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 range 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.

Information listed in this catalog is current as of 02/2021
EPS 415 Technology and Educational Reform credit: 3 or 4 Hours. ([https://courses.illinois.edu/schedule/terms/EPS/415/](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/](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/](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/](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/](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/](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/](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/](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/](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/](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/](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/](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/](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 learning - 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.
EPS 508 Uses and Abuses of Educational Research  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/508/)
This course aims at comprehensive research literacy by considering educational research in historical, philosophical, policy and political context. Through close reading and quantitative, qualitative, and humanistic studies, the discussion of interdisciplinary perspectives on the research process, students learn to engage intelligently with multiple modes of research and deal critically with policies claiming an evidentiary warrant. Specific topics include: the relationship between research, policy, and practice; the nature of theory and method, argument and evidence in the humanities and social sciences; the tensions between advocacy and research. Same as EPOL 589. 4 graduate hours. No professional credit.

EPS 510 Traditions in Philosophy of Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/510/)
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. Same as EPS 505. 4 graduate hours. No professional credit. Prerequisite: An appropriate 300- and 400-level coursework in philosophy, philosophy of education, or consent of the instructor.

EPS 511 Contemporary Philosophy of Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/511/)
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. Same as EPOL 506. 4 graduate hours. No professional credit. Prerequisite: Consent of instructor.

EPS 515 Philosophy and Educational Research  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/515/)
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. Same as EPOL 507. 4 graduate hours. No professional credit.

EPS 516 Social Theories and Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/516/)
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. Same as EPOL 508. 4 graduate hours. No professional credit.

EPS 517 Case Studies Professional Ethics and Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/517/)
Examines issues in moral philosophy as they pertain to educational problems. The course includes topics such as current theories of moral education, ethical problems in teaching, or topics of moral dispute in educational policy. Same as EPOL 509. 4 graduate hours. No professional credit. Prerequisite: Consent of instructor.

EPS 520 Foundations of Aesthetic Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/520/)
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. Same as EPOL 510. 4 graduate hours. No professional credit.

EPS 522 Ethical Dimensions in Educational Leadership  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/522/)
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. Same as EPOL 545. 4 graduate hours. No professional credit.

EPS 529 Education and Human Rights  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/529/)
Introduces students to varieties of definitions of citizenship - ranging from nation-specific practices and obligations to human rights-based global citizenship - and their relationship to globalized education and public problem solving. Readings include canonical texts on political organization and responsibilities as well as contemporary theories discussing transnational, global, and cosmopolitan citizenship. Also covers the challenges and promises of diversity, statelessness and non-citizenship participation, particularly in educational concerns but also more broadly. Same as EPOL 524. 4 graduate hours. No professional credit.

EPS 530 Education and Globalization  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/530/)
Analyses of the role and functions of education in social, political, and economic development, with particular reference to the new and the developing countries. Same as EPOL 520. 4 graduate hours. No professional credit. Prerequisite: Consent of instructor.

EPS 531 Critical Race Theory and Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/531/)
Focuses on critical race theory as a critique of racism and the law in U.S. society and discusses its current applications to education policy and research in K-12 schooling and higher education. Also looks at how critical race theory can be used as a methodological lens for policy analysis and educational research. Same as EPOL 516. 4 graduate hours. No professional credit.

EPS 532 Knowledge, Learning and Pedagogy  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/532/)
Investigates a variety of pedagogical paradigms, including didactic, authentic and critical 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 focuses on approaches to literacy teaching and learning, but course participants can address parallel examples from other discipline areas and across all levels of education. As a counterpoint, it also reflects on the practicalities of learning knowledge-making in informal as well as consciously designed learning environments. Same as EPOL 581. 4 graduate hours. No professional credit.

EPS 533 Global Youth and Citizenship  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EPS/533/)
Discusses youth and citizenship in a global context. Covers the social construction of children and youth, the sociology of global generations, education and social media, and new youth movements in the digital age. Draws on a diversity of case studies from North America, the Middle East and North Africa, sub-Saharan Africa, Europe and Latin America. Same as EPOL 525. 4 graduate hours. No professional credit.
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 EPS 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 EPS 523 and EPSY 553. See EPS 523.

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 EPS 552. 4 graduate hours. No professional credit.
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.

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.

Same as EPOL 515 and SPED 513. See SPED 513.

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.

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.

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.