EDUCATION AND SOCIETY

Department Website: https://voices.uchicago.edu/coed/about-minor/

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.

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 Code</th>
<th>Course 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></td>
<td>Four approved electives</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>500</td>
</tr>
</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>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 21420</td>
<td>Ethnographic Methods</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 26228</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>

APPROVED ELECTIVE COURSES

<table>
<thead>
<tr>
<th>Code</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>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>
<tr>
<td>CHDV 23305</td>
<td>Critical Studies of Mental Health in Higher Education</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 25120</td>
<td>Child Development and Public Policy</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 44220</td>
<td>Schools as a Social Context</td>
<td>100</td>
</tr>
<tr>
<td>ECON 26700</td>
<td>Economics of Education</td>
<td>100</td>
</tr>
</tbody>
</table>
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

Students who elect the minor program in Education and Society must meet with the program director before the end of Spring Quarter of their third year to declare their intention to complete the minor. The director’s approval for the minor program should be submitted to a student’s College adviser by the Spring Quarter of a student’s third year.

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, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

EDUCATION AND SOCIETY COURSES

The following EDSO courses are for reference only. See Class Search at registrar.uchicago.edu/classes (http://registrar.uchicago.edu/classes/) for specific offerings. See the Education and Society webpage at https://voices.uchicago.edu/coed/minor-courses (https://voices.uchicago.edu/coed/minor-courses/) for further information on quarterly offerings.

EDSO 20100. Human Development Research Design. 100 Units.
The purpose of this course is to expose CHD majors in college to a broad range of methods in social sciences with a focus on human development research. The faculty in Comparative Human Development is engaged in interdisciplinary research encompassing anthropology, biology, psychology, sociology, and applied statistics. The types of data and methods used by faculty span the gamut of possible methodologies for addressing novel and
important research questions. In this course, students will study how appropriate research methods are chosen and employed in influential research and will gain hands-on experience with data collection and data analysis. In general, the class will meet as a whole on Mondays and will have lab/discussion sections on Wednesdays. The lab/discussion sections are designed to review the key concepts, practice through applying some of the methods, and prepare students for the assignments. Students in each section will be assigned to small groups. Some of the assignments are group-based while others are individual-based.

Instructor(s): E. Abdelhadi Terms Offered: Winter
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): HLTH 20100, PSYC 21100, CHDV 20100

EDSO 20209. Adolescent Development. 100 Units.
Adolescence represents a period of unusually rapid growth and development. At the same time, under the best of social circumstances and contextual conditions, the teenage years represent a challenging period. The period also affords unparalleled opportunities with appropriate levels of support. Thus, the approach taken acknowledges the challenges and untoward outcomes, while also speculates about the predictors of resiliency and the sources of positive youth development.

Instructor(s): E. Abdelhadi Terms Offered: Winter
Prerequisite(s): Students will have previously taken one other course in CHDV
Note(s): CHDV Distribution: B
Equivalent Course(s): CHDV 20209, PSYC 20209

EDSO 20305. Inequality in Urban Spaces. 100 Units.
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 Cluster: Urban Design.

Instructor(s): M. Keels Terms Offered: Autumn
Prerequisite(s): Undergraduates must be in third or fourth year
Note(s): CHDV Distribution: B; 2*
Equivalent Course(s): CHDV 20305, EDSO 40315, CRES 20305, PBPL 20305

EDSO 20774. Multilingualism in Mind & Social Interaction: Language, Self, & Thought in the Multilingual Context. 100 Units.
This course provides an overview of theory and research on bilingualism. Through a critical examination of psycholinguistic and sociolinguistic approaches to bilingualism, we will aim to arrive at a comprehensive account of bilingual experience and its practical implications for education and mental health in a globalizing world. In the course, we will address the following topics: 1.

Instructor(s): Numanbayraktaroglu, S. Terms Offered: Winter
Prerequisite(s): N/A
Note(s): CHDV Distribution: B, C; 3*, 5*
Equivalent Course(s): CHDV 30774, CHDV 20774, EDSO 30774

EDSO 21100. Cultural Psychology. 100 Units.
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.

Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Undergraduates must be in third or fourth year
Note(s): CHDV Distribution: B, C
Equivalent Course(s): PSYC 33000, PSYC 23000, CHDV 21000, ANTH 35110, GNSE 31000, AMER 33000, GNSE 21001, CRES 21100, CHDV 31000, ANTH 24320

EDSO 23001. From the State House to the School House: Educational Policy and Student Achievement. 100 Units.
This class explores the nature of K-12 education policy and practice in the context of improving teaching and learning, as well as outcomes for students. The class will be discussion-based, allowing students to learn about instructional capacity in relation to education policy. For students interested in K-12 education, this class will provide a helpful survey of a range of issues around improving of teaching and learning, including charter schools, teacher professional development and evaluation, as well as accountability systems in general, policy interventions, and market-based reforms. Students will be expected to make site visits outside of class time.

Instructor(s): C. Abelman Terms Offered: Spring
Equivalent Course(s): CHDV 23001
EDSO 23002. Schooling and Identity. 100 Units.
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.
Instructor(s): Lisa Rosen Terms Offered: Winter. Offered 2020-21
Prerequisite(s): Priority registration will be given to MAPSS students seeking the Education and Society certificate.
Equivalent Course(s): EDSO 33002, CHDV 23003

EDSO 23005. Education and Social Inequality. 100 Units.
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 historical, anthropological and sociological case studies of schooling in the US, 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.
Instructor(s): Lisa Rosen Terms Offered: Autumn. Offered 2020-21
Equivalent Course(s): CRES 23005, CHDV 23005, SOCI 20297

EDSO 23007. Language, Culture, and Education. 100 Units.
In this course, we will examine current theories and research about differential educational achievement in US schools, including: (1) theories that focus on the characteristics of people (e. g., their biological makeup, their psychological characteristics, their human nature, their essential qualities), (2) theories that focus on the characteristics of groups and settings, (e. g., ethnic group culture, school culture) and (3) theories that examine how cultural processes mediate political-economic constraints and human action. We will discuss the educational consequences of these positions, especially for low income and ethnic and linguistic minority students in the US.
Instructor(s): Lisa Rosen Terms Offered: Spring. Offered 2020-21
Equivalent Course(s): CHDV 23007

EDSO 23008. Approaches to K-12 Teaching and Learning. 100 Units.
This course will explore contemporary approaches to K-12 teaching and learning, looking at how the theoretical foundations that ground each approach lead to different perspectives on the purpose of public education, what students should learn, and how teachers should teach. The class will put these approaches in conversation with one another, exploring areas of agreement and conflict. Students will learn to observe and analyze classroom instruction, and hear firsthand from local practitioners about how each approach manifests in schools. For students interested in K-12 education, this course will provide a helpful survey of some of the current debates around teaching and learning in public education.
Instructor(s): Alex Seeskin Terms Offered: Winter. Offered 2020-21

EDSO 23009. Research Practice Partnerships in Education. 100 Units.
Research and data are vital for educational improvement, yet researchers often wonder why their findings are not used in practice while policymakers and practitioners long for useful information to guide their work. Research-practice partnerships provide a mechanism for producing research that is relevant to decision-making and useful to practice. They focus research on questions that are immediately pressing to practice, incorporate practitioner knowledge, and communicate findings in ways that are attentive to the broader political context in which educators work. In this class, we will examine the ways in which data and research are used in policy and practice. We will consider the various conceptual models that exist around the production and use of research, and the realities of how those models operate in practice. We will learn about different approaches to conducting research-practice partnerships, and examine particular examples of work—considering how the work was done, what was learned, and how the research was used in policy or practice. The course will also consider the challenges involved in developing and maintaining research-practice partnerships, and structures that can facilitate the work.
Instructor(s): Elaine Allensworth Terms Offered: Spring. Offered 2020-21
Prerequisite(s): It is recommended that students take Introductory Statistics or a research methods course concurrent with or prior to this course.
Note(s): Students will find it helpful to have prior knowledge of education policy, and a basic understanding of research methods and policy evaluation.
Equivalent Course(s): MAPS 33009, EDSO 33009

EDSO 27919. Research in School Improvement. 100 Units.
Research evidence and data play an increasingly important and complex role in efforts to reform underperforming school systems in the United States. Both education policy and practice increasingly rely on sophisticated understandings of a dynamic interplay of complex organizations, systems, and policymaking. This course introduces students to cutting edge models for using research and data public school reform efforts, including examples of randomized control trials, district-based research, research-practice partnerships, and quality improvement strategies. The course includes concrete illustrations of research that reshaped educational practice drawn from the UChicago Consortium on School Research.
Instructor(s): David Johnson Terms Offered: Winter. Offered 2020-21
Equivalent Course(s): PBFL 27919

EDSO 30774. Multilingualism in Mind & Social Interaction: Language, Self, & Thought in the Multilingual Context. 100 Units.
This course provides an overview of theory and research on bilingualism. Through a critical examination of psycholinguistic and sociolinguistic approaches to bilingualism, we will aim to arrive at a comprehensive account of bilingual experience and its practical implications for education and mental health in a globalizing world. In the course, we will address the following topics: 1.
Instructor(s): Numanbayraklaroglu, S. Terms Offered: Winter
Prerequisite(s): N/A
Note(s): CHDV Distribution: B, C; 3*, 5*
Equivalent Course(s): CHDV 30774, CHDV 20774, EDSO 20774

EDSO 33006. Schooling and Social Inequality. 100 Units.
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 historical, 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.
Instructor(s): Lisa Rosen Terms Offered: Autumn. Offered 2020-21
Note(s): Priority registration given to MAPSS students seeking the Education and Society certificate. Undergraduate enrollment by consent.
Equivalent Course(s): SOCI 30298, MAPS 33007, EDSO 22006, SOCI 20298, CRES 22006