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>
</tr>
</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><strong>Total Units</strong></td>
<td></td>
<td><strong>500</strong></td>
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</tbody>
</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>
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</thead>
<tbody>
<tr>
<td>ANTH 21420</td>
<td>Ethnographic Methods</td>
</tr>
<tr>
<td>ECON 21010</td>
<td>Statistical Methods in Economics</td>
</tr>
<tr>
<td>PBPL 26400</td>
<td>Quantitative Methods in Public Policy</td>
</tr>
<tr>
<td>PSYC 20200</td>
<td>Psychological Research Methods</td>
</tr>
<tr>
<td>SOCI 20001</td>
<td>Sociological Methods</td>
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</table>

* not allowed after Spring Quarter 2023

APPROVED ELECTIVE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPRO 23500</td>
<td>The Organization of Knowledge</td>
</tr>
<tr>
<td>CHDV 20207</td>
<td>Race, Ethnicity, and Human Development</td>
</tr>
<tr>
<td>CHDV 20209</td>
<td>Adolescent Development</td>
</tr>
<tr>
<td>CHDV 20305</td>
<td>Inequality in Urban Spaces</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td>CHDV 20499</td>
<td>Inequality in Education: Theory, Policy and Practice</td>
</tr>
<tr>
<td>CHDV 20750</td>
<td>Cognition and Emotion in Everyday Life</td>
</tr>
<tr>
<td>CHDV 20774</td>
<td>Multilingualism in Mind &amp; Social Interaction: Language, Self, &amp; Thought in</td>
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<td></td>
<td>the Multilingual Context</td>
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<tr>
<td>CHDV 21000</td>
<td>Cultural Psychology</td>
</tr>
<tr>
<td>CHDV 23010</td>
<td>Blooming, Buzzing Confusion</td>
</tr>
<tr>
<td>CHDV 23050</td>
<td>The Role of Science in U.S. Education Reform</td>
</tr>
<tr>
<td>CHDV 23100</td>
<td>Human Language and Interaction</td>
</tr>
<tr>
<td>CHDV 23305</td>
<td>Critical Studies of Mental Health in Higher Education</td>
</tr>
<tr>
<td>CHDV 25010</td>
<td>Ethnography in US Education</td>
</tr>
<tr>
<td>CHDV 27255</td>
<td>Schools as Organizations: Theory, Methods, Practice</td>
</tr>
<tr>
<td>CRES 27547</td>
<td>Race, Ethnicity, and American Public Schools</td>
</tr>
<tr>
<td>ECMA 36700</td>
<td>Economics of Education</td>
</tr>
<tr>
<td>EDSO 21522</td>
<td>Education, Culture, and Power</td>
</tr>
<tr>
<td>EDSO 22700</td>
<td>It Goes Without Saying: Conversation in Context</td>
</tr>
<tr>
<td>EDSO 23002</td>
<td>Schooling and Identity</td>
</tr>
<tr>
<td>EDSO 23005</td>
<td>Education and Social Inequality</td>
</tr>
<tr>
<td>EDSO 23007</td>
<td>Language, Culture, and Education</td>
</tr>
<tr>
<td>EDSO 23008</td>
<td>Approaches to K-12 Teaching and Learning</td>
</tr>
<tr>
<td>EDSO 23009</td>
<td>Research Practice Partnerships in Education</td>
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<tr>
<td>EDSO 23010</td>
<td>Sociology of Education</td>
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<tr>
<td>EDSO 23011</td>
<td>Beyond the Culture Wars: Social Movements and the Politics of Education in</td>
</tr>
<tr>
<td></td>
<td>the U.S.</td>
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<tr>
<td>EDSO 23012</td>
<td>Linguistic Anthropology of Education</td>
</tr>
<tr>
<td>EDSO 23013</td>
<td>Educational Excellence in US Public Schools</td>
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<tr>
<td>EDSO 23089</td>
<td>Intermediate Regression and Data Science</td>
</tr>
<tr>
<td>EDSO 27919</td>
<td>Research in School Improvement</td>
</tr>
<tr>
<td>EDSO 28700</td>
<td>Adolescent Development in Context</td>
</tr>
<tr>
<td>GLST 25220</td>
<td>Globalization and Education: Transnational Perspectives on Policy and</td>
</tr>
<tr>
<td></td>
<td>Practice</td>
</tr>
<tr>
<td>LING 20150</td>
<td>Language and Communication</td>
</tr>
<tr>
<td>PBPL 22300</td>
<td>Policy Implementation</td>
</tr>
<tr>
<td>PBPL 25120</td>
<td>Child Development and Public Policy</td>
</tr>
<tr>
<td>PBPL 25405</td>
<td>Child Poverty and Chicago Schools</td>
</tr>
<tr>
<td>PBPL 25860</td>
<td>Crime, Justice, and Inequality in the American City</td>
</tr>
<tr>
<td>PBPL 26303</td>
<td>Public Policy Practicum: Interview Project on Public Education</td>
</tr>
<tr>
<td>PBPL 27809</td>
<td>Violence in the Early Years</td>
</tr>
<tr>
<td>PBPL 28029</td>
<td>Education Policy</td>
</tr>
<tr>
<td>PBPL 28350</td>
<td>Education and Economic Development</td>
</tr>
<tr>
<td>PHIL 22819</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>PSYC 20400</td>
<td>Cognitive Psychology</td>
</tr>
<tr>
<td>PSYC 20500</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSYC 21116</td>
<td>The Development of Social Cognition</td>
</tr>
<tr>
<td>PSYC 21690</td>
<td>Media and Psychology: Causes and consequences of media use across the</td>
</tr>
<tr>
<td></td>
<td>lifespan</td>
</tr>
<tr>
<td>PSYC 22220</td>
<td>Understanding Inequality as a Psychologist</td>
</tr>
<tr>
<td>PSYC 22580</td>
<td>Child Development in the Classroom</td>
</tr>
<tr>
<td>PSYC 22880</td>
<td>Psychological Impacts of Education Policy</td>
</tr>
<tr>
<td>PSYC 22950</td>
<td>Emergence and Development of Mathematics and Language</td>
</tr>
<tr>
<td>PSYC 23200</td>
<td>Introduction to Language Acquisition</td>
</tr>
<tr>
<td>PSYC 23600</td>
<td>Cognition in Infancy</td>
</tr>
<tr>
<td>PSYC 23800</td>
<td>Introduction to Learning and Memory</td>
</tr>
<tr>
<td>PSYC 23820</td>
<td>Attention and Working Memory in the Mind and Brain</td>
</tr>
<tr>
<td>PSYC 25620</td>
<td>How Children Think</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>SOCI 20004</td>
<td>Statistical Methods of Research</td>
</tr>
<tr>
<td>SOCI 20112</td>
<td>Applications of Hierarchical Linear Models</td>
</tr>
<tr>
<td>SOCI 20192</td>
<td>The Effects of Schooling</td>
</tr>
<tr>
<td>SSAD 21000</td>
<td>Race &amp; American Public Schools</td>
</tr>
<tr>
<td>SSAD 23412</td>
<td>Cultural Studies in Education</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/](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/](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/](https://voices.uchicago.edu/coed/about-minor/))