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. Some students will register to be Bass Connections EHD Associates who attend weekly on-campus presentations (speakers, films, discussion groups) on EHD theme topics while engaging in curricular or co-curricular activities related to EHD.

2. Those students with particular project skills may apply to be Bass Connections EHD Specialists who provide periodic research support to a team by reviewing scholarly literature, facilitating data collection and analysis, and programming.

3. Finally, some students, selected through a competitive application process, will be Bass Connections EHD Scholars and join a team as a core member, receiving 2 semesters of independent study credit.

2013-2014 Academic Year 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 with latent interest in EHD discover this very fact, 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: (1) determine if a student’s existing interest and prior experience fall within the scope of EHD, and (2) identify courses that will strengthen student preparation for participation as EHD Associates, Specialists, and Scholars. Bass Connections EHD Scholars will enroll in independent study courses, listed at the Trinity College level.

Other 2013-14 Experiences

- EHD Associates, Specialists, and Scholars will meet weekly to participate in campus-wide 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.

Future experiences

These will include:

- Online modules to supplement student and faculty knowledge and skills, including neurodevelopment and statistical analysis;
- Summer team activities, including analysis and off-site data collection.

Application procedure: Students interested in being EHD Associates can register on our website at any time. The EHD Specialist and Scholar positions require a short application. Apply and register at: [http://bassconnections.duke.edu/ehd](http://bassconnections.duke.edu/ehd)

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The courses listed below are extensive, and are not prerequisites. Their intent is to: (1) help students with latent interest in EHD discover this very fact, and (2) suggest relevant courses which might equip students to more valuably participate in EHD.

**CLUSTER 1: ECONOMICS/QUANTITATIVE-PUBLIC-POLICY**

**TOPICAL COMPONENT**
- ECON 490: Economics of Education
- ECON 490: Economics and Human Biology
- PUBPOL 544: Schools and Social Policy
- PUBPOL 608: Economics of the Family
- ECON 371: Labor and Family Economics

**THEORETICAL COMPONENT**
- ECON 201: Intermediate Microeconomics I
- ECON 205: Intermediate Microeconomics II
- PUBPOL 303: Microeconomic Policy Tools
- PUBPOL 304: Economics of the Public Sector

**DATA ANALYSIS COMPONENT**
- STA 111: Probability and Statistical Inference
- ECON 208: Introduction to Econometrics
- PUBPOL 604: Using Data to Evaluate Public Policy

**CLUSTER 2: EDUCATION/PSYCHOLOGY/SOCIOLOGY/ANTHROPOLOGY**

**TOPICAL COMPONENT**
- 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
- PSY 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

**THEORETICAL COMPONENT**
- PSY 235/SOCIOL 224/HUMANDEV 224: Human Development
- PSY 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/PSY 240: Educational Psychology
- PSY 102: Cognitive Psychology: Introduction and Survey

**CLUSTER 3: NEUROSCIENCE/BIOLOGY/LINGUISTICS**

**TOPICAL COMPONENT**
- NEUROSCI 111/LINGUIST 211: The Neuroscience of Reading and Language Comprehension
- NEUROSCI 116/LINGUIST 216/SES 216: Neuroscience and Human Language
- PSY 257/PHIL 249/NEUROSCI 212: Introduction to Cognitive Neuroscience
- PSY 258/NEUROSCI 258: Decision Neuroscience
- PSY 281/NEUROSCI 281: Neuroscientific Approaches to Social Behavior
- PSY 461/NEUROSCI 461: Neurobiology of Learning and Memory
- EVANTH 246: Sociobiology
- EVANTH 276: Human Biology

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

**DATA ANALYSIS COMPONENT**
- STA 102: Introductory Biostatistics
- BIOLOGY 204: Biological Data Analysis
- STA 210: Regression Analysis