

EDUCATIONAL POLICY STUDIES (ED POL)

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.

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 2025

Learning Outcomes: 1. Demonstrate your knowledge and explain—in essays, exams, and online and face-to-face discussions—the significance of key actors, events, themes, and ideas relating to the history of American education.

Audience: Undergraduate

2. Interpret and contextualize a range of primary historical sources.

Audience: Undergraduate

3. Identify and evaluate historical arguments in secondary scholarly works.

Audience: Undergraduate

4. Develop and support your own historical interpretations based on primary and secondary sources.

Audience: Undergraduate

5. Engage in open and respectful dialogue while reflecting upon and acknowledging your own biases.

Audience: Undergraduate

6. Connect your academic work to contemporary public debates, to consider diverse perspectives, and to develop, revise, and support your own ideas about the world.

Audience: Undergraduate

ED POL 112 – GLOBAL EDUCATION THROUGH FILM

3 credits.

Introduces global educational issues, policies, and practices through films. Considers education in context, thinking critically about the role of education in the world. Compares across issues, places, policies, and practices. Examines the diversity of global educational spaces and practices, both in and out the classroom, and the purposes of education in society, including how political socialization, economic development, social mobility, and social solidarity are often in conflict.

Requisites: None

Course Designation: Breadth - Humanities

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Describe the diversity of education and educational practices, in and beyond formal classroom spaces, and in different parts of the world.

Audience: Undergraduate

2. Demonstrate an understanding of education as it shapes and is shaped by social, cultural, and historical contexts and relationships (indigeneity, community, race, gender, religion, geography, poverty, class, etc.).

Audience: Undergraduate

3. Compare their own educational experiences and aspirations to educational processes and practices in other spaces, places, and times.

Audience: Undergraduate

4. Employ various approaches to interpreting film.

Audience: Undergraduate

5. Demonstrate an appreciation of the complexities of the interpretative process within historical and cultural contexts.

Audience: Undergraduate

6. Apply critical approaches to the works and alternative ways of considering them.

Audience: Undergraduate

ED POL 123 – EDUCATION, TECHNOLOGY, AND SOCIETY: AI, BIG DATA, AND THE DIGITAL DIVIDE

3 credits.

Introduction to the relationship between education, technology, and society. Consider issues related to educational technology and society in both domestic and global contexts. Critically examine how different types of educational technology interact with a variety of sociopolitical factors viewed through various stakeholder perspectives.

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 2025

Learning Outcomes: 1. Describe the historical development of modern technology use in K12 and higher education

Audience: Undergraduate

2. Explain how core technologies have shaped K12 and higher educational systems

Audience: Undergraduate

3. Debate the role of specific types of technologies in the context of higher education and/or K12 education

Audience: Undergraduate

4. Analyze sociopolitical forces that govern adoption and use of emerging trends in educational technology

Audience: Undergraduate

5. Propose solutions for sociopolitical issues that arise from the use of educational technology in K12 and higher education

Audience: Undergraduate

ED POL 134 – MEDIA LITERACY AND MISINFORMATION IN EDUCATION

3 credits.

Examines claims in education stories, the various forms of bias that surround them, and how our changing media landscape impacts what stories are told, who tells them and how they impact education policy and practice.

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 2026

Learning Outcomes: 1. Compare the concepts of individual, structural, and institutional bias and how these biases shape and have shaped stories in media and scholarship on the topic of education

Audience: Undergraduate

2. Analyze texts related to education for message, audience, and intention

Audience: Undergraduate

3. Compare how data and truth are presented in education stories and how information about education is deployed in media

Audience: Undergraduate

4. Relate digital citizenship and information literacy to the practice of democracy as it pertains to education

Audience: Undergraduate

5. Demonstrate improved summarizing, synthesizing, and analytical skills in academic speaking and writing across a range of writing genres

Audience: Undergraduate

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.

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 2026**Learning Outcomes:** 1. Identify various perspectives on the purposes of education

Audience: Undergraduate

2. Describe how communities over time and around the world understand education

Audience: Undergraduate

3. Analyze the impact of poverty, race, gender, and socio-economic status on children globally

Audience: Undergraduate

4. Explicate the relationship between schooling and other life outcomes.

Audience: Undergraduate

ED POL/HISTORY 143 – HISTORY OF RACE AND INEQUALITY IN URBAN AMERICA

3 credits.

Examine the historical relationships between metropolitan change, economic transformation, and the construction of race and how those processes have shaped mass incarceration, educational, housing, and income inequality, and the experiences of racial/ethnic minorities who have been marginalized or discriminated against. Key questions include: What is the historical nature of inequality and opportunity in metropolitan America? What policies and ideas have historically promoted inequality, and how have those policies and ideas shifted over time? How have marginalized people responded to inequality, and what impacts have various modes of resistance had? Lastly, what is "race," how has its meaning changed over time, and how has it historically shaped inequality and opportunity?

Requisites: None**Course Designation:** Gen Ed – Communication Part B

Ethnic St – Counts toward Ethnic Studies requirement

Breadth – Humanities

Level – Elementary

L&S Credit – Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Demonstrate their awareness of History's Impact on the Present

Audience: Undergraduate

2. Recognize and Question Assumptions

Audience: Undergraduate

3. Demonstrate their consciousness of Self and Others

Audience: Undergraduate

4. Demonstrate their capacity for Effective Participation in a Multicultural Society

Audience: Undergraduate

5. Identify and discuss the significance of key actors, events, themes, and ideas relating to the history of race and inequality in the metropolitan United States

Audience: Undergraduate

6. Identify and evaluate historical arguments in secondary scholarly works

Audience: Undergraduate

7. Interpret, analyze, and contextualize primary historical sources

Audience: Undergraduate

8. Use library resources in order to locate relevant primary and secondary source materials

Audience: Undergraduate

9. Synthesize information from primary and secondary sources in order to develop and support their own evidence-based historical interpretations

Audience: Undergraduate

ED POL 145 – INTRODUCTION TO EDUCATION POLICY

3 credits.

Introduction to K-12 education policy, policy processes, and school governance in the United States. Examines the multiple and sometimes conflicting goals that animate education debates; the discourses and representations of schools, students, and education policies that shape policy and politics; research on education and education policy; and the various lenses and conceptual tools that can help us understand education policy. Includes original policy texts, empirical and conceptual research, current events, and film. Considers how key themes may be useful (or not) for thinking about early childhood education, higher education, and K-12 education in historical and contemporary, US and and global, contexts.

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 2026

Learning Outcomes: 1. Critically analyze the multiple purposes, complex governance and politics, contested discourses, and major problems and policies in education.

Audience: Undergraduate

2. Demonstrate familiarity with and ability to discern between competing perspectives on education policy.

Audience: Undergraduate

3. Apply concepts and knowledge from the course to analyzing new policies, reform proposals, and current events

Audience: Undergraduate

4. Utilize the skills developed in this class, combined with values and experiences, to develop and defend policy positions.

Audience: Undergraduate

ED POL 147 – ETHICS AND EDUCATION

3 credits.

Examines a variety of ethical questions in education, including: What justifies educating people, in the first place? What does equity in education require? Who has the proper authority to make decisions about education? Introduces analytic tools that educational ethicists use to investigate foundational and applied questions. Understand and evaluate major views on a range of such foundational and applied issues in educational ethics.

Requisites: None

Course Designation: Gen Ed - Communication Part B

Breadth - Humanities

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Define the ethical and political context of formal and/or informal education in the US and/or in a global context—that is, how considerations of ethics and justice bear on educational policy and practice

Audience: Undergraduate

2. Relate educational justice to broader conceptions and theories of social justice, both in the liberal tradition and its critics, and to issues of contemporary controversy in educational theory and practice

Audience: Undergraduate

3. Describe how various kinds of educational inequalities are unjust and why

Audience: Undergraduate

4. Formulate and communicate research-based arguments on topics in ethics and education.

Audience: Undergraduate

5. Use library resources in order to locate relevant academic source materials.

Audience: Undergraduate

6. Synthesize and articulate ethical questions in education, and improve written and oral communication of such questions to public audiences

Audience: Undergraduate

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.

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: Spring 2026

Learning Outcomes: 1. Define the social, cultural, and/or historical context surrounding formal and/or informal education in the US and/or in a global context.

Audience: Undergraduate

2. Relate educational policy in a national and/or global context.

Audience: Undergraduate

3. Examine the causes and consequences of educational inequality related to race, class, gender, and/or other dimensions.

Audience: Undergraduate

ED POL/GEN&WS 160 – GENDER, SEXUALITY, AND EDUCATION POLICY

3 credits.

Explores how gender, sexuality, and gender identity are conceptualized, practiced, protected, and policed in K-12 schools and in out-of-school contexts in the United States and globally. Examines how gender, sexuality, and gender identity intersect with race, class, language, nationality, and religion to shape the experiences of school-age children and youth.

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 2025

Learning Outcomes: 1. Explain how gender, sexuality, and gender identity, as separate and intersected identities, have become situated as normal, natural, and static concepts, and the role that schooling plays in those processes

Audience: Undergraduate

2. Identify and summarize how students are racialized and gendered within educational settings and by educational policies and practices, and how class, religion, language, national status, and other factors intersect with gender, sexuality, and gender identity to shape different educational outcomes and experiences for students

Audience: Undergraduate

3. Analyze the effects of an intersectional approach to understanding gender, sexuality, and gender identity within students' educational experiences, in the US and globally

Audience: Undergraduate

ED POL 163 – HISTORIES OF DISCRIMINATION AND RESISTANCE AT UW MADISON: HIGHER EDUCATION AND SOCIETY SINCE 1848

3 credits.

Uses histories of discrimination and resistance in higher education and American to society to frame how discrimination and resistance transpired at the University of Wisconsin-Madison and in Madison with particular focus on race and racial inequalities. Discrimination which has and continues to hinder marginalized peoples and groups from receiving a quality education, living and representing their authentic selves, and learning, teaching, and working at this institution. Explores how structural discrimination and discriminatory policies manifested within higher education and society, which impacted students, staff, and faculty's experience at UW and in Madison.

Requisites: None

Course Designation: Gen Ed - Communication Part B

Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Examine how UW policies, practices, procedures, and structures led to the marginalization and discrimination of minoritized students, staff, faculty, and community members.

Audience: Undergraduate

2. Explore how marginalized and racial and ethnic minoritized groups resisted that discrimination through a variety of tactics and actions.

Audience: Undergraduate

3. Explain how events unfolding at UW-Madison are representative of broader histories of higher education, discrimination, and American society regarding race and racial inequalities.

Audience: Undergraduate

4. Identify and discuss the significance of key actors, events, themes, and ideas relating to the history of race and inequality in higher education and the United States.

Audience: Undergraduate

ED POL 180 – EDUCATION AND WHITE SUPREMACY

3 credits.

Provides an overview of the construction of racialized identity in the US and around the world. Examines the relationship between race, ethnicity, and white supremacy as social constructions and connects this to historical and current models of schooling. Explores the concept of settler colonialism and introduces its history in the US and in Wisconsin. Fosters understanding of white supremacy and of formal schooling as national systems that often work to reinforce one another, and of alternative approaches to schooling and society that can foster equity and justice.

Requisites: None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Learning Outcomes: 1. Become familiar with the histories and current lives of people who are considered racial, ethnic, religious, linguistic, geographic, cultural, etc. minorities; and in so doing, demonstrate self-awareness and empathy towards the cultural perspectives and experiences of minoritized people.

Audience: Undergraduate

2. Understand the historical underpinnings of white supremacy, colonialism, and racism, and how these concepts shape past and present racialized knowledge claims and cultural assumptions, and shape present-day schooling in the U.S. and around the world.

Audience: Undergraduate

3. Interrogate the question of how to respond effectively to dismantling white supremacy, particularly in schools.

Audience: Undergraduate

ED POL 197 – LISTENING TO THE LAND

3 credits.

What if our best teacher is all around us, even under our feet? For Indigenous peoples, whose worldviews, languages, and lifeways emerge from, and sustain, reciprocal relations to place, land is always teaching. Reflect on "land as first teacher" by considering Indigenous approaches to learning, Indigenous languages in relation to land, and the current environmental health of land. Seeks to live the principles of Indigenous learning through Indigenous foodways and experiential, place-based learning activities. Together, develop a personal relationship to Teejop (Four Lakes, or the Madison region), and explore generational responsibilities to Teejop. What does the land teach? And how do people learn to listen?

Requisites: None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Fall 2025

Learning Outcomes: 1. Create relationships with each other, instructors, and the land

Audience: Undergraduate

2. Understand how indigenous peoples value knowledge and how you, as a student, can ask for and seek knowledge

Audience: Undergraduate

3. Begin your own personal relationship - mentally, emotionally, physically, spiritually – with Teejop, and to see (and feel) the importance of this place beyond the classrooms and buildings

Audience: Undergraduate

4. Critically analyze settler colonialism in higher education, including the cultural norms that it promulgates

Audience: Undergraduate

5. Demonstrate an understanding of the history, culture, and perspectives of Native American Nations in the Upper Midwest in relation to place and education; and the particular historical and present-day impacts of settler colonialism on US-tribal relations and the racialization of indigenous people

Audience: Undergraduate

6. Research, analyze, discuss, reflect, and present on the history and use of a particular plant or animal. In doing so, demonstrate self-awareness and empathy towards human and non-human people

Audience: Undergraduate

7. Reflect on and synthesize hands on learning activities and share with others

Audience: Undergraduate

8. Explain the social, economic, and/or environmental dimensions of the sustainability challenges of settler colonialism

Audience: Undergraduate

9. Explain the social, economic, and environmental dimensions of the sustainability challenges of settler colonialism and its undermining of tribal communities' sovereignty

Audience: Undergraduate

10. Use sustainability principles for developing personal goals and professional values.

ED POL 200 – RACE, ETHNICITY, AND INEQUALITY IN AMERICAN EDUCATION

3 credits.

Explores the complex relationships among race, ethnicity and inequality in U.S. public education through theoretical, historical, social, and cultural frameworks and perspectives. Specifically, examine how schools serve as sites where racial/ethnic inequality is produced, reproduced, and resisted through institutional structures and the "everyday" practices of teachers, students, parents, and community members. Examine how race and ethnicity intersect with other identities (e.g. gender, social class, sexual orientation, etc.). It is centrally focused on K-12 education and working in multicultural contexts.

Requisites: None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

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 2026**Learning Outcomes:** 1. Demonstrate an understanding of the relationship between race, ethnicity, and inequality in U.S. public education

Audience: Undergraduate

2. Critically analyze and contextualize U.S. public educational policies through theoretical, historical, social, and cultural frameworks and perspectives

Audience: Undergraduate

3. Analyze education policies using diverse perspectives related to race, ethnicity, gender, social class, and/or other social differences

Audience: Undergraduate

ED POL 202 – CAREERS IN EDUCATION

3 credits.

Explores the meaning, value, and potential of an education/social sciences major for a variety of education-related careers in the contemporary workplace. Includes a review of theories of the relationships among education, work, skills and society, analyses of contextual forces shaping education and the labor market (the Covid-19 pandemic, inequality and racism, and climate change), individual and collaborative assignments focused on developing key competencies (e.g., oral and written communication, critical thinking), and hands-on activities to provide practical tools for succeeding in college and the 21st century workplace (e.g., writing a cover letter, conducting literature reviews).

Requisites: Satisfied Communications A requirement**Course Designation:** Gen Ed - Communication Part B

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 2025**Learning Outcomes:** 1. Understand basic concepts of career development theory and apply them to your own academic and career goals;

Audience: Undergraduate

2. Understand, evaluate, and communicate social science concepts about the nature of work in contemporary society, with respect to the role of educational credentials, skills and salient contextual forces; and,

Audience: Undergraduate

3. Synthesize information about three key contextual forces impacting society;

Audience: Undergraduate

4. Learn about the specific jobs and occupations that are available for someone with an education and/or social sciences degree;

Audience: Undergraduate

5. Investigate and learn about a specific "career community" or occupational sector, an organization within that sector, and what it would take to be competitive for a job in that organization;

Audience: Undergraduate

6. Develop and communicate a compelling personal career narrative about the student's path through an undergraduate education and beyond, with respect to a specific target career community

Audience: Undergraduate

7. Understand key steps in the job-search process, and begin establishing a professional online presence and professional contacts.

Audience: Undergraduate

8. Develop and sharpen oral and written communication skills via presentations, discussion (in-person and online), and report and paper writing.

Audience: Undergraduate

9. Develop and sharpen skills in conducting technical academic research and writing that includes collecting and summarizing information, preparing outlines, and writing and revising manuscripts.

Audience: Undergraduate

ED POL 203 – INTERNSHIP IN EDUCATION, ARTS, OR HEALTH

1-3 credits.

Provides the opportunity to reflect and critically analyze workplace experience in the field of education, arts, and/or health and enhance career opportunities through the exposure to the nexus of career development theory and practice.

Requisites: None

Course Designation: Workplace - Workplace Experience Course

Repeatable for Credit: Yes, for 3 number of completions

Last Taught: Spring 2026

Learning Outcomes: 1. Improve skills relevant to exploring, preparing for, and experiencing opportunities in the fields of education, art, or health including develop resume, conduct an informational interview, communicate unique skills and qualities to an employer.

Audience: Undergraduate

2. Learn about and reflect on workplace expectations, norms, and skills

Audience: Undergraduate

3. Understand the work and future progression of a particular career pathway

Audience: Undergraduate

4. Through facilitated reflection, develop a career action plan to apply what is learned in the internship to future career goals

Audience: Undergraduate

ED POL 205 – LANGUAGE AND SOCIAL INEQUALITY

3 credits.

Examine cultural and language politics, policies, and practices in education. Read in the fields of anthropology, sociolinguistics, and language policy to consider how language policies, politics, and practices either reinforce or reduce educational and social inequality.

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 2026

Learning Outcomes: 1. Consider how language policies, practices, and pedagogies contribute to or interrupt inequality in their own lives, on campus, and in local communities.

Audience: Undergraduate

2. Analyze how linguistic inequality is often reinforced but can be addressed more equitably through education.

Audience: Undergraduate

3. Compare language policies and their impact on equity efforts across a range of locations.

Audience: Undergraduate

4. Learn about key concepts in the study of language, culture, and social inequality.

Audience: Undergraduate

5. Analyze how language constructs inequalities in texts, media and everyday interactions.

Audience: Undergraduate

6. Develop academic speaking and writing skills

Audience: Undergraduate

ED POL 209 – INTRODUCTION TO QUANTITATIVE METHODS IN EDUCATION POLICY

3 credits.

Introduction to how quantitative inference is used in education policy. Focuses on the use of quantitative reasoning as a tool to analyze and interpret data. Activities support understanding the basics of generating and interpreting data in both visual and numerical form. Includes a practical component that provides opportunities to practice interpreting and writing about data.

Requisites: Satisfied Quantitative Reasoning (QR) A requirement

Course Designation: Gen Ed - Quantitative Reasoning Part B

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Apply quantitative reasoning to educational topics

Audience: Undergraduate

2. Explain how inferences are made using quantitative data in educational contexts

Audience: Undergraduate

3. Interpret data in popular press and research articles

Audience: Undergraduate

4. Produce and interpret education policy questions using data

Audience: Undergraduate

ED POL 210 – YOUTH, EDUCATION, AND SOCIETY

3 credits.

Explores the study of youth through theoretical, historical, social, and cultural perspectives with a focus on Minoritized Youth; interrogates the concept of "youth" as a socially constructed category; examines how "youth" have been positioned within educational, political, economic, and social contexts; analyzes how youth's racialized experiences intersect with other social identities: social class, gender, and sexuality. Themes explored: 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. Uses historical and contemporary "texts" and current events to study the lived experiences of young people within diverse racial, cultural, gendered, sexualized and classed contexts. Reflect on own experiences as "youth," their relationship to education and other social institutions, and how it informs understanding of society, educational theory and practice.

Requisites: None

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

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 2026

Learning Outcomes: 1. Identify how the category of "youth" is conceptualized over space and time

Audience: Undergraduate

2. Analyze issues, ideas and concepts central to understanding the social and political factors that shape youth's experience and educational outcomes in the US – and how these experiences vary across race, ethnicity, class, gender, sexuality and context.

Audience: Undergraduate

3. Apply critical thinking skills to myriad significant racial and socio-cultural issues in and around educational communities for youth of color in marginalized contexts

Audience: Undergraduate

4. Deconstruct the framing of youth within education, research, media, and popular discourses

Audience: Undergraduate

5. Contextualize personal beliefs and understanding of social forces (i.e. race, class, gender, sexuality, power, etc.) and how these beliefs shape their own social identities

Audience: Undergraduate

6. Develop an awareness of the worldviews of others and the varied realities of youths' educational and social experiences

Audience: Undergraduate

7. Engage in/and think critically about political and social events that impact the lives of young people as it relates to the current moment (social movements, youth uprisings, campus conflict/climate, etc.)

Audience: Undergraduate

ED POL 212 – EDUCATION FOR SOCIAL JUSTICE

3 credits.

Learn theories and practices of educating for social justice, a pedagogical-political approach based on participatory methodologies that is committed to positive social change. Discuss popular education, peace and human rights education, critical pedagogy, and related approaches. Engage in theoretical debates, focusing on the ideas of transformative educators such as Paulo Freire and bell hooks, and learn about radical educator collectives and transformative education efforts in districts, schools, classrooms, community associations, and NGOs from around the world.

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 2026

Learning Outcomes: 1. Define and consider social justice fully

Audience: Undergraduate

2. Explore politically engaged education efforts

Audience: Undergraduate

3. Examine contemporary theories that orient praxis in popular education, social justice education, and participatory action research

Audience: Undergraduate

4. Make links between theory and practice, including through reflection on their own experiences

Audience: Undergraduate

5. Improve critical reading, research, oral presentation, and academic literacy skills

Audience: Undergraduate

ED POL 215 – DISABILITY AND EDUCATION POLICY

3 credits.

Examines how policies shape the educational experiences of students with disabilities in education and the broader educational landscape.

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 2026

Learning Outcomes: 1. Describe how constructions of dis/ability inform the content and enactment of education policy

Audience: Undergraduate

2. Identify the sociopolitical forces and actors grounding present iterations of disability-focused education policy

Audience: Undergraduate

3. Explain how education policies intersect to shape the schooling experiences of students with disabilities

Audience: Undergraduate

ED POL/INTL ST 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 inquires in educational case studies, including: educational inequality; victims of the war on drugs; working children's rights; and climate change.

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

Repeatable for Credit: No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Develop awareness of the diversity of historical, political-economic, social and cultural meanings of 'human,' including the ethical imperatives and the exclusionary practices underlying them.

Audience: Undergraduate

2. Be familiar with global Human Rights frameworks and institutions, and develop a critical appreciation of their potential as well as limitations in particular sociocultural contexts.

Audience: Undergraduate

3. Develop a critical understanding of educational experiences in terms of Human Rights.

Audience: Undergraduate

4. Read and produce academic texts; more specifically: summaries, personal narratives, expository texts, and persuasive papers.

Audience: Undergraduate

ED POL 222 – INDIGENOUS EDUCATION POLICY AND PRACTICE

3 credits.

Examines concepts of sovereignty and educational policy formation for First Nations Peoples in the U.S. and key educational policies, practices, and contexts that have shaped American Indian education. Explores the 11 federally recognized tribes of Wisconsin, their sovereignty, and educational issues facing them and other tribal nations. Examines Wisconsin's Act 31, the contexts leading up to its creation, and its implementation. Considers the educational policy implications of state curriculum policy and common instructional materials for First Nations Peoples, land-grant universities, and broader society.

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 2026**Learning Outcomes:** 1. Describe Wisconsin's educational policy, "Act 31," as codified in statute and rule, and its creation and enactment in K-12 schools.

Audience: Undergraduate

2. Analyze complex historical, legal, and policy issues pertaining to the formation of educational policy for First Nations Peoples in the U.S, including the roles that treaties play in the formation of educational policy.

Audience: Undergraduate

3. Describe the history of Wisconsin state interference with the exercise of usufructuary rights and the Ojibwe Peoples' efforts to have them restored.

Audience: Undergraduate

4. Examine the role that curriculum policy has played in shaping public understanding of Native Peoples and contemporary issues.

Audience: Undergraduate

5. Describe how stereotypes create educational inequalities in K-12 and higher education settings and their implications for First Nations Peoples and broader society.

Audience: Undergraduate

6. Evaluate instructional materials regarding Native Peoples in K-12 settings, both historical and current.

Audience: Undergraduate

**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.

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 2025

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.

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 2026

Learning Outcomes: 1. Describe the various norms, perspectives, traditions, structures, and purposes of education around the world.
Audience: Undergraduate

2. Examine the impact of socio-economic status, race, gender, migration status, language, and ability on students in various regions of the world
Audience: Undergraduate

3. Evaluate global educational reforms
Audience: Undergraduate

4. Analyze a variety of arguments and policies to improve educational quality and access
Audience: Undergraduate

ED POL 245 – EDUCATION IN EAST ASIA

3 credits.

An overview and discussion on the values, histories, systems, policies, problems, and reforms of education in East Asian societies. Examines extended issues in comparative education, including education and its relation to economic development, social inequality and stratification, gender and family, ethnicity and migration, identity formation, and student movements.

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 2026

Learning Outcomes: 1. Demonstrate knowledge of the history of education and current education systems in East Asian societies.
Audience: Undergraduate

2. Define and compare the social, cultural, and historical context surrounding formal and informal education in East Asian societies.
Audience: Undergraduate

3. Critically examine the causes and consequences of educational inequality and stratification related to race, class, gender, and other dimensions in East Asian societies.
Audience: Undergraduate

4. Relate education systems, policies, problems, and reforms in East Asian societies in a national and global context.
Audience: Undergraduate

5. Develop skills in critical reading, the use of appropriate style and disciplinary convention and the productive use of core library resources.
Audience: Undergraduate

ED POL/CURRIC/LLEGAL ST 250 – INCARCERATION AND EDUCATION

3 credits.

Investigates how the systems of incarceration and education operate alongside, within, around and through one another. Provides a historical examination of how education and incarceration have interacted. Examines how prisons operate as 'teaching institutions,' what it teaches all of us impacted by it, and what interventions have been designed to facilitate particular kinds of learning. Presents firsthand accounts of those who work and live in the carceral system currently.

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 2025**Learning Outcomes:** 1. Analyze the relationship between schooling and incarceration including issues related to discipline, gender, and disability

Audience: Undergraduate

2. Articulate and evaluate your understanding of experiences of incarceration including the sources, assumptions, and implications behind your understanding

Audience: Undergraduate

3. Synthesize the lived experiences of diverse individuals impacted by incarceration to understand the range of forms learning takes place inside carceral facilities;

Audience: Undergraduate

4. Evaluate different policies and practices that operate at the intersections of education and incarceration.

Audience: Undergraduate

ED POL 260 – INTRODUCTION TO INTERNATIONAL EDUCATION DEVELOPMENT

3 credits.

Examines theories, institutions, and issues in international educational development.

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 2026**Learning Outcomes:** 1. Explain the economic, social, cultural, and political dimensions of educational development.

Audience: Undergraduate

2. Critically compare and contrast theoretical approaches that have shaped international educational development.

Audience: Undergraduate

3. Describe current issues in international educational development

Audience: Undergraduate

4. Identify and compare the assumptions, benefits, and limitations of different educational policy and planning approaches.

Audience: Undergraduate

5. Discuss and critique prevailing assumptions about education and development.

Audience: Undergraduate

6. Demonstrate critical thinking skills as well as academic speaking and writing skills.

Audience: Undergraduate

ED POL 274 – EDUCATION STUDIES--STUDY ABROAD/GLOBAL EDUCATION

1-3 credits.

Topics vary reflecting the specializations, expertise, and curricula of study-abroad programs.

Requisites: None

Repeatable for Credit: Yes, unlimited number of completions

Learning Outcomes: 1. Gain a deeper knowledge and understanding of other cultures and their environments.

Audience: Undergraduate

2. Develop greater cultural self-awareness and intercultural competence.

Audience: Undergraduate

3. Develop different economic, political, social, and educational perspectives on global issues.

Audience: Undergraduate

4. Increase their capacity to analyze issues with appreciation for disparate viewpoints

Audience: Undergraduate

5. Develop career readiness and gain leadership skills that are relevant for a global world.

Audience: Undergraduate

6. Communicate appropriately and effectively with diverse individuals and groups.

Audience: Undergraduate

7. Examine their own actions in terms of personal responsibility and ethical, social and environmental consequences.

Audience: Undergraduate

8. Develop a better understanding of the diversity of the host society and better understand the diversity in their own society.

Audience: Undergraduate

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.

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: Spring 2026

Learning Outcomes: 1. Demonstrate an understanding of the social, cultural, and/or historical contexts of education policy.

Audience: Undergraduate

2. Analyze education policy from multiple theoretical perspectives (e.g., historical, ethical/philosophical, economic/political, etc.).

Audience: Undergraduate

3. Demonstrate analysis on education policy issues from diverse perspectives related to race, class, and/or gender, and other forms of social difference.

Audience: Undergraduate

4. Recognize and apply principles of socially responsible and ethical research.

Audience: Undergraduate

ED POL 305 – DEMOCRACY AND EDUCATION

3 credits.

Explores both the form(s) of education in democracies and the controversies that shape education in the contemporary U.S. context. Examines the history of elements of mass schooling in the U.S., analyzes the competing values at play in contemporary issues, and explores some of the human stories behind some of the most enduring problems in U.S. education. Discusses the necessity of education for democratic life, the challenges inherent in mass schooling in the U.S., and the varying positions that animate contemporary educational debates. Evaluates a variety of educational issues on the basis of democratic criteria such as equality, liberty, and justice.

Requisites: None**Course Designation:** Gen Ed - Communication Part B

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Describe the unique relationship between democratic government and education

Audience: Undergraduate

2. Describe the values and perspectives inherent in opposing positions in controversies about education in America

Audience: Undergraduate

3. Utilize evidence to evaluate opposing positions using common democratic values as criteria

Audience: Undergraduate

4. Synthesize and articulate personal views, and improve written and oral communication of such views to public audiences

Audience: Undergraduate

ED POL 308 – INTRODUCTION TO QUALITATIVE RESEARCH METHODS IN EDUCATION

3 credits.

Examines qualitative research methods for educational research - specifically, the role of theory, how to develop a research question, how to design a study, interviewing, conducting observations, doing initial data analysis, and presenting an original qualitative research project. Complete a series of "stepping stone" assignments (practica) and peer feedback activities designed to scaffold the research experience in an organized, supportive, informed, and meaningful way.

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:** Spring 2026**Learning Outcomes:** 1. Understand how ontology and epistemology shape research design and methods

Audience: Undergraduate

2. Develop research questions appropriate to qualitative research

Audience: Undergraduate

3. Develop a conceptual framework

Audience: Undergraduate

4. Design and initiate a qualitative research project

Audience: Undergraduate

5. Practice research, including observations and interviews

Audience: Undergraduate

6. Give informed feedback on qualitative research projects

Audience: Undergraduate

7. Analyze qualitative data

Audience: Undergraduate

8. Exercise their academic skills in oral presentations and writing

Audience: Undergraduate

ED POL 309 – APPLIED QUANTITATIVE EDUCATION RESEARCH

3 credits.

Introduces how quantitative research methods are applied in empirical education research. Focused on data exploration, manipulation, visualization, and simple analyses with secondary datasets and R or other programming language.

Requisites: ED POL 209

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: Spring 2025

Learning Outcomes: 1. Apply basic quantitative research methods to education research

Audience: Undergraduate

2. Employ statistical software to import, manage, transform, visualize and analyze education data and research.

Audience: Undergraduate

3. Develop skills necessary to interpret secondary datasets in education research using appropriate quantitative methods.

Audience: Undergraduate

ED POL/CHICLA 310 – LATINE STUDENTS IN THE U.S. HIGHER EDUCATION SYSTEM

3 credits.

Develop a deeper understanding of U.S. higher education by examining connections between historical and present-day circumstances for a group of students often called the key to the sector's future. Latine students are the fastest growing population in postsecondary education today. Why did this growth happen? How has it impacted colleges and universities? How are Latine college students dealing with varying levels of institutional support? And what strengths do they bring to their education and future careers? By studying research from sociologists, historians, and education scholars, develop informed critiques of higher education and reimagine a better system for all.

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: Spring 2026

Learning Outcomes: 1. Identify the major players in the U.S. higher education system, along with their relationships to one another.

Audience: Undergraduate

2. Summarize the development of this system - especially its early treatment of People of Color - and identify the historical roots of modern educational trends.

Audience: Undergraduate

3. Describe the strengths Latine students bring to their own educational trajectories and list their contributions to American colleges and universities.

Audience: Undergraduate

4. Apply social science theories and methods to understanding inequality in college enrollment, experiences, and outcomes for underrepresented minority students, especially Latines.

Audience: Undergraduate

5. Evaluate new ideas for improving the productivity, diversity, stability, and/or innovativeness of the higher education system.

Audience: Undergraduate

6. Assess and synthesize existing education research to formulate new arguments about the U.S. higher education system.

Audience: Undergraduate

7. Participate in informed and respectful conversations about higher education with a variety of people - taking into consideration the cultural perspectives and worldview of others.

Audience: Undergraduate

ED POL 320 – CLIMATE CHANGE, SUSTAINABILITY, AND EDUCATION

3 credits.

Provides an overview of diverse theories and models of human-earth relations, and the causes and consequences of climate and environmental crisis. Centering a global ecological justice lens, develops a critical approach to examining how different people around the world learn about and experience the climate crisis. Provides a range of tools to use in responding to the climate crisis, including learning about and engaging with Teejop and Traditional Ecological Knowledge frameworks, exploring how increased diversity can sustain human survival, and examining the concept of sustainability.

Requisites: Sophomore standing**Course Designation:** Breadth - Either Social Science or Natural Science Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Develop an understanding of various conceptualizations of human-earth relations, and the consequences of these understandings on human actions and educational responses

Audience: Undergraduate

2. Utilize existing scientific evidence to recognize the shape and scope of anthropogenic climate change and its extensive impacts on human and planetary health.

Audience: Undergraduate

3. Examine educational and knowledge-generation approaches that appear to hold promise for a more sustaining global future.

Audience: Undergraduate

4. Explain the social, economic, and/or environmental dimensions of the sustainability challenges of addressing climate change and justice through education.

Audience: Undergraduate

5. Apply sustainability principles and/or frameworks to addressing the challenges of educating for sustainable development.

Audience: Undergraduate

6. Describe the social, economic, and environmental dimensions of climate change and environmental justice and identify potential trade-offs and interrelationships among these dimensions at a level appropriate to the course.

Audience: Undergraduate

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.

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:** Spring 2026**Learning Outcomes:** 1. demonstrate an understanding of the social, cultural, and/or historical contexts of education policy

Audience: Undergraduate

2. examine education policy from multiple theoretical perspectives (e.g., historical, ethical/philosophical, economic/political, etc.)

Audience: Undergraduate

3. analyze education policy issues from diverse perspectives related to race, class, and/or gender, and other forms of social difference

Audience: Undergraduate

4. Recognize and apply principles of socially responsible and ethical research

Audience: Undergraduate

ED POL/CHICLA/LACIS 342 – EDUCATION ACROSS THE AMERICAS: EMPIRE, CAPITALISM, AND RESISTANCE

3 credits.

Examines educational inequality across the Americas through the lens of imperialism, different forms of colonialism, and capitalism. By exploring the logics and actions of different education stakeholders, critically examine how educational policy across the hemisphere has a shared history of oppression and contestation.

Requisites: Sophomore standing

Course Designation: Gen Ed - Communication Part B
Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Draw from different sources to evaluate the transnational contexts of education policy and pose relevant questions about hemispheric educational issues

Audience: Undergraduate

2. Use clear understandings of terms such as imperialism, colonialism, capitalism, racism, and transnationalism to explain unequal educational processes

Audience: Undergraduate

3. Formulate and communicate research-based arguments on topics in education policy using academic literature, including primary and secondary sources

Audience: Undergraduate

4. Produce expository and argumentative texts and draw from this work to produce a podcast

Audience: Undergraduate

ED POL 345 – ECONOMICS OF EDUCATION

3 credits.

Engages with contemporary issues in the economics of education across the K-12 and postsecondary policy arenas in the US and beyond. With foundations in human capital and the education production function, covers a wide variety of topics, including teacher labor markets and teacher quality, school choice, K-12 and higher education finance, and the individual and collective returns to education. Discuss, present, and critique education policy issues through the lens of economics and apply course content to current issues in education policy, including creation and dissemination of recommendations for education policy and practice.

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: Spring 2024

Learning Outcomes: 1. Demonstrate a strong degree of economic literacy and articulate economic perspectives

Audience: Undergraduate

2. Discuss the production, costs, and financing of K-12 and higher education systems

Audience: Undergraduate

3. Describe economic aspects of teachers, teacher quality, and teacher labor markets;

Audience: Undergraduate

4. Differentiate broad K-12 and higher education markets, choices, and incentives through an economic lens

Audience: Undergraduate

5. Review, synthesize, and critique economic literature on a variety of education policy issues

Audience: Undergraduate

6. Practice critical reading, logical thinking, and use of evidence within the economics discipline

Audience: Undergraduate

7. Demonstrate skilled written and verbal communication on multiple points of view across topics

Audience: Undergraduate

8. Generate and communicate recommendations for policy and practice by synthesizing theory and contexts

Audience: Undergraduate

ED POL 350 – TOPICS IN EDUCATION STUDIES

3 credits.

Examines contemporary topics and debates in education studies; develops research, analytical, and other skills to work in education careers.

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: Yes, unlimited number of completions

Last Taught: Spring 2026

Learning Outcomes: 1. Formulate research-based arguments on topics in education using academic literature, including both primary and secondary sources

Audience: Undergraduate

2. Demonstrate an understanding of the social, cultural, and historical contexts of education policy and practice

Audience: Undergraduate

3. Examine education policy from multiple theoretical perspectives

Audience: Undergraduate

4. Examine different historical and social-science methods to answer major questions in education research, both contemporary and enduring

Audience: Undergraduate

5. Analyze education policy issues from diverse perspectives related to race, class, and gender, and other forms of social difference

Audience: Undergraduate

ED POL 355 – THE POLITICS OF EDUCATION INJUSTICE IN THE US

3 credits.

Public education in the United States is an inherently political site that offers an important institution to understand politics, power, and injustice broadly. Explore these themes from multiple angles: (a) the layered histories of injustice at the intersection of race, class, gender, and more in historical and present cases; (b) the power of ideas in shaping policy possibilities; (c) shifting levels of governance and questions of injustice; and (c) perspectives of key actors, interests, and stakeholders. Consider the politics of education in relation to broader social, spatial, historical, and political economic contexts. Develop critical analytic and conceptual tools to deeply understand and analyze how power and politics are impacting contemporary educational policy events. By drawing from grassroots and subjugated perspectives, cultivate a policy imagination towards more just educational possibilities, and explore the necessary policy infrastructure and movements to sustain them.

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: Spring 2026

Learning Outcomes: 1. Explain the historical development of the U.S. public education system in relationship to injustice at the intersection of race, class, gender, and other axes of inequality

Audience: Undergraduate

2. Critically analyze contemporary educational policy and politics through a justice lens based on foundational knowledge of the history of public education and theories of power and politics

Audience: Undergraduate

3. Evaluate how power and authority is distributed across various political institutions responsible for education policy decision-making, and how various actors work to create change in ways that expand and contract justice

Audience: Undergraduate

4. Develop analytic tools to identify how power and politics are impacting contemporary educational policy events that reflect critical engagement with the worldviews and experiences of others

Audience: Undergraduate

5. Reflect on personal experiences (as situated in broader contexts) and question knowledge claims related to injustice at the intersection of race, class, gender, and other axes of inequality

Audience: Undergraduate

6. Cultivate critical reasoning capacity to apply course concepts related to power, politics, and injustice to their lives outside the classroom and mobilize this capacity to respectfully participate in a multicultural society

Audience: Undergraduate

ED POL 399 – INDEPENDENT READING

1-3 credits.

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 2025**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.

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:** Spring 2026

Learning Outcomes: 1. demonstrate their knowledge and explain the significance of key actors, events, themes, and ideas relating to the history of American education

Audience: Both Grad & Undergrad

2. interpret and contextualize primary historical sources

Audience: Both Grad & Undergrad

3. identify and evaluate historical arguments in secondary scholarly works

Audience: Both Grad & Undergrad

4. locate, synthesize, and evaluate information from primary and/or secondary sources in order to develop and support their own evidence-based historical interpretations

Audience: Undergraduate

5. locate, synthesize, and evaluate relevant primary historical sources in order to construct evidence-based historical interpretations.

Audience: Graduate

ED POL 423 – 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? Push 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, social movements, chaos theory, and liberation theory.

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:** Spring 2024

Learning Outcomes: 1. Examine the diverse ways that people have conceptualized change and the educational mechanisms that drive it across disciplines, research methodologies, and epistemologies.

Audience: Undergraduate

2. Analyze how theories of change conceptualize human growth and development, national and international development, and global sustainability; and integrate new information about international development, education, and their own positionality into their existing frame of knowledge.

Audience: Both Grad & Undergrad

3. Describe and analyze how different theories of change could be applied to key international development problems that require global educational solutions (e.g., HIV/AIDS and climate change); produce a final project that proposes a new international development education project to at least one group of stakeholders in international development arenas.

Audience: Both Grad & Undergrad

4. Determine for themselves what theories of change most appeal to them and why; recognize the voice, resource, and power dynamics in each change approach; and decide how they might move their understanding of a theory of change into practicable action, in part through reflection on their sources, and in part through reflection on their own positionality.

Audience: Both Grad & Undergrad

5. Synthesize and analyze information arising from multiple disciplinary, methodological, and epistemological literatures on theories of change, and situate international development education within these traditions.

Audience: Graduate

6. Explain the social, economic, and/or environmental dimensions of the sustainability challenges of international development paradigms, and the sustainability challenges posed by current international development efforts.

Audience: Both Grad & Undergrad

7. Analyze the causes of and solutions for the sustainability challenges of international development and international education.

Audience: Both Grad & Undergrad

8. Describe the social, economic, political, and environmental dimensions of international development education efforts and identify potential trade-offs and interrelationships among these dimensions at a level appropriate to the course.

ED POL 435 – EDUCATION IN EMERGENCIES

3 credits.

The United Nations High Commissioner for Refugees (UNHCR) estimates that more than 82.4 million individuals have been forcibly displaced from their homes. More than a third of them are refugees, and more than 13 million are under the age of 18. In contrast to the portrayals of children wandering among the iconic UNHCR white tents in refugee camps, new images of refugee boys and girls attending public schools raise questions about the role of humanitarianism and education across the world. What are the causes of forced migration? Who counts as a refugee today? What do camp refugees and urban refugees have in common? How do we guarantee access to school for these populations? What would a high-quality curriculum look like for these students?

Requisites: Sophomore 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:** Spring 2026**Learning Outcomes:** 1. Identify and interrupt assumptions (including stereotypes and prejudices) about migrants, particularly refugees.

Audience: Both Grad & Undergrad

2. Critically examine the links between the modern state, borders, security, and forced migration.

Audience: Undergraduate

3. Differentiate the foundations and evolution of the field of education in emergencies in relation to refugee issues and adopt a critical stance on refugee education.

Audience: Both Grad & Undergrad

4. Analyze how educators in formal and nonformal settings can offer rich learning experiences to children and youth with refugee status.

Audience: Undergraduate

5. Exercise your academic skills in oral presentations and writing.

Audience: Undergraduate

6. Develop the conceptual tools to trace and follow conversations about the modern state, borders, security, and forced migration.

Audience: Graduate

7. Critically assess academic literature in the fields of refugee studies and education in emergencies.

Audience: Graduate

8. Draw from key concepts to analyze how educators in formal and nonformal settings shape the learning experiences of children and youth with refugee status.

Audience: Graduate

9. Write an argument-driven paper and exercise your academic skills in oral presentations.

Audience: Graduate

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.

Requisites: Sophomore standing**Course Designation:** Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Spring 2025**Learning Outcomes:** 1. Demonstrate an understanding of the history of and the political and social influences on afterschool programs

Audience: Undergraduate

2. Identify types of community-based after school programs and key issues within them

Audience: Undergraduate

3. Identify the roles, challenges, and experiences of leaders, afterschool educators, youth workers, and diverse youth participants in community-based afterschool programs

Audience: Undergraduate

4. Analyze how afterschool programs relate to broader social forces and education discourses

Audience: Undergraduate

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.

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 2025**Learning Outcomes:** 1. Analyze the economic, political, and social contexts of immigration in the US.

Audience: Undergraduate

2. Describe the scope, breadth and diversity of immigrant flows to the US and how they have changed over time in relation to immigration policy.

Audience: Undergraduate

3. Examine questions about educational quality and access, language and culture, immigration, educational policy, community and family engagement, and other topics pertinent to the education of immigrants in the US.

Audience: Undergraduate

4. Analyze the critical academic, linguistic, and social supports schools must provide to immigrant students, including an assets-based approach.

Audience: Undergraduate

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.

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 2021**Learning Outcomes:** 1. Demonstrate their knowledge and explain the significance of key actors, events, themes, and ideas related to the history of childhood and adolescence

Audience: Both Grad & Undergrad

2. Interpret and contextualize primary historical sources

Audience: Both Grad & Undergrad

3. Identify and evaluate information from primary and/or secondary sources in order to develop and locate, synthesize, and evaluate information from primary and/or secondary sources in order to develop and support their own evidence-based historical interpretations

Audience: Undergraduate

4. Locate, synthesize, and evaluate primary historical sources in order to construct evidence-based historical interpretations

Audience: Graduate

ED POL 500 – TOPICS ON SOCIAL ISSUES AND EDUCATION

3 credits.

Explore contemporary social issues or problems and their significance for educational purposes and practices. Designed for various special topics on social issues and education.

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: Yes, unlimited number of completions**Last Taught:** Fall 2025**Learning Outcomes:** 1. Identify contemporary social issues or problems and their significance for educational purposes and practices.

Audience: Both Grad & Undergrad

2. Critically analyze educational policies and social issues using various qualitative theories and methodologies.

Audience: Graduate

3. Demonstrate knowledge and reflective responses about specific social issues or problems discussed in the course.

Audience: Both Grad & Undergrad

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.

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: Fall 2023

Learning Outcomes: 1. Articulate the relationship between urban education and broader political, social, and economic contexts

Audience: Both Grad & Undergrad

2. Critically analyze the role that urban educational policy, school structures, and school actors play in causing, ameliorating, or exacerbating educational inequities that impact the lives and learning of students and families of color and students and families living in poverty

Audience: Both Grad & Undergrad

3. Critically analyze the role that out-of-school factors (e.g. home, community, and broader economic and political contexts and conditions) play in causing, ameliorating, or exacerbating educational inequities

Audience: Both Grad & Undergrad

4. Read and evaluate scholarly research on urban education and connect it to community-based learning experiences

Audience: Both Grad & Undergrad

5. Critically reflect on their educational experiences in relation to the course themes

Audience: Both Grad & Undergrad

6. Effectively communicate what they learned about urban educational issues both orally and in writing, to both academic and non-academic audiences

Audience: Both Grad & Undergrad

7. Develop their research and communication skills via a final research paper and class presentation

Audience: Graduate

ED POL 510 – URBAN SCHOOL POLICY

3 credits.

Examines the following questions focusing on: goals and values for urban schools, framings of "the problem" of K-12 urban schooling in the United States, evidence of the complexities and research evidence on contemporary policies for improving urban schools, and theories of urban school politics, policy, and equity-oriented school reform. Focuses on system-level educational problems, politics, and policies.

Requisites: Junior 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: Spring 2022

Learning Outcomes: 1. Develop knowledge about how urban school problems are framed, a variety of prominent policies aimed at improving urban schools, and explanations for the difficulty of changing urban school districts

Audience: Undergraduate

2. Critically reflect on contemporary and enduring debates about urban school problems, policies, and the politics of school system change.

Audience: Undergraduate

3. Apply concepts and lessons from the course to analyze new issues and pressing concerns related to urban school policy.

Audience: Undergraduate

ED POL/CURRIC/HISTORY/JEWISH 515 – HOLOCAUST: HISTORY, MEMORY AND EDUCATION

3 credits.

Explores the ways in which Holocaust history, memory and education are mutually entangled, politically charged and morally complex. Using primarily American sites of memory, critically analyze a variety of representations of the Shoah--in literature, films, memoirs, monuments, museums and classrooms.

Requisites: Junior standing**Course Designation:** Gen Ed - Communication Part B

Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or 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 2026**Learning Outcomes:** 1. Examine and question cultural assumptions and knowledge claims about race, ethnicity, and religion

Audience: Both Grad & Undergrad

2. Improve written and oral communication skills by engaging in critical conversations, making presentations, practicing group projects and writing papers

Audience: Both Grad & Undergrad

3. Demonstrate self-awareness and empathy to other worldviews and cultural differences and apply course concepts outside of the classroom by engaging in respectful conversations about race, ethnicity, and religion in our multi-cultural society

Audience: Both Grad & Undergrad

4. Construct and develop a meaningful project around a topic that interests you

Audience: Both Grad & Undergrad

5. Articulate answers to and pose complex questions regarding ethical issues, connecting historical events to present circumstances regarding racial inequalities

Audience: Undergraduate

6. Develop your academic writing by thinking carefully through your ideas and editing your work and your peers'

Audience: Undergraduate

7. Pose and answer complex historical and ethical questions regarding the Holocaust, genocide, their representations and political uses, connecting historical events to present circumstances regarding racial inequalities

Audience: Graduate

8. Develop interpersonal academic skills by editing peers' work

Audience: Graduate

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: 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 2021**ED POL 518 – INTRODUCTION TO DEBATES IN HIGHER EDUCATION POLICY**

3 credits.

Critical examination of debates in contemporary higher education policy. Explores the sociocultural tensions among key policy goals such as quality, equity, and efficiency, and the results (including unintended consequences) of those tensions. Examines the theory and research brought to bear on policy debates, and how they are used-or not used-to shape policy agendas.

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 2023**Learning Outcomes:** 1. Critically reflect about an array of higher education policies

Audience: Both Grad & Undergrad

2. Communicate effectively about perspective and viewpoints on higher education policy issues with others

Audience: Both Grad & Undergrad

3. Analyze higher education policies and convey ideas clearly in writing

Audience: Both Grad & Undergrad

4. Utilize various research theory and methodologies to concisely articulate and analyze debates about higher education

Audience: Graduate

ED POL 525 – IS COLLEGE POSSIBLE? COLLEGE ACCESS AND ADMISSIONS IN THE US

3 credits.

Survey of the college access landscape in the US with particular attention to historical and contemporary social, economic, and political contexts from the individual to federal level. Specifically focus on students' transitions from K12 to higher education, including policy aspects of college-going affecting college preparation, search, application, choice, and enrollment. Review, discuss, and apply evidence-based perspectives on related issues, including affordability and postsecondary sectors, with an emphasis on interventions seeking to reduce social and economic inequality in access to college.

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**Learning Outcomes:** 1. Describe the economic, political, and social contexts surrounding access to higher education in the US

Audience: Both Grad & Undergrad

2. Summarize different pathways and pitfalls to equitable access with particular attention to differences across individual (student, family) and systems (community/institutional/government) contexts

Audience: Both Grad & Undergrad

3. Critique and synthesize evidence examining various strategies and interventions to increase access

Audience: Both Grad & Undergrad

4. Apply multi-disciplinary perspectives to novel issues in college access and generate policy solutions

Audience: Both Grad & Undergrad

5. Communicate evidence-based recommendations to diverse stakeholders using various methods

Audience: Both Grad & Undergrad

6. Formulate novel research questions on contemporary college access issues drawing from prior work

Audience: Graduate

7. Conduct high-quality empirical research on college access leveraging disciplinary norms and methods

Audience: Graduate

ED POL/PHILOS 540 – EGALITARIANISM AND EDUCATIONAL JUSTICE

3 credits.

Examines significant disagreements about educational justice—about the very concept of educational justice; about the most plausible substantive account of educational justice and the way that an ideal of equality bears on it; and about what kinds of policies the most plausible account of educational justice would require in circumstances like our own. Introduces tools that contemporary moral and political philosophers use to investigate those questions. Understand and evaluate efforts to resolve those questions.

Requisites: Junior standing**Course Designation:** Breadth - Humanities

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 2025**Learning Outcomes:** 1. Explain the structure of, and the differences among, major accounts of educational justice that have been defended in the literature on the philosophy of education

Audience: Both Grad & Undergrad

2. Examine the educational policies that different accounts of educational justice would favor, and evaluate existing educational policies by the standards of different accounts of educational justice

Audience: Both Grad & Undergrad

3. Construct and evaluate complex normative—moral and political—arguments about the concept of educational justice, the most plausible account of educational justice, and the practical implications of accounts of educational justice

Audience: Both Grad & Undergrad

4. Construct and defend novel versions, objections, and assessments of egalitarian theories of educational justice for educational policy and practice by conducting original philosophical research.

Audience: Graduate

ED POL/ELPA/LEGAL ST 542 – LAW AND PUBLIC EDUCATION

3 credits.

Examines the legal issues related to the policy decisions and delivery of public education (elementary and secondary) in the United States. Learn how law impacts both curriculum development and curricular delivery, explore current legal controversies, constitutional issues, and learn about legal reasoning and analysis. Examines how both legislation and litigation affects public education. Particular attention is paid to law as public policy and the analysis of the same.

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 2026

Learning Outcomes: 1. Identify various analytic frameworks that guide legal analysis.

Audience: Both Grad & Undergrad

2. Analyze the use of principles and/or frameworks to a situation or issue.

Audience: Both Grad & Undergrad

3. Understand the role of analytic frameworks in the development and implementation of law and policy.

Audience: Both Grad & Undergrad

4. Describe the many legal issues inherent in daily school practice.

Audience: Undergraduate

5. Discuss various legal principles.

Audience: Undergraduate

6. Examine the sources of law and the various interests that the law seeks to balance.

Audience: Undergraduate

7. Recognize and identify independently the many legal issues inherent in daily school practice.

Audience: Graduate

8. Explore and apply various legal practices and their application.

Audience: Graduate

9. Examine the sources of law and the various interests that the law seeks to balance, provide varying arguments in written form.

Audience: Graduate

10. Find and understand primary sources of legal authority (e.g. actual cases, statutes, and administrative rules).

Audience: Graduate

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

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 2024

ED POL/PHILOS 550 – PHILOSOPHY OF MORAL EDUCATION

3 credits.

Critical examination of classical and contemporary conceptions of moral education.

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: Spring 2026

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.

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 2026

Learning Outcomes: 1. Understand the role schools and education play in enhancing or reproducing gender inequality

Audience: Both Grad & Undergrad

2. Explain theories on the social construction of gender and sexuality

Audience: Both Grad & Undergrad

3. Describe and reflect on the history of the gender equity movement in education

Audience: Both Grad & Undergrad

4. Read, discuss, and write about research on students with diverse gender and sexual identities

Audience: Both Grad & Undergrad

5. Develop analytical skills necessary to think about intersectional identities how they are tied to students' experiences in education

Audience: Both Grad & Undergrad

6. Explain and analyze pedagogical approaches and school policies' effects on learners of diverse gender and sexual identities

Audience: Both Grad & Undergrad

7. Analyze the role that educational research, policies and practices play in causing, ameliorating, or exacerbating gender inequities

Audience: Both Grad & Undergrad

8. Build the skills necessary to apply these concepts and approaches to our own final research project on a gender related topic

Audience: Both Grad & Undergrad

9. Read and evaluate scholarly research in the fields of education, sociology, feminist studies, anthropology, etc

Audience: Graduate

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

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 2024

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.

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 2026

Learning Outcomes: 1. Demonstrate an understanding of the social, cultural, and/or historical contexts of education policy.

Audience: Both Grad & Undergrad

2. Analyze education policy issues from diverse perspectives related to race, class, and/or gender, and other forms of social difference.

Audience: Both Grad & Undergrad

3. Write clearly and compellingly for diverse audiences about complex topics in educational policy.

Audience: Both Grad & Undergrad

4. Utilize social and cultural research theories and methodologies to articulate perspectives and viewpoints

Audience: Graduate

ED POL 575 – EDUCATION POLICY AND PRACTICE

3 credits.

Examines teachers' and administrators' practice through research on teachers and teaching as an occupation, the everyday realities of classrooms, and a variety of frameworks for understanding the relationship between policy and educators' daily work. Considers teachers and administrators as implementers of local, state, and federal policies, while simultaneously designing and creating policies and practices themselves.

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 2025

Learning Outcomes: 1. Develop knowledge about research and theory on teaching as an occupation, teachers' work, and policy implementation or policy appropriation.

Audience: Both Grad & Undergrad

2. Critically reflect on the relationship between policy and practice.

Audience: Both Grad & Undergrad

3. Apply concepts and lessons from the course to analyze "real world" examples of teaching (or administrative) practice and explain how policy is or is not practiced in schools.

Audience: Both Grad & Undergrad

4. Concisely articulate research-based evidence and reflections about education policy and practices

Audience: Graduate

ED POL 580 – PARTICIPATORY AND COMMUNITY-BASED RESEARCH AND EVALUATION

3 credits.

Teaches the goals, purposes and methods associated with community-engaged, participatory research and evaluation, including the following: 1) the political and philosophical underpinnings of the approach, and specifically of participatory action research (PAR); 2) qualitative research methods; 3) examples of community-engaged, participatory studies.

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 2025

Learning Outcomes: 1. Explain the specific tenets of community-engaged, participatory research and evaluation

Audience: Both Grad & Undergrad

2. Demonstrate an understanding of qualitative social science theories, epistemologies, and methodologies related to education research

Audience: Both Grad & Undergrad

3. Collect and analyze data

Audience: Both Grad & Undergrad

4. Demonstrate professional standards for conducting scholarship ethically and responsibly

Audience: Both Grad & Undergrad

5. Design a participatory, community-engaged study

Audience: Graduate

ED POL 585 – FAMILY AND COMMUNITY ENGAGEMENT IN EDUCATION

3 credits.

Examines how and why different families and communities engage in education, with an emphasis on issues of power and equity. Focuses on social science approaches to understanding family and community engagement in K-12 schooling in the U.S. Opportunity to explore historical and philosophical approaches, and family and community engagement in international, higher education, and other contexts.

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 2026**Learning Outcomes:** 1. Analyze range of perspectives on family and community engagement in education

Audience: Both Grad & Undergrad

2. Explain how family and community engagement are shaped by historical, social, cultural, and political contexts

Audience: Both Grad & Undergrad

3. Connect course content to personal experiences and apply a growing understanding of family and community engagement to one's past, current, and future roles as an education stakeholder

Audience: Both Grad & Undergrad

4. Improve critical reading, research, writing, oral presentation, and other academic literacy skills

Audience: Both Grad & Undergrad

5. Utilize theoretical and methodological approaches to studying family and community engagement in education

Audience: Graduate

ED POL 595 – LANGUAGE POLITICS 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.

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 2026**Learning Outcomes:** 1. Compare language policies and their impact on equity efforts across a range of locations

Audience: Both Grad & Undergrad

2. Identify key concepts in the study of language.

Audience: Both Grad & Undergrad

3. Compare a range of approaches to studying language and education.

Audience: Both Grad & Undergrad

4. Critically analyze how language functions to construct inequalities in texts, media and everyday interactions.

Audience: Both Grad & Undergrad

5. Develop critical media literacy skills by connecting contemporary events with theories and debates we discuss in class.

Audience: Both Grad & Undergrad

6. Develop academic speaking and writing skills.

Audience: Both Grad & Undergrad

7. Critically reflect on language politics in own field of study and research interests

Audience: Graduate

ED POL 600 – PROBLEMS IN EDUCATIONAL POLICY

3 credits.

Examines various debates in the field of education policy specific to special topic identified by instructor/faculty. Policy area and faculty vary each semester.

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: Yes, unlimited number of completions

Last Taught: Summer 2025

Learning Outcomes: 1. Demonstrate an understanding of diverse historical and qualitative social-science theories, epistemologies, and methodologies related to education research and evaluation.

Audience: Both Grad & Undergrad

2. Develop a researchable question and design an historical or qualitative social-science research or evaluation project on some aspect of education policy, past or present.

Audience: Undergraduate

3. Develop a researchable question and design an historical or qualitative social-science research or evaluation project on some aspect of education policy, past or present -- design research or evaluation specific to area of studies.

Audience: Graduate

4. Gain experience conducting a field-based and/or archival research project and presenting their research or evaluation in a thesis.

Audience: Both Grad & Undergrad

5. Write clearly and compellingly for diverse audiences about complex topics in educational history and policy.

Audience: Both Grad & Undergrad

6. Understand professional standards for conducting scholarship ethically and responsibly.

Audience: Both Grad & Undergrad

ED POL 601 – RESEARCH AND EVALUATION FOR EQUITY

3 credits.

How can research and evaluation serve as mechanisms for advancing equity and justice? Interdisciplinary approach to foundational understanding of educational research and program evaluation. Explores common types of program evaluation and examine how equity-oriented frameworks can inform research and evaluation projects. Considers how politics shape who evaluates, for what reasons, and with what consequences. Engage in systematic inquiry using evaluation research methods, including data collection, analysis, and interpretation.

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 2026

Learning Outcomes: 1. Demonstrate an understanding of diverse historical and qualitative social-science theories, epistemologies, and methodologies related to education research and evaluation

Audience: Graduate

2. Develop an understanding of the role of power and inequity in shaping project, program, and policy intended and unintended consequences

Audience: Graduate

3. Develop a researchable question and design an evaluation project

Audience: Both Grad & Undergrad

4. Develop skills of collecting and analyzing data for an evaluation project

Audience: Both Grad & Undergrad

5. Develop skills of writing clearly and compellingly for diverse audiences about complex topics in educational history and policy

Audience: Both Grad & Undergrad

6. Follow professional standards for conducting scholarship ethically and responsibly in pursuit of equity

Audience: Both Grad & Undergrad

7. Consider the issues of equity, diversity, and inclusion in educational policies and practices

Audience: Both Grad & Undergrad

ED POL 602 – STATISTICS FOR RESEARCH AND EVALUATION

3 credits.

An introduction to statistical analysis for research and evaluation. Draw on current events and policy debates when possible. Describe data and distributions; internal/external validity; sampling, inference, and evaluation designs (RCT, regression, DiD). Expect to use real data and computer software to complete assignments.

Requisites: Graduate/professional standing

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

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Describe data and distributions

Audience: Graduate

2. Identify relationships between variables

Audience: Graduate

3. Explain the relationship between internal and external validity

Audience: Graduate

4. Demonstrate knowledge of inferential statistics through a final exam

Audience: Graduate

5. Use computer software to analyze data

Audience: Graduate

ED POL 603 – RESEARCH AND EVALUATION DESIGN AND METHODS

3 credits.

Examines applied research and evaluation design. Explains the basic components of the research process: conceptualization and measurement, sample selection, and techniques for data generation. Explores and practices research techniques, including survey, focus groups, interviews, etc. Entails a developmental sequence of assignments culminating in a research proposal.

Requisites: Graduate/professional standing

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

Repeatable for Credit: No

Learning Outcomes: 1. Become familiar with the concepts, language, methods, and applications of research and evaluation

Audience: Graduate

2. Formulate clear research questions

Audience: Graduate

3. Identify an appropriate research design to answer research questions and contribute to generalizable knowledge

Audience: Graduate

4. Assess the strengths and weaknesses of the research design in any given study

Audience: Graduate

5. Learn and practice a range of research techniques

Audience: Graduate

6. Incorporate anti-oppression practice into research studies

Audience: Graduate

7. Write a detailed, feasible, and rigorous research proposal

Audience: Graduate

ED POL 605 – USING SECONDARY DATA: APPLIED QUANTITATIVE ANALYSIS

3 credits.

Introduce methods for managing secondary data or data not collected for specific research purposes and analyzing it to address educational policies. Focus on quantitative techniques. Use secondary data and statistical software to complete assignments

Requisites: ED POL 209 or graduate/professional standing

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

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Analyze existing data to answer research questions about educational policy.

Audience: Both Grad & Undergrad

2. Explain data management and variable creation for quantitative research in educational policy.

Audience: Both Grad & Undergrad

3. Identify and employ methods for secondary analysis through a final project on the topic of educational policy.

Audience: Both Grad & Undergrad

4. Use computer software to analyze educational data.

Audience: Both Grad & Undergrad

5. Critically evaluate the strengths and limitations of quantitative research methods and findings in educational research.

Audience: Graduate

ED POL 606 – RESEARCH AND EVALUATION PLANNING AND MANAGEMENT

3 credits.

Focuses on the role of research and evaluation in program development. Design, plan, and manage research and program evaluations. Includes discussion and debate regarding a series of case studies. Asks how, and under what conditions, research and evaluation contribute to equity goals.

Requisites: Graduate/professional standing

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

Repeatable for Credit: No

Learning Outcomes: 1. Demonstrate an understanding of diverse historical and qualitative social-science theories, epistemologies, and methodologies related to education research and evaluation.

Audience: Graduate

2. Define different evaluation paradigms, purposes, designs, and stakeholders

Audience: Graduate

3. Develop basic skills of evaluation work, such as aligning aims and methods, writing research questions and hypotheses, and identifying data measures

Audience: Graduate

4. Develop skills to plan and manage an evaluation project

Audience: Graduate

5. Understand professional standards for conducting research and evaluation ethically and responsibly

Audience: Graduate

ED POL/HISTORY 612 – HISTORY OF STUDENT ACTIVISM FROM THE POPULAR FRONT TO BLACK LIVES MATTER

3 credits.

Explore the history of student activism in the United States, with an emphasis on the experiences racial/ethnic minority youths who have been marginalized or discriminated against. What motivated students to become politically active, and what forms did their activism take? How did student activism vary across time and space and from one group of activists to another? Why did some students become activists while others did not? What role did education and educational institutions play in their activism? What impact have student activists had, and what do their histories reveal about the capacity and mechanisms for achieving racial equity in particular and for affecting social, political, and economic change more broadly?

Requisites: Junior standing**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

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 2025**Learning Outcomes:** 1. Develop an awareness of History's Impact on the Present

Audience: Both Grad & Undergrad

2. Develop an ability to Recognize and Question Assumptions

Audience: Both Grad & Undergrad

3. Develop consciousness of Self and Other

Audience: Both Grad & Undergrad

4. Develop capacity for Effective Participation in a Multicultural Society

Audience: Both Grad & Undergrad

5. Identify and discuss the significance of key actors, events, themes, and historiographical debates relating to the history of student activism in the modern United States

Audience: Both Grad & Undergrad

6. Identify and evaluate historical arguments in secondary scholarly works

Audience: Both Grad & Undergrad

7. Interpret and contextualize primary historical sources

Audience: Both Grad & Undergrad

8. Synthesize information from primary and secondary sources in order to develop and support their own evidence-based historical interpretations.

Audience: Both Grad & Undergrad

9. Synthesize information from secondary sources in order to develop and support evidence-based historical interpretations and historiographical analyses.

Audience: Graduate

ED POL 618 – ADVANCED QUALITATIVE RESEARCH METHODS IN EDUCATION

3 credits.

Advanced qualitative methods for educational research taught through an apprenticeship in the research process, from developing the idea and questions to collecting and analyzing data to disseminating results. Presents specialized qualitative approaches.

Requisites: ED POL 308**Course Designation:** Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Review the fundamentals of the social science research process in educational policy.

Audience: Undergraduate

2. Apply a range of research tools and methods relevant to social science research in educational policy.

Audience: Undergraduate

3. Discuss ethical dilemmas in human subjects research in educational policy.

Audience: Undergraduate

4. Develop research questions appropriate to qualitative research in educational policy.

Audience: Undergraduate

5. Collect, manage, and analyze educational research data.

Audience: Undergraduate

6. Present educational research findings to a broad audience.

Audience: Undergraduate

7. Reflect on the research process in educational policy.

Audience: Undergraduate

8. Learn about different types of graduate programs and careers involving educational research skills.

Audience: Undergraduate

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: 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

Learning Outcomes: 1. Demonstrate understanding of the course content: both the broad themes and specific cases we'll study in the history of radical and experimental education in the US and UK.

Audience: Both Grad & Undergrad

2. Demonstrate the ability to think historically: to determine historical significance; to evaluate evidence; to identify continuity and change; to assess cause and consequence; to demonstrate understanding of contextualization and periodization; to take historical perspectives; and to critically assess the moral dimensions of history.

Audience: Both Grad & Undergrad

3. Identify, analyze, and critique historical arguments (as presented by our authors and classmates).

Audience: Both Grad & Undergrad

4. Develop original historical arguments using primary and secondary sources (in class discussion and in our informal and formal writing assignments).

Audience: Graduate

5. Communicate historical knowledge, interpretations, and arguments clearly in writing, discussion, and oral presentations.

Audience: Both Grad & Undergrad

ED POL 640 – SOCIAL AND CULTURAL APPROACHES TO EDUCATION POLICY FOR SECONDARY EDUCATORS

3 credits.

Introduces the social, political and cultural influences surrounding educational policies and practices and the role of teachers in education policymaking. Focuses on the purpose(s) of schooling, considering questions such as: What should the purpose of schooling be? How do our assumptions regarding the purpose(s) of schooling shape our understandings of education policies and practices? Considers educational inequalities and contemporary education policies.

Requisites: Declared in Curriculum and Instruction MS

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

Repeatable for Credit: No

Learning Outcomes: 1. Demonstrate an understanding of the social, cultural, and/or historical contexts of education policy

Audience: Graduate

2. Analyze education policy issues from diverse perspectives related to race, class, and/or gender, and other forms of social difference

Audience: Graduate

3. Write clearly and compellingly for diverse audiences about complex topics in educational policy

Audience: Graduate

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.

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 2026**Learning Outcomes:** 1. Articulate the relationship between education and social inequality in the U.S. along various dimensions

Audience: Both Grad & Undergrad

2. Apply critical thinking skills to your understanding of educational institutions and individual educational experiences

Audience: Both Grad & Undergrad

3. Effectively communicate what you learned about the sociology of education both orally and in writing

Audience: Both Grad & Undergrad

4. Read and evaluate sociological research on education and schooling

Audience: Undergraduate

5. Read and evaluate sociological research on education and schooling and relate to own methodological and theoretical backgrounds

Audience: Graduate

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.).

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**Learning Outcomes:** 1. Demonstrate an understanding of diverse historical and qualitative social-science theories, epistemologies, and methodologies related to education research.

Audience: Both Grad & Undergrad

2. Develop a researchable question and design an historical or qualitative social-science research project on some aspect of education policy, past or present.

Audience: Both Grad & Undergrad

3. Gain experience conducting a field-based and/or archival research project and presenting their research in a thesis.

Audience: Both Grad & Undergrad

4. Write clearly and compellingly for diverse audiences about complex topics in educational history and policy.

Audience: Both Grad & Undergrad

5. Understand professional standards for conducting scholarship ethically and responsibly.

Audience: Undergraduate

6. Understand professional standards for conducting scholarship ethically and responsibly and conducting historical research related to their specific research inquiry and project.

Audience: Graduate

ED POL 675 – INTRODUCTION TO COMPARATIVE AND INTERNATIONAL EDUCATION

3 credits.

Introduction to the origins and development of the field of comparative and international education (CIE) and to explore how scholars engage some of the theoretical, ideological, methodological, and topical debates that characterize research in the field of CIE policy.

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 2025

Learning Outcomes: 1. Critically compare and contrast theoretical approaches that have shaped the field of comparative international education.

Audience: Both Grad & Undergrad

2. Identify and compare the assumptions, benefits, and limitations of different educational policy and planning approaches on comparative international education.

Audience: Both Grad & Undergrad

3. Utilize concepts and lessons from the course to analyze new issues and pressing concerns related to comparative international education

Audience: Both Grad & Undergrad

4. Apply various research methods to analyze data and research related to the comparative international education

Audience: Graduate

ED POL 680 – EDUCATIONAL POLICY STUDIES HONORS CAPSTONE

3 credits.

Develop a capstone project reflecting expertise in existing research on an issue or question of interest. Engage in interdisciplinary conversations, consider pressing issues in education, explore potential professional and academic trajectories, and prepare for future careers and graduate education. Requires declaration in Educational Policy Studies BS Honors in the Major.

Requisites: Consent of instructor

Course Designation: Honors - Honors Only Courses (H)

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Synthesize previous course work and themes through discussion of pressing issues in education.

Audience: Undergraduate

2. Explore fellow honors students epistemologically, methodologically, and topically diverse research interests.

Audience: Undergraduate

3. Develop, through a series of scaffolded assignments, a rigorously researched capstone project such as literature review paper or policy brief that reviews relevant research.

Audience: Undergraduate

4. Write a personal statement describing your learning and future directions in education.

Audience: Undergraduate

ED POL 688 – INTRODUCTION TO SURVEY METHODS FOR EDUCATION RESEARCH

3 credits.

Introduction to conceptual and practical tools for planning, designing, and conducting survey research on education-related issues. Provides an overview of principles in survey methods and relevant issues, including data collection modes, sampling methods, questionnaires and measurement design, possible sources of bias and errors, non-response, and other extended topics. Provides a substantial experience with practical research skills.

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

Learning Outcomes: 1. Demonstrate knowledge of basic concepts, principles, tools, and common challenges in survey methods in education research

Audience: Both Grad & Undergrad

2. Critically examine the causes and sources of biases in survey methods and demonstrate knowledge in approaches to address these biases

Audience: Both Grad & Undergrad

3. Apply principles in sampling to draw and document a survey sample

Audience: Both Grad & Undergrad

4. Apply principles of question design in developing survey questions and instruments

Audience: Both Grad & Undergrad

5. Critically evaluate survey design, instruments, and research based on survey data

Audience: Graduate

6. Develop a professionally written proposal for an education research project with a survey component

Audience: Graduate

ED POL 699 – INDEPENDENT READING

1-3 credits.

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: Spring 2025

ED POL 701 – INTRODUCTION TO EDUCATIONAL POLICY STUDIES

3 credits.

An introduction to diverse scholarly perspectives in educational policy studies.

Requisites: Graduate/professional standing

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

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Apply resources and strategies for enhancing your life and well-being as a doctoral student

Audience: Graduate

2. Meet faculty and fellow students in the department and learn about their epistemologically, methodologically, and topically diverse research

Audience: Graduate

3. Learn, through a series of scaffolded assignments, to write a robust literature review

Audience: Graduate

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/professional standing

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

Repeatable for Credit: No

Last Taught: Fall 2025

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/professional standing

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

Repeatable for Credit: No

Last Taught: Fall 2019

Learning Outcomes: 1. Demonstrate an understanding of diverse historical theories, epistemologies, and methodologies related to education research

Audience: Graduate

2. Develop a researchable question and design an historical research project on some aspect of education policy, past or present

Audience: Graduate

3. Gain experience conducting an archival research project and presenting their research in a thesis

Audience: Graduate

4. Write clearly and compellingly for diverse audiences about complex topics in educational history

Audience: Graduate

5. Apply professional standards for conducting scholarship ethically and responsibly

Audience: Graduate

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.

Requisites: Graduate/professional standing

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

Repeatable for Credit: No

Last Taught: Spring 2026

ED POL 743 – COST-EFFECTIVENESS & BENEFIT-COST ANALYSIS IN EDUCATION

3 credits.

Introduction and application of methods of economic evaluation in education focusing on the use of cost, cost-effectiveness, and benefit-cost analyses. Topics include collecting inputs; pricing; estimating costs; adjusting for inflation, amortization, and units; sensitivity analyses; measuring effectiveness; quantifying benefits; computing rates of return; and communicating results. Lecture and project based with focus on real-world application, data collection, replication, and peer review.

Requisites: Graduate/professional standing

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

Repeatable for Credit: No

Last Taught: Fall 2025

Learning Outcomes: 1. Develop and articulate a clear understanding of economic evaluations in education

Audience: Graduate

2. Discuss and write about concepts in economic evaluation

Audience: Graduate

3. Assess empirical work for strengths and weaknesses of rigor of evidence

Audience: Graduate

4. Distinguish cost analyses, cost-feasibility studies, benefit-cost analyses, and cost-effectiveness studies

Audience: Graduate

5. Articulate the strengths and weaknesses of each approach, including what settings facilitate which type

Audience: Graduate

6. Design and peer-review research employing economic evaluation in education

Audience: Graduate

7. Conduct research proposal applying methods covered in class to contribute to the field

Audience: Graduate

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.

Requisites: Graduate/professional standing

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

Repeatable for Credit: No

Last Taught: Spring 2026

Learning Outcomes: 1. Identify political and economic influences on education policy.

Audience: Graduate

2. Compare and contrast various theories of political economy.

Audience: Graduate

3. Understand education as a site of struggle among different groups and ideologies in society.

Audience: Graduate

4. Examine theories and practices of neoliberalism and related concepts (e.g., late liberalism, racial capitalism).

Audience: Graduate

5. Explore linkages among shifting political and economic trends and educational agendas

Audience: Graduate

6. Determine how neoliberalism (and attendant theories) influence educational policies and practices, including through the interrelated processes of globalization, privatization, marketization, and corporatization.

Audience: Graduate

7. Critically assess claims and arguments about what kind of educational reforms are needed and their potential implications

Audience: Graduate

8. Describe intersectional (e.g., gendered, raced, classed) dimensions of labor, globalization, capital, and education

Audience: Graduate

9. Critically reflect on assumptions about education and the possibilities of social and educational change

Audience: Graduate

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/professional standing

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

Repeatable for Credit: No

Last Taught: Spring 2025

ED POL 760 – CRITICAL DEVELOPMENT STUDIES AND EDUCATION

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.

Requisites: Graduate/professional standing

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

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Examine various theories about the relationship between economic, social and political development education

Audience: Graduate

2. Consider how different disciplines have shaped the field of comparative and international education (CIE) over time

Audience: Graduate

3. Discuss the relationships among major actors and institutions in the field of comparative and international education (CIE)

Audience: Graduate

4. Write a publishable academic book review

Audience: Graduate

5. Write an argument-driven academic literature review to inform their own research project

Audience: Graduate

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.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2023**Learning Outcomes:** 1. Explain the social, economic, and political dimensions of migration

Audience: Graduate

2. Explain and describe the relationship between migration and education

Audience: Graduate

3. Write clearly and compellingly for diverse audiences, including scholars, policy makers and the public

Audience: Graduate

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/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**ED POL 780 – SPECIAL TOPICS IN EDUCATIONAL POLICY STUDIES**

3 credits.

Topics vary each semester.

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 2026**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.

Requisites: 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:** Spring 2026**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.

Requisites: 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 2025**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/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2024

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.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Understand the political and social context of community-based spaces engaging youth

Audience: Graduate

2. Disrupt and redefine static notions of "community," "education," and "educator"

Audience: Graduate

3. Understand the heterogeneity of community-based spaces engaging youth

Audience: Graduate

4. Examine the relationships of power undergirding community-based spaces

Audience: Graduate

5. Explore the role, challenges, and experiences of community-based leaders, educators, and youth workers

Audience: Graduate

6. Explore the experiences of diverse youth participants in community-based programs

Audience: Graduate

7. Understand the relationship between community-based educational spaces and traditional school contexts

Audience: Graduate

8. Engage in critical dialogue about the role of "youth work" and community-based spaces in broader education discourse and reform

Audience: Graduate

ED POL/ED PSYCH/ELPA/RP & 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.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Describe various legal issues and identify those issues inherent in the delivery of pupil services.

Audience: Graduate

2. Explain the foundation created by federal disability law (Section 504, ADA, IDEA).

Audience: Graduate

3. Describe the relationship between state and federal law in the delivery of special education.

Audience: Graduate

4. Apply legal principles to a set of facts.

Audience: Graduate

5. Explain the relationship between statutory and regulatory requirements and practice.

Audience: Graduate

6. Identify various analytic frameworks that guide legal analysis.

Audience: Graduate

7. Apply principles and/or frameworks to a situation or issue.

Audience: Graduate

8. Analyze existing policies and practice from a legal perspective.

Audience: Graduate

9. Explain the dynamic nature of this branch of school law and will identify tools and resources available to help them remain current.

Audience: Graduate

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/professional standing

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

Repeatable for Credit: No

Last Taught: Spring 2022

Learning Outcomes: 1. Compare and contrast major theoretical and disciplinary approaches to educational research

Audience: Graduate

2. Compare and critique comparative research methods

Audience: Graduate

3. Analyze the cultural, economic, and political forces that influence educational policy and practice around the world

Audience: Graduate

4. Discuss current debates in the field and to develop your own informed opinion about them

Audience: Graduate

5. Hone critical reading and writing skills and demonstrate these skills in class discussions, oral presentations, and written papers

Audience: Graduate

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/professional standing

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

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Map central theoretical traditions and contemporary innovations in the field of education

Audience: Graduate

2. Apply, analyze, and evaluate the key concepts from these traditions

Audience: Graduate

3. Compare and contrast social theories

Audience: Graduate

4. Connect theoretical arguments and empirical education research

Audience: Graduate

5. Engage diverse theoretical perspectives to analyze relationships between education and society

Audience: Graduate

6. Analyze education policies and practices from diverse theoretical perspectives

Audience: Graduate

7. Develop specific skills in theoretical discourse, including in writing

Audience: Graduate

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/professional standing

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

Repeatable for Credit: No

Last Taught: Fall 2022

Learning Outcomes: 1. Identify and discuss the significance of key actors, events, themes, and historiographical debates relating to the history of education in multicultural America

Audience: Graduate

2. Identify, analyze, and evaluate historical arguments in secondary scholarly works

Audience: Graduate

3. Interpret and contextualize primary historical sources

Audience: Graduate

4. Locate synthesize, and evaluate information from secondary sources and/or primary sources in order to develop and support evidence-based historical and historiographical interpretations

Audience: Graduate

ED POL/HISTORY 906 – PROSEMINAR ON THE HISTORY OF EDUCATION

3 credits.

Reading in European or American educational history.

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 2026

Learning Outcomes: 1. Demonstrate an understanding of diverse historical theories, epistemologies, and methodologies relevant to historical research.

Audience: Graduate

2. Develop a researchable question and design a project on some aspect of the history of childhood/adolescence.

Audience: Graduate

3. Gain experience using primary and secondary sources in historical research.

Audience: Graduate

4. Write clearly and compellingly for diverse audiences.

Audience: Graduate

5. Demonstrate understanding of professional standards for conducting scholarship ethically and responsibly.

Audience: Graduate

ED POL/HISTORY 907 – SEMINAR-HISTORY OF EDUCATION

1-3 credits.

Studies in European and American educational history.

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 2022

Learning Outcomes: 1. Identify and discuss the significance of key actors, events, themes, and historiographical debates pertaining to the history of education

Audience: Graduate

2. Identify, analyze, and evaluate historical arguments in secondary scholarly works

Audience: Graduate

3. Interpret and contextualize primary historical sources

Audience: Graduate

4. Locate, synthesize, and evaluate information from primary and secondary sources in order to develop and support evidence-based historical and historiographical interpretations

Audience: Graduate

ED POL/SOC 908 – SEMINAR-SOCIOLOGY OF EDUCATION

3 credits.

Selected topics.

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 2024**ED POL 911 – SEMINAR IN URBAN EDUCATION**

3 credits.

Historical and contemporary urban educational issues and policies. Emphasis on the relationship between educational issues in U.S. cities and other issues in cities and metropolitan regions (e.g. housing, poverty, gentrification, community development), as well as the policies and practices that seek to address these issues.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2022**Learning Outcomes:** 1. Analyze and articulate the relationship between urban education and broader political, social, and economic contexts.

Audience: Graduate

2. Critically analyze the role that urban educational policy, school structures, and school actors play in causing, ameliorating, or exacerbating educational inequities .

Audience: Graduate

3. Critically analyze the role that out-of-school factors (e.g. home, community, and broader economic and political contexts and conditions) play in causing, ameliorating, or exacerbating educational inequities.

Audience: Graduate

4. Evaluate research and policy on urban educational issues .

Audience: Graduate

5. Effectively communicate what they learned about urban educational issues both orally and in writing, to both academic and non-academic audiences.

Audience: Graduate

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: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Fall 2024**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/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**Learning Outcomes:** 1. Demonstrate an understanding of diverse social theories, epistemologies, and methodologies related to education , globally, cross-nationally, and comparatively

Audience: Graduate

2. Develop a researchable question that engages with the social theories explored in class

Audience: Graduate

3. Write clearly and compellingly for diverse audiences about complex education topics

Audience: Graduate

4. Apply professional standards for conducting scholarship ethically and responsibly

Audience: Graduate

5. Explain the social, economic, and/or environmental dimensions of the sustainability challenge(s) of education

Audience: Graduate

6. Apply sustainability principles and/or frameworks to addressing the challenge of educational problems

Audience: Graduate

7. Describe the social, economic, and environmental dimensions of education and identify potential trade-offs and interrelationships among these dimensions at a level appropriate to the course

Audience: Graduate

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/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2021

ED POL 990 – RESEARCH OR THESIS

1-12 credits.

Requisites: Consent of instructor

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

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2026

ED POL 999 – INDEPENDENT READING

1-3 credits.

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 2025