**Education and Society Courses Offered in 2019-20**

Fall Courses

**CHDV 40207: Development in Adolescents**

***Instructor: M. Beale Spencer***

Adolescence is a period of rapid growth and development irrespective of circumstances, contextual conditions and supports; thus, it represents both significant challenges and unique opportunities. The conceptual orientation taken acknowledges the noted difficulties but also speculates about the predictors of resiliency and the sources of positive youth development achieved. The course delineates the developmental period's complexity made worse by the many contextual and cultural forces due to socially structured conditions; that fact interact with youths' unavoidable and unique meaning-making processes. As a function of some youths' privileging circumstances versus the low resource and chronic conditions of others, both coping and identity formation processes are emphasized as highly consequential. Thus, stage specific developmental processes are explored for understanding gap fin dings for a society's diverse youth given citizenship requirements expected of all. In sum, the course presents the experiences of diverse youth from a variety of theoretical perspectives. The strategy improves our understanding about the "what" of human development as well as dynamic insights about the "how" and "why." Ultimately, the conceptual orientation described is critical for 1) designing better social policy, 2) improving the training and support of socializing agents (e.g., teachers), and 3) enhancing human developmental outcomes (e.g., resilient patterns).

*Course Area: Individual Development and Learning*

**CHDV 40315: Inequality in Urban Spaces**

***Instructor: M. Keels***

The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College

*Course Area: Schooling and Society*

**EDSO 33006: Schooling and Social Inequality**

*Instructor: L. Rosen*

How and why do educational outcomes and experiences vary across student populations? What role do schools play in a society’s system of stratification? How do schools both contribute to social mobility and to the reproduction of the prevailing social order? This course examines these questions through the lens of social and cultural theory, engaging current academic debates on the causes and consequences of social inequality in educational outcomes. We will engage these debates by studying foundational and emerging theories and examining empirical research on how social inequalities are reproduced or ameliorated through schools. Through close readings of anthropological and sociological case studies of schooling in the U.S, students will develop an understanding of the structural forces and cultural processes that produce inequality in neighborhoods and schools, how they contribute to unequal opportunities, experiences, and achievement outcomes for students along lines of race/ethnicity, class, gender, and immigration status, and how students themselves navigate and interpret this unequal terrain. We will cover such topics as neighborhood and school segregation; peer culture; social networks; elite schooling; the interaction between home, society and educational institutions; and dynamics of assimilation for students from immigrant communities.

*Course Area: Schooling and Society*

**MAPS 38700: Economics of Education**

***Instructor: D. Neal***

This course explores economic models of the demand for and supply of different forms of schooling. The course examines the markets for primary, secondary, and post-secondary schooling. The course examines numerous public policy questions, such as the role of government in funding or subsidizing education, the design of public accountability systems, the design of systems that deliver publicly funded (and possibly provided) education, and the relationship between education markets and housing markets.

*Course Area: Schooling and Society*

*\*\*Prerequisities: ECON 20900, Introduction to Econometrics, or equivalent*

 *ECON 20100, Intermediate Microeconomics, or equivalent*

PSYC 33000 Cultural Psychology: Philosophical and Theoretical Foundations
*Instructor: R. Shweder*

There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning. Prerequisite(s): Third- or fourth-year standing. Instructor consent required.

*Course Area: Individual Development and Learning*

**SOCI 36009 Introductory Statistical Methods and Applications**

***Instructor: Y. Sheng***
This course introduces and applies fundamental statistical concepts, principles, and procedures to the analysis of data in the social and behavioral sciences. Students will learn computation, interpretation, and application of commonly used descriptive, correlational, and inferential statistical procedures as they relate to social and behavioral research. These include z-test, t-test, bivariate correlation and simple linear regression with an introduction to analysis of variance and multiple regression. The course will integrate the use of Stata as a software tool for these techniques. This course is equivalent to SOSC 20004/30004 (Statistical Methods of Research I), CHDV 20101/30101 (Applied Statistics in Human Development Research), PSYC 20100 (Psychological Statistics), and other introductory level applied statistics courses.

*Course Area: Educational Policy and Evaluation*

**SSAD 43412: Qualitative Inquiry and Research**

***Instructor: S. Robinson***

This course provides students with an introduction to qualitative methods in social science research and an overview to the components that constitute rigorous design and implementation. The aim of this course is to help students better understand how social science researchers gather reliable information, how they evaluate advantages and limitations of different approaches, and how to develop the capacity to use one of these methods in a project of their own design. The course begins with an historical and philosophical overview of qualitative inquiry, and proceeds with an examination of the most commonly used approaches. While covering these approaches, issues related to research design, data collection, analytic technique, researcher values and subjectivity are taught in an applied manner through a project-based assignment. Although the course is not designed to train for proficiency in any one approach, it will familiarize students with the specific processes involved in designing and conducting qualitative research. Of primary importance is to assist students in constructing valid and accurate descriptions of human behavior in our culturally and ethnically diverse society.

*Course Area: Educational Policy and Evaluation*

**SSAD 48500: Data for Policy Analysis and Management**

***Instructor: M. Roderick***

This course provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences.  Topics covered include analysis of variance and multiple regression, considered as they are used by practicing social scientists.

*Course Area: Educational Policy and Evaluation*

**SSAD 63412: Cultural Studies in Education**

***Instructor: S. Robinson***

Using cultural studies as the point of departure, this course explores the intersection of culture, power, and language (both oral and written) within schools and school systems. In accordance with the tenets of cultural studies, the course is guided by the presumption that culture (as it is realized through the functioning of schools and their agents and the experiences, knowledge, expressions, dispositions, and meaning-making of people of color, women, and low-income or working class individuals) is critical for understanding and intervening in the reproduction of social and economic inequality.

In order to understand the reproduction of inequality we will examine theories and empirical investigations that explore how structures of domination and subordination are reproduced and social difference and inequality are reinscribed through the cultural practices that are reflected in schools. We will also analyze the extent to which the cultural practices and experiences of marginalized individuals simultaneously contribute to the process of reproduction and also affirm the emancipatory possibilities of resistance.

The course begins with an introduction to the history, development, and basic tenets of cultural studies. Throughout our work together, we will examine how social class, race/ethnicity, and gender are represented in literacy, language, and cultural theories and research that examine reproduction and resistance. We conclude with a more in-depth examination of the active role schools and other learning settings (might) play in the processes of reproduction, agency, and resistance. The potential for social transformation will be taken up throughout the course in class discussion.

*Course Area: Schooling and Society*

Winter Courses

**CHDV 30102: Introduction to Causal Inference**

***Instructor: G. Hong***

This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent is a prerequisite. This course is a pre-requisite for “Advanced Topics in Causal Inference” and “Mediation, moderation, and spillover effects.”

*Course Area: Educational Policy and Evaluation*

**EDSO 33002: Schooling and Identity**

***Instructor: L. Rosen***

This course examines the dynamic relations between schooling and identity. We will explore how schools both enable and constrain the identities available to students and the consequences of this for academic achievement. We will examine these relations from multiple disciplinary perspectives, applying psychological, anthropological, sociological, and critical theories to understanding how students not only construct identities for themselves within schools, but also negotiate the identities imposed on them by others. Topics will include the role of peer culture, adult expectations, school practices and enduring social structures in shaping processes of identity formation in students and how these processes influence school engagement and achievement. We will consider how these processes unfold at all levels of schooling, from preschool through college, and for students who navigate a range of social identities, from marginalized to privileged.

*Course Area: Schooling and Society*

**PPHA 36800: Higher Education and Public Policy**

***Instructor: J. Delaney***

We are at a vital moment in American history in which the importance of access to and success in higher education has entered the political discourse on a national scale. Several states have proposed or passed “free college” plans. Total outstanding student loan debt has grown to over $1.5 trillion, surpassing in volume all other forms of debt except home loans. In addition, the most significant piece of higher education legislation at the federal level (the Higher Education Act) is overdue for reauthorization. As the area of public policy for higher education has seen growing public discussion and concern, it has been accompanied by important policy innovations in recent years. This course will explore many of the public policies through which federal, state, and local governments in the US address higher education. We will also consider how public policy for higher education differs cross-nationally. Each week will include a discussion of recent trends, policy-relevant academic scholarship, theoretical models, and policy innovations for higher education. In addition, students will have the opportunity to engage with the course material through in-class discussions and exercises.

*Course Area: Educational Policy and Evaluation*

**PPHA 40700: Early Childhood: Human Capital Development and Public Policy**

***Instructor: A. Kalil***

The goal of this course is to introduce students to the literature on early child development and explore how an understanding of core developmental concepts can inform social policies. This goal will be addressed through an integrated, multidisciplinary approach. The course will emphasize research on the science of early child development from the prenatal period through school entry.

In this course, students will critically examine historical trends, current challenges, and new directions in developmental science and early childhood policy. Through directed readings, written work, and class participation, students will have opportunities to grapple with the complexities of connecting scientific research to the formulation of evidence-based policies that advance the healthy development of children, families, and communities and bring high returns to all of society, in the United States and around the world.

*Course Area: Individual Development and Learning*

**SOCI 30004: Statistical Methods of Research**

***Instructor: S. Raudenbush***

This course provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences.  Topics covered include analysis of variance and multiple regression, considered as they are used by practicing social scientists.

*Course Area: Educational Policy and Evaluation*

**SSAD 44800: Urban Adolescents in their Families, Communities, and Schools**

***Instructor: M. Roderick***

Early and mid-adolescence is a critical stage in the life course. Urban adolescents face special risks and often have fewer supports and opportunities to guide them through this critical period. As the United States population becomes increasingly diverse, particularly in urban areas, families, communities, and schools may need to create new social institutions and relationships to meet the needs of this new population. This course focuses on three central questions. First, how are the education and developmental trajectories of adolescents shaped by their experiences in their families, schools, and communities as well as the interrelationships among these domains? Second, what are the special needs or issues that arise for adolescents who are from immigrant families, who are cultural, racial, or ethnic minorities, or who are from educationally and economically disadvantaged households? And third, how do we translate an understanding of the needs of adolescents and the conditions in families, communities, and schools that foster positive development into the design of policies and practice?

*Course Area: Schooling and Society*

Spring Courses

**PSYC 40500: Advanced Seminar in Developmental Psychology**

***Instructor: S. Levine***

This is an introductory course for graduate students in developmental psychology. Topics in biological, perceptual, cognitive, social, and language development will be covered. This course will satisfy one of Psychology graduate students’ core course requirements.

*Course Area: Individual Development and Learning*

**SOCI 30112: Applications of Hierarchical Linear Methods**

***Instructor: S. Raudenbush***

A number of diverse methodological problems such as correlates of change, analysis of multi-level data, and certain aspects of meta-analysis share a common feature-a hierarchical structure. The hierarchical linear model offers a promising approach to analyzing data in these situations. This course will survey the methodological literature in this area, and demonstrate how the hierarchical linear model can be applied to a range of problems.

*Course Area: Educational Policy and Evaluation*

**SOCI 30192: The Effects of Schooling**

***Instructor: R. Stolzenberg***

From at least the Renaissance until sometime around the middle of the 20th Century, social class was the pre-eminent, generalized determinant of life chances in European and, eventually, American societies. Social class had great effect on one’s social standing, economic well-being, political power, access to knowledge and even longevity, health and height. In that time, there was hardly an aspect of life that was not profoundly influenced by social class. In the ensuing period, the effects of social class have receded greatly, and perhaps have even vanished. In their place formal schooling has become the great generalized influence over who gets access to the desiderata of social life, including food, shelter, political power, medical care, etc. So it is that schooling is sociologically interesting for reasons that go well beyond education. The purpose of this course is to review what is known about the long term effects of schooling.

*Course Area: Schooling and Society*

**SOCI 36008: Principles and Methods of Measurement**

***Instructor: Y. Sheng***

Accurate measurement of key theoretical constructs with known and consistent psychometric properties is one of the essential steps in quantitative social and behavioral research. However, measurement of phenomena that are not directly observable (such as psychological attributes, perceptions of organizational climate, or quality of services) is difficult. Much of the research in psychometrics has been developed in an attempt to properly define and quantify such phenomena. This course is designed to introduce students to the relevant concepts, principles, and method underlying the construction and interpretation of tests or measures. It provides in-depth coverage of test reliability and validity, topics in test theory, and statistical procedures applicable to psychometric methods. Such understanding is essential for rigorous practice in measurement as well as for proper interpretation of research. The course is highly recommended for students who plan to pursue careers in academic research or applied practice involving the use or development of tests or measures in the social and behavioral sciences.

*Course Area: Educational Policy and Evaluation*

*Prerequisite:* Course work or background experience in statistics through inferential statistics and linear regression