MINOR IN EDUCATION AND SOCIETY

Courses in the Education and Society minor probe fundamental questions about the interplay between human development and the institution of schooling using the tools of the social science disciplines. Courses explore how people learn and teach as well as the complex relationships between education and the communities and societies it is situated within. Courses are theory-driven yet also provide important insights into the social contexts of education, strategies for strengthening educational practice, and levers for reducing social inequality in academic achievement. The minor spans a diverse set of course listings because education as a discipline spans the life course and happens in many contexts: in the schoolhouse, the family, communities, workplaces, and political arenas. Psychological, social, economic, political, and cultural factors influence educational trajectories and outcomes ranging from individual health and income to forms of social inequality and trajectories of economic development. The interactions among educational organizations and other institutions shape the possibilities for innovation and intentional reform. To understand the intersection of educational institutions and the broader societies, these courses cross boundaries among theory, research, policy, and practice. This minor is focused on education topics from a theoretical and methodological perspective. College students in any field of study may complete a minor in Education and Society. The flexibility of this course of study complements majors in any of the disciplines.

PROGRAM REQUIREMENTS

Students pursuing the Education and Society minor are required to enroll in CHDV 20100 Human Development Research Design. This is predicated on the belief that the theoretical study of education should be rooted in a broad understanding of methods, and that the course of study lends itself to the use of both qualitative and quantitative methods. Students must also complete four approved electives that consider psychological, social, economic, political, or cultural factors in education. The four approved courses may be taken from the list of courses outlined by the faculty co-administrators annually. Students may also petition for other courses not on the list to be counted toward the minor with the faculty co-administrators.

Students who elect the minor must confer with one of the program directors before the end of Spring Quarter of their third year to declare their intention to complete the minor.

The Education and Society minor requires a total of five courses, including:

1. CHDV 20100 Human Development Research Design (Students majoring in Comparative Human Development must complete an alternative methods course, as described below.)
2. Four approved courses designated as counting toward the Education and Society minor.

SUMMARY OF REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CHDV 20100</td>
<td>Human Development Research Design *</td>
<td>100</td>
</tr>
<tr>
<td>Four approved electives</td>
<td></td>
<td>400</td>
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<tr>
<td>Total Units</td>
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<td>500</td>
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</table>

* CHDV majors must complete an alternative course. Please see below.

ALTERNATIVE METHODS COURSES FOR CHDV MAJORS

The following methods courses are approved alternatives for Comparative Human Development majors. Additional methods courses may also be approved by consent from the faculty co-administrators.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ANTH 21420</td>
<td>Ethnographic Methods</td>
<td>100</td>
</tr>
<tr>
<td>ECON 21010</td>
<td>Statistical Methods in Economics *</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 26400</td>
<td>Quantitative Methods in Public Policy</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 20200</td>
<td>Psychological Research Methods</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 20001</td>
<td>Sociological Methods</td>
<td>100</td>
</tr>
</tbody>
</table>

* not allowed after Spring Quarter 2023

APPROVED ELECTIVE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BPRO 23500</td>
<td>The Organization of Knowledge *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 20207</td>
<td>Race, Ethnicity, and Human Development *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 20209</td>
<td>Adolescent Development</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 20305</td>
<td>Inequality in Urban Spaces **</td>
<td>100</td>
</tr>
</tbody>
</table>
CHDV 20499  Inequality in Education: Theory, Policy and Practice  
CHDV 20750  Cognition and Emotion in Everyday Life  
CHDV 20774  Multilingualism in Mind & Social Interaction: Language, Self, & Thought in the Multilingual Context  
CHDV 21000  Cultural Psychology  
CHDV 23010  Blooming, Buzzing Confusion  
CHDV 23050  The Role of Science in U.S. Education Reform  
CHDV 23100  Human Language and Interaction  
CHDV 23305  Critical Studies of Mental Health in Higher Education  
CHDV 25010  Ethnography in US Education  
CHDV 27255  Schools as Organizations: Theory, Methods, Practice  
CRES 27547  Race, Ethnicity, and American Public Schools  
ECMA 36700  Economics of Education  
EDSO 21522  Education, Culture, and Power  
EDSO 22700  It Goes Without Saying: Conversation in Context  
EDSO 23002  Schooling and Identity  
EDSO 23005  Education and Social Inequality  
EDSO 23007  Language, Culture, and Education  
EDSO 23008  Approaches to K-12 Teaching and Learning  
EDSO 23009  Research Practice Partnerships in Education  
EDSO 23010  Sociology of Education  
EDSO 23011  Beyond the Culture Wars: Social Movements and the Politics of Education in the U.S.  
EDSO 23012  Linguistic Anthropology of Education  
EDSO 23013  Educational Excellence in US Public Schools  
EDSO 23089  Intermediate Regression and Data Science  
EDSO 27919  Research in School Improvement  
EDSO 28700  Adolescent Development in Context  
GLST 25220  Globalization and Education: Transnational Perspectives on Policy and Practice  
LING 20150  Language and Communication  
PBL 22300  Policy Implementation  
PBL 25120  Child Development and Public Policy  
PBL 25405  Child Poverty and Chicago Schools  
PBL 25860  Crime, Justice, and Inequality in the American City  
PBL 26303  Public Policy Practicum: Interview Project on Public Education  
PBL 27809  Violence in the Early Years  
PBL 28029  Education Policy  
PBL 28350  Education and Economic Development  
PHIL 22819  Philosophy of Education  
PSYC 20400  Cognitive Psychology  
PSYC 20500  Developmental Psychology  
PSYC 21116  The Development of Social Cognition  
PSYC 21690  Media and Psychology: Causes and consequences of media use across the lifespan  
PSYC 22220  Understanding Inequality as a Psychologist  
PSYC 22580  Child Development in the Classroom  
PSYC 22880  Psychological Impacts of Education Policy  
PSYC 22950  Emergence and Development of Mathematics and Language  
PSYC 23200  Introduction to Language Acquisition  
PSYC 23600  Cognition in Infancy  
PSYC 23800  Introduction to Learning and Memory  
PSYC 23820  Attention and Working Memory in the Mind and Brain  
PSYC 25620  How Children Think
Education and Society

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOCI 20004</td>
<td>Statistical Methods of Research</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 20112</td>
<td>Applications of Hierarchical Linear Models</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 20192</td>
<td>The Effects of Schooling</td>
<td>100</td>
</tr>
<tr>
<td>SSAD 21000</td>
<td>Race &amp; American Public Schools</td>
<td>100</td>
</tr>
<tr>
<td>SSAD 23412</td>
<td>Cultural Studies in Education</td>
<td>100</td>
</tr>
</tbody>
</table>

* not allowed after Spring Quarter 2023
** Students who take CHDV 20305 for the minor may not take CHDV 20499 for the minor.
*** Students who take CHDV 20499 for the minor may not take CHDV 20305 for the minor.

Approved, eligible courses for the Education and Society minor will be listed each year on the Education and Society minor website (https://voices.uchicago.edu/coed/about-minor/).

ADVISING AND GRADING

Courses in the minor may not be double counted with the student’s major(s), other minors, or general education requirements. Courses in the minor must be taken for quality grades. Only university-level courses offered by the University of Chicago may be approved for EDSO requirements; no other form of credit (including Advanced Placement) is allowed.

AWARDS

Charles Payne Thesis Prize for Education and Society

Fourth-year EDSO minors who write a BA thesis for their major may submit their thesis for consideration in the Charles Payne Thesis Prize for Education and Society competition. Submission guidelines and award details can be found on the minor website (https://voices.uchicago.edu/coed/about-minor/).

Marylyn C. Grabosky Award for Undergraduate Research Related to Education

The Marylyn C. Grabosky Award for Undergraduate Research Related to Education is awarded to select third-year students who are writing a BA thesis related to education. It provides financial support during the summer before the fourth year to carry out research that will be continued as a senior honors project. Applications, which are submitted at the beginning of Spring Quarter, include a research proposal, personal statement, budget, CV, and a letter of recommendation. Details of the award, which is made possible by the Marylyn C. Grabosky STEM Education Initiative Fund, can be found on the minor website. (https://voices.uchicago.edu/coed/about-minor/)