

SOCIAL STUDIES EDUCATION (SOCED-UE)

SOCED-UE 1000 Ind Study (1-4 Credits)

Typically offered not typically offered

It should be noted that independent study requires a minimum of 45 hours of work per point. Independent study cannot be applied to the established professional education sequence in teaching curricula. Each departmental program has established its own maximum credit allowance for independent study. This information may be obtained from a student's department. Prior to registering for independent study, each student should obtain an Independent Study Approval Form from the adviser.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: Yes

SOCED-UE 1037 Teaching Social Studies in The Middle School (1 Credit)

Typically offered Fall

A practical examination of specific teaching problems and practices as they relate to middle school social studies education. Class sessions are based upon student teaching experiences.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SOCED-UE 1039 Methods/Teaching Social Studies I (3 Credits)

Typically offered Fall

Critical analysis of teaching models through observation and practice. Students will learn to organize a course, conceptualize a unit, prepare lesson plans, devise and evaluate assessments, and effectively use technology in the classroom.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SOCED-UE 1040 Teaching of The Social Studies Secondary School (1 Credit)

Typically offered Spring

A practical examination of specific teaching problems and practices as they relate to actual classroom teaching. Class sessions are based on student teaching experiences.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SOCED-UE 1073 Key Debates in U.S. History (4 Credits)

Typically offered Spring

Surveys key developments in American Civilization since the Civil War. Explores the rise of the U.S. to world power, the impact of industrialization, mass immigration and urbanization on American society, the evolution of the political system, reform and radical dissent, and the role that race, class, and gender played in post-1865 U.S. history. Combines historical with geographical analysis of the U.S., introducing cultural and physical geography as tools for studying and teaching the American past.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SOCED-UE 1117 Martin Luther King, Jr.: Leadership, Oratory and Mass Protest. (4 Credits)

This course explores Martin Luther King's emergence, ideas, and impact as a protest leader. Topics will include the relationship between King and Presidents Kennedy and Johnson, the FBI's covert attempts to discredit King, and how the US government's interaction with mass protest movements promotes and limits social change. Students will assess King's political strengths and weaknesses and the criticism he faced from rivals and opponents over his tactics, leadership style, vision for America, and critique of US foreign policy.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SOCED-UE 1135 Trnds/Prob Sec Soc St Ed (4 Credits)

Typically offered Spring

Social Studies as a field is reviewed historically and its theoretical base is analyzed. Examines the nature of socialization inherent in different concepts of knowledge and introduces the problems of selecting, organizing, and teaching various approaches to history and the social sciences

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SOCED-UE 1252 Martin Luther King: Leadership, Oratory and Mass Protest (4 Credits)

Typically offered Spring

Explores Martin Luther King's emergence, ideas, & impact as a protest leader. Moving beyond the omnipresent soundbites of his "I have a Dream" speech, we will probe the character & influence of King's oratory & organizing from Montgomery to Memphis. Debates about King's political strengths & weaknesses will be assessed, as will the criticism he faced from rivals & opponents over his tactics, leadership style, & vision for America. We will study the relationship between King & Presidents Kennedy & Johnson as well as the FBI's covert war on King, asking how mass protest movements & the US government interact, & how that interaction promotes & limits social change. Finally, we will examine why Black Freedom Movement veterans bemoan the gulf between the historical King – the radical critic of capitalism, imperialism, & racism – & the dreamy King holiday, leaving them to speak of America's "amnesia" about its most celebrated protest leader.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SOCED-UE 1800 Key Debates in Global History (4 Credits)

Typically offered Fall

Explores world history through demographic and technological change, urbanization, nomadic invasions, cross-cultural interactions, empires, and major religious and philosophical world views. Provides broad framework through which to approach teaching and learning of world history: Seeing global patterns and processes over time and space while connecting local developments to global ones; comparing within and among societies; analyzing multiple perspectives of peoples and major debates among historians; exploring persistent relevance of world history to contemporary developments.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SOCED-UE 1911 Student Teaching in Social Studies I (3-4 Credits)

Typically offered Fall and Spring

One semester supervised student teaching in a social studies education classroom in middle school a minimum of 180 hours within 20 days. Student teaching experiences will be used to support theoretical and practical applications of the planning and implementation of the curriculum. Participation is required in a weekly student teaching seminar which offers a practical examination of teaching problems and practices as they relate to actual classroom teaching.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SOCED-UE 1922 Student Teaching in Social Studies II (3-4 Credits)

Typically offered Fall and Spring

One semester supervised student teaching in a social studies education classroom in middle school a minimum of 180 hours within 20 days. Student teaching experiences will be used to support theoretical and practical applications of the planning and implementation of the curriculum. Participation is required in a weekly student teaching seminar which offers a practical examination of teaching problems and practices as they relate to actual classroom teaching.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No