

Education

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Education is an area of practice and policy that is subject to scholarly inquiry from a variety of disciplinary perspectives. A number of departments offer courses relevant to education and teaching (e.g., psychology, public policy, sociology, human development). Many courses can be counted as fulfilling undergraduate concentration requirements in those departments. Students interested in teaching grades K-12 may find some courses to be appropriate for meeting the teacher certification requirements of various states.

Urban Teacher Preparation Program

The Urban Teacher Preparation Program for the certification of elementary school teachers (grades K-9) has been developed by the Center for School Improvement at the University of Chicago. College students take a three-quarter Foundations of Education Sequence (SOSC 25501-25502-25503) in their fourth year and then continue with a fifteen-month graduate program that includes substantial clinical work in local public schools. NOTE: A proposal to award a Masters of Arts in Teaching degree is currently under review by the Council of the Faculty Senate of the University.

As soon as possible but not later than Autumn Quarter of their third year, students who are interested in this program should consult with their College adviser and with Kavita Kapadia (834-1837 or kkapadia@uchicago.edu), Urban Teacher Preparation Program Coordinator, Center for School Improvement. Students are encouraged to apply to the program before Winter Quarter of their third year and should meet a significant portion of their B.A. requirements by the end of their third year.

Courses

Human Development

HUDV 23700/31200. Education and Human Development. *S. Stodolsky. Winter.*

HUDV 24400. Observation of Child Behavior in Natural Settings. (=PSYC 24400) *S. Stodolsky. Spring.*

Psychology

PSYC 20400/30400. Cognitive Psychology. *V. Maljkovic. Winter.*

PSYC 20500/30500. Developmental Psychology. (=HUDV 25900/30700) *S. Goldlin-Meadow, S. Hans. Autumn.*

PSYC 22500. Cognitive Development. *PQ: Consent of instructor. J. Huttenlocher. Spring. Not offered 2003-2004; will be offered 2004-2005.*

PSYC 23200. Language Development. (=HUDV 23900/31600, LING 21600/31600) *S. Goldin-Meadow, A. Woodward. Winter.*

PSYC 24400. Observation of Child Behavior in Natural Settings. (=HUDV 24400) *S. Stodolsky. Spring.*

Sociology

SOCI 20105/30105. Educational Organization and Social Inequality. *C. Bidwell. Spring.*

SOCI 20108/30108. The Institution of Education. *C. Bidwell. Winter.*

SOCI 20112/30112. Applications of Hierarchical Linear Models to Psychological and Social Research. *PQ: Basic knowledge of matrix algebra and multivariate statistics. A. Bryk. Winter.*

SOCI 20128/30128. Sociology of Education. *B. Schneider. Autumn.*

Social Science

SOSC 25501-25502-22503. Foundations of Education. *PQ: Consent of instructor.* Must be taken in sequence during the same academic year. Credit for each quarter is granted if all three courses are completed successfully. *A. Bryk, M. Hoffman, C. Cunningham. Autumn, Winter, Spring.*

SOSC 25501. Schools and Communities. Students begin to relate their pre-existing understanding of the social sciences (gained through prior coursework at the University of Chicago) with the realities of educational institutions in urban settings. They engage in sociological, historical, geographic, anthropological, economic, and political inquiry and learn how to apply these disciplines toward the understanding of educational trends and issues such as schools as communities, social capital, the causes and effects of local control, equity, and funding. Special emphasis is placed on current reform efforts in urban schools.

SOSC 25502. Human Development and Learning. This course focuses on understanding the physical, social, cognitive, and emotional development of children and the cultural contexts in which development occurs, with particular emphasis on children in urban settings. Students explore the central issues of child development: 1) the diverse pathways of change; 2) the interplay between biology and environment in development; and 3) interrelatedness of physical, cognitive, emotional, and social development. They learn and apply tools and techniques to make naturalistic observations of children and conduct child, family, and school interviews.

SOSC 25503. The Purposes and Effects of Urban Education. This course examines philosophical issues affecting educational policy and instructional practice. Each issue is addressed through examination of foundational philosophical texts and elaborated through more contemporary perspectives. Among the issues to be addressed are: What are the purposes of education and schooling?

What should be the relative importance of providing for common experiences (cultural integration) and helping individuals and groups to establish their unique cultural identity? What should be the comparative importance of academic learning versus moral development in schools? What are the positives and negatives of placing increased emphasis on measuring the academic results of schooling?