

Course Catalog - Fall 2008

Educational Policy Studies

199 ***Undergraduate Open Seminar*** credit: 1 to 5 hours.
Specific sections approved for S/U grading. May be repeated.

201 ***Foundations of Education*** credit: 3 hours.
Studies some of the problems of formulating and justifying aims and policies in American education, of designing and systematizing the curriculum, of organization and social context of the public school system, and of the teaching-learning process; examined in terms of perspectives provided by social philosophy, history, sociology, and philosophy of education.

202 ***Foundations of Education-ACP*** credit: 4 hours.
Course is identical to EPS 201 except for the additional writing component. Students may not receive credit for both EPS 202 and EPS 201. Prerequisite: Completion of campus Composition I general education requirement.

This course satisfies the General Education Criteria for a Advanced Composition course.

310 ***Race and Cultural Diversity*** credit: 4 hours.
Study of race and cultural diversity from Colonial era to present; the evolution of racial ideology in an ethnically heterogeneous society; the impact of race on the structures and operations of fundamental social institutions; the role of race in contemporary politics and popular culture. Same as AAS 310, AFRO 310, and LLS 310. Prerequisite: Completion of campus Composition I general education requirement.

This course satisfies the General Education Criteria for a Advanced Composition, and US Minority Culture(s) course.

390 ***Undergraduate Advanced Seminar*** credit: 0 to 9 hours.
Advanced undergraduate seminar that builds upon introductory work in EPS 410 and includes historical, philosophical, legal, and social science perspectives on education. Requests for activation of this course may come from students or faculty. Approved for both letter and S/U grading. May be repeated. Prerequisite: EPS 301 or equivalent, and consent of instructor.

391 ***Thesis*** credit: 2 hours.
Prerequisite: Senior standing.

395 ***Independent Study*** credit: 2 hours.
Designed for students who wish to do advanced readings and research in greater depth and to investigate further ideas and themes that have been explored in EPS 199 and EPS 201. Prerequisite: EPS 201; and consent of adviser and staff member who supervises the work.

400 ***History of American Education*** credit: 2 hours.

Development of American education in relation to political, social, and cultural developments; attention to the influence of movements in the cultural environment upon evolving conceptions of educational theory and practice.

401 ***History of Educational Ideas*** credit: 2 hours.

Studies selected educational theorists and intellectual movements; provides familiarity with the major educational ideas of the past and historical perspectives on current issues and problems in education; and critical readings of such authors as Aristotle, Plato, Quintilian, St. Augustine, Loyola, Comenius, Rousseau, Pestalozzi, Froebel, Herbart, and Dewey.

402 ***Asian American Education*** credit: 4 hours.

Examination and analysis of Asian American education from the late 1800's to the present. Same as AAS 402.

This course satisfies the General Education Criteria for a Advanced Composition, and US Minority Culture(s) course.

403 ***European Education to 1600*** credit: 2 or 3 hours.

Cultural history of western European educational practice with special focus on Classical Greece, the Hellenistic world, Rome, early Christianity, the middle ages, the twelfth century renaissance, scholasticism and the fourteenth century renaissance. Same as HIST 444 and MDVL 403. 3 undergraduate hours. 2 graduate hours. Prerequisite: Completion of campus Composition I general education requirement.

This course satisfies the General Education Criteria for a Advanced Composition, Hist&Philosoph Perspect, and Western Compartment Cult course.

404 ***European Education since 1600*** credit: 2 or 3 hours.

Cultural history of western European educational practice with special focus on the fifteenth century renaissance, the Reformation and Counter- reformation, Enlightenment, and 19th century national schooling systems in Germany, France, and England. Same as HIST 457. 3 undergraduate hours. 2 graduate hours. Prerequisite: Completion of campus Composition I general education requirement.

This course satisfies the General Education Criteria for a Advanced Composition, Hist&Philosoph Perspect, and Western Compartment Cult course.

405 ***Historical & Social Barriers*** credit: 2 or 4 hours.

Examines the relationship between ability, race, class, and gender to citizenship and schooling. Particular emphasis is placed on how the construction of "citizenship" has been used as a tool to further deny equal participation in the public sphere such as schools. To that end, an application of historical understanding of social barriers to educational access is analyzed from the Colonial period to the present. Not offered for undergraduate credit. May be repeated to a maximum of 4 hours.

410 ***Philosophy of Education*** credit: 2 hours.

Philosophical examination of selected educational issues; conveys a grasp of the complexities of the issues and some philosophical methods for dealing with them.

411 ***School and Society*** credit: 2 hours.

Analyzes normative and conceptual aspects of the interrelationship of school and society, and of reciprocal influences between schools and major social trends and forces.

412 ***Critical Thinking for Teachers*** credit: 2 hours.

Examination of critical thinking dispositions and abilities as an approach to the foundations of knowledge and structure of thinking in subject-matter areas.

413 ***Aesthetic Education*** credit: 2 hours.

Theoretical introduction to the problems involved in teaching critical appreciation of the arts; examines materials from aesthetics, art history, and criticism for their relevance to the problems of aims, curriculum, organization, and teaching-learning.

414 ***Aesthetics and Communications*** credit: 2 hours.

Theoretical introduction to the problems involved in teaching a critical understanding of mass communications; examines materials from aesthetics, communication theory, and the social sciences for their relevance to the problems of aims, curriculum, organization, and teaching-learning.

415 ***Information Technology Ethics*** credit: 4 hours.

Course examines the ethical and policy issues raised by the use of new information and communication technologies in education. The course is interdisciplinary, drawing from social and historical as well as philosophical perspectives on these issues.

420 ***Sociology of Education*** credit: 2 hours.

Education as a social process in various cultures and historical periods, emphasizing current systems in Westernized countries. Same as SOC 420. Prerequisite: SOC 100; or six hours of anthropology, social geography, political science, or sociology

421 ***Racial and Ethnic Families*** credit: 2 hours.

Graduate-level sociological examination of how gender, race, ethnicity, cultural diversity and class function in the development of diverse American families, which are important foundations of education. Primary attention will be given to African American and Hispanic families. Secondary attention will be given to Asian American, Native American and other racial and ethnic family groups. Same as AFRO 421, HDFS 424, and SOC 421. Prerequisite: SOC 100, a 200-level SOC course, or consent of instructor.

422 ***Race, Ed Pol, and Soc Science*** credit: 3 or 4 hours.

Same as SOC 426. See SOC 426.

423 ***Politics of Education*** credit: 2 hours.

Overview of the political structure and processes through which many of the major issues in education are treated; analyzes nature of the policymaking process in education and discusses the roles of principal participants in the process of educational decision making, but focuses on fundamental recurring issues in education and the ways these issues have been resolved or not resolved by the overall system. Particular attention to the role that both the federal and state judiciary as well as legislative authority have had in shaping educational policy.

424 ***Economics of Education*** credit: 2 hours.

Introduction to economic concepts and their application to education, including investment and consumption theories of education and the role of human capital in economic growth and development; cost-benefit analyses in education, education and the distribution of income, and manpower and educational planning. Prerequisite: Consent of instructor.

425 ***Anthropology of Education*** credit: 2 or 4 hours.

Introduction to the contribution of anthropology to the cross-cultural study of education, including discussion of material from representative cultures ranging from primitive social groups to present-day national states; special attention to education of minority ethnic and subordinate cultures; and emphasis on both informal and formal education as cultural process in relation to culture transmission, evolution, change, and development. Same as ANTH 425 and EPSY 466. Prerequisite: A course in anthropology or sociology, or consent of instructor.

426 ***Comparative Education*** credit: 2 hours.

Introduction to the cross-cultural, cross-national study of educational institutions and their relationship to society. Topics may vary.

427 ***Philosophy of Middle School*** credit: 2 hours.

This course is intended as an introduction to the philosophical, social, and cultural foundations of middle level education.

431 ***New Learning*** credit: 4 hours.

An introduction to the changing social and cultural contexts of education. What changes are afoot today in workplaces, civic life and everyday community life? What are their implications for education? Examines the possible impacts of contemporary social transformations on teaching and learning - including in the areas of technology, media, globalization, diversity, changing forms of work in the 'knowledge society', and, in these contexts, changing learner needs and sensibilities. Contrasts canonical and classical theories and practices of education with new and emerging educational institutions and pedagogies. 4 graduate hours only. Prerequisite: Acceptance into the Master of Education with an emphasis on New Learning and New Literacies program.

481 ***History of Amer Indian Educ*** credit: 3 or 4 hours.

Same as AIS 481. See AIS 481.

500 ***Topics in Educational Policy*** credit: 2 to 4 hours.

Seminar on topics not treated by regularly scheduled courses; requests for initiation may be made by students or faculty members. May be repeated to a maximum of 8 hours.

501 ***History of U.S. Ed Thought*** credit: 4 hours.

Studies the evolution of educational theories and philosophies since the eighteenth century; particular reference to their impact upon educational developments in the United States; a broad view of the general growth of American educational thought; and attention to selected major educational theorists, or schools of thought, exploration of their fundamental ideas, and the relation of these ideas to significant intellectual currents in American culture. Prerequisite: Consent of instructor.

502 ***Education in the 20th Century*** credit: 4 hours.

Historical study of significant educational trends during the past sixty years, with special reference to their influence on American education; an analytical examination of the principal transition movements in the last decade of the nineteenth century and of efforts to solve the problems since 1900.

503 ***Seminar in the History of Ed*** credit: 4 hours.

Intensive group study of a small number of selected problems to assist individual students to develop an understanding of and the ability to use the techniques of historical research in furthering such study; problems studied are selected in the light of the interests and previous training of the group of students enrolled. Prerequisite: Two courses in the history of education or consent of instructor.

510 ***Traditions in Philosophy of Ed*** credit: 4 hours.

Analyzes major trends and primary sources in philosophy of education, drawing mainly from the 20th century. Movements covered will include pragmatism, concept analysis, phenomenology, feminism, and Marxism/Critical theory. This course is required of all Philosophy of Education graduate students. Prerequisite: An appropriate 300- and 400-level coursework in philosophy, philosophy of education, or consent of the instructor.

511 ***Contemporary Philosophy of Ed*** credit: 4 hours.

Analyzes exemplary current work in the field, covering a range of contrasting philosophical issues and approaches. The course goal is to provide familiarity with notable contemporary authors from a variety of perspectives. Prerequisite: Coursework in philosophy or philosophy of education, or consent of instructor.

512 ***Western Educational Classics*** credit: 4 hours.

Reading and group discussion of a limited number of the most important writings in educational philosophy which have had a profound influence on the progress of educational thought and practice. Prerequisite: EPS 401 or equivalent; consent of instructor.

513 ***Modern Theories of Education*** credit: 4 hours.

Analyzes the assumptions about knowledge and values that provide a basis for different conceptions of educational theory, research and practice. Prerequisite: Coursework in philosophy, philosophy of education, or consent of instructor.

514 ***John Dewey's Philosophy*** credit: 4 hours.

Focuses on Dewey's Philosophy of Education emphasizing the intensive study of original works. Prerequisite: Coursework in philosophy or philosophy of education, or consent of instructor.

515 ***Philosophy and Ed Research*** credit: 4 hours.

Examines some crucial assumptions and concepts of contemporary research in education from the point of view both of the consumer and the practitioner of educational research. Topics include paradigm conflicts, causal attributions in social science, assessment, ethical problems in the conduct of research, and the assumptions of quantitative research. Prerequisite: Coursework in philosophy or philosophy of education, or consent of instructor.

516 ***Social Theories and Education*** credit: 4 hours.

Examines philosophical issues in social and political theory as they pertain to educational problems. The course includes topics such as autonomy, democratic education, educational reform, and social change. Prerequisite: Coursework in philosophy or philosophy of education, or consent of instructor.

517 ***Ethics and Education*** credit: 4 hours.

Examines issues in moral philosophy as they pertain to education. Topics include current theories of moral education, ethical problems in teaching, or topics of moral dispute in educational policy. Prerequisite: Coursework in philosophy or philosophy of education, or consent of instructor.

518 ***Theories of Knowledge*** credit: 4 hours.

Examines philosophical issues in the construction, justification and transmission of knowledge, as they pertain to educational processes. Prerequisite: Coursework in philosophy or philosophy of education, or consent of instructor.

519 ***Philosophy of Language and Ed*** credit: 4 hours.

Examines philosophical issues in language meaning, and use, as they pertain to educational problems. Topics range from issues in logic, analysis, or critical thinking to contemporary discourse theory. Prerequisite: Coursework in philosophy, philosophy of education, or consent of instructor.

520 ***Foundations of Aesthetic Ed*** credit: 4 hours.

Philosophical approach to the problems of teaching for appreciation in formal education; appraisal of the status of aesthetic education, its nature and function, and its relation to other types of education. Prerequisite: EPS 413 or equivalent.

522 ***Ethics and Educational Policy*** credit: 4 hours.

Designed to prepare students to analyze ethical issues involved in educational policy making, policy administration, and policy evaluation; includes topics such as educational equity, privacy, due process, and compliance; draws upon multiple disciplines to analyze issues developed out of practice. Prerequisite: Open to students who have fulfilled their social foundations requirements and other students with consent of instructor.

523 ***Religious Educational Policy*** credit: 4 hours.

Course examines the philosophical, historical and political issues that are involved in formulating religious education policy in liberal, democratic societies such as the United States. Its primary focus is on church state relations and on the arguments that are made to advance religious secular education. Prerequisite: Two EPS courses at 300-level or two religious courses at 300-level, or consent of instructor.

528 ***Liberalism and Western Ed*** credit: 4 hours.

Course explores classical and contemporary liberal texts and critics as they relate to public schooling and other forms of education. Course will deal with issues such as church and state, equality of educational opportunity, multiculturalism, educational authority, educational autonomy, progress, nationalism, and freedom. Prerequisite: A 300-level course in philosophy or philosophy of education, or consent of instructor.

530 ***Education and Globalization*** credit: 4 hours.

Analyses of the role and functions of education in social, political, and economic development, with particular reference to the new and the developing countries. Prerequisite: Consent of instructor.

532 **Knowledge, Learning & Pedagogy** credit: 4 hours.

Investigates a variety of pedagogical paradigms, including didactic, authentic and transformative pedagogies. Develops the concept of a pedagogical repertoire, as a way of interpreting the ways in which learners engage in a variety of "knowledge processes" or task types. The course introduces major philosophies or theories of knowledge. As a counterpoint, it also reflects on the practicalities of learning knowledge-making in informal as well as consciously designed learning environments. Prerequisite: Acceptance into the Master of Education with an emphasis on New Learning and New Literacies program.

536 **Race, Gender & Sexuality Issue** credit: 4 hours.

Examines contemporary theories of race, gender, class, and sexuality, as well as analyzing how their dynamics play out in U.S. public schooling and history. In an attempt to discuss a range of disciplinary and theoretical approaches to diversity, we will shift among historical, sociological, political, theoretical and pedagogical issues. Traces the place of diversity in forming notions of citizenship, community, identity, and political affiliation/alliance. While two extended examples will focus on the interplay of race, class, and gender in the school-based issues of drop out rates and gendered interactions in the classroom and playground, we will also consider contemporary theories of diversity in local and global contexts. Prerequisite: Acceptance into the Master of Education with an emphasis on Diversity and Equity in Education Program or instructor approval.

540 **Intersectional Pedagogies** credit: 4 hours.

Same as GWS 540. See GWS 540.

575 **Cult Studies and Crit Interp** credit: 4 hours.

Same as COMM 575. See COMM 575.

576 **Intro to Diversity & Equity** credit: 4 hours.

Same as SPED 513. See SPED 513.

590 **Advanced Graduate Seminar** credit: 4 hours.

Seminar in educational policy studies; sections offered in the following fields: (a) history of education; (b) philosophy of education; (c) comparative education; (d) social foundations of education; (e) philosophy of educational research; and (f) historical methods in education. May be repeated. Prerequisite: Consent of instructor.

591 **Field Study and Thesis Seminar** credit: 4 to 8 hours.

Assists doctoral candidates in planning field studies and thesis problems; students are expected to present their studies at each of four stages: (1) the inception, delimitation, tentative design stage; (2) the proposed design stage; (3) the revised design stage; and (4) the final design stage. Students are expected to analyze all presentations critically. Prerequisite: Open only to students who have been admitted for doctoral study.

595 **Independent Study** credit: 2 or 4 hours.

Offers opportunity and challenge of self-directive, independent study; develops the individual's ability as an independent student and enables the student to pursue needed study in a field in which appropriate courses are not being offered during a given term. May be repeated with approval. Prerequisite: Approval of study outline by adviser and the department chairman prior to enrollment.

599 ***Thesis Research*** credit: 0 to 16 hours.

Individual direction of research and thesis writing. Approved for S/U grading only. May be repeated.