ED POL/HISTORY 107 — THE HISTORY OF THE UNIVERSITY IN THE WEST
3 credits.
Traces the development of higher education and, specifically, the institution known as the "university," in the United States and Europe since the Middle Ages. Concentrates on the intellectual, political, and social history of higher education, focusing particularly on the history of the "university" as an IDEA, an INSTITUTION, and as a community of PEOPLE, including students and faculty. Enroll Info: None
Requisites: None
Course Designation: Breadth - Social Science
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Repeatable for Credit: No
Last Taught: Spring 2020

ED POL 140 — INTRODUCTION TO EDUCATION
3 credits.
An introduction to fundamental educational questions, concepts, perspectives and ideas, designed to enable thoughtful examination and assessment of proposed and existing educational policies and practices. Enroll Info: None
Requisites: None
Course Designation: Breadth - Social Science
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Repeatable for Credit: No
Last Taught: Summer 2020

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. Enroll Info: None
Requisites: None
Course Designation: Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Repeatable for Credit: No
Last Taught: Spring 2019

ED POL 150 — EDUCATION AND PUBLIC POLICY
1-3 credits.
Examines a variety of topics related to educational policies, practices, and issues in social, cultural, historical, and political economic contexts in the U.S. and around the world. Enroll Info: None
Requisites: None
Course Designation: Breadth - Social Science
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2020

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. Enroll Info: None
Requisites: Sophomore standing
Course Designation: Ethnic St - Counts toward Ethnic Studies requirement
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Repeatable for Credit: No
Last Taught: Fall 2020

ED POL 202 — EDUCATION AT WORK
3 credits.
Explores the meaning and value of an education major for careers in education in the contemporary workplace. Through a series of individual and collaborative research and communication assignments, learn to critically analyze careers in the field of education and to reflect on personal strengths and values in preparation to connect college work with lifelong career success. Enroll Info: None
Requisites: Satisfied Communications A requirement
Course Designation: Gen Ed - Communication Part B
Repeatable for Credit: No
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. Enroll Info: None
Requisites: None
Course Designation: Breadth - Social Science
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Repeatable for Credit: No
Last Taught: Fall 2020

ED POL 220 — HUMAN RIGHTS AND EDUCATION
3 credits.

Explores questions related to human rights and education, from the individual to the global level; from the abstract to the practical: What does it mean to be human? How do we learn to be human? What rights mark a human being? Do all human have rights? If they have a right to education, do they have a right to a particular kind of education? Can one global education and human rights model best meet the needs of our incredibly diverse global population? Can the global human rights framework improve current educational, national, social, and economic inequities? How so? How does education as a human right relate to human rights education? and who should decide the answers to these questions, and how? Investigates the tensions and boundaries of the human rights framework to reduce social inequality through methodological inquiries in educational case studies, including: educational inequality; victims of the war on drugs; working children's rights; and climate change. Enroll Info: None
Requisites: None
Course Designation: Breadth - Either Humanities or Social Science
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Sustain - Sustainability
Repeatable for Credit: No
Last Taught: Fall 2020

ED POL 237 — WEALTH, POVERTY AND INEQUALITY: TRANSNATIONAL PERSPECTIVES ON POLICY AND PRACTICE IN EDUCATION
3 credits.

Examines poverty, inequality, and education from a theoretical, historical, and practical perspective through an introduction to historical and contemporary debates on wealth, poverty, and inequality. Interrogates these debates in relation to policies, practice, and institutions of education. Enroll Info: None
Requisites: None
Course Designation: Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Repeatable for Credit: No
Last Taught: Fall 2020

ED POL 240 — COMPARATIVE EDUCATION
3 credits.

Examines the socio-cultural, political and economic forces that shape education around the world, including in the U.S. Explores a series of essential questions about the means and ends of education, including: 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. Enroll Info: None
Requisites: None
Course Designation: Breadth - Social Science
Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Repeatable for Credit: No
Last Taught: Fall 2020

ED POL 260 — INTRODUCTION TO INTERNATIONAL EDUCATION DEVELOPMENT
3 credits.

Examines theories, institutions, and issues in international educational development. Enroll Info: None
Requisites: None
Course Designation: Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Repeatable for Credit: No

ED POL 274 — EDUCATION STUDIES--STUDY ABROAD/GLOBAL EDUCATION
1-3 credits.

Topics vary reflecting the specializations, expertise, and curricula of study-abroad programs. Enroll Info: None
Requisites: None
Repeatable for Credit: Yes, unlimited number of completions
ED POL 300 — SCHOOL AND SOCIETY
3 credits.

Focuses on the interplay between schools and society by examining societal and cultural influences on school processes, policies, practices, and pedagogy; or, how society shapes schooling, and conversely, the ways in which schools assist in shaping society. Reflect on the purposes of schools and how these purposes have shifted over time. Examines how assumptions regarding the purposes of schooling interact with debates over how we teach, what we teach, and how we evaluate schools, teachers, and students. Identify the foundations of education in the United States and critically examine the ways in which educational practices and policies impact the lives of students. Enroll Info: None

Requisites: Sophomore standing
Course Designation: Breadth - Social Science
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Repeatable for Credit: No
Last Taught: Fall 2020

ED POL/INTL ST 335 — GLOBALIZATION AND EDUCATION
3 credits.

Discuss the ways education is inextricably linked to global political, economic, and social contexts. Reflect on both scholarly research and popular conceptions of market, society and schools in different geographic and cultural contexts. Approach globalization from a context-sensitive, place-based approach, rather than abstract, predictive method through interdisciplinary analysis. Explore the concept of globalization across disciplinary frameworks including anthropology, geography, and history. Provides critical analysis to understand the challenges facing education in a globalization era, to build stronger commitment to helping address those challenges, and a set of skills for researching and writing about them. Examine the following "problem-spaces": globalization and migration; globalization and race; global testing and assessment; marketization of education; global city development and higher education; youth culture and globalization. Enroll Info: None

Requisites: Sophomore standing
Course Designation: Breadth - Social Science
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Repeatable for Credit: No
Last Taught: Fall 2020

ED POL 399 — INDEPENDENT READING
1-3 credits.

Enroll Info: None

Requisites: Consent of instructor
Course Designation: Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Repeatable for Credit: No
Last Taught: Fall 2020

ED POL/HISTORY 412 — HISTORY OF AMERICAN EDUCATION
3 credits.

Examines the history of education in America from the colonization of North America to the present to consider education in its broadest sense - as a process of individual development and cultural transmission. Explores such topics as the rise of common schools in the urban North; the education of Native Americans, immigrants, slaves, and free blacks; the evolution of teacher training (primarily for women); various philosophies of "progressive" school reform; the politics of desegregation, bilingual education, and special education; the articulation between high school and college work; and the evolving federal role in American education. Enroll Info: None

Requisites: Sophomore standing
Course Designation: Breadth - Social Science
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Fall 2020

ED POL 450 — RETHINKING "AFTER-SCHOOL" EDUCATION
3 credits.

Provides an opportunity to engage with and discuss historical, ideological, and contemporary issues within community-based after school programs at large and within the Madison context. 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. Enroll Info: None

Requisites: Sophomore standing
Course Designation: Breadth - Social Science
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Repeatable for Credit: No
Last Taught: Summer 2015

ED POL 460 — IMMIGRATION, EDUCATION, AND EQUITY
3 credits.

Examines policy issues surrounding the education of children from immigrant families in K-16 educational settings in the U.S. Explores the economic, social, political, and ideological contexts of immigration and education, as well as school factors and home-school relations through readings, discussions, and assignments. Considers the impact of various policy and pedagogical approaches. Course readings draw from relevant literature in educational anthropology, sociology of education, educational policy, sociolinguistics, and language pedagogy. Enroll Info: None

Requisites: Sophomore standing
Course Designation: Ethnic St - Counts toward Ethnic Studies requirement
Breadth - Social Science
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Repeatable for Credit: No
Last Taught: Fall 2016
ED POL/HISTORY 478 — COMPARATIVE HISTORY OF CHILDHOOD AND ADOLESCENCE

3 credits.

Examines the 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. Enroll Info: None

Requisites: Junior standing

Course Designation: Breadth - Social Science
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2020

ED POL 500 — TOPICS ON SOCIAL ISSUES AND EDUCATION

3 credits.

Contemporary social issues or problems and their significance for educational purposes and practices. Enroll Info: None

Requisites: Junior standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Summer 2020

ED POL 505 — ISSUES IN URBAN EDUCATION IN THE U.S.

3 credits.

Explore urban education in the United States and its relationship to broader political, social, and economic contexts; focuses on contemporary urban educational issues and students' experiences in school and community settings, the experiences of students and families of color and the relationship between race, class, gender, and inequality in urban education. Enroll Info: None

Requisites: Junior standing

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement
Breadth - Social Science
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2019

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. Enroll Info: Junior standing or consent of instructor

Requisites: None

Course Designation: Breadth - Social Science
Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Fall 2019

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. Enroll Info: None

Requisites: Junior standing

Course Designation: Breadth - Social Science
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S Grad 50% - Counts toward 50% graduate coursework requirement

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. Enroll Info: Jr, Sr, or Grad st

Requisites: None

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

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. Enroll Info: None

Requisites: Junior standing

Course Designation: Breadth - Either Humanities or Social Science
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S Grad 50% - Counts toward 50% graduate coursework requirement

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. Enroll Info: None
Requisites: Junior standing
Course Designation: Level - Intermediate
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Fall 2011

ED POL/GEN&WS 560 — GENDER AND EDUCATION
3 credits.
Examines the relationship between gender and education and explores notions of gender as socially constructed categories and identities. Identify the ways schools (re)produce and mediate gender identities and explore the experiences of students. Draws on critical and feminist perspectives to analyze the ways gender intersects with understandings of identity performance and expression such as masculinity and femininity, as well as at the intersection of race, ethnicity, class, and sexuality in schooling processes. Enroll Info: None
Requisites: Junior standing
Course Designation: Breadth - Social Science
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Spring 2020

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. Enroll Info: None
Requisites: Junior standing
Course Designation: Breadth - Social Science
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Fall 2020

ED POL/ANTHRO 570 — ANTHROPOLOGY AND EDUCATION
3 credits.
An exploration of the foundational concepts and methods of educational anthropology. Examines anthropological inquiry on educational research with particular reference to cultural perspectives on education and educational systems, learning as cultural transmission, and application of anthropological knowledge to curriculum. Enroll Info: None
Requisites: Junior standing
Course Designation: Ethnic St - Counts toward Ethnic Studies requirement
Breadth - Social Science
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Spring 2017

ED POL/AFROAMER 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. Enroll Info: None
Requisites: Sophomore standing
Course Designation: Breadth - Social Science
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Fall 2020

ED POL 595 — LANGUAGE POLITICS, ETHNICITY, AND EDUCATION
3 credits.
Overview of language politics, policies, and practices in global perspective; draws on the work of anthropologists, sociolinguists, and language policy scholars to examine how language choices in and regarding schooling interact with ethnic and linguistic diversity. Consider the following questions: How and under what conditions do language policies, practices, and pedagogies redress or exacerbate inequalities? How people at the local level, including educators, negotiate language and literacy policies and politics. Uses a global lens to expand local understandings and practices. Enroll Info: None
Requisites: Junior standing
Course Designation: Breadth - Social Science
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
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. Enroll Info: None
Requisites: Junior standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2020

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

Examines the history of federal aid to education from 1776 to the present, with heavy emphasis on the post-World War II period. Explores the federal role in public education in the Early Republic and during Reconstruction; Traces the evolution of federal policies concerning racial desegregation, compensatory education for low-income students, bilingual education, and special education for the disabled. Critically reflect on the tradition of "local control," policy implementation and evaluation, accountability, block grants, interest groups and lobbies; nationally standardized testing, and the different goals assigned to public schooling in the United States (e.g., social integration/inclusion, individual academic achievement, etc.).
Enroll Info: None
Requisites: Junior standing
Course Designation: Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Spring 2018

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. Enroll Info: None
Requisites: Junior standing
Course Designation: Breadth - Either Humanities or Social Science
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Fall 2020

ED POL/SOC 648 — SOCIOLOGY OF EDUCATION
3 credits.

Utilizes a sociological lens to examine American schools and schooling, with a particular focus on social inequality in the U.S. and how class, race, and gender intersect in the experiences of students. Examine how schools and schooling relate to broader social structures, institutions, and practices with a focus on inequality in public education. Enroll Info: None
Requisites: Junior standing
Course Designation: Breadth - Social Science
Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Fall 2020

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. Enroll Info: None
Requisites: None
Course Designation: Level - Elementary
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement
Sustain - Sustainability
Repeatable for Credit: No
Last Taught: Spring 2013
ED POL 699 — INDEPENDENT READING
1-3 credits.

Enroll Info: None

Requisites: Consent of instructor

Course Designation: Level - Advanced
L&S Credit - Counts as Liberal Arts and Science credit in L&S
Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Summer 2020

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

An introduction to diverse scholarly perspectives in educational policy studies. Enroll Info: None

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2020

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. Enroll Info: None

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2020

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. Enroll Info: None

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2019

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. Does not include a field method component. Enroll Info: None

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2020

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

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. Divided into two concurrent activity streams: community-based learning experiences and classroom reflection. Enroll Info: None

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

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. Explore a diverse range of educational approaches (including formal, informal, non-formal, and "traditional" educational models) to transforming the world. Draw 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. Enroll Info: None

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Sustain - Sustainability

Repeatable for Credit: No
ED POL 724 — POVERTY AND EDUCATION: TRANSNATIONAL PERSPECTIVES ON POLICY AND PRACTICE
3 credits.
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. Examined these questions 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? Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Sustain - Sustainability
Repeatable for Credit: No

ED POL 725 — PARTICIPATORY ACTION RESEARCH AND PROGRAMMING
3 credits.
Critically analyze and utilize a toolkit of participatory information-gathering methods designed to ensure community participation and ownership in global development and change efforts. Critically review the themes of participation, action, research, and programming, and we begin a semester long discussion about research positionality and reflexivity. Engage in a hands-on exploration of the four key stages of PARP: identification of the problem and of stakeholders, data collection, data analysis, and research-based action. Explore the literature on PARP best practices when working with marginalized groups and/in communities. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No

ED POL 745 — POLITICAL ECONOMY AND EDUCATION
3 credits.
Seeks to provide an introduction to political economy in the field of education from a theoretical, historical, and comparative perspective. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Spring 2020

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. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Sustain - Sustainability
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. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No

ED POL 760 — SEMINAR IN INTERNATIONAL EDUCATION DEVELOPMENT
3 credits.
Presents a comprehensive and critical understanding of the international educational development (IED) arena; the paradigms and theories that shape the field; the relationships among major actors and institutions; and themes and issues that have arisen in international educational development over the past decades. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Sustain - Sustainability
Repeatable for Credit: No
Last Taught: Spring 2019
ED POL 761 — MIGRATION AND EDUCATION
3 credits.

Addresses political economic issues related to migration and education. Drawing on the anthropology of globalization and sociology of immigration, the course reviews major theories of immigrant incorporation and exclusion processes, examines case studies of im/migrants, refugees, and displaced persons and their adaptation processes in countries in the Global North and the Global South, and considers educational practices and policies that develop to address mobility in diverse contexts. The course examines how cultural, social, political, and economic factors influence im/migrant incorporation, and how educators can facilitate im/migrant students’ opportunities for learning through changes in policies, pedagogies, and curricula. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No

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. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Spring 2019

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

Topics vary each semester. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2020

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. 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. Enroll Info: None
Requisites: RP & ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/ RP & SE 719
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Summer 2020

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. 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. Enroll Info: None
Requisites: RP & ED PSYCH/COUN PSY/CURRIC/ED POL/ELPA/ RP & SE 788
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Fall 2020

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. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
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. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Sustain - Sustainability
Repeatable for Credit: No
Last Taught: Spring 2018

ED POL 810 — EDUCATION AND RESISTANCE IN COMMUNITY-BASED SPACES
3 credits.

Engage with and discuss the historical, ideological, and contemporary issues surrounding community-based spaces and programs serving youth. Topics will include: grassroots organizing and activism, pedagogies of the home, academic outcomes and access to higher education, full-service community-schools/school-community partnerships, social identity, funding and philanthropy, neoliberalism and education privatization, and after school and out-of-school time education. Examine the social and political context of community-based educational efforts in order to understand how they can be nurturing spaces of resistance for youth, as well as spaces of conflict and social reproduction. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Fall 2020
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. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Fall 2016

ED POL/ED PSYCH/ELPA/RI & SE 842 — LEGAL FOUNDATIONS OF SPECIAL EDUCATION AND PUPIL SERVICES
3 credits.

Legal requirements and issues relative to special education and pupil services programs; special education, juvenile justice, programs for English language learners, programs for children who are homeless; examination of applicable federal and state statutes and case law. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Fall 2020

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. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
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. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Fall 2015

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. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Fall 2019

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. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Fall 2019

ED POL/HISTORY 906 — PROSEMINAR ON THE HISTORY OF EDUCATION
1-3 credits.

Reading in European or American educational history. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2020

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

Studies in European and American educational history. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Summer 2020

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

Selected topics. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
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. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: No
Last Taught: Fall 2018

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. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2020

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. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2019

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. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
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. Enroll Info: None
Requisites: Graduate/professional standing
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Spring 2020

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

Enroll Info: None
Requisites: Consent of instructor
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2020

ED POL 999 — INDEPENDENT READING
1-3 credits.

Enroll Info: None
Requisites: Consent of instructor
Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement
Repeatable for Credit: Yes, unlimited number of completions
Last Taught: Fall 2020