EDUCATIONAL POLICY STUDIES (EPS)

EPS Class Schedule (https://courses.illinois.edu/schedule/DEFAULT/DEFAULT/EPS)

Courses

EPS 201 Foundations of Education credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/EPS/201)
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. Same as EPOL 201.

EPS 202 Foundations of Education-ACP credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/202)
Course is identical to EPS 201 except for the additional writing component. Same as EPOL 202. Credit is not given for both EPS 202 and EPS 201. Prerequisite: Completion of campus Composition I general education requirement.
This course satisfies the General Education Criteria for: Advanced Composition

EPS 310 Race and Cultural Diversity credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/310)
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, EPOL 310, and LLS 310. Prerequisite: Completion of campus Composition I general education requirement.
This course satisfies the General Education Criteria for: Advanced Composition
Cultural Studies - US Minority

EPS 325 Social Media and Global Change credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/EPS/325)
Social media is a new frontier of politics, religion, commerce, courtship, and education. It has altered an array of social relations from statecraft to sex. The course draws on case studies from across the globe to explore the wide-ranging transformation taking place, from how people organize mass uprisings, to ways the manage the most intimate details of their lives. Examples will be taken from the Middle East, East Asia, Africa, Latin America, the US and Europe. Same as AFST 325, ASST 325, EPOL 325, EURO 325, INFO 325, LAST 325, REES 325, and SAME 325.

EPS 380 Education and Social Justice credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/EPS/380)
This class will introduce students to key definitions, theories, and practices of justice in education. Using a combination of philosophical and political theory-based analyses of the features of justice: fairness, equity, representation, responsibility, and difference, among others, readings invite students to consider how education and schooling can help to nurture democratic ties and equity. Same as EPOL 316.
This course satisfies the General Education Criteria for: Humanities - Hist Phil
Cultural Studies - US Minority

EPS 390 Undergraduate Advanced Seminar credit: 0 to 9 Hours. (https://courses.illinois.edu/schedule/terms/EPS/390)
Same as EPOL 390. See EPOL 390.

EPS 395 Independent Study credit: 2 Hours. (https://courses.illinois.edu/schedule/terms/EPS/395)
Same as EPOL 395. See EPOL 395.

EPS 400 History of American Education credit: 2 to 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/400)
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. Same as EPOL 401. 3 undergraduate hours. 2 or 4 graduate hours.

EPS 402 Asian American Education credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/402)
Examination and analysis of Asian American education from the late 1800's to the present. Same as AAS 402 and EPOL 402. 4 undergraduate hours. 4 graduate hours.
This course satisfies the General Education Criteria for: Advanced Composition
Cultural Studies - US Minority

EPS 405 Historical and Social Barriers credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/405)
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. Same as EPOL 403. 3 undergraduate hours. 4 graduate hours.

EPS 410 Professional Ethics in Education credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/410)
Philosophical examination of selected educational issues; conveys a grasp of the complexities of the issues and some philosophical methods for dealing with them. Same as EPOL 406. 3 undergraduate hours. 4 graduate hours.

EPS 411 School and Society credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/411)
Analyzes normative and conceptual aspects of the interrelationship of school and society, and of reciprocal influences between schools and major social trends and forces. Same as EPOL 405. 3 undergraduate hours. 4 graduate hours.

EPS 412 Critical Thinking in Education credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/412)
Examination of critical thinking dispositions and abilities as an approach to the foundations of knowledge and structure of thinking in subject-matter areas. Same as EPOL 407. 3 undergraduate hours. 4 graduate hours.

EPS 413 Aesthetic Education credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/413)
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. Same as EPOL 408. 3 undergraduate hours. 4 graduate hours.
EPS 415 Technology and Educational Reform  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/415)
Examines the normative 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. Same as EPOL 480. 3 undergraduate hours. 4 graduate hours.

EPS 420 Sociology of Education  credit: 2 to 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/420)
Education as a social process in various cultures and historical periods, emphasizing current systems in Westernized countries. Same as EPOL 409. 3 undergraduate hours. 2 or 4 graduate hours. Differential credit will be based on additional assignments and requirements as specified by instructor.

EPS 421 Racial and Ethnic Families  credit: 2 to 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/421)
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, EPOL 410, and HDFS 424. 3 undergraduate hours. 2 or 4 graduate hours.

EPS 422 Race, Educational Policy, and Sociology  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/422)
Same as EPOL 411 and SOC 426. See SOC 426.

EPS 423 Politics of Education  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/423)
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. Same as EPOL 412. 3 undergraduate hours. 4 graduate hours.

EPS 424 Economics of Education  credit: 2 to 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/424)
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. Same as EPOL 413. 3 undergraduate hours. 2 or 4 graduate hours. Prerequisite: Consent of instructor.

EPS 425 Anthropology of Education  credit: 2 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/425)
This seminar considers how sociocultural anthropology has approached the study of education. Readings include ethnographies of schooling as well as works which consider how schooling is implicated in modernist projects of social improvement, the politics of cultural pluralism in nation states, and the spread of neoliberalism. Same as ANTH 425, EPOL 414, and EPSY 466. 2 or 4 undergraduate hours. 2 or 4 graduate hours.

EPS 431 New Learning  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/431)
Education is in a state of flux - transitioning from traditional architectures and practices to new ecologies of teaching and learning influenced by the tremendous social and technological change of our times. What changes are afoot today in workplaces, civic life and everyday community life? What are their implications for education? What are 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? This course explores three pedagogical paradigms: "didactic", "authentic" and "transformative" learning. It takes a historical perspective in order to define the contemporary dimensions of what we term "new learning". It prepares participants to make purposeful choices and link particular theories/instructional approaches to individual and group learning goals. Same as EPOL 481. 3 undergraduate hours. 4 graduate hours.

EPS 481 History of American Indian Education  credit: 3 or 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/481)
Same as AIS 481 and EPOL 404. See AIS 481.

EPS 501 History of U.S. Educational Thought  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/501)
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. Same as EPOL 501. 4 graduate hours. No professional credit. Prerequisite: Consent of instructor.

EPS 502 Education in the 20th Century  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/502)
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. Same as EPOL 502. 4 graduate hours. No professional credit.

EPS 503 Seminar in the History of Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/503)
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. Same as EPOL 503. 4 graduate hours. No professional credit. Prerequisite: Two courses in the history of education or consent of instructor.

EPS 506 Ubiquitous Learning  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/506)
Explores the dynamics of learning using mobile computing devices, broadly defined to range from mobile phones, tablets and laptops to interesting new possibilities raised by emerging technologies such as wearable devices and a potentially pervasive "internet of things". Our journey will take us through museums, galleries and parks - real and virtual. We will visit new media and gaming spaces in which either incidental or explicit learning is taking place. We will look at sites of informal as well as formal leaning - extraordinary classrooms offering blended learning opportunities, as well as new forms and modes of out-of-school and self-directed learning. Same as EPOL 580. 4 graduate hours. No professional credit.
Information listed in this catalog is current as of 09/2020
EPS 534  Education and Power in Middle East  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/534)
Survey of education in Middle East and North Africa from the nineteenth century to the present. Course deals with education in relation to colonialism, nationalism, economic development, imperialism, war and geopolitics, youth politics, Islam, and Arab uprisings. Takes a multidisciplinary perspective that draws on social history, anthropology, sociology, political economy, gender studies and international development. Same as EPOL 526. 4 graduate hours. No professional credit.

EPS 535  Assessment for Learning  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/535)
For several decades now, assessment has become an increasingly pressing education priority. Teacher and school accountability systems have come to be based on analysis of large-scale, standardized summative assessments. As a consequence, assessment now dominates most conversations about reform, particularly as a measure of teacher and school accountability for learner performance. Behind the often heated and at times ideologically gridlocked debates is a genuine challenge to address gaps in achievement between different demographically identifiable groups of students. There is an urgent need to lift whole communities and cohorts of students out of cycles of underachievement. For better or for worse, testing and public reporting of achievement is seen to be one of the few tools capable of clearly informing public policy makers and communities alike about how their resources are being used to expand the life opportunities for their children. This course is an overview of current debates about testing, and analyzes the strengths and weaknesses of a variety of approaches to assessment. The course also focuses on the use of assessment technologies in learning. It will explore recent advances in computer adaptive and diagnostic testing, the use of natural language processing technologies in assessments, and embedded formative assessments in digital and online curricula. Same as EPOL 534. 4 graduate hours. No professional credit.

EPS 536  Race, Gender and Sexuality Issues  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/536)
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. Same as EPOL 517. 4 graduate hours. No professional credit. Prerequisite: Acceptance into the Master of Education with an emphasis on Diversity and Equity in Education Program or instructor approval.

EPS 537  Globalizing Educational Policy  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/537)
Dynamics associated with globalization are now fully articulated to modern schooling and the social and cultural environments in which both school youth and educators operate. This course will reconsider the boundaries of educational policy and practice beyond the mainstream emphasis on subject matter specialization, as educators more fully engage with the complex range of experiences, images, and practices that now compel modern school youth and affect their articulation of needs, interests and desires. Same as EPOL 521. 4 graduate hours. No professional credit.

EPS 538  Globalization of Higher Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/538)
This course will focus on the rapid changes happening in the Higher Education around the world. Using case studies, we will examine a variety of issues that have come about as the Higher Education system responds to rapid changes in the global economy. These include issues of access and equity; accountability; finance; privatization and for-profit institutions; curricular responses to the changing realities of knowledge and knowledge production; and issues of internationalization within these changing contexts. We will also look at future trends in higher education within the US and internationally. Same as EPOL 522. 4 graduate hours. No professional credit.

EPS 539  Youth, Culture and Society  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/539)
Same as AAS 539 and HDFS 539. See HDFS 539.

EPS 553  Global Issues in Learning  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/553)
Same as EPSY 553 and EPSY 554. See EPSY 553.

EPS 554  New Media and Literacies  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/554)
Designed to address issues of language and literacy, not only for language arts teachers, but all educators in all disciplines and at all levels, where students are required to read and represent their knowledge in writing as well as other media. It will introduce the 'Multiliteracies' theory of literacy learning which recognizes that the contemporary communications environment is increasingly multimodal. Written language today is more closely connected with oral, visual, gestural, tactile and spatial modes. To remain relevant, effective pedagogy needs to connect with the new communications media, and to explore their underlying processes. The course will focus on current trends in literacy instruction, not only in language arts or composition classes, but academic literacies across all curriculum areas. The course will also investigate the implications of new media of language and literacy and explore the implications of developments in the contemporary media, particularly the new, digital media. This reflects an expansive view of literacy in which reading and writing includes media objects such as embedded video, datasets, infographics, digital story boards. The course investigates the implications of new media and technology-mediated learning for teaching methods and pedagogical designs. Same as EPOL 582. 4 graduate hours. No professional credit.
EPS 570  Postcolonial Theory and Methodology  credit: 4 Hours.  
Since the 1990s, scholarship focusing on center-periphery relations has 
grown considerably. This scholarship is often identified with postcolonial 
theories of education and society. The purpose of this course is to 
acquaint students with this body of literature that addresses the way 
in which post-independent states are currently engaged in massive 
institutional transformations in light of globalization. Ultimately, we will 
explore the theoretical and methodological traditions foregrounded in 
postcolonial research and their implications for educational policy. Same 
as EPOL 527. 4 graduate hours. No professional credit.

EPS 575  Cultural Studies and Critical Interpretation  credit: 4 Hours.  
Explores the history, applications and limitations of various theoretical 
and methodological approaches to the study of contemporary culture 
and popular media. Examines debates and issues within cultural studies 
and with other schools of thought. The impact of cultural studies across 
the disciplines. Same as EPOL 529 and MDIA 575. 4 graduate hours. No 
professional credit.

EPS 576  Introduction to Diversity & Equity  credit: 4 Hours.  
Same as EPOL 515 and SPED 513. See SPED 513.

EPS 579  Access to Higher Education  credit: 4 Hours.  
Explores current practices, conditions, and policies shaping access to 
college at the undergraduate level. The course is based in a sociological 
approach to understanding conditions of access to higher education. 
Provides an opportunity to examine and discuss current research on 
class, race, gender, institutional policy, and individual factors that are 
known to impact participation in higher education. Particular attention 
is given to stratification in higher education including but not limited to: 
the historical and legal context of access; points of access; pathways to 
higher education; and the effects of various policies and programs. Same 
as EOL 579 and EPOL 556. 4 graduate hours. No professional credit.

EPS 580  Researching Global Education  credit: 4 Hours.  
The course will introduce education research methodology and consider 
the cultural, political and ethical implications of engaging in education 
research in cross-cultural, global contexts. Students will learn to select an 
appropriate topic for research, effectively navigate and use an academic 
research library, conduct a literature review, and craft a literature review 
portion of a larger research project. Same as EPOL 528. 4 graduate hours. 
No professional credit.

EPS 581  Education and Stratification  credit: 4 Hours.  
Examines the varied and complex interplay between social stratification 
and education. Through readings covering the theoretical work on 
stratification and education, students will examine a variety of social 
inequalities, focusing mainly on educational inequalities. With an 
emphasis on substantive and methodological critique of empirical 
works on education and stratification, this course is appropriate for 
any graduate student interested in the topic of educational inequalities 
and methodological issues relevant to research on this topic. Same as 
EPOL 557. 4 graduate hours. No professional credit.