

# EDUCATION

Please note that the Education Studies major is currently being offered to Barnard College students only.

701 Milstein Center  
212-854-7072  
[education@barnard.edu](mailto:education@barnard.edu)

Program Director/Chair: Professor Maria River Maulucci  
Department Administrator: Amy Shire ([ashire@barnard.edu](mailto:ashire@barnard.edu))

## THE STUDY OF EDUCATION

The Barnard Education Program envisions education as an emancipatory human right that develops people's capacities to think critically and act creatively for peace, justice, and sustainability in local and global contexts. Education is a fundamental human activity that occurs in formal and informal settings as people interact within their social, historical, and physical environments. The program educates students to draw on interdisciplinary research and perspectives in order to critically analyze the role of education in society, and to create and sustain equitable educational practices and policies for all.

## PROGRAMS OF STUDY

The Barnard Education Program is committed to strengthening public education and addressing issues of equity and social justice, particularly in urban schools. We offer two tracks in Education: Education Studies (Major and Minor/Special Concentration), and Urban-Teaching Minors/Special Concentration (that leads to teacher certification in Elementary/Childhood Education or Secondary-Adolescent Education). In all tracks, students develop critical lenses to understand education as a fundamental human activity that occurs across many settings; to analyze the issues facing public schools; and to consider ways to promote fair and inclusive policies and practices for children and youth. The classes are open to all undergraduates at Columbia (BC, SEAS, GS, CC). The two tracks we offer are:

### Education Studies

Education Studies is an interdisciplinary program for students who wish to understand, critically analyze, and conduct research on the role of education in society. Our students draw on a wide range of theoretical and empirical scholarship to study education as a social, cultural, and historical process. We understand education as much more than schooling, even as schooling is central to many of our concerns. Students who pursue the major or the minor/special concentration in Education Studies learn to evaluate educational policy, practice, and research through a critical, equity-oriented lens. Our graduates will be prepared to act creatively for peace, justice, and sustainability in local and global educational contexts. Education Studies 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, as well as to pursue teacher certification through a graduate program. Education Studies does not lead to teacher certification.

**Education Studies Major:** The Education Studies major is designed for students whose primary interest is in pursuing Education as their major course of study. Education Studies majors concentrate in one of three areas: Education, Culture, and Society; Educational Policy; or Comparative and International Education. In their senior year, they

conduct an original inquiry project. Currently, the major in Education Studies is open to Barnard College students only.

**Education Studies Minor/Special Concentration:** Education Studies minors (BC) or special concentrations (CC, GS) pursue similar coursework to that undertaken by the majors. This course of study is 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. The special concentration minors are open to all students at Barnard College, Columbia College, and College of General Studies.

For further information, and to apply to the major or minor tracks, please visit our [website](#)

### Urban Teaching Minors/Special Concentrations

This track is for students who want to graduate from college with teacher certification. 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.

This program is registered by the New York State Department of Education and accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). Students who complete the program will be recommended for Initial Certification in either Childhood Education (Grades 1-6) or Adolescent Education (Grades 7-12). We provide ongoing support to program completers through our Barnard Teacher Network.

To apply to the Urban Teaching tracks, please visit our [website](#). Students are encouraged to apply for admission by March of the sophomore year but no later than April 30th of their sophomore 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. 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**

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

### **Assistant Professors**

Nora Gross

Amelia Herbert (joint appointment with Urban Studies)

### **Senior Lecturer and Certification Officer**

Lisa Edstrom

### **Term Assistant Professors**

Drew Chambers

Fawziah Qadir

### **Adjunct Instructors**

Ishrat Ahmed

Orubba Almansouri

Althea Hoard

Ileana Jimenez

Rachel Throop

## Requirements for the Education Studies Major

To complete the Major (BC) in Education Studies, students must complete a minimum of 40 points of course work, listed below. *Please note that the Education 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	FOUNDATIONS OF EDUCATION
URBS UN3310	RACE. SPACE, URB SCHOOLS

### Requirement B - Field Experience

Select one of the following:

EDUC BC3050	SCIENCE IN THE CITY
EDUC BC3052	MATH # THE CITY
EDUC BC3055	ARTS AND HUMANITIES IN THE CITY:CRITICAL
EDUC BC3058	SCIENCE IN THE CITY II
SOCI UN3974	SOCI OF SCHOOLS,TEACH,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 SCHOOL
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	THE 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	Senior Research Seminar: Methods of Inquiry
EDUC BC3089	Senior Research Seminar: Inquiry

## 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 32-34 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	FOUNDATIONS OF EDUCATION	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 # THE CITY
EDUC BC3055	ARTS AND HUMANITIES IN THE CITY:CRITICAL
EDUC BC3058	SCIENCE IN THE CITY II

### Requirement D - Pedagogical Core

EDUC BC3025	INCLUSIVE APPROACHES TO TEACHING LITERACY: THEORY AND PRACTICE	4
EDUC BC3053	MULTICULTURAL ELEMENTARY PEDA	4
EDUC BC3063	STUDENT TEACHING/URBAN SCHOOLS	6
EDUC BC3064	SEM: ISSUES URBAN TEACHING	4

### 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 32-34 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	FOUNDATIONS OF EDUCATION	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 # THE CITY
EDUC BC3055	ARTS AND HUMANITIES IN THE CITY:CRITICAL
EDUC BC3058	SCIENCE IN THE CITY II

**Requirement D - Pedagogical Core**

EDUC BC3025	INCLUSIVE APPROACHES TO TEACHING LITERACY: THEORY AND PRACTICE	4
EDUC BC3054	MULTICULTURAL SECONDARY PEDAG	4.00
EDUC BC3065	SECONDARY STU TCHNG URB SCHLS	6.00
EDUC BC3064	SEM: ISSUES URBAN TEACHING	4
EDUC BC3061	ASSESSMENT OF TEACHING	3.00

**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**

To complete the Minor (BC) or Special Concentration (CC/GS) in Education Studies, students must complete 21-24 points of course work, listed below.

The Education Studies track requires a minimum of six courses:

**Requirement A - Educational Foundations**

EDUC BC1510	FOUNDATIONS OF EDUCATION	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 SCHOOL
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, URB 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	THE ECONOMICS OF EDUCATION
PHIL UN2100	Philosophy of Education
PSYC BC2134	Educational Psychology
PSYC BC3363	PEDAGOGY HIGHER EDUC:PSYCH
PSYC BC3382	ADOLESCENT PSYCHOLOGY
SOCI UN3225	SOCIOLOGY OF EDUCATION
SOCI W3923	Adolescent Society
SOCI UN3974	SOCI OF SCHOOLS,TEACH,LEARNING *

**Requirement C - Pedagogical Elective**

Select one of the following:

EDUC BC3050	SCIENCE IN THE CITY	
EDUC BC3052	MATH # THE CITY	
EDUC BC3055	ARTS AND HUMANITIES IN THE CITY:CRITICAL	
EDUC BC3058	SCIENCE IN THE CITY II	
<b>Requirement D - Pedagogical Core</b>		
EDUC BC3051	SEMINAR URBAN EDUCATION	4

\* Courses offered at Columbia

## 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	FOUNDATIONS OF EDUCATION	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 # THE CITY	
EDUC BC3055	ARTS AND HUMANITIES IN THE CITY:CRITICAL	
EDUC BC3058	SCIENCE IN THE CITY II	
SOCI UN3974	SOCI OF SCHOOLS,TEACH,LEARNING *	

### Requirement D - Pedagogical Core

EDUC BC3025	INCLUSIVE APPROACHES TO TEACHING LITERACY: THEORY AND PRACTICE	4
EDUC BC3053 or EDUC BC3054	MULTICULTURAL ELEMENTARY PEDAG MULTICULTURAL SECONDARY PEDAG	4

\* 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	FOUNDATIONS OF EDUCATION	4
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### Requirement B - Educational Electives

Select two of the following:

EDUC BC3030	Critical Pedagogies	
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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 SCHOOL	
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, URB SCHOOLS	
PHIL UN2100	Philosophy of Education	
SOCI UN3225	SOCIOLOGY OF EDUCATION	
ECON BC3012	THE ECONOMICS OF EDUCATION	

### Requirement C - Field Studies

Select one of the following:

EDUC BC3050	SCIENCE IN THE CITY	
EDUC BC3052	MATH # THE CITY	
EDUC BC3055	ARTS AND HUMANITIES IN THE CITY:CRITICAL	
EDUC BC3058	SCIENCE IN THE CITY II	
SOCI UN3974	SOCI OF SCHOOLS,TEACH,LEARNING *	

### Requirement D - Capstone

EDUC BC3051	SEMINAR 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.

### EDUC BC1510 FOUNDATIONS OF EDUCATION. 3.00 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 2025: EDUC BC1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00795	M W 4:10pm - 5:25pm 203 Diana Center	Ishrat Ahmed	3.00	43/40
EDUC 1510	002/00796	T Th 11:40am - 12:55pm LI001 Milstein Center	Fawziah Qadir	3.00	53/50

#### Fall 2025: EDUC BC1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00413	M W 10:10am - 11:25am LI001 Milstein Center	Drew Chambers	3.00	0/40
EDUC 1510	002/00414	T Th 4:10pm - 5:25pm 302 Barnard Hall	Ishrat Ahmed	3.00	0/40

**EDUC BC3032 INVESTIGATING THE PURPOSES AND AIMS OF EDUCATION POLICY. 4.00 points.**

Prerequisites: the instructor's permission. Open to all students, preference given to Urban Teaching, Ed Studies and Urban Studies. Enrollment limited to 15 students for each section.

Prerequisites: the instructors permission. Course enrollment will be determined after the first class meeting. Open to all students; preference given to Urban Teaching, Education Studies, and Urban Studies students. This course explores a broad continuum of educational policies, with a critical eye toward the impact these policies have on promoting equity and justice. Because no one course can do everything, our focus will be on educational policy in the United States. However, a major research assignment will be for you to do a critical analysis of one of these policies in the context of another country

**EDUC BC3044 EDUCATION AND SOCIAL CHANGE IN COMPARATIVE GLOBAL CONTEXTS. 4.00 points.**

This course will examine the relationship between education and social change in different regions of the world, with a focus on vulnerable populations (e.g., indigenous groups, street and working children, immigrants, women and girls; refugees)

Fall 2025: EDUC BC3044

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3044	001/00422	Th 2:10pm - 4:00pm LI001 Milstein Center	Fawziah Qadir	4.00	0/24

**EDUC BC3050 SCIENCE IN THE CITY. 4.00 points.**

Prerequisites: the instructor's permission.

Prerequisites: the instructors 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 2025: EDUC BC3050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3050	001/00423	F 10:10am - 12:00pm 119 Milstein Center	Althea Hoard	4.00	0/20

**EDUC BC3051 SEMINAR URBAN EDUCATION. 4.00 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

Fall 2025: EDUC BC3051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3051	001/00425	Th 12:10pm - 2:00pm Room TBA	Rachel Throop	4.00	0/18

**EDUC BC3053 MULTICULTURAL ELEMENTARY PEDA. 4.00 points.**

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

Fall 2025: EDUC BC3053

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3053	001/00426	W 4:10pm - 7:00pm 111 Milstein Center	Lisa Edstrom	4.00	0/10

**EDUC BC3054 MULTICULTURAL SECONDARY PEDAG. 4.00 points.**

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

Fall 2025: EDUC BC3054

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3054	001/00427	W 4:10pm - 7:00pm 113 Milstein Center	Lisa Edstrom	4.00	0/10

**EDUC BC3055 ARTS AND HUMANITIES IN THE CITY:CRITICAL. 4.00 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 2025: EDUC BC3055

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3055	001/00460	Th 12:10pm - 2:00pm 113 Milstein Center	Drew Chambers	4.00	17/20

Fall 2025: EDUC BC3055

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3055	001/00428	Th 10:10am - 12:00pm Room TBA	Drew Chambers	4.00	0/20

**EDUC BC3064 SEM: ISSUES URBAN TEACHING. 4.00 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 2025: EDUC BC3064

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3064	001/00430	T 4:10pm - 7:00pm Room TBA	Maria Rivera Maulucci	4.00	0/12

**EDUC BC3150 SCIENCE IN THE CITY FIELDWORK LAB. 0.00 points.**

Fall 2025: EDUC BC3150

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3150	001/00437	T 2:10pm - 6:00pm Room TBA	Althea Hoard	0.00	0/10
EDUC 3150	002/00438	W 2:10pm - 6:00pm Room TBA	Althea Hoard	0.00	0/10
EDUC 3150	003/00439	Th 2:10pm - 6:00pm Room TBA	Althea Hoard	0.00	0/10

**EDUC BC3155 ARTS#HUMANITIES IN CITY FIELDWORK LAB. 0.00 points.**

Spring 2025: EDUC BC3155

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3155	001/00799	M 2:10pm - 6:00pm Room TBA	Drew Chambers	0.00	4/10
EDUC 3155	002/00800	W 2:10pm - 6:00pm Room TBA	Drew Chambers	0.00	10/10

Fall 2025: EDUC BC3155

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3155	001/00442	M 2:10pm - 6:00pm Room TBA	Drew Chambers	0.00	0/10
EDUC 3155	002/00443	W 2:10pm - 6:00pm Room TBA	Drew Chambers	0.00	0/10

**EDUC BC1510 FOUNDATIONS OF EDUCATION. 3.00 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 2025: EDUC BC1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00795	M W 4:10pm - 5:25pm 203 Diana Center	Ishrat Ahmed	3.00	43/40
EDUC 1510	002/00796	T Th 11:40am - 12:55pm LI001 Milstein Center	Fawziah Qadir	3.00	53/50

Fall 2025: EDUC BC1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00413	M W 10:10am - 11:25am LI001 Milstein Center	Drew Chambers	3.00	0/40
EDUC 1510	002/00414	T Th 4:10pm - 5:25pm 302 Barnard Hall	Ishrat Ahmed	3.00	0/40

**EDUC BC3025 INCLUSIVE APPROACHES TO TEACHING LITERACY: THEORY AND PRACTICE. 6.00 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. This course requires 60 hours of clinical experience (fieldwork)

Spring 2025: EDUC BC3025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3025	001/00798	T 9:00am - 11:50am 501 Diana Center	Drew Chambers	6.00	8/16

**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

Fall 2025: EDUC BC3030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3030	001/00415	T 2:10pm - 4:00pm 119 Milstein Center	Fawziah Qadir	4.00	0/24

**EDUC BC3040 MIGRATION, GLOBALIZATION, AND EDUCATION. 4.00 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? This seminar will explore the following questions: What is globalization and why is it leading to new patterns of migration? How do children and youth experience ruptures and continuities across contexts of migration? How do language policies affect young people's capacity to be educated in a new land? What does it mean to forge a sense of belonging and citizenship in a "globalized" world, and how does this challenge our models of national citizenship? How are the processes by which young people are incorporated into their new country entwined with structures of race, class, and gender? Drawing on fiction, autobiography, and anthropological and sociological research this class will explore these questions from a variety of disciplinary perspectives

Fall 2025: EDUC BC3040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3040	001/00419	M 10:10am - 12:00pm 202 Milbank Hall	Orubba Almansouri	4.00	0/20

**EDUC BC3042 GENDER, SEXUALITY, AND SCHOOL. 4.00 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 2025: EDUC BC3042

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3042	001/00442	M 11:00am - 12:50pm 306 Milbank Hall	Ileana Jimenez	4.00	18/20

**EDUC BC3051 SEMINAR URBAN EDUCATION. 4.00 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

Fall 2025: EDUC BC3051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3051	001/00425	Th 12:10pm - 2:00pm Room TBA	Rachel Throop	4.00	0/18

**EDUC BC3052 MATH # THE CITY. 4.00 points.**

Prerequisites: the instructor's permission.

Prerequisites: the instructors 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

Spring 2025: EDUC BC3052

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3052	001/00495	W 10:10am - 12:00pm 306 Milbank Hall	Maria Rivera Maulucci	4.00	8/20

**EDUC BC3058 SCIENCE IN THE CITY II. 4.00 points.**

Prerequisites: the instructors permission. Open to Non-science majors, pre-service elementary students, and first-year students. Students investigate the science of learning, the Next Generation Science Standards, scientific inquiry and engineering design practices, and strategies to include families in fostering student achievement and persistence in science. Fieldwork required. Note: Students in the Childhood Urban Teaching Program may use this course as a pedagogical elective

**EDUC BC3061 ASSESSMENT OF TEACHING. 3.00 points.**

Open to Urban Teaching students in the Education Program.

**EDUC BC3063 STUDENT TEACHING/URBAN SCHOOLS. 6.00 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 2025: EDUC BC3063

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3063	001/00464	T 4:10pm - 6:00pm 225 Milbank Hall	Drew Chambers	6.00	4/5

**EDUC BC3065 SECONDARY STUDENT TEACHING URBAN SCHOOLS. 6.00 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 2025: EDUC BC3065

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3065	001/00465	T 4:10pm - 6:00pm 225 Milbank Hall	Ishrat Ahmed	6.00	4/5

**EDUC BC3089 Senior Research Seminar: Inquiry. 4.00 points.**

This is the second semester of a year-long senior capstone experience for Educational Studies majors. Over the course of the year, you will design and carry-out an inquiry project, and you will report on this project through an appropriate medium, for a specific purpose and audience

Spring 2025: EDUC BC3089

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3089	001/00484	T 4:10pm - 6:00pm LI001 Milstein Center	Thea Abu El-Haj	4.00	10/12
EDUC 3089	002/00485	T 4:10pm - 6:00pm LI001 Milstein Center	Rachel Longa	4.00	10/12

**URBS UN3310 RACE, SPACE, URBAN SCHOOLS. 3.00 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 2025: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00492	Th 4:10pm - 6:00pm LI001 Milstein Center	Fawziah Qadir	3.00	51/48

Fall 2025: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00433	W 2:10pm - 4:00pm LI001 Milstein Center	Amelia Herbert	3.00	0/40

**EDUC BC3250 EDUCATION IN A POLARIZED AND UNEQUAL SOCIETY. 4.00 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 THE ECONOMICS OF EDUCATION. 3.00 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

#### Spring 2025: ECON BC3012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3012	001/00803	T Th 1:10pm - 2:25pm 152 Horace Mann Hall	Randall Reback	3.00	31/45

#### Fall 2025: ECON BC3012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3012	001/00066	T Th 1:10pm - 2:25pm 504 Diana Center	Randall Reback	3.00	0/60

### 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. 4.00 points.

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 2025: PSYC BC3382

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3382	001/00264	T 9:00am - 10:50am 405 Barnard Hall	Erica Musser	4.00	17/16

#### Fall 2025: PSYC BC3382

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3382	001/00583	T 9:00am - 10:50am 119 Milstein Center	Erica Musser	4.00	0/16

### URBS UN3310 RACE. SPACE, URB SCHOOLS. 3.00 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 2025: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00492	Th 4:10pm - 6:00pm LI001 Milstein Center	Fawziah Qadir	3.00	51/48

#### Fall 2025: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00433	W 2:10pm - 4:00pm LI001 Milstein Center	Amelia Herbert	3.00	0/40