



Bass Connections : Education and Human Development

Theme Leader: Dr. Thomas Nechyba Professor of Economics and Public Policy

Theme Overview

Based on the recognition that successfully reaching adulthood is about more than test scores, the Bass Connections Education & Human Development (EHD) theme encompasses an interdisciplinary framework to engage students and faculty to develop the data, tools, and practices that better link how we raise our children—in schools, in families, and in communities—to positive life outcomes in an interconnected global society. We see **education** not just as formal K-12 schooling but also as learning via families and social channels, and **human development** as encompassing valued life outcomes across ages including health, social and familial connections, happiness, income, and employment.

Theme Objectives

Bass Connections in EHD will engage researchers, students, practitioners, and policy-makers in crafting and launching new solutions to a wide range of challenges facing schools, communities, and families. This work will be largely based in **Bass EHD teams**, which are vertically integrated and multidisciplinary groups of faculty, graduate students, and undergraduates (adding practitioners and outside experts where appropriate).

Student Activities

Students can participate in Bass Connections in EHD at three different levels of involvement:

1. All students can be **Bass Connections EHD Associates** by attending weekly on-campus presentations (speakers, films, discussion groups) on EHD theme topics while engaging in curricular or co-curricular activities related to EHD.
2. If you are interested in joining one of our research teams for credit, we offer a **Bass Connections EHD Specialist** role that receives 1 credit through the College of Arts & Sciences. The students that best fit this role will commit to attending weekly team meetings and working for 5-10 hours per week on research-related projects.
3. Exceptional students, designated as **Bass Connections EHD Scholars**, can also be invited to attend a weekly course for an additional 0.5 credits (through the College of Arts & Sciences). This course features weekly speakers that provide additional technical and conceptual expertise to unify the work of the teams and faculty across the topics of education and human development.

2014-15 Experiences

- EHD Associates, Specialists, and Scholars will meet weekly to participate in campus-wide discussions and engagements.
- EHD teams (involving Specialists and Scholars) will meet weekly to discuss research progress and problems.
- EHD Scholars will meet weekly to engage with one another across EHD teams.
- Summer team activities, including analysis and off-site data collection.

EHD Related Courses

Because the most appropriate definitions of “education” and “human development” are broad, we seek students who approach these issues from diverse perspectives. **The EHD theme has no formal requirements** but students are encouraged to seek early advice and mentoring. To help students identify themselves, a long list of relevant courses is provided (page 2), which fall into three clusters:

- Cluster 1: Economics/Quantitative Public Policy
- Cluster 2: Education/Psychology/Sociology/ Anthropology
- Cluster 3: Neuroscience/Biology/ Linguistics

These course lists are intended to determine if a student's existing interest and prior experience fall within the scope of EHD, and identify courses that will strengthen a student's preparation for participation as either EHD Associates, Specialists, or Scholars. Bass Connections EHD Specialists will enroll in independent study courses, listed at the Trinity College level.

How to Apply: We are looking for undergraduates, graduate students, and faculty to help form and pursue new research projects. If you are interested in applying to join a team, please **fill out the online application** at bassconnections.duke.edu.

If you have any questions, do not hesitate to contact our **Director of Undergraduate Studies, Martin Zelder**, at martin.zelder@duke.edu.



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Relevant Courses: The courses listed below are extensive, and are not prerequisites. Their intent is to help students identify themselves based on their interests and course history, and suggest relevant courses which might equip students to more valuably participate in EHD.

Cluster 1: Economics / Quantitative Public Policy

TOPICAL

Econ 334: Health Economics
Econ 371: Labor and Family Economics
Econ 490: Economics of Education
Econ 490: Economics and Human Biology
PubPol 544: Schools and Social Policy
PubPol 608: Economics of the Family

THEORY

Econ 201: Intermediate Microeconomics I
Econ 205: Intermediate Microeconomics II
PubPol 303: Microeconomic Policy Tools
PubPol 304: Economics of the Public Sector

DATA ANALYSIS

Stat 111: Probability and Statistical Inference
Econ 208: Introduction to Econometrics
PubPol 241: Multi-Method Approaches to Social and Policy Research
PubPol 604: Using Data to Evaluate Public Policy

Cluster 2: Education/Psychology/Sociology/Anthropology

TOPICAL

Educ 243/PubPol 243: Children, Schools, and Society
Educ 241/PubPol 245: Promising Paradigms: Issues and Innovations in American Classrooms
Educ 321: Infancy, Early Childhood, and Educational Programs
Psych 371: Cognition in the Classroom: Applying the Science of Learning to Education
EvAnth 240/Sociol 216: Partnering and Parenting: An Interdisciplinary Approach to the Study of Human Relationships
Educ 407: Teaching Practices in Elementary Mathematics and Science
Educ 408: Teaching Practices in Elementary Language Arts and Social Studies
Educ 409: Elementary Curriculum
Educ 495: Teaching Practices in Secondary Education
Sociol 219: Juvenile Delinquency

THEORY

Psych 235/Sociol 224/HumanDev 224: Human Development
Psych 236/Sociol 260/HumanDev 260: Psychosocial Aspects of Human Development
Educ 101: Social and Philosophical Foundations of Education
Educ 111: Pursuit of Equality: Rethinking Schools—Lens of Social Justice
Educ 240/Psych 240: Educational Psychology
Psych 102: Cognitive Psychology: Introduction and Survey

Psych 103: Developmental Psychology: Introduction and Survey
Psych 252: Psychology of Thinking
Psych 259: Early Cognitive Development
Psych 337: Infancy
Psych 474: Biological Psychology of Human Development

EvAnth 180: Natural History of Humans: The Evolution of our Anatomy, Physiology and Behavior
Phil 208/EvAnth 280: Introduction to the Evolution of Human Culture, Behavior, and Institutions
EvAnth 363: Evolution of Primate Social Cognition

DATA ANALYSIS

Psych 201: Introduction to Statistical Methods in Psychology
Psych 202: Statistical Methods for Data Analysis in Psychology
Sociol 332: Methods of Social Research
Sociol 333: Quantitative Analysis of Sociological Data
Stat 101: Data Analysis and Statistical Inference

Cluster 3: Neuroscience/Biology/Linguistics

TOPICAL

Neurosci 111/Linguist 211: The Neuroscience of Reading and Language Comprehension
Neurosci 116/Linguist 216/SES 216: Neuroscience and Human Language
Psych 257/Phil 249/Neurosci 212: Introduction to Cognitive Neuroscience
Psych 258/Neurosci 258: Decision Neuroscience
Psych 281/Neurosci 281: Neuroscientific Approaches to Social Behavior
Psych 461/Neurosci 461: Neurobiology of Learning and Memory
EvAnth 246: Sociobiology
EvAnth 276: Human Biology

THEORY

Bio 202: Gateway to Biology: Genetics and Evolution
Bio 215: Introduction to Mathematical Modeling in Biology
Bio 156: Genetics, Genomics, and Society: Implications for the 21st Century
Bio 452: Genes and Development

DATA ANALYSIS

Stats 102: Introductory Biostatistics
Bio 204: Biological Data Analysis
Stats 210: Regression Analysis