspectives of gender, race and ethnicity, sexuality, and "teen culture" explored.

Spring 2021: PSYC BC3382

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3382	001/00407	T 2:10pm - 4:00pm Online Only	Susan Sacks	4	12/14

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 2021: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00233	T Th 4:10pm - 6:00pm Room TBA	Chandler Miranda	3	48/50

Fall 2021: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00529	W 10:10am - 12:00pm Room TBA	Chandler Miranda	3	10/35