

changing education

BRYN MAWR
COLLEGE

What happened on September 23rd, 1885 provides the context for *Changing Education*. Opened on that day, Bryn Mawr College was a radical departure in the world of higher education, designed to be the first college to provide an education for women that was equal to that of men. Although there were already women's colleges in the United States, as well as opportunities for co-education, none of those alternatives had reached the level of development that Bryn Mawr wanted to achieve on the day it opened its doors as an undergraduate and graduate institution. Bryn Mawr will celebrate and reflect on its first 125 years throughout the academic year 2010-2011, and this Kaleidoscope of courses will assist and enhance that reflection.

kaleidoscope

Interdisciplinary inquiry during a year of celebration

The courses in this Kaleidoscope share a concern with the historical relationship between educational access, institutional development, and pedagogical innovation.

In the language and method of its particular discipline, each course will investigate this relationship, tracing how populations that have been exiled from this country's institutions of power have found refuge in various educational experiments. As each of these courses will suggest, the unintended result of such exile was—and perhaps continues to be—the development of exciting and significant

educational innovations, such as the nineteenth-century distance learning initiatives, women's colleges that aspired to academic excellence, desegregated elementary and high schools in America's urban centers, service-learning pedagogies, and more recently, programs such as this Kaleidoscope that seek to mitigate educational exclusivity by improving college access for underserved students and by enabling those who have access to extend it to others. Ultimately, these courses will examine how initiatives such as these both imagine and create the conditions of

productive social—and educational—interdependence in the face of an increasingly stratified schooling system.

courses in the program

Education 270	fall
Cities 276	fall
History 325	fall
Biology 214	spring
English 258	spring

a year-long commitment

2010-2011

To participate fully in the Kaleidoscope, you will be required to take Professor Cohen's EDU 270 course in the fall. You must also take at least one other Kaleidoscope course in both the fall and spring semesters. Although these are the requirements for the Kaleidoscope, participation in all of the courses is encouraged.

Fall Courses:

Education 270: Identity, Access, and Innovation in Education

Jody Cohen, Education

This course will explore formal policies that attempt to address race, gender, and language in education and the informal ways that such policies play out in access to education and in knowledge construction and production. Starting with an analysis of the Brown v Board of Education Supreme Court decision of 1954 and moving through other major pieces of education policy such as Title IX and No Child Left Behind, the course will examine issues such as (re)segregation and integration on an institutional level and ways that communities create and express knowledge in multiple venues. Participatory action research will involve students in working with an urban high school. [Enrollment limit 18 students]

City 276: Mural Arts

Jane Golden, Shira Walinsky

The class will involve discussions of murals historically and through the present day. The class will also explore community-based practice and grassroots organizing through readings, research and volunteering to help high school students with college essay preparation. Students will be involved in the making of a large-scale mural whose concepts reflect intergenerational women's leadership: its past, present and future. This will involve helping the muralist with the content, design and execution of the mural. Additionally, students will create posters (silk-screens and wood cuts), which spread awareness of women's leadership and intergenerational partnerships. Through the process of creating the mural, videos and posters students will also learn about color theory, graphic design, and video editing. [Enrollment limit 15 students]

History 325: Women's Higher Education in the 19th and 20th centuries: The History of Bryn Mawr College

Elliott Shore, History

The course will use texts on the history of education in the US, on the history of women's education, and on the social history of late nineteenth – early twentieth century Philadelphia/ Main Line/ Quaker education; it will employ a series of guest speakers; the research will be based at the Archives of Bryn Mawr College and include the active participation of the staff of the Special Collections Department of Information Services. The international conference at Bryn Mawr on September 23-25: Heritage and Hope: Women's Education in a Global Context will be a central text of the course. The specific topics to be covered after we master the context and outline of the history of the College will be chosen by the students and the instructor with an eye towards what kinds of archival materials are available. The assignments will be geared towards producing a final research paper. [Enrollment limit 18 students]

Spring Courses:

Biology 214: The Historical Role of Women in Genetics and Embryology

Greg Davis, Biology

As a more focused version of this course from previous years, we will examine the role that women scientists and technicians played in the development of genetics and embryology from the late 19th to the mid 20th century. The course will look at the work and lives of well known and lesser known individuals, asking how factors such as their educational experiences and mentor relationships

played a role in their contributions. One facet of the course will be to look at the Bryn Mawr Biology department from the founding of the College into the mid-20th century. [Enrollment limit 12 students]

English 258: Finding Knowledge Between the Leaves: 19th Century Literature of Education

Anne Bruder, English

This class will examine innovative extra-institutional methods and spaces of learning. We will explore a genealogy of unconventional and progressive models of instruction found in imaginative literature, in personal letters, and in material culture. Our readings will range from novels by Catharine Maria Sedgwick and Louisa May Alcott to poetry and letters by Walt Whitman and Emily Dickinson to personal narratives by Henry David Thoreau and Booker T. Washington. We will consider these texts as unusual educational experiments—both real and unreal—that were refuges and their students and teachers exiles from the nation's female academies, public grammar and high schools, and newly-opened colleges. We will ask how, in the process of working beyond the classroom walls, did these writers transform the meaning of education in America. [Enrollment limit 18 students]