

Worksheet for Educational Studies interdisciplinary major

Use this worksheet to organize your ideas and tentative schedule. List only courses which count toward the Ed Studies major, or have been approved by the Director. Consult the most recent *Bulletin Catalogue* and our website (<http://www.trincoll.edu/depts/educ>) for more information. Then schedule a meeting with the Director of the Educational Studies Program to review your planned proposal.

Core courses:

Semester

Educ 200 Analyzing Schools
(offered each semester) _____

Educ 300 Ed Reform - Past & Present
(usually offered in spring) _____

an appropriate research methods course _____
Anth 301 Anthro Methods
Econ 318 Econometrics
Hist 300 Historiography
Pols 241L Empirical Pol Methods
Psyc 221L Research Design & Analysis
SocI 201L Research Methods in Soc Sci

Educ 400 Senior Research Seminar
(fall semester of Senior year) _____

Concentration:

Design a thematic concentration of 4 courses, at least 3 at 300-level or above. Include a **title** and **paragraph** which delineates the links between the courses and your emerging research interests.

_____	_____
_____	_____
_____	_____
_____	_____

Four additional credits:

_____	_____
_____	_____
_____	_____
_____	_____

Overall: At least 3 Depts/Programs must be represented in student's interdisciplinary major. Proposals may contain some blanks (like "2xx" or "TBA") and may be revised in future semesters.

Sample Major Proposals

Name and Class Year: John Bonhom '03

Major: Educational Studies

Core Courses:

Educ 200: Analyzing Schools

Semester

Spring 2001

Educ 300: Ed Reform - Past & Present

Spring 2001

Research Methods: Hist 299: Historiography

Fall 2001

Educ 400: Senior Research Seminar

Fall 2002

Concentration: Social Class and Urban Education

Being that I have grown up in an urban neighborhood my whole life and have seen the urban educational system work for some and fail others, I believe it will be to my advantage to understand what goes into the workings of urban schools. In order to understand urban education, I would first have to understand education in general and this is where the Sociology of Education would come in. From this course I will be able to apply a sociological perspective to the institution of education. I would also have to take courses that talk about social class, such as Race, Class, and Educational Policy. This course talks about economic and cultural capital as well as school choice and school-family relationships. Social Problems in America would also help me to further my understanding of the institution of education by examining social problems outside of the school such as crime, poverty, and police behavior that may have an adverse effect on urban education and education in general. Cities, Suburbs, and Schools would offer a comparison of both urban and suburban school systems.

Educ 309: Race, Class, and Ed Policy

Spring 2001

SocL 310: Sociology of Education

Spring 2001

SocL 204: Social Problems

Fall 2001

Educ 308: Cities, Suburbs, and Schools

Spring 2002

Additional Credits:

Educ 317: Alternative Ed

Fall 2001

Psyc 236: Adolescent Psych

Spring 2002

Educ 350: Curriculum Th, Pol, Prac

Spring 2002

Thdn 332: Ed Through Movement

Spring 2002

Name and Class Year: Claire Kammen '02

Major: Educational Studies and Sociology

Core Courses:

Semester

Educ 200: Analyzing Schools

Spring 2000

Educ 300: Ed Reform (as Educ 202 Hist of Ed)

Fall 1999

Research Methods: SocL 201L Res Meth in Soc Sci

Spring 2000

Educ 400: Senior Research Seminar

Fall 2001

Concentration: Social Mobility and Disability

My concentration would establish stronger links between my two majors, Educational Studies and Sociology. Specifically, I would like to see what children with learning disabilities living in urban areas (such as Hartford) are entitled to, as compared to children living in urban middle-class, primarily white suburban areas. Possible questions I would like to answer are: Does the setting of the school impact the level of inclusiveness for mentally handicapped children? Does the level of parental involvement in the school, which is often dictated by social class and upward mobility, influence the programs offered by the school?

SocL 321: Patterns and Processes of Am Cities

Fall 2000

Educ 318: Special Education

TBA

SocL 312: Social Class and Mobility

Fall 2000

SocL 214: Race and Ethnicity

Fall 1999

Additional Credits:

SocL 204: Social Problems in Am

Spring 1999

Educ 399: Independent Study

Spring 2000

Educ 317: Alternative Education

Fall 2000

Psyc 2xx

TBA