**EDSO Minor Program 2019-2020 Courses**

Fall Courses

**CHDV 20209: Adolescent Development**

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

***Tuesdays, 2:00-4:50 PM***

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.

Prerequisite: Students will have previously taken one other course in CHDV.

**CHDV 20305: Inequality in Urban Spaces**

***Instructor: M. Keels***

***Mondays, 9:30-12:20 PM***

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.

**ECON 26700: Economics of Education**

***Instructor: D. Neal***

***Section 1: Tuesdays and Thursdays, 9:30-10:50***

***Section 2: Tuesdays and Thursdays, 11:00-12:20***

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.

Prerequisites: ECON 21020 or ECON 21030

**EDSO 23005: Education and Social Inequality**

***Instructor: L. Rosen***

***Wednesdays, 1:30-4:20***

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.

**PBPL 25860: Crime, Justice, and Inequality in the American City**

***Instructor: C. Broughton***

***Mondays and Wednesdays, 3:00-4:20***

We will study the social and policy contexts aimed at promoting the development, health, and well-being of young children, with an emphasis on our host nation and the European Union. Topics to be covered include family policies such as fertility and related family planning policies; marriage and family formation; policies targeting working parents (i.e. parental leave); income support policies for lone or low-income parents; as well as child care and early education programs targeted directly to children.

**PSYC 23000: Cultural Psychology**

***Instructor: R. Shweder***

***Tuesdays and Thursdays, 3:30-4:50 PM***

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.

**SOCI 26009: Introductory Statistical Methods**

***Instructor: Y. Sheng***

***Tuesdays and Thursdays, 2:00-3:20***  
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 SOCI 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.

Winter Courses

**EDSO 23008: Approaches to K-12 Teaching and Learning**

***Instructor: A. Seeskin***

This class 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 teacher 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 class will provide a helpful survey of some of the current debates around teaching and learning in public education.

**EDSO 23002: 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.

**PBPL 25120: Child 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. The central debate about the role of early experience in development will provide a unifying strand for the course. Students will be introduced to research in neuroscience, psychology, economics, sociology, and public policy as it bears on questions about “what develops?”, critical periods in development, the nature vs. nurture debate, and the ways in which environmental contexts (e.g., parents, families, peers, schools, institutions, communities) affect early development and developmental trajectories. The first part of the course will introduce students to the major disciplinary streams in the developmental sciences and the enduring and new debates and perspectives within the field. The second part will examine the multiple contexts of early development to understand which aspects of young children’s environments affect their development and how those impacts arise. Throughout the course, we will explore how the principles of early childhood development can guide the design of policies and practices that enhance the healthy development of young children, particularly for those living in adverse circumstances, and thereby build a strong foundation for promoting equality of opportunity, reducing social class disparities in life outcomes, building human capital, fostering economic prosperity, and generating positive social change. In doing so, we will critically examine the evidence on whether the contexts of children’s development are amenable to public policy intervention and the costs and benefits of different policy approaches.

**PBPL 27919: Research in School Improvement**

***Instructor: D. Johnson***

Research evidence and data play an increasingly important and complex role in efforts to reform under-performing 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.

**PSYC 22580: Child Development in the Classroom**

***Instructor: K. O’Doherty***

This discussion-based, advanced seminar is designed to investigate how preschool and elementary students think, act, and learn, as well as examine developmentally appropriate practices and culturally responsive teaching in the classroom. This course emphasizes the application of theory and research from the field of psychology to the realm of teaching and learning in contemporary classrooms. Course concepts will be grounded in empirical research and activities geared towards understanding the nuances and complexities of topics such as cognitive development (memory, attention, language), early assessment systems, standardized testing, “mindset”, “grit”, exercise/nutrition, emotion regulation, and more.

**SSAD 21000: Race and American Public Schools**

***Instructor: E. Ewing***

This course explores the fundamental role that race and racism have played in the structure, stratification, and social functioning of American public schools. Working from a historical perspective that then moves into contemporary policy challenges, we will use both theoretical and empirical texts to explore questions of identity, otherness, and justice. What can the histories of black and indigenous schooling reveal about the educational project of the nation? How does the notion of whiteness as property shape public presumptions about what makes a "good" school? How have attitudes toward immigrant students changed as demographic and migration patterns have shifted? Perhaps most fundamentally, can schools be engines for racial justice, and if so, how?

Spring Courses

**CHDV 20100: Research Designs in the Social Sciences**

***Instructor: G. Hong***

This course aims to expose students to a variety of examples of well-designed social research addressing questions of great interest and importance. One goal is clarify what it means to do "interesting" research. A second goal is to appreciate the features of good research design. A third goal is to examine the variety of research methodologies in the social sciences, including ethnography, clinical case interviewing, survey research, experimental studies of cognition and social behavior, behavior observations, longitudinal research, and model building. The general emphasis is on what might be called the aesthetics of well-designed research.

**CHDV 25010: Ethnography in U.S. Education**

***Instructor: L. Ye***

What is ethnographic research, and why should anyone bother doing it? Why study education ethnographically? In presenting anthropological and sociological research on race, multiculturalism, progressive pedagogies, language policies, science education, and more, this course will familiarize students with the broad scope of ethnographic research on US education. Students will have the opportunity to develop their thinking on the aims of education in the US; the relationship between educational research, practice, and policy; and the value of ethnographic research. Students will be able to choose among a number of formats for their final papers, such as developing a research proposal, or writing an autoethnography of their experiences at the University of Chicago or other educational settings.

**EDSO 23007: Language, Culture, and Education**

***Instructor: L. Rosen***

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.

**HIST 27307: Schools and Space: A Chicago History**

***Instructor: N. Kryczka***

This course fuses urban and educational history into a two-century case study of Chicago. When the Chicago Public Schools closed fifty schoolhouses in 2013, many stressed the links between public education, uneven neighborhood investment, and racial segregation. But this episode was part of a longer regional history of how metropolitan development, labor markets, and anxieties over migration affected educational policy. The course stresses the relationship between educational policy and the politics of urban development, gender, and race. Schools were sites of gendered work, for the women who operated them and for the children who navigated the moral and vocational paths laid for their futures; meanwhile, the rise of racial ghettoes had an enduring impacts on educational inequity and the shape of African American political life. Over the time span covered by the course, the United States became an indisputably "schooled" society, and Chicago was a leading indicator of national trends. Key historic episodes in American education-the rise of the modern high school, the birth of progressive education, the origins of teachers' unions, the Catholic encounter with race, the fragmentation of suburban school districts, the civil-rights critique of de facto school segregation, the pronounced "failure" of urban education, and the triumph of choice-and-accountability reforms, and the teacher-led resistance that followed-are especially well-illustrated by this course's focus on Chicago.

**PBPL 25405: Child Poverty and Chicago Schools**

***Instructor: C. Broughton***

This discussion- and debate-based course begins with a sociological and historical examination of child poverty, focusing on its origin, experience, and perpetuation in disadvantaged Chicago communities. Class meetings will involve debating school reform efforts, such as "turnaround" schools, charter schools, Promise Neighborhoods, and stepped-up teacher evaluations. Further, the barriers that have contributed to the failure of previous reform initiatives-barriers that include social isolation, violence, and the educational system itself-will be identified and analyzed in-depth.

**PSYC 20400: Cognitive Psychology**

***Instructor: M. Rosenberg***

Viewing the brain globally as an information processing or computational system has revolutionized the study and understanding of intelligence. This course introduces the theory, methods, and empirical results that underlie this approach to psychology. Topics include categorization, attention, memory, knowledge, language, and thought.

**PSYC 20500: Developmental Psychology**

***Instructor: K. O’Doherty***

This is an introductory course in developmental psychology, with a focus on cognitive and social development in infancy through early childhood. Example topics include children's early thinking about number, morality, and social relationships, as well as how early environments inform children's social and cognitive development. Where appropriate, we make links to both philosophical inquiries into the nature of the human mind, and to practical inquiries concerning education and public policy.

**PSYC 23800: Introduction to Learning and Memory**

***Instructor: D. Gallo***

This course examines basic questions in learning and memory. We discuss the historical separation and division of these two areas as well as the paradigmatic differences in studying learning and memory. We also discuss basic research methods for investigating learning and memory and survey established and recent research findings, as well as consider several different kinds of models and theories of learning and memory. Topics include skill acquisition, perceptual learning, statistical learning, working memory, implicit memory, semantic vs. episodic memory, and memory disorders.

**SOCI 20192: The Effects of Schooling**

***Instructor: R. Stolzenberg***

From at least the Renaissance until some time around the middle of the twentieth 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, and medical care. 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.

**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.

**SOCI 20112: From the State House to the School House: Educational Policy and Student Achievement**

***Instructor: C. Abelmann***

This course will look at both school based reform efforts and efforts to reform schools using policy instruments both from the state house and the limited role of the Federal government. There will be a greater focus on high school reform in particular looking at the small school movement and charters as well as reform examples from states and school districts. The conceptual frame for the class will be understanding the core of teaching and learning using a definition of instructional capacity as lens to see where and how school reform affects the learning outcomes. Students will be exposed to both quantitative and qualitative studies and formal evaluations of reform efforts. A core question of the class will also be to ask education for what purpose and how do we measure results and compare to others in a national and international context.

**EDSO XXXX: Research Practice Partnerships in Education**

***Instructor: E. Allensworth***

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.