ED POL/HISTORY 107 — THE HISTORY OF THE UNIVERSITY IN THE WEST
3-4 credits.

The history of the university in the Western world from its beginnings in the 10th century to the present. Concentrates on universities, students, and professors in Italy, France, England, Germany, and the United States.

Requisites: Open to All Undergrads
Repeatable for Credit: No
Last Taught: Fall 1989

ED POL 140 — INTRODUCTION TO EDUCATION
3 credits.

An introduction to fundamental educational questions, concepts, perspectives and ideas, designed to enable students to more thoughtfully examine and assess proposed and existing educational policies and practices.

Requisites: None
Repeatable for Credit: No
Last Taught: Summer 2017

ED POL 145 — INTRODUCTION TO EDUCATION POLICY
3 credits.

Examines education policy debates, policy processes, and school governance with attention to the multiple and sometimes conflicting goals that animate education debates; discourses and representations of schools, teachers and students that shape policy and politics; research on education and education policy outcomes and implementation; and key lenses and conceptual tools that can help us understand education policy. Course materials include original policy texts, empirical and conceptual research, and film. While the focus is on K-12 education in the United States, students will have the opportunity to consider early childhood education and higher education as well education in historical and global contexts.

Requisites: None
Repeatable for Credit: No

ED POL 150 — EDUCATION AND PUBLIC POLICY
3 credits.

Educational controversies in social contexts. An examination of fundamental dilemmas concerning the nature and purpose of educational systems in the U.S.

Requisites: Open to All Undergrads
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

ED POL 200 — RACE, ETHNICITY, AND INEQUALITY IN AMERICAN EDUCATION
3 credits.

Theories and research concerning the reasons for racial and ethnic differences in educational performance; the significance of contemporary and historical debates over educational inequality; policies and practices to reduce inequality in education.

Requisites: Sophomore standing
Repeatable for Credit: No
Last Taught: Spring 2017

ED POL 210 — YOUTH, EDUCATION, AND SOCIETY
3 credits.

The purpose of this course is to explore the study of youth through theoretical, historical, social, and cultural perspectives. This class will interrogate the concept of "youth" as a socially constructed category and examine how "youth" have been positioned within educational, political, economic, and social contexts. Themes explored include: conceptions of youth as a social category, education and schooling, race, gender, sexuality, politics and activism, community-based learning, criminal justice, media and popular culture. By drawing on a variety of historical and contemporary "texts" and current events we will study the lived realities of youth who are situated within diverse racial, cultural, gendered, and classed contexts. Throughout the course, students will be able to reflect on their own experiences as 'youth,' their relationship to education and other social institutions - and how it informs their understanding of society, educational theory and practice.

Requisites: None
Repeatable for Credit: No
Last Taught: Fall 2016

ED POL 220 — HUMAN RIGHTS AND EDUCATION
3 credits.

Explores key questions related to global education and human rights, from the abstract to the practical, and the individual to the global levels. Using examples from around the world, we explore fundamental questions related the field of human rights and education together, such as: can the global human rights framework improve current educational, national, social, and economic inequities? Do schools have the responsibility to teach or to practice human rights education? And, can one global education and human rights model best meet the needs of our diverse global population?

Requisites: None
Repeatable for Credit: No

ED POL 300 — SCHOOL AND SOCIETY
3 credits.

Contemporary issues and trends in public schooling. Topics include: cultural differences; achieving equality through schooling; schools as social institutions; the rights of students and teachers; and the nature and organization of the teaching profession.

Requisites: Sophomore standing
Repeatable for Credit: No
Last Taught: Fall 2017
ED POL/INTL ST 335 — GLOBALIZATION AND EDUCATION
3 credits.
Introduces students to the origins, development, and debates in the field of globalization and education (GE); explores educational experiences in settings around the world; and examines how GE studies and approaches can inform learning, teaching, and research practices.
Requisites: Open to Fr
Repeatable for Credit: No
Last Taught: Fall 2017

ED POL 340 — COMPARATIVE EDUCATION
3 credits.
Examines the socio-cultural, political and economic forces that shape education around the world, including in the U.S. Throughout the semester, we explore a series of essential questions about the means and ends of education. Topics include: the purposes of schooling in different locations; the role of schooling in producing inequality or supporting social change, particularly in relation to class, race, gender, migration, language, and abilities; global educational reform; global educational assessments; curriculum and pedagogy; and teacher education.
Requisites: Sophomore standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED POL 399 — INDEPENDENT READING
1-3 credits.
Requisites: Consent of instructor
Repeatable for Credit: No
Last Taught: Fall 2017

ED POL/HISTORY 412 — HISTORY OF AMERICAN EDUCATION
3 credits.
This course examines the history of education in America from the colonial period to the present, including the rise of common (public) schools; the education of populations differing by race, ethnicity, gender, language, religion, and social class; the development of school curricula; the politics of desegregation, bilingual education, and special education; and the evolving federal role in American education.
Requisites: Sophomore standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED POL 450 — RETHINKING "AFTER-SCHOOL" EDUCATION
3 credits.
This course will provide students with the opportunity to engage with and discuss historical, ideological, and contemporary issues within community-based after school programs at large and within the Madison context. Students will also examine the social and political context of after school programs to better understand the ways in which they have the potential to meet important needs of youth and communities. Rethinking After School Education is a community-based learning course intended to provide students with a theoretical understanding of community-based educational spaces serving youth, as well as an applied and practical approach to working with and being of service to community-based programs.
Requisites: Junior standing or instructor consent
Repeatable for Credit: No
Last Taught: Summer 2015

ED POL 460 — IMMIGRATION, EDUCATION, AND EQUITY
3 credits.
This course examines policy issues surrounding the education of children from immigrant families in K-16 educational settings in the U.S.
Requisites: Undergraduate career students only (excludes Grad, Pharm, Law, Med, Vet Med, Guest, Special careers)
Repeatable for Credit: No
Last Taught: Fall 2016

ED POL/HISTORY 478 — COMPARATIVE HISTORY OF CHILDHOOD AND ADOLESCENCE
3 credits.
Growth of modern childhood and adolescent sub-cultures, class differences, literary and pictorial representations, legal and demographic developments, and the growth of educational theories and institutions.
Requisites: Junior standing
Repeatable for Credit: No
Last Taught: Fall 2014

ED POL 500 — TOPICS ON SOCIAL ISSUES AND EDUCATION
3 credits.
Contemporary social issues or problems and their significance for educational purposes and practices.
Requisites: Junior standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2015

ED POL 505 — ISSUES IN URBAN EDUCATION
3 credits.
Urban education and its relationship to developing political, social, and economic factors.
Requisites: Junior standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED POL 510 — URBAN SCHOOL POLICY
3 credits.
This course examines urban school problems, politics, and policies in the United States. Among the issues we will consider are: the framing of K-12 urban schools; the social, economic and political factors shaping urban schools and school policy; frameworks for explaining urban school policy; goals for school reform; and contemporary policy proposals for urban school systems. The focus is on system-level educational problems, politics, and policies, though we will give some attention to schools and classrooms.
Requisites: Junior standing or consent of instructor
Repeatable for Credit: No
Last Taught: Fall 2015

ED POL/CURRIC/RELIG ST 516 — RELIGION AND PUBLIC EDUCATION
3 credits.
Examines theories and practices related to the role of religion in public schooling and its accompanying tensions: political and philosophical, practical and personal.
Requisites: Jr st or cons inst
Repeatable for Credit: No
Last Taught: Spring 2016
ED POL 518 — INTRODUCTION TO DEBATES IN HIGHER EDUCATION POLICY
3 credits.

Critical examination of debates surrounding contemporary higher education policies; emphasis on those policies affecting college access and success.
Requisites: Jr, Sr, or Grad st
Repeatable for Credit: No
Last Taught: Fall 2014

ED POL/PHILOS 545 — PHILOSOPHICAL CONCEPTIONS OF TEACHING AND LEARNING
3 credits.

Examination and analysis of conceptions of teaching and learning in classical philosophical works and in contemporary literature in the philosophy of education.
Requisites: Junior standing
Repeatable for Credit: No
Last Taught: Spring 2016

ED POL/PHILOS 550 — PHILOSOPHY OF MORAL EDUCATION
3 credits.

Critical examination of classical and contemporary conceptions of moral education.
Requisites: Junior standing
Repeatable for Credit: No
Last Taught: Fall 2011

ED POL/GEN&WS 560 — GENDER AND EDUCATION
3 credits.

The impact of gender on educational performance and opportunity and the problems of integrating family and alternative lifestyle needs into educational policy and planning.
Requisites: Jr st and background in social sciences or cons inst
Repeatable for Credit: No
Last Taught: Spring 2014

ED POL/AFROAMER 567 — HISTORY OF AFRICAN AMERICAN EDUCATION
3 credits.

An examination of the social, economic, political, and cultural issues influencing the education of Black Americans from the early nineteenth century to the 1960s.
Requisites: Junior standing
Repeatable for Credit: No
Last Taught: Spring 2015

ED POL/ANTHRO 570 — ANTHROPOLOGY AND EDUCATION
3 credits.

The current and historical relation of anthropology to education with particular reference to culture contact and social change, cultural perspectives on education and educational systems, learning as cultural transmission, and application of anthropological knowledge to curriculum.
Requisites: Junior standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED POL 575 — EDUCATION POLICY AND PRACTICE
3 credits.

Examines the relationship between formal and informal policies and teachers’ and administrators’ practice. This will include attention to: (1) research on the teaching occupation and teachers’ work, (2) policy implementation frameworks, and (3) other socio-cultural and political approaches to understanding the relationship between policy and educational practice. We will consider the multiple influences on educational practice (e.g. individual proclivities, relations between levels of government, organizational and political factors, discourses, resources, etc.) and a variety of conceptual/theoretical and methodological approaches. Teachers and administrators are viewed as implementers, appropriators, and creators of policy. Furthermore, we examine how practice shapes policy.
Requisites: Sophomore standing
Repeatable for Credit: No

ED POL 595 — LANGUAGE POLITICS, ETHNICITY, AND EDUCATION
3 credits.

An examination of language policy and education with special reference to political and ethnic issues. Case studies derived from North America, Europe, Asia, Africa, and Latin America with emphasis on bilingual education policies in the U.S.
Requisites: Junior standing
Repeatable for Credit: No
Last Taught: Spring 2017

ED POL 600 — PROBLEMS IN EDUCATIONAL POLICY
1-3 credits.

Policy area and faculty vary each semester.
Requisites: Junior standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Summer 2017

ED POL 618 — COMMUNITY COLLEGES: ISSUES AND RESEARCH
3 credits.

An exploration of the American community college, with an emphasis on the critical evaluation and assessment of community college research. This course pays special attention to issues of educational opportunity and inequality.
Requisites: Jr st
Repeatable for Credit: No
Last Taught: Fall 2009

ED POL/HISTORY 622 — HISTORY OF RADICAL AND EXPERIMENTAL EDUCATION IN THE US AND UK
3 credits.

Examines the comparative history of radical and experimental education in the United States and United Kingdom since 1800. It focuses on the social, cultural, and intellectual history of diverse educational experiments, including experiments related to socialism, abolitionism, anarchism, and religious fundamentalism.
Requisites: Jr st or cons inst
Repeatable for Credit: No
Last Taught: Spring 2015
ED POL/SOC 648 — SOCIOLOGY OF EDUCATION
3 credits.

Educational institutions as social systems; role relationships, community contexts, relevant values and ideals, stratification, mobility, and recruitment to varied educational organizations, comparative educational systems.

Requisites: Intro Soc course (Soc/C&E SOC/SOC 140, SOC 181, Soc/C&E SOC/SOC 210, or Soc/C&E SOC/SOC 211) and Soc/C&E SOC/SOC 360, or declared in any School of Education program.

Repeatable for Credit: No
Last Taught: Spring 2017

ED POL/HISTORY 665 — HISTORY OF THE FEDERAL ROLE IN AMERICAN EDUCATION
3 credits.

This course examines the history of federal aid to education, emphasizing the post-World War II period. It addresses such topics as desegregation; bilingual, special, and compensatory education; policy implementation and evaluation; and the connections between executive, legislative, and judicial actions.

Requisites: Jr st
Repeatable for Credit: No
Last Taught: Spring 2013

ED POL 675 — INTRODUCTION TO COMPARATIVE AND INTERNATIONAL EDUCATION
3 credits.

Introduction to comparative and international education theories, policies, topics, and methods. Includes case studies of current policy issues, which might include decentralization and governance, HIV/AIDS, neoliberalism, language, access and quality, testing and accountability, or educational borrowing and transfers.

Requisites: Jr st
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2017

ED POL/CURRIC 677 — EDUCATION, HEALTH AND SEXUALITY: GLOBAL PERSPECTIVE AND POLICIES
3 credits.

Employs a lifecycle approach to examine the issues at the intersection of education and health that people face throughout the world, but especially in poor countries. Particular attention is placed on sexuality education, reproductive health, and infectious disease epidemics.

Requisites: None
Repeatable for Credit: No
Last Taught: Spring 2013

ED POL 699 — INDEPENDENT READING
1-3 credits.

Requisites: Consent of instructor
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

ED POL 701 — INTRODUCTION TO EDUCATIONAL POLICY STUDIES
3 credits.

An introduction to diverse scholarly perspectives in educational policy studies.

Requisites: Grad st in EPS
Repeatable for Credit: No
Last Taught: Fall 2017

ED POL/AFROAMER/HISTORY 712 — EDUCATION AND THE CIVIL RIGHTS MOVEMENT
3 credits.

Explores the historical relationship between education and the African American freedom struggle from the early twentieth century to the present. Topics include school segregation, desegregation, and resegregation; high school and college student activism; Black Power; civil rights protest strategies and tactics, and the role of the federal government.

Requisites: Graduate or professional standing
Repeatable for Credit: No

ED POL/HISTORY 713 — HISTORY OF HIGHER EDUCATION IN EUROPE AND AMERICA
3 credits.

Development of colleges, universities, and higher learning in Europe and America.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Spring 2017

ED POL/COUN PSY/CURRIC/ED PSYCH/ELPA/RP & SE 719 — INTRODUCTION TO QUALITATIVE RESEARCH
3 credits.

Provides an overview of qualitative inquiry, examining assumptions, standards, and methods for generating and communicating interpretations. Methodological and theoretical works illustrate case study, ethnography, narrative, and action research. This course does not include a field method component.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED POL 721 — GLOBAL SERVICE LEARNING AND REFLECTION
3 credits.

In this class, we will learn skills and techniques for thinking critically about what it means to be involved in global service and to be an agent of social change. This community-based learning course is designed to address three aspects of community-based learning: personal growth, civic learning, and a critical reflection on what it means to work in international development education. This class is divided into two concurrent activity streams: community-based learning experiences and classroom reflection.

Requisites: Graduate standing or consent of instructor
Repeatable for Credit: No
ED POL 723 — EDUCATION FOR GLOBAL CHANGE
3 credits.

How do people conceptualize and utilize education to (attempt to) create individual, familial, community, institutional, national, and global change? The class aims to push our collective understanding about the diverse ways that people have conceptualized change, its goals, and the mechanisms through which to produce change around the world. We will explore a diverse range of educational approaches (including formal, informal, non-formal, and “traditional” educational models) to transforming the world. It draws on a range of disciplinary and sectoral approaches, including education, public health, and public policy; and a broad range of change models, including individual and peer behavior change, social marketing, and social movements.

Requisites: Graduate or professional standing
Repeatable for Credit: No

ED POL 724 — POVERTY AND EDUCATION: TRANSNATIONAL PERSPECTIVES ON POLICY AND PRACTICE
3 credits.

This course addresses current debates about the nature of poverty, how it might be ameliorated, how poverty is related to other inequities and unequal relations of power, and how theories of international development might help us analyze these changing relations around the world. These questions will be examined from a theoretical, historical, and practical perspective by providing an introduction to historical and contemporary debates on poverty, with a specific focus on the polities, practices, and institutions of education. Education is often understood as a way to end poverty. What are the underlying assumptions behind this idea? What are the contemporary educational interventions designed to end poverty? What are the dilemmas, contradictions, and limitations related to these interventions? In particular, if education is supposed to end poverty, how do we understand the stratifying outcomes of educational policies, practices, and institutions in the U.S. and globally?

Requisites: Graduate or professional standing
Repeatable for Credit: No

ED POL 725 — PARTICIPATORY ACTION RESEARCH AND PROGRAMMING
3 credits.

In this class, we will learn to critically analyze and utilize a toolkit of participatory information-gathering methods designed to ensure community participation and ownership in global development and change efforts. The class is divided into three sections. In the first section, we critically review the themes of participation, action, research, and programming, and we begin a semester long discussion about research positionality and reflexivity. In the second section of the class, we engage in a hands-on exploration of the four key stages of PAR/PARP: identification of the problem and of stakeholders, data collection, data analysis, and research-based action. In the third section, we explore the literature on PAR/PARP best practices when working with marginalized groups and/or communities.

Requisites: Graduate or professional standing
Repeatable for Credit: No

ED POL 740 — CLASSICS IN EDUCATION
3 credits.

Reading and discussion.

Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2011

ED POL 745 — POLITICAL ECONOMY AND EDUCATION
3 credits.

This course seeks to provide an introduction to political economy in the field of education from a theoretical, historical, and comparative perspective.

Requisites: Graduate or professional standing
Repeatable for Credit: No

ED POL 750 — AFRICAN EDUCATION: PAST, PRESENT AND FUTURE
3 credits.

Survey of indigenous and introduced forms of African education, formal and informal, in comparative format. The impact of Islam and Christianity on traditional educational styles. The struggle for modernity and cultural autonomy within the context of imperialism and international rivalries. Problems of nation-building, popular participation, and human resource development; educational planning and international cooperation.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Spring 2015

ED POL/C&E SOC/SOC 755 — METHODS OF QUALITATIVE RESEARCH
3 credits.

Introduces qualitative, or ethnographic, research methods, emphasizing those suitable for educational and other organizational settings. Considers strengths and limitations of qualitative approaches in relation to varied research problems. Explores methodological procedures from entry into the field through writing.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Spring 2017

ED POL 760 — EDUCATION IN DEVELOPING SOCIETIES
3 credits.

Selected systems of education with particular reference to the consequences of educational transfer or borrowing, and to education, nation building, and modernization.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2016

ED POL/ELPA/PUB AFFR 765 — ISSUES IN EDUCATIONAL POLICY ANALYSIS
3 credits.

Theory, research, and practical experience in educational policy analysis, including the social construction of policy problems in education; the design, implementation, and evaluation of policy responses; and the practical and ethical dilemmas of the policy analyst.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED POL 780 — SPECIAL TOPICS IN EDUCATIONAL POLICY STUDIES
3 credits.

Topics vary each semester. See timetable for current topic.

Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017
ED POL/COUN PSY/CURRIC/ED PSYCH/ELPA/RP & SE 788 — QUALITATIVE RESEARCH METHODS IN EDUCATION: FIELD METHODS I
3 credits.

Introductory field methods experience in qualitative research. Students will learn to define good research questions, determine which methods of data collection and analysis are useful for addressing those questions, engage in these methods, reflect on their utility in education research.

Requisites: CURRIC/ED POL/RP SE/COUN PSY/ELPA/ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 719
Repeatable for Credit: No
Last Taught: Fall 2017

ED POL/COUN PSY/CURRIC/ED PSYCH/ELPA/RP & SE 789 — QUALITATIVE RESEARCH METHODS IN EDUCATION: FIELD METHODS II
3 credits.

Focus on data analysis and translation of finds and implications. Students will gain theoretical and practical knowledge and skills regarding coding and analysis techniques, use of qualitative analytic tools, strategies for sharing findings with audiences beyond research team.

Requisites: Students must have taken Curric/Ed Pol/RPSE/Coun Psych/ELPA/ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/RP & SE 788.
Repeatable for Credit: No
Last Taught: Fall 2017

ED POL/ELPA/PUB AFFR 795 — ECONOMICS OF EDUCATION
3 credits.

Shows how basic economic concepts are applied to the study of education policy and what economic research has concluded about the efficiency of various types of education systems.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2011

ED POL/GEN&WS/PUB AFFR 805 — GENDER ISSUES IN INTERNATIONAL EDUCATIONAL POLICY
3 credits.

Exploration and analysis of recent debates related to gender issues in international educational policy, including the intersection of education and demographic processes, the play of history and culture, and the social construction of gender.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Summer 2013

ED POL/ELPA/PUB AFFR 830 — SCHOOL FINANCE AND RESOURCE ALLOCATION
3 credits.

Contemporary bases for collecting and distributing local, state, and federal funds for elementary and secondary education; problems and issues in financial support of education; current, alternative and more effective uses of educational resources.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2016

ED POL/CURRIC 855 — ISSUES IN ELEMENTARY EDUCATION
3 credits.

Critical survey of issues and trends; their social, educational basis; implications for elementary schools; examination and analysis of major problems.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2015

ED POL 860 — PROSEMINAR: THEORY AND METHOD IN COMPARATIVE EDUCATION
3 credits.

Critical analysis of theories, methods, and intellectual perspectives that have been employed in comparative studies of education.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Spring 2011

ED POL 870 — THEORIES OF SOCIAL AND EDUCATIONAL CHANGE
3 credits.

Analysis of several social theories emphasizing the explanation of social change, the role of education in the change process, and the implications for educational policy in contemporary society.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017

ED POL/ELPA 872 — EDUCATIONAL POLICY RESEARCH DESIGN AND IMPLEMENTATION
3 credits.

A policy research methods course which explores theories and practices relating to the development and implementation of educational policy with attention to matching appropriate policy research designs to policy goals and organizational contexts.

Requisites: ELPA 870 or cons inst
Repeatable for Credit: No
Last Taught: Spring 2011

ED POL 890 — MARKETIZATION AND EDUCATION POLICY
3 credits.

This course examines the origins, trends and issues in educational markets in education and what research within and outside of education has concluded about the effects of existing varieties of marketization in education and short and long term effects.

Requisites: Open to Grad stdts
Repeatable for Credit: No
Last Taught: Summer 2013

ED POL/HISTORY 903 — HISTORY OF EDUCATION OF MULTICULTURAL AMERICA
3 credits.

Selected topics, issues and themes concerning the history of education of various groups of people of color in the United States, as well as selected issues, topics and themes focusing on immigration and ethnicity.

Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Fall 2017
ED POL/HISTORY 906 — PROSEMINAR ON THE HISTORY OF EDUCATION
1-3 credits.

Reading in European or American educational history.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2015

ED POL/HISTORY 907 — SEMINAR-HISTORY OF EDUCATION
1-3 credits.

Studies in European and American educational history.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Summer 2017

ED POL/SOC 908 — SEMINAR-SOCIOLOGY OF EDUCATION
3 credits.

Selected topics.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2017

ED POL 911 — SEMINAR IN URBAN EDUCATION
2-3 credits.

Historical and contemporary urban education. Emphasis: preparation of graduate students to conduct research in problems of minority groups, and family influences on children. Open to graduate students in other disciplines and specialties which relate to the schools' program in urban centers.
Requisites: Graduate or professional standing
Repeatable for Credit: No
Last Taught: Spring 2016

ED POL/SOC 955 — SEMINAR-QUALITATIVE METHODOLOGY
3 credits.

An intensive, practice-oriented exploration of one qualitative research method such as participant-observation, interviewing, narrative analysis, oral history or ethnography. Treatment of the method includes: logics of inquiry, analysis of data obtained through the method, and uses of the method.
Requisites: Grad st; soc, educ, or related soc sci background cons inst
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2017

ED POL 962 — SEMINAR IN CROSS NATIONAL STUDIES OF EDUCATIONAL PROBLEMS
3 credits.

Topics vary. Examples: education and the formation of elites; education and socio-economic development; the social functions of examinations; comparative studies in church-state-school relationships; the status of teachers; American overseas programs in educational modernization.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2016

ED POL/CURRIC 963 — SEMINAR-EDUCATIONAL PLANNING & CURRIC CHANGE-DEVELOPING COUNTRIES
3 credits.

Analyses and critiques of educational plans related to the social, political, economic, and educational contexts of the target countries. Supervised practice in planning curricular change and educational reforms for particular countries in the light of realistic requirements and constraints.
Requisites: Grad st Curric/Ed Pol 640 or ED POL 340 or Ed Admin 875 or cons inst
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2017

ED POL/ANTHRO 970 — SEMINAR IN ANTHROPOLOGY AND EDUCATION
3 credits.

Anthropological theory, methodology, and field techniques with specific reference to school ethnography and cross-cultural studies of socialization and education. Topics vary.
Requisites: Graduate or professional standing
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2017

ED POL 990 — RESEARCH OR THESIS
1-12 credits.

Requisites: Consent of instructor
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017

ED POL 999 — INDEPENDENT READING
1-3 credits.

Requisites: Consent of instructor
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2017