

Educational Studies

The minor in educational studies is administered by the Educational Studies Committee: Professors Garrett-Goodyear (history), Lawrence (psychology and education, *cochair*); Associate Professors Arnold (classics), McKeever (sociology and anthropology), Smith (politics), Wilson (economics); Assistant Professor Reilly Carlisle (psychology and education, *cochair*); Lecturer Glasser (English).

Contact Persons

Sandra M. Lawrence, *cochair*
Lenore Reilly Carlisle, *cochair*

The minor in educational studies provides students with an opportunity to conduct a cross-disciplinary exploration of an education-related topic. The multidisciplinary nature of the minor offers varied perspectives on contexts and historical moments that shape and define knowledge, behavior, structures, and policies both in and out of classrooms. Students planning to minor in educational studies must consult with a member of the program committee to discuss an area of interest and design a plan of study. A brief proposal and plan of study outlining the focus of the minor and the courses making up the minor must be approved by the program chair. The culminating experience of the minor is a 2-credit Educational Studies course requiring students to analyze and synthesize key ideas that have emerged from their focused study. Students will work with a faculty advisor as they write and present a capstone paper.

Please note, this minor in educational studies does not lead to teacher licensure. For information on the education minor leading to teacher licensure, please consult the Psychology and Education chapter, which provides detailed information on the course requirements and application procedures for teacher licensure programs.

Requirements for the Minor in Educational Studies

Credits

- 18 credits

Courses

- Education 205, 220, or Educational Studies 215
- Three courses at the 200 level or above focusing on a specific area of study. (Some possible areas of study include: Knowledge and the Humanities, National and International Perspectives on Education, Gender and Education, Teaching and Learning, Sport Pedagogy.)
- Educational Studies 290, a capstone-type independent study (2 credits)

Other

- One Independent Study (395) can be applied to the minimum minor requirements but cannot be substituted for one of the designated courses in education or educational studies.

Course Offerings

***109f Whiteness: The Other Side of Racism**
(First-year seminar; writing-intensive course)
What is whiteness—an identity, an ideology, a racialized social system? How is it related to racism? This course will examine the historical, social, psychological, and legal frameworks of whiteness, how whiteness is enacted in everyday practice, and how it influences the lives of whites and people of color. Some of the concepts we will explore include privilege, dominance, the “new” racism, color-blindness, cultural capital, racial identity, racial stratification, power, and antiracism. *Meets multicultural requirement; does not meet a distribution requirement*
S. Lawrence
Prereq. fy; 4 credits

***215s Ideas and Ideals in Public Education**

Using an interdisciplinary framework, this course will examine the social, historical, legal, philosophical, economic, and political foundations of education in the United States. It is designed to engage students in an examination of the enduring questions, debates, and tensions that revolve around the institution of schooling in the U.S. Topics covered will include an examination of political ideologies that have informed past and current education reform movements; an historical perspective on access to education; and an analysis of trends in funding of public education; among others.

Meets Social Sciences III-A requirement
L. Reilly Carlisle
4 credits

***250s Special Topics in Educational Studies**

Meets Social Sciences III-A requirement
The department
Prereq. soph, jr, sr or permission of instructor; 4 credits

260f Mission and Market: Higher Education

(Speaking-intensive course) Is Mount Holyoke a school or a business? Is the institution one sees today what Mary Lyon had in mind in 1837? This course will look at the development of U.S. higher education from upstart colonial colleges into a multi-billion dollar industry. We will look closely at the tension between education mission and market forces, and how the interaction between academe and society has played out from the founding of the republic through women's rights, the world wars, and 60s counterculture. We will touch on a range of contemporary topics such as access and affirmative action, standardized testing, athletics, and e-learning. Mount Holyoke will serve as a recurring case study.

Meets Social Sciences III-A requirement
J. Lytle
4 credits

290fs Capstone in Educational Studies

This two-credit independent study course, which is the culminating experience of the educational studies minor, requires analysis and synthesis of key ideas that emerged during focused study in the minor. Students will work with a faculty advisor of the Educa-

tional Studies Program Committee as they plan, write, and present a capstone paper.

Does not meet a distribution requirement
The department
Prereq. Educational Studies 205, 215, or 220 and permission of instructor; 1 meeting (1 hour) to be arranged; 2 credits

***301s Education in South Africa: Policy and Practice: Education and Health in Post-Apartheid South Africa**

(Community-Based Learning course) This course will consist of seven meetings during spring semester, designed to allow for participants to build their knowledge of the educational system of South Africa, followed by a three week full-time placement in either a South African public school or the Center for the Study of AIDS.

Meets multicultural requirement; does not meet a distribution requirement
L. Reilly Carlisle, M. McKeever
Prereq. soph, jr. For students pursuing teacher licensure this course may be taken in lieu of Education 320j to fulfill one of the requirements of the education minor for teacher licensure; Permission of instructor required. This course requires students to complete three weeks of experiential learning in June in South Africa.; 4 credits

***340s Researching the Enterprise of Education: Researching Race and Racism in Education**

Provides an overview on the nature and practice of educational research. Students critique published research, explore ethical considerations, and examine the uses of educational research. Students also propose and conduct a small-scale research project. The central elements of this course include reading qualitative research, writing qualitative research, and conducting qualitative research. These three acts of inquiry explore how race matters in education and provide a deeper understanding of the racial realities of everyday life in schools. Readings and discussions highlight the paradigms, methodological approaches, and uses of qualitative research. Class demonstrations and activities focus on developing research skills. The independently designed research study provides further exploration of the complexities involved in researching racial matters.

Meets multicultural requirement; meets Social Sciences III-A requirement

S. Lawrence

Prereq. two courses (one with substantial race-related content) from Anthropology, African American St., Asian St., CST, English, Gender St., Psych. and Education, or Sociology, and permission of instructor; 4 credits