

EDUCATION PROGRAM (BI-CO)

Department Website:

<https://www.haverford.edu/education>

The Bryn Mawr/Haverford Education Department centers teaching and learning as fundamental to human life and growth, and intrinsically connected to struggles for understanding, liberation, and justice. With a primary focus on relationships, facilitation, and change as the heart of the study and practice of education, we address our students as past, current, and future stakeholders of public education systems, as participants in many other systems and structures, and as prospective teachers, school leaders, researchers, policy makers, activists, artists, and theorists. Defining teaching and learning as social, political, and cultural as well as personal activities, the Education Department challenges students to explore the relationships among schooling and other contexts of learning, human development, and social change as they gain knowledge and skills of educational theory and practice. Consult the Student Guidebook and the FAQs for detailed information about declaring a major or a minor in Education Studies.

Learning Goals

In keeping with the partnership ethos of the Education Department, the learning outcomes for students who pursue a major or minor in Education Studies are a combination of outcomes conceptualized by Education Department faculty and staff and outcomes identified by students for themselves, informed by College-wide learning goals.

Department commitments include supporting students in:

- developing skills for critical and contextual self-reflection
- integrating interdisciplinary theory and practical approaches to education study, research, and facilitation
- engaging in partnership and collaboration in different forms across different contexts
- transforming educational practice for deep learning, equity, inclusion, and justice
- pursuing, assessing/reflecting on (in the present), and committing to (in the future) deep learning in—and deep learning as—relational, pedagogical, and organizational processes

As they move through the course offerings, students will come to understand that:

- everyone is a teacher and a learner, and knowledge is co-created through experience, study, intervention/experiment, and reflection
- inequities are structured into educational systems as well as perpetuated by practices
- teaching and learning are fundamental to human life and fundamentally connected to struggles for liberation
- students have both agency in and accountability for making education inclusive and equitable
- strong and effective learning occurs in contexts ranging from formal to informal settings, and is well supported in circumstances that present high challenge and low threat
- people learn by connecting prior knowledge and experiences to new knowledge and experiences, through a recursive process of learning, unlearning, and recommitting
- education is woven into the history of individual development and also of the built environment and the social, political, and cultural frameworks of life

Across education courses, students will engage in:

- iteratively examining, affirming, and interrogating their educational experiences, past and present, in order to clarify how those inform their philosophical and practical commitments
- exploring a wide range of educational theories and traditions, including experiential and constructivist approaches (John Dewey), critical pedagogy (Paulo Freire), culturally sustaining practices (Ladson-Billings), education as the practice of freedom (bell hooks) and freedom dreaming (Fred Moten, Robin Kelley), anti-racist education (Bettina Love), decolonizing education (la paperson, Eve Tuck), and more to make informed choices about their practices
- distinguishing and describing varying purposes and standards for education, and practicing assessing and supporting those standards in partnership contexts
- building capacity to promote educational justice
- authoring numerous statements of educational purpose—as students within the BiCo, as aspiring educators, as community members
- developing a set of skills and commitments that facilitate individual and collaborative learning and align with their purpose

In capstone courses, students will, depending on the emphasis they choose, document in their final portfolios how they have met the outcomes above through their experiences studying and enacting research, policy, and practice in their chosen area of specialization

Haverford's Institutional Learning Goals are available on the President's website, at <http://hav.to/learninggoals>.

Curriculum

Students may complete a major or a minor in Education Studies. For students pursuing a major, specialization is required. Within the overarching frame of Research, Policy, and Practice, specialization options are Elementary Education, Secondary Education, Secondary Education with Certification, Higher Education, and Out-of-School Contexts. Alumnae may also complete the requirements for secondary teacher certification after they graduate through the Post-baccalaureate Teacher Education Program.

In the minor, students may choose between the minor in Education Studies and the minor in Education Studies leading to secondary teacher certification. In the minor, students can opt into a specialization within Education if it suits their goals.

Please note that Education courses are offered at both Bryn Mawr and Haverford every semester. Therefore, be sure to check course listings on both campuses as you are making your course selections.

Major Requirements

To satisfy the requirements for the major in Education Studies, students take a minimum of six courses within the Education Department: an approved entry-point course, four 200-level courses, and one 300-level capstone course. In addition, a maximum of five allied courses from outside of the Education Department are required, for a total of 11 major credits.

Community-engaged learning through placements/partnerships/field work is also a central requirement of the major. Thinking with and learning from this work is a strand of Education Studies woven throughout coursework and highlighted in the capstone process.

Below is a list of requirements for the major. Consult the Student Guidebook for depiction of possible pathways through the major.

11 Total Credits, consisting of:

- Minimum of 6 Education Program courses
 - Entry point course
 - Elective course 1
 - Elective course 2
 - Elective course 3
 - Elective course 4
 - Capstone course

- Maximum of 5 allied or non-program courses
 - Allied course 1
 - Allied course 2
 - Allied course 3
 - Allied course 4
 - Allied course 5

Minor Requirements

Six credits are required for the minor in Education Studies without certification:

- 1 "exploratory entry point" course
- 4 200-level education courses, from which:
 - At least two must be offered by Education Program faculty
 - Up to two may be offered by faculty in other departments, pending submission of the petition form and approval from major/minor advisor.
 - One may be taken at Swarthmore, Penn, or while studying away.
- 1 300-level capstone course, selected from the following:
 - EDUC 311: Theories of Change in Educational Institutions
 - EDUC 301: Curriculum and Pedagogy Seminar
 - EDUC 310/SOWK 676: Making Space for Learning in Higher Education

Secondary Teacher Certification Path

The Bryn Mawr/Haverford Education Program is accredited by the state of Pennsylvania to prepare undergraduates and alumnae for certification in the following subject areas: English; languages, including French, Latin, and Spanish; mathematics; the sciences, including biology, chemistry, and physics; and social studies. Pursuit of certification in Chinese, German, and Russian is also possible but subject to availability of student teaching placements. Students certified in a language have K-12 certification.

To qualify for a teaching certificate, students must complete an academic major in the subject area in which they seek certification (or, in the case of social studies, students must major in history, political science, economics, anthropology, sociology, or Growth and Structure of Cities and take courses outside their major in the other areas). Within their major, students must select courses that help them meet the state standards for teachers in that subject area. Students must also complete the secondary teacher certification track of the minor in education, taking these courses:

Code	Title	Credits
EDUC B200/H200	Community Learning Collaborative: Practicing Partnership	1.0
PSYC B203	Educational Psychology	1.0
EDUC B210/H210	Perspectives on Special Education	1.0
EDUC H275	Emergent Multilingual Learners in U.S. Schools	1.0
EDUC H301	Curriculum and Pedagogy Seminar ¹	1.0
EDUC B302 & EDUC B303	and Practice Teaching in Secondary Schools ²	3.00

¹ (fall semester, prior to student teaching)

² These courses are taken concurrently for three credits.

Students preparing for certification must also take two courses in English and two courses in math, maintain a grade point average of 3.0 or higher, and pass a series of exams for beginning teachers (state requirements). To be admitted to the culminating student teaching phase of the program, students must earn a grade of a 2.7 or higher in both EDUC 200 (Critical Issues in Education) and EDUC 301 (Curriculum and Pedagogy) and be recommended by their major department and the director of the Education Program. To be recommended for certification, students must earn a grade of 2.7 or higher in EDUC 302 (Practice Teaching Seminar) and a grade of Satisfactory in EDUC 303 (Practice Teaching).

Note: Students practice-teach full time for 12 weeks in a local school during the spring semester of their senior year. Given this demanding schedule, students are not able to take courses other than the Practice Teaching Seminar and senior seminar for their major.

Graduates may complete the requirements for secondary teacher certification at Bryn Mawr in a post-baccalaureate program.

Title II Reporting

Title II of the High Education Act (HEA) requires that a full teacher preparation report, including the institution's pass rate on assessments as well as the state's pass rate, be available to the public on request. Students may request a report from Kelly Gavin Zuckerman at kzuckerman@brynmawr.edu.

Concentration Requirements

Students majoring in mathematics or physics at Haverford may declare an Area of Concentration in

Educational Studies. For the Concentration, students take four courses in the education program:

- EDUC B200/EDUC H200 (Critical Issues in Education)
- Two education courses (must be courses offered by Education Program or affiliated faculty (A. Cook-Sather/ V. Donnay/D. Flaks/A. Lesnick/K. Rho/ C. Wilson-Poe/K. Zuckerman)
- One of the following as a culminating course: EDUC H311 (Theories of Change in Educational Institutions), EDUC H301 (Curriculum and Pedagogy Seminar), SOWK B676 (Making Space for Learning: Pedagogical Planning and Facilitation), or an intensified version of EDUC B295 (Advocating Diversity in Higher Education).

In addition to these education courses, students take two courses in their major field of study. A unit of Independent Study within the major may be used to fulfill this requirement.

Mathematics Majors

To complete the concentration in educational studies, mathematics majors must:

- Earn credit for MATH H460 in two different semesters, one half-credit each; and
- Choose the Mathematics Education option of the senior thesis, as outlined in the Standards for the Mathematics Senior Thesis.

Physics Majors

Students take the following courses:

- PHYS H459, typically in the second semester of the junior year; and
- PHYS H460, typically in the first semester of the senior year.

All senior physics majors prepare and present to the department a talk and paper based on independent work. Education concentrators have the option of choosing a topic related to physics pedagogy for their research.

Study Abroad

We encourage students pursuing a teacher certification in a language to study abroad in a country where the language is spoken. Also, we accept towards the minor in education one education-related course a student takes while abroad.

Post-Baccalaureate Teacher Education Program

Graduates of Bryn Mawr and Haverford Colleges may complete requirements for certification to teach at the secondary level by enrolling in the Bryn Mawr/Haverford Post-Baccalaureate Teacher Education Program. In general, students complete the program in one academic year if they have majored in the subject they plan to teach.

The program offers certification in the English, mathematics, sciences (biology, earth and space sciences, and physics), languages (French, German, Latin, and Spanish; Chinese and Russian are also possibilities if student teaching placements can be found), and social studies.

Faculty

Alison Cook-Sather

Mary Katharine Woodworth Professor and Chair of Education and Director of the Peace, Conflict and Social Justice Studies Program

Alice Lesnick

Term Professor in the Bryn Mawr/Haverford Education Department and Associate Dean for Global Engagement

Chanelle Wilson

Assistant Professor of Education

Kelly Gavin Zuckerman

Visiting Assistant Professor of Education

Affiliated Faculty at Haverford

Ana López Sánchez

Associate Professor of Spanish

Zachary Oberfield

Professor of Political Science

Affiliated Faculty at Bryn Mawr

Kimberly Wright Cassidy

Professor of Psychology

Victor J. Donnay

Professor of Mathematics on the William R. Kenan Jr. Chair

Gail Hemmeter

Senior Lecturer in Literatures in English and Director of Writing

Marissa Martino Golden

Associate Professor of Political Science on the Joan Coward Chair in Political Economics

David Karen

Professor of Sociology

Courses at Haverford

EDUC H200 COMMUNITY LEARNING COLLABORATIVE: PRACTICING PARTNERSHIP (1.0 Credit)

Chanelle Wilson

Division: Social Science

Domain(s): B: Analysis of the Social World

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is also open to students exploring an interest in educational practice, theory, research, and policy. The course examines major issues and questions in education in the United States by investigating the purposes of education and the politics of schooling. Through fieldwork in an area school, students practice ethnographic methods of observation and interpretation. Lottery Preference(s): Not open to first semester first year students
(**Offered:** Fall 2024)

EDUC H210 PERSPECTIVES ON SPECIAL EDUCATION (1.0 Credit)

Division: Social Science

One of the four entry-point options for students majoring or minoring in Education Studies, this course has as its goal to introduce students to a range of topics, challenges and dilemmas that all teachers need to consider. Students will explore pedagogical strategies and tools that empower all learners on the neurological spectrum. Some of the topics covered in the course include how the brain learns, how past learning experiences impact teaching, how education and civil rights law impacts access to services, and how to create an inclusive classroom environment that welcomes and affirms all learners. The field of special education is vast and complex. Therefore, the course is designed as an introduction to the most pertinent issues, and as a launch pad for further exploration. Weekly fieldwork required. Approach: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ) Counts towards: Child and Family Studies; Praxis Program
(**Offered:** Fall 2024)

EDUC H260 RECONCEPTUALIZING POWER IN EDUCATION (1.0 Credit)

Chanelle Wilson

Division: Social Justice; Social Science

The systematic critical exploration of the influence of power in education requires attention and re-conceptualization; this course investigates the following question: how can power be redistributed to ensure equitable educational outcomes? We will examine the production of transformative knowledge, arguing the necessity for including creativity and multi-disciplinary collaboration in

contemporary societies. Supporting students' pursuit of a politics of resistance, subversion, and transformation will allow for the rethinking of traditional education. We will also center the intersections between race, class, gender, sexuality, language, religion, citizenship status, and geographic region, assessing their impact on teaching and learning. Weekly fieldwork required. Approach: Cross-Cultural Analysis (CC); Power, Inequity, and Justice (PIJ) Major Writing Requirement: Writing Attentive Counts towards: Africana Studies; Praxis Program
(**Offered:** Spring 2025)

EDUC H266 GEOGRAPHIES OF SCHOOL AND LEARNING: URBAN EDUCATION RECONSIDERED (1.0 Credit)

Kelly Zuckerman

Division: Social Science

Domain(s): B: Analysis of the Social World

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. Fieldwork is required.

EDUC H270 MEASURING EDUCATION (1.0 Credit)

Matthew McKeever

Division: Social Science

Domain(s): B: Analysis of the Social World

This course explores contemporary political movements to measure learning outcomes in educational institutions. It covers such topics as NCLB legislation, standardized testing for college admissions, assessment of college education, and development of online learning tools. Crosslisted: Sociology, Education
(**Offered:** Fall 2024)

EDUC H275 EMERGENT MULTILINGUAL LEARNERS IN U.S. SCHOOLS (1.0 Credit)

Kelly Zuckerman

Division: Social Science

Domain(s): B: Analysis of the Social World

This course, offered as both an elective as well as a course required for students pursuing secondary teaching certification in Pennsylvania through the Bi-Co Education Program, operates from a heteroglossic and culturally and linguistically sustaining stance that has four intersecting aims. First, the course seeks to support students in a critical self-examination of the ways that language has shaped their lives and learning, particularly in

the context of racism, linguisticism, ethno- and euro-centrism, marginalization and austerity in schools and society. Second, students investigate the ways that both historical and contemporary educational policy concerning the education of EMLLs in the United States has operated from a monoglossic orientation that has limited programmatic and pedagogical options within the classroom to those that fail to address the lived realities and needs of this growing population of students. Third, students collaboratively research and present their findings on heteroglossic classroom language practices that, in contrast to those above, respect and leverage students' community cultural wealth and full linguistic repertoires. Fourth, students, drawing upon these findings as well as research on multiple language and literacy acquisition, hone their skills as curriculum designers and pedagogues, working to address EMLLs' diverse strengths and needs in mainstream classrooms and other educational settings. All four aims are bolstered by weekly fieldwork opportunities to learn with and from EMLLs and their educators in the Philadelphia area. Prerequisite(s): EDUC 200 or instructor consent Lottery Preference(s): 1. EDUC majors and Certification students; 2. EDUC minors; 3. then by seniority
(**Offered:** Fall 2024)

EDUC H301 CURRICULUM AND PEDAGOGY SEMINAR (1.0 Credit)

Chanelle Wilson

Division: Social Science

Domain(s): B: Analysis of the Social World

A consideration of theoretical and applied teacher preparation related to effective curriculum design, pedagogical approaches and related issues of teaching and learning leading to the creation of an extensive professional and reflective portfolio. Fieldwork required. Prerequisite(s): EDUC 200 or instructor consent

EDUC H302 PRACTICE TEACHING SEMINAR (1.0 Credit)

Chanelle Wilson

Division: Social Science

Domain(s): A: Meaning, Interpretation (Texts)

Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching, and open only to students engaged in practice teaching. Prerequisite(s): EDUC 200, EDUC 301, and additional coursework in teacher certification program; or instructor consent
(**Offered:** Spring 2025)

EDUC H308 INQUIRIES INTO BLACK STUDY, LANGUAGE JUSTICE, AND EDUCATION (1.0 Credit)*Maurice Rippel***Division:** Social Science

Domain(s): B: Analysis of the Social World
 Growing out of the Lagim Tehi Tuma/"Thinking Together" program (LTT), the course will explore the implications for education in realizing the significance of global Black liberation and Black Study/ies—particularly in relation to questions of the suppression and sustenance of language diversity and with a focus, as well, on Pan-Africanism—by engaging with one particular community as a touchstone for learning from and forwarding culturally sustaining knowledge. Prerequisites: Two courses, at least one in Education, with the second in Africana Studies, Linguistics, Sociology, or Anthropology; or permission of the instructor.
(Offered: Fall 2024)

EDUC H311 THEORIES OF CHANGE IN EDUCATIONAL INSTITUTIONS (1.0 Credit)*Kelly Zuckerman***Division:** Social Science

Domain(s): A: Meaning, Interpretation (Texts)
 A culminating capstone for seniors pursuing the major and minor in Educational Studies through the Education Department, this course uses the frame of "theories of change" to examine how transformation can occur within educational institutions and beyond. Through weekly readings as well as embodiment opportunities and campus-based excursions and speakers, students examine changemaking and changemakers in a variety of domains including museums, the natural world, academic scholarship, music, dance, gastronomy, and design, among others. In doing so, students are encouraged to explore and experience a wide range of approaches to identifying issues, envisioning alternative outcomes, and developing and implementing action strategies. Weekly fieldwork in an educational institution further supports this exploration, as students begin to crystalize and map their own views on changemaking and their identity as agents of transformation around a particular issue of interest. The course culminates in the creation of a capstone portfolio documenting the breadth and depth of students' experience in the Education Department. Prerequisite(s): Students completing the major or minor in Educational Studies
(Offered: Spring 2025)

EDUC H360 LEARNING-TEACHING A FOREIGN LANGUAGE (1.0 Credit)*Ana López-Sánchez*

This course is designed for the advanced student of Spanish, who is interested in the processes involved

in learning a foreign language, and/or contemplating teaching it. This course is conducted in Spanish. Crosslisted: Spanish, Education Prerequisite(s): One 200-level course, or instructor consent
(Offered: Fall 2024)

EDUC H480 INDEPENDENT STUDY (1.0 Credit)*Maurice Rippel***Division:** Social Science

This course allows individual or a small group of students to work with a faculty member to design an independent study in Education. Prerequisite(s): EDUC 200 or instructor consent

Courses at Bryn Mawr**EDUC B105 EDUCATION STUDIES: THEORIES, PRACTICES, & POSSIBILITIES (1.0 Credit)***Alice Lesnick***Domain(s):** B: Analysis of the Social World

This course is designed for students interested in exploring key theories, competencies, and questions in the field of education studies in general and the Education Department at Bryn Mawr and Haverford in particular in relation to each enrolled student's experiences and aspirations. Areas of exploration include: the significance of community-based praxis and research; skill-building in conflict resolution and restorative practice; the nature of assessment; the role of technology in education and society; the meaning and purpose of theory; and, throughout, retrospective experiential reflection in dialogue with students' future goals.
(Offered: Fall 2024)

EDUC B200 COMMUNITY LEARNING COLLABORATIVE: PRACTICING PARTNERSHIP (1.0 Credit)*Chanelle Wilson***Division:** Social Science**Domain(s):** B: Analysis of the Social World

One of the four entry-point options for student majoring or minoring in Education Studies, this course is open to students exploring an interest in educational practice, theory, research, and policy. The course asks how myriad people, groups, and fields have defined the purpose of education, and considers the implications of conflicting definitions for generating new, more just, and more inclusive modes of "doing school" informed by community-based as well as academic streams of educational practice. In collaboration with practicing educators, students learn practical and philosophical approaches to experiential, community-engaged learning across individual relationships and organizational contexts. Fieldwork in an area school or organization required

(Offered: Spring 2025)

EDUC B210 PERSPECTIVES ON SPECIAL EDUCATION (1.0 Credit)

Eshe Price

Division: Social Science

Domain(s): B: Analysis of the Social World

One of the four entry-point options for students majoring or minoring in Education Studies, this course has as its goal to introduce students to a range of topics, challenges and dilemmas that all teachers need to consider. Students will explore pedagogical strategies and tools that empower all learners on the neurological spectrum. Some of the topics covered in the course include how the brain learns, how past learning experiences impact teaching, how education and civil rights law impacts access to services, and how to create an inclusive classroom environment that welcomes and affirms all learners. The field of special education is vast and complex. Therefore, the course is designed as an introduction to the most pertinent issues, and as a launch pad for further exploration. Weekly fieldwork required.

EDUC B215 DEMOCRACY, RACE, AND AMERICAN EDUCATION (1.0 Credit)

Staff

In this course participants will collectively ask: what function does education play in a healthy democracy? How has the United States' history of race relations informed its institutions—both governing and educational ones? And perhaps most critically, what do we hold as hopes for the future of education and how can we shape that future? This seminar will include film screenings and engage with the work of scholars, activists, collectives, and politicians.

(Offered: Spring 2025)

EDUC B217 LESSONS IN LIBERATION: REJECTING COLONIALIST POWER IN EDU (1.0 Credit)

Chanelle Wilson

Formal schooling is often perceived as a positive vestige of colonization, yet traditional practices continue a legacy of oppression, in different forms. This course will analyze education practices, language, knowledge production, and culture in ways especially relevant in the age of globalization. We will explore and contextualize the subjugation of students and educators that perpetuates colonialist power and implement practices that amplify the voices of the marginalized. We will learn lessons in liberation from a historical perspective and consider contemporary influence, with a cross-continental focus. Liberatory education practices have always existed, often on the margins of

colonial forces, but present nonetheless. This course will support students' pursuit of a politics of resistance, subversion, and transformation. We will focus on the development of a critical consciousness, utilizing abolitionist and fugitive teaching pedagogy and culturally responsive pedagogy as tools for resistance. Students will engage with novels, documentaries, historical texts, and scholarly documents to explore US and Cape Verdean education as case studies. In this course, we will consider the productive tensions between an explicit commitment to ideas of progress, and the anticolonial concepts and paradigms which impact what is created to achieve education liberation.

EDUC B220 CHANGING PEDAGOGIES IN MATHEMATICS AND SCIENCE (1.0 Credit)

Victor Donnay

Division: Social Science

Domain(s): B: Analysis of the Social World

This Praxis course will examine research-based approaches to teaching mathematics and science. What does research tell us about how people learn? How can one translate this learning theory into teaching approaches that will help all students learn mathematics and science? How are these new approaches, that often involve active, hands-on, inquiry based learning, being implemented in the classroom? What challenges arise when one tries to bring about these types of changes in education? How do issues of equity, discrimination, and social justice impact math and science education? The Praxis component of the course usually involves two (2) two hour visits per week for 8 weeks to a local math or science classroom.

EDUC B225 TOPICS: EMPOWERING LEARNERS (1.0 Credit)

Alice Lesnick

Division: Social Science

Domain(s): B: Analysis of the Social World

This is a topics course. Course content varies. Praxis course.

EDUC B240 QUALITATIVE RESEARCH (1.0 Credit)

Maurice Rippel

Division: Social Science

This course teaches students to use and interpret observation, survey, interview, focus group, and other qualitative methods of educational research, as well as to read and write about such research. In addition to class meetings, research teams will meet regularly.

EDUC B250 LITERACIES AND EDUCATION (1.0 Credit)

Division: Social Science

A critical exploration of what counts as literacy, who decides, and what the implications are for teaching and learning. Students explore both their own and others experiences of literacy through reading and writing about power, privilege, access and responsibility around issues of adult, ESL, cultural, multicultural, gendered, academic and critical literacies. Fieldwork required. Priority given first to those pursuing certification or a minor in educational studies.

EDUC B266 GEOGRAPHIES OF SCHOOL AND LEARNING: URBAN EDUCATION RECONSIDERED (1.0 Credit)

Kelly Zuckerman

Division: Social Science

Domain(s): B: Analysis of the Social World

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal “case” that students investigate through documents and school placements. Weekly fieldwork in a school required.

(Offered: Spring 2025)

EDUC B290 CO-CREATION FOR EQUITY & JUSTICE: THEORY & PRACTICE (1.0 Credit)

Alison Cook-Sather

This course explores co-creation of teaching and learning for equity and justice as a growing practice in various national and global contexts. Students will: (a) analyze the theories, traditions, and policies that inform co-creation (e.g., pedagogical partnership; student voice/Committee on the Rights of the Child; the democratic schools movement; critical and feminist pedagogies; decolonizing and anti-racist education); (b) explore practices of co-creation across contexts around the world; and (c) generate an action plan for a co-creation approach appropriate to one of the area of specialization offered through the major in Education Studies (e.g., secondary education, out-of-school contexts, higher education) and focused on fostering equity and justice within that area.

(Offered: Spring 2025)

EDUC B295 EXPLORING AND ENACTING TRANSFORMATION OF HIGHER EDUCATION. (1.0 Credit)

Kelly Zuckerman

As institutions of higher education embrace and even seek greater diversity, we also see an increase in tensions born of differences across which we have little preparation to communicate, learn, and live. This course will be co-created by students enrolled

and the instructor, and it will provide a forum for exploration of diversity and difference and a platform for action and campus-wide education. Extensive, informal writing and more formal research and presentations will afford you the opportunity to craft empowering narratives for yourselves and your lives and to take research and teaching beyond the classroom. Two to three hours of campus-based field work required each week.

EDUC B301 CURRICULUM AND PEDAGOGY SEMINAR (1.0 Credit)

Chanelle Wilson

Division: Social Science

A consideration of theoretical and applied issues related to effective curriculum design, pedagogical approaches and related issues of teaching and learning. Fieldwork is required. Enrollment is limited to 15 with priority given first to students pursuing certification and second to seniors planning to teach.

(Offered: Fall 2024)

EDUC B303 PRACTICE TEACHING IN SECONDARY SCHOOLS (2.0 Credits)

Chanelle Wilson

Division: Social Science

Domain(s): B: Analysis of the Social World

Supervised teaching in secondary schools (12 weeks). Two units of credit are given for this course. Open only to students preparing for state certification.

EDUC B308 INQUIRIES INTO BLACK STUDY, LANGUAGE JUSTICE, AND EDUCATION (1.0 Credit)

Alice Lesnick, Maurice Rippel

Growing out of the Lagim Tehi Tuma/“Thinking Together” program (LTT), the course will explore the implications for education in realizing the significance of global Black liberation and Black Study/ies—particularly in relation to questions of the suppression and sustenance of language diversity and with a focus, as well, on Pan-Africanism—by engaging with one particular community as a touchstone for learning from and forwarding culturally sustaining knowledge. Prerequisites: Two courses, at least one in Education, with the second in Africana Studies, Linguistics, Sociology, or Anthropology; or permission of the instructor.

EDUC B310 REDEFINING EDUCATIONAL PRACTICE: MAKING SPACE FOR LEARNING IN HIGHER EDUCATION (1.0 Credit)

Kelly Zuckerman

A course focused on exploring, developing, and refining pedagogical conceptions and approaches appropriate to higher education contexts. Three hours a week of fieldwork are required. Enrollment is

limited to 20 with priority given to students pursuing the minor in educational studies.

EDUC B403 SUPERVISED WORK (1.0 Credit)

Alice Lesnick

Division: Social Science

(Offered: Fall 2024, Spring 2025)

Education Courses

EDUC H308 INQUIRIES INTO BLACK STUDY, LANGUAGE JUSTICE, AND EDUCATION (1.0 Credit)

Maurice Rippel

Division: Social Science

Domain(s): B: Analysis of the Social World

Growing out of the Lagim Tehi Tuma/"Thinking Together" program (LTT), the course will explore the implications for education in realizing the significance of global Black liberation and Black Study/ies—particularly in relation to questions of the suppression and sustenance of language diversity and with a focus, as well, on Pan-Africanism—by engaging with one particular community as a touchstone for learning from and forwarding culturally sustaining knowledge. Prerequisites: Two courses, at least one in Education, with the second in Africana Studies, Linguistics, Sociology, or Anthropology; or permission of the instructor.

(Offered: Fall 2024)

Peace, Justice and Human Rights Courses

PEAC H327 UNIVERSITY CITY: RACE, POWER AND POLITICS IN PHILADELPHIA (1.0 Credit)

Dennis Hogan

Division: Social Science

Domain(s): B: Analysis of the Social World

For over twenty years, the largest private employer in Philadelphia has been the University of Pennsylvania and its hospital system. In fact, three of the top five largest employers are universities and their affiliated medical centers; Thomas Jefferson University and Temple University also make the cut. Including these institutions, there are fifty-five colleges and universities of varying size, shape, and public/private status in Philadelphia. How did it come to be that universities have taken on such a large political and economic role in not just Philadelphia, but many American cities that otherwise share little in common? This class aims to trace the history of higher education and its ongoing impact on the geography, economy, and culture of greater Philadelphia and U.S. urban space broadly. Practically, this means an attention to the urban landscape; social, cultural, and political movements that emerge from these institutions; and how non-profit institutions relate to government at every level. These wide aims require an interdisciplinary approach drawing on work in critical university

studies, cultural studies, political and economic theory, history, urban studies, and critical theory. This class will be taught in Philadelphia as part of the Tri-Co Philly Program Prerequisites: Priority in registration will be given to students participating in the Tri-Co Philly Program. Remaining seats are available to other Tri-Co students, by lottery, if demand exceeds remaining spaces in the course. If you are interested in the program, you must fill out the application, which is due on Friday, November 3 by 11:59 pm (<https://www.haverford.edu/philly-program>). The program includes registering for two of three program's three courses: this course and Literature in and of Philadelphia, 1682-1865 (ENGL B307) OR History & Politics of Punishment (20E). Those not participating in the Philly program do not need to complete the application and can simply pre-register for the class. Enrollment limit 18