

Spring Supplement to the 2011-2012 *HGSE Catalogue*

This supplement is an update to the information printed in the 2011-2012 *HGSE Catalogue*, and is produced by the Office of the Registrar. Please make these changes in your copy. For the most up-to-date room and time schedules, please visit:

www.gse.harvard.edu/academics/catalogue/schedule/term_courses_by_num.shtml?vtc_w_f_c=2011-1YN2011-2SN.

New Courses

***A-128 Democracy and Education**

David Cohen

Spring course; four credits.

When Americans think about democracy and education they usually focus on the power of public education to shape democracy by improving citizens' political intelligence. Several Founding Fathers embraced this idea, and some proposed schools of one sort or another. Little was done then, but more urgent efforts to use schools to promote popular intelligence began in the 1830s and 1840s, as the vote was extended to men who were free, white, and 21. That development led many educators and politicians to feel with more force that popular intelligence was essential to viable democracy; many saw schools as the solution. These ideas about the schools' saving political power have been central to American ideas about public education. Yet if citizens were so rude, ignorant, and prejudiced as to require schools to protect democracy against them, why would they know or care enough to govern schools that cultivated future citizens' generosity, tolerance, and intelligence? This course will consider two very different issues: what might be public schools' beneficial effects on democracy, and what have been the actual effects that U.S. democracy has had on public schools? We will explore how Horace Mann, John Dewey, and others answered the first question, and we will compare their answers with research on how schools actually worked. We will spend more time probing the effects that democratic governance has had on public schools, including teaching quality, the content of academic work, the allocation of funds, and habits of critical thought. The course will conclude with an examination of the changing roles of politics and economics in understanding and justifying public schools. *Permission of instructor required. Enrollment limited to 20. Enrollment procedure will be posted on course website.*

Monday, 1:00 - 4:00 p.m.

***A-822 The Consequences of Educational Policy Interventions in Developing Countries: Evidence from Recent Impact Evaluations**

Felipe Barrera-Osorio

Spring course; four credits.

The past two decades have seen the emergence of numerous rigorous evaluations of educational interventions in developing countries. These studies employ methodologies that allow researchers to reach causal conclusions about the effects of the programs that they evaluated. This course aims to distill the main policy lessons from these studies by reviewing the main theories that motivated them, the empirical strategies used to assess them, the emerging puzzles, and the substantive results and their policy implications. The course will analyze new evidence emerging from developing countries concerning basic education (K-12), and have an economic perspective on educational problems. By the end of the course, students will have acquired: comprehensive knowledge of the evidence of the impact of various strategies to improve access to education and learning in developing countries; an understanding of the policy consequences of these educational strategies, and of the strengths and weaknesses of different methodological approaches to impact evaluation in education; and strong analytical and communication skills to make evidence-based judgments and convey them effectively to non-technical audiences. The course is designed for

masters and doctoral students, and for other graduate students across Harvard interested in education and economics of education in developing countries.

Permission of instructor required. Enrollment is limited to 25. Prior knowledge of economics as demonstrated by completion of A-205, or a similar course, is required. Also required is a basic understanding of statistics, as demonstrated by completion of S-012 or a similar course.

Monday, 4:00 - 7:00 p.m.

***H-109 Developmental Disabilities**

Joanna Christodoulou

Spring course; four credits.

This course provides an introduction to developmental disorders through theory, research, and practice. In this course we will focus on the most frequently identified developmental difficulties encountered in education in areas such as language, math, and executive functions. The approach will be integrative by considering each topic through the lens of cognitive neuroscience, clinical presentation, and theoretical frameworks. Course goals include learning what it means to have diverse students in a classroom, what learning profiles accompany diagnostic labels, and what associated educational experiences are like. Offered in the Faculty of Arts and Sciences as Psychology 1601.

Permission of instructor required. Enrollment is limited. Application procedure will be available on course website.

Monday and Wednesday, 7:30 - 9:00 p.m.;

H-118 Bilingualism: Language, Cognition, and the Brain

Gigi Luk

Spring course; four credits.

Bilingualism has been extensively studied as a psycholinguistic phenomenon in language development. Recent research has extended the consequence of this language experience to cognitive domains that do not involve language processing. More importantly, the cognitive consequences associated with bilingualism extend across the lifespan. With bilingualism being an increasingly common experience for the North American population, it is essential for educators to understand the cognitive consequences of this language experience, in classrooms and beyond. This course will examine bilingual experience across the lifespan and evaluate research showing altered cognitive processes in bilinguals compared to monolinguals. Students will be directed to explore research on the following questions: How is bilingualism defined? Is there a critical period of learning a second language? Does bilingualism confer cognitive advantages? If so, what kind of cognitive benefits are associated with bilingual experience? Are there differences in language developmental trajectories in bilingual children and adults? The proposed course will be structured to be accessible to students with interests in developmental psychology, cognitive science and language and literacy. There is no prerequisite for this course. Students interested in classroom approaches to bilingual education and instructional focus of English language learners (ELLs) should consider H-813 instead of this course.

Tuesday, 8:30 - 11:30 a.m.

Revised Course Descriptions

***A-210D Schools and the Law**

Rhoda Schneider

Spring module; two credits.

This seven-week module will introduce some of the most significant legal issues that arise in public elementary and secondary schools and their implications for school leaders. We will: 1) explore evolving legal standards on a variety of issues including school safety, discipline, and student well-being, free speech, services for students with disabilities and English language learners, and harassment and bullying; 2) examine educational, political, ethical, and financial questions that legal issues often generate; 3) draw on real cases and legal/policy dilemmas that practitioners are facing; and 4) focus on preventive law--providing current and future school leaders with knowledge and skills they need to make sound decisions, advance important educational objectives, and minimize legal problems.

Permission of instructor required. Preference is given to students in the School Leadership Program.

January 25 - March 7, 2012; Wednesday, 7: 00 – 9:00 p.m. Required section meetings to be arranged.

Course Changes

A- Courses

A-010H, *Financial Strategy and Leadership in High-Performing Nonprofits*, taught by Luther Ragin, **will not be offered.**

A-130, *Sparkling Social Change*, cotaught by Mark Moore and Archon Fung, **will be offered Monday and Wednesday, 1:10 – 2:30 p.m.**

A-142, *Analyzing Education Policy*, taught by, Joshua Goodman, **will be offered Monday and Wednesday, 2:40 – 4:00 p.m.**

Please note: A-164, *Program Evaluation*, taught by Thomas Kane, will hold two additional, earlier class meetings on Thursday, January 19th, and Friday, January 20th, Noon – 4:00 p.m. Thereafter, the course will meet Monday, Noon – 2:00 p.m.

A-612, *Organizing: People, Power, Change*, taught by Marshall Ganz, **will be offered Tuesday and Thursday, 1:10 – 2:30 p.m.**

A-704, *Colleges as Organizations*, taught by James Honan, **is no longer limited enrollment, does not require instructor permission, and is not required for Ed.M. students in the Higher Education Program.**

A-810F, *Human Rights in Education*, taught by Felisa Tibbitts, **will be offered Thursday, 11:30 a.m. - 2:00 p.m., January 26 – March 8, 2012. There will be no class on February 23rd.**

H- Courses

H-154, *Specialized Research Seminar on Event-Related Potential (ERP) Methods*, taught by Jennifer Thomson, **will not be offered.**

H-397, *Research Experience in Prevention Science and Practice*, taught by Robert Selman, a year-long course, **will meet January 30, 4:00 – 7:00 p.m.; February 13, 4:00 – 7:00 p.m.; February 27, 4:00 – 7:00 p.m., March 19, 2:00 – 4:00 p.m., and April 23, 4:00 – 7:00 p.m.**

H-803, *Developing Adolescent Literacy*, taught by Nonie Lesaux, **will now be held as a module, H-810Y. It will be offered January 23 – March 5, Mondays, 10:00 a.m. – Noon.**

H-810C, *Literacy and Learning in the Content Classroom*, taught by Vicki Jacobs, which meets on January 25, February 1, 8, 15, 29, and March 7 and 21, **will be offered 4:00 – 7:00 p.m.**

S- Courses

S-011, *Understanding Today's Educational Testing*, taught by Daniel Koretz, **now requires permission of the instructor.**

T- Courses

T-210Z1, *Dimensions of Diversity: English Language Learners*, taught by Chad Leith, will be offered January 26 – March 29, 2012, on Thursdays, 4:00 – 7:00 p.m. There will be no class on February 16 or 23.

T-390B, *Research Practicum in Adult-Group Learning Conversations*, taught by Daniel Wilson, will be offered Wednesday, 10:00 a.m. – 1:00 p.m.