EDUC103Y/WGST102Y FYS: Lessons of Childhood - Tuesday/Friday 11:20-12:35
From Disney films to Nickelodeon cartoons to Newberry award-winning texts, popular children’s media offers us the opportunity to analyze how complex issues of identity are represented in cultural productions aimed at a young audience. This course takes as a site of analysis media aimed at children to investigate the lessons imparted and ideologies circulate in popular films and books. How is class drawn in Lady and the Tramp? What are politics of language at play in Moana? What are the sounds of masculinity in Beauty and the Beast? How does Mulan construct gender, race, and militarism? Using an intersectional frame of analysis, we will trace popular tropes, identify images of resistance, and map out the more popular messages children receive about difference in our world. Prerequisites: None. Open to First-Years only. | Instructor: Mata | Distribution Requirements: LL - Language and Literature

EDUC 207/SOC 207 - Schools and Society - Monday/Thursday 11:20-12:35
Does education in the United States encourage social mobility or help to reproduce the socioeconomic hierarchy? What is the hidden curriculum—the ideas, values, and skills that students learn at school that are not in the textbook? Who determines what gets taught in school? How do schools in the US compare to school systems in other countries? What makes school reform so hard to do? Questions like these drive this course. It offers students an introduction to the sociology of education by broadly exploring the role of education in American society. The course covers key sociological perspectives on education, including conflict theory, functionalism, and human and cultural capital. Other topics include schools and communities; the role of teachers, students, parents, mentors, and peers in educational inequalities (including tracking and measures of achievement), school violence, school reform, and knowledge production. We also look comparatively at education systems across the world. Prerequisites: None | Instructor: Levitt | Distribution Requirements: SBA - Social and Behavioral Analysis

EDUC 214 - Youth, Family and Community - Tuesday/Friday 11:20-12:35
School-age children and youth are often understood through the complex lives they lead in schools--academic achievers, behavioral misfits, and rebellious adolescents. Beyond the routine analyses of behavior, test scores and curriculum, what else can the lives of youth tell us about educational change? This course seeks to explore education by looking outside of schools: What are the experiences of students’ families and how does family life shape definitions of success? How do relationships with peers influence motivation in school? How do historical, political, social and cultural contexts shape interactions with formal schooling? Through an exploration of research, memoir, children’s literature and film, this course seeks to understand children and youth through their complex relationships and encounters within families, peer groups and community institutions, all the while interrogating the ways schools can integrate the holistic lived experiences of children and youth into theories of educational change.
EDUC 215/ PEAC 215 - Understanding & Improving Schools - Wednesday 9:30-12:10
In this course students will engage with a spectrum of historic and contemporary school reform efforts across different contexts in the United States. Making use of a diverse array of texts from articles to podcasts and videos, students will struggle with both the promise of education as a tool for remedying inequalities and the stubborn reality that too often schools reflect and reproduce injustice. The structure of the course session and activities prompts students to learn about and experience alternative educational possibilities. Working in groups, pairs, and as individuals, students will explore scholarship and cases in educational anthropology, sociology, history, and critical theory, while questioning the purposes, processes, and products of schooling. Central to the course is the community students create with the instructor for mutual learning support and debate. All members of the course are engaged in a learning stance that centers a discipline of hope and engages with the proposition that communities can organize their own struggle to define and demand a humanizing and liberatory education. Students also have multiple opportunities to explore their own educational experiences and design their own research or educational initiatives to act on their learning. Prerequisites: Permission of Instructor | Instructor: Vasudevan | Distribution Requirements: SBA - Social and Behavioral Analysis
Course Enrollment Form

EDUC 216 - Education and Social Policy - Tuesday/Friday 12:45-2:00
This course is an examination of education policy in the 20th and 21st century and the social, political, and economic forces that have shaped these policies over the years. We will analyze the different-and sometimes conflicting-goals, motivations, and outcomes of educational policies at the national, local, and school level. Central questions to this course are: who designs educational policy and for whom? Whose interests are served and whose interests are unmet? Using an interdisciplinary approach and case exploration, we examine the ways education policies and practices have responded to or been shaped by social issues such as immigration, poverty, racism and urban development. We will integrate theoretical and conceptual learning with an understanding of cases through both group and individual analysis. In doing so, students will develop critical skills of policy analysis that can allow them to better understand current trends and develop alternative solutions to questions of educational dilemmas and practices. Prerequisites: Permission of the instructor. Intended for First years and Sophomores. | Instructor: Vasudevan | Distribution Requirements: SBA - Social and Behavioral Analysis
Course Enrollment Form
**ECON 226/EDUC 226 - Economics of Education Policy - Monday/Thursday 11:20-12:35**

Applies microeconomic analysis to important questions in education policy. Should private school vouchers be implemented? What are the long-term benefits of early childhood education? Who goes to college, and who doesn't? The course uses conceptual insights from microeconomics to understand these and other questions; particular emphasis is placed on economic interpretation of case studies and contemporary policy debates. Prerequisites: ECON 101. ECON 103 recommended. | Instructor: Werkema | Distribution Requirements: SBA - Social and Behavioral Analysis

**EDUC 300 - Teaching and Curriculum in Middle School and High School - Monday 2:20-3:35, Thursday 2:20-5:00**

This seminar engages students with the work of curriculum development and teaching in middle and high school classrooms, joined with discussion of important contemporary issues in education. We will focus especially on classrooms as learning environments and on teacher understanding of student academic, social, and emotional development. Additional laboratory periods for teaching presentations and an accompanying field placement are required. This course is designed for seniors in the Wellesley Secondary Teacher Education Program, and for others who do not plan to complete teacher training at Wellesley, but who want to teach after graduation. Prerequisites: One of EDUC 102, EDUC 117, EDUC 212, EDUC 213, EDUC 214, EDUC 215, EDUC 216, PSYC 248, PSYC 321, or MIT 11.124, or by permission of the instructor. | Instructor: Hawes, Rubin | Distribution Requirements: EC - Epistemology and Cognition

**EDUC 304 - Curriculum and Instruction in Elementary Education - Tuesday 2:10-3:25, Thursday 4:30-7:10**

In this seminar taught by a team of expert teachers and guided by experienced faculty, students will engage with the work of curriculum development, planning instruction, and assessment in elementary school classrooms through investigations on various topics highly relevant to current teaching practices. Recent studies have included: Methods for Ethnic Studies with children, Social Justice and Antiracist Pedagogy, Science across elementary grades, Classroom Community building, Trauma Informed practice, Design Thinking, Museum Education, Family/School Connections, and the Reading/Writing Connection. Additional laboratory periods for the presentations of lessons engage students in practice teaching and a limited accompanying field placement are required. Remote options will be offered as necessary should COVID interfere. This course is designed for seniors in the Wellesley Elementary Teacher Scholars Program and other juniors and seniors who do not plan to complete teacher training at Wellesley, but want to teach after graduation.
EDUC 313 - Social Emotional Learning and Development Wednesday 9:30-12:10
This seminar engages students in a series of explorations that illuminate the field of Social and Emotional Learning (SEL), which is fast becoming one of the most exciting areas of teaching and learning in U.S. schools. Students explore how social, emotional, and academic learning can be interwoven with what we understand about child and youth development, and how these ideas can inform pedagogy (teaching) in k-12 settings. Students also uncover how social and emotional learning is bound together with struggles for civic participation, social justice, and efforts to dismantle structural oppression in a range of educational sites and in society. Through many different activities and learning structures the course provides students with multiple opportunities to explore their own social emotional educations and participate in the creation of new ways to engage young people and adults in joyful learning, celebrating identities, emotional and physical thriving, and justice. Prerequisites: One 200 level education course or permission of instructor. Not open to students who have taken EDUC 213. | Instructor: Noah Rubin | Distribution Requirements: SBA - Social and Behavioral Analysis

EDUC 314 - Learning and Teaching Mathematics
Students in this course will strengthen their own understanding of the principles and concepts underlying fundamental mathematical content, specifically number and operations, functions and algebra, geometry and measurement, and statistics and probability. At the same time, students will learn to develop meaningful and inviting approaches to teaching mathematics classroom settings, with an emphasis on student-centered learning. This course is team taught by Wellesley College faculty with a background in mathematics and quantitative reasoning and an elementary school teacher and mathematics specialist. Weekly fieldwork of 60 minutes in an elementary classroom is required. This course is structured to support students pursuing elementary education certification, but is open to all students. Prerequisites: One education course or permission of the instructor. | Instructor:TBD, Haskell | Distribution Requirements: MM - Mathematical Modeling and Problem Solving; EC - Epistemology and Cognition
EDUC 321/ PEAC 312/ SOC 312 - Sem: Global Social Theory - Monday 2:20-5:00
Cultural and intellectual life is still dominated by the West. Although we recognize the importance of globalizing scholarship, our research and teaching still prioritizes western canons and frameworks. But cultural and intellectual inequality are part and parcel of socioeconomic inequality. If we don’t do better at one, we will not do better at the other. We need to master a broader range of methods, tools, and ways of knowing. In this seminar, Wellesley College students will work with students from the University of Rio de Janeiro in Brazil to figure out how (we will hold some of our classes “simultaneously” via Skype). Together, we will explore different ways of asking and answering questions from different parts of the world. Does theory look the same everywhere? What do we see from one standpoint that we do not see from another? How did the scholars currently in the social science canon get there and what would it take to bring other scholarship in? What would a critical pedagogy look like that allows us to get there? Each student will have an opportunity to major research project of her choice. This course may serve as a capstone seminar for Peace and Justice majors and minors. Prerequisites: At least two 200-level or above courses in the social sciences including Peace and Justice Studies. | Instructor: Peggy Levitt | Distribution Requirements: SBA - Social and Behavioral Analysis

EDUC 325 - Sem: Educating Eng Lang Learners - Tuesday 9:55-12:35
Students will examine current research and practice in the teaching of English Language Learners, with a focus on secondary education. Students will explore challenges facing this diverse group of learners and how to build on the assets they bring to their classroom communities. Students will develop skills necessary to plan and promote discussion, engagement, and content mastery while supporting continued language development. Lesson planning will prioritize culturally relevant and responsive teaching while acquiring skills to analyze and adapt required teaching materials. Limited fieldwork observations are required either online or in person; more extensive fieldwork can be arranged. The course is structured to support students pursuing middle school and high school teacher licensure and meets requirements for a MA Department of Education endorsement in Sheltered English Immersion when MA Secondary Education certification requirements are completed. It is applicable to students considering teaching abroad, in urban schools, or pursuing other work with English Language Learners. Prerequisites: Open to students who have taken at least one education course or by permission of instructor. | Instructor: Tutin | Distribution Requirements: EC - Epistemology and Cognition
EDUC 328 - Calderwood Seminar in Public Writing: Social Technologies & Adolescent Development - Wednesday 12:30-3:10
Adolescents are developing socially, cognitively, and civically in their online and offline worlds, transforming how formal and informal learning takes place. Students in this course will be digesting research findings pertaining to how social technologies (e.g., Instagram, YouTube, mobile phones) can influence social/emotional, cognitive, academic, and identity development during the tween and teen years. It is critical to develop strategies to inform adolescents, educators, families, youth workers, and policymakers since they are most affected by the implications of these findings. This interdisciplinary writing-intensive course spanning education, psychology, media studies, and health communication fields will involve transforming research into pieces that appeal to the general public. Students work closely to collaborate on drafting and editing pieces each week, including educational policy briefs, op-eds, e-newsletters, social media messaging campaigns, and a researcher interview profile. Prerequisites: Open to Juniors and Seniors. EDUC 213, EDUC 214, EDUC 215, or EDUC 216 or permission of the instructor. | Instructor: Charmaraman | Distribution Requirements: SBA - Social and Behavioral Analysis
Course Enrollment Form

EDUC 334 - Seminar: Race, Migration, and Borders - Thursday 9:55-12:35
This seminar examines narratives of immigrant youth and families to understand ways in which race, culture, and migration shape educational experiences. Using ethnography as a methodological lens, we will develop in-depth analyses of research on global migration and immigration to the U.S, examining the influence of policy, public perception, and racism. We will explore the role of borders—physical, symbolic, or ideological—to understand how our conceptions of the border and our cultural and physical policing of these borders impact the everyday lives of immigrant families as well as the formation of self, identity, and community. Central to these narratives will be the forms of refusal and resistance that have historically shaped immigrants’ encounters with exclusion and marginalization. Students will also design inquiry-based research projects informed by our study of ethnography in education and that contributes to our understanding of the interplay between race, culture, ethnicity, and migration. Instructor permission required. Prerequisites: Permission of the instructor required. Intended for EDUC majors or minors in Junior or Senior year. | Instructor: Hong | Distribution Requirements: SBA - Social and Behavioral Analysis
Course Enrollment Form