

COURSE LIST

FALL 2026

Center for the Study of Global Gender Equity (CSGGE)

**Stressing multidisciplinary, policy-oriented explorations
of gender and development issues**

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COURSE LIST FALL 2026

This Course List, compiled by the Center for the Study of Global Gender Equity (CSGGE), includes *GRID Elective Courses that are approved for the graduate minor, Gender Relations in International Development (GRID)*, administered by CSGGE. The interdisciplinary GRID minor has been cooperatively developed by a number of sponsoring academic units for students interested in scholarship and employment in such areas as public policy analysis and planning, international agriculture, international business, comparative education, comparative social science and human resource development in an international context.

For the GRID minor, students must, in addition to fulfilling the degree requirements of their major department, take:

1. ****GRID Core Seminar** (CGGE 581/SocW 581/GWS 512 offered every Spring).
2. Two more additional units of course work from a broad list of: ***GRID Elective Courses** (Only courses offered in Fall 2026 are listed below. For a complete list contact the CSGGE Program.)

For more information on the GRID minor, contact the CSGGE Program at 333-1994 or check the CSGGE webpage at <https://csgge.illinois.edu/academics/grid.html>

Graduate-Level Elective Courses approved for the GRID requirement:

GRID elective courses

In addition to the required core seminar, students taking the GRID graduate minor choose at least two courses (at least one must be at the 500-level) from the list of approved electives below. New courses are often offered, so students should check with the Associate Director of CSGGE to find out if a course not on the list may be in the process of being approved and can be used for an elective.

Economics:

ECON 450: Development Economics

(Akresh, R) MW 12:30pm-1:50pm 123 David Kinley Hall

Analyzes the economic problems associated with newly developing nations; emphasizes their economic structures, their factor scarcities, and their programs for development. Not open for graduate credit to graduate candidates in economics.

3 undergraduate hours. 2 or 4 graduate hours. Graduate credit is not given for both ECON 450 and ECON 550 or ECON 551. Prerequisite: ECON 102 and ECON 103 or equivalent. ECON 302 strongly recommended.

Education Policy, Organization and Leadership

EPOL 410: Racial and Ethnic Families

(Barnett, B) online

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](#) and [HDFS 424](#). 3 undergraduate hours. 2 or 4 graduate hours.

EPOL 520: Education and Globalization

(Castillo, N) M 4:00-6:50pm Online

Analyses of the role and functions of education in social, political, and economic development, with particular reference to the new and the developing countries. Meets 8/24/26-10/16/26. Credit: 4 hours.

EPOL 522: Globalization of Higher Education

(Witt, A) R 5:00pm-7:50pm Online

Focuses 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.

Credit: 4 hours.

EPOL 523: Global Issues in Learning

(Herrera, L) W 4:00pm-6:50pm Online

Investigates how culture has been taken up in theories that try to explain differences in educational outcomes between nations, within classrooms, and across schools. Through readings drawn from cultural psychology, but also including sociology, anthropology, and education, students will examine how globalization has shaped the discourse about the relationships between culture, learning, and academic achievement.

Same as EPSY 553. 4 graduate hours. No professional credit. Prerequisite: For majors only.

EPOL 524: Education and Human Rights

(Lindgren, S) M 4:00pm-6:50pm Online

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. Credit: 4 hours.

Education Psychology

EPSY 575: Mixed Methods Inquiry

(Avent, C) W 12:00 pm-2:50pm 320 Mumford Hall

This advanced course addresses the theory and practice of mixing inquiry methodologies in program evaluation and applied research. Topics include selected roots of mixed inquiry, various stances on mixing philosophical traditions while mixing methods, conceptualizations of mixed method design and analysis, and challenges of mixed method practice. Students should have basic familiarity with experimental or survey (quantitative) with and constructivist or interpretivist (qualitative) social science. Familiarity with other social science frameworks (e.g., critical theory, feminism, action science) is also highly desirable.

Same as SPED 575. 4 graduate hours. No professional credit. Approved for Letter and S/U grading. Prerequisite: EPSY 574 or EPSY 580; EPSY 577 or EPSY 578; or equivalents; or consent of instructor.

EPSY 578: Qualitative Inquiry Methods

(Goodnight, M) T 1:00pm-3:50pm 316N Mumford Hall

Introductory course addressing the practice of qualitative inquiry. Topics include developing inquiry questions appropriate for qualitative studies; designing qualitative studies; generating data via interviews, observations, document analyses; analyzing and interpreting qualitative data; judging the quality of inquiry; representing and reporting qualitative inquiry; addressing ethical and political issues in the conduct of qualitative inquiry. 4 graduate credit hours.

Geography & Geographic Information Science:

GGIS 410: Green Development

(Brown, C) TR 11:00am-12:20pm 336 Davenport Hall
Theory and practice of sustainable development. Course materials draw upon theoretical and case study material from the social and natural sciences to analyze environment and development relations with emphasis on the Global South.

Same as [ESE 410](#). 4 undergraduate hours. 4 graduate hours.

GGIS 496: Climate & Social Vulnerability

(Zaragocin, S) TR 9:30-1050 am 311 Gregory Hall

Existing climate variability and likely climate change call for policies to protect vulnerable people who make their livelihoods in a changing environment. Students will explore: 1) causes of climate related stress and disaster; 2) theories of vulnerability and

adaptation; 3) practices and policies designed to reduce economic loss, hunger, famine and dislocation in the face of climate trends and events. Focus on multiple policy scales affecting poor and marginal populations, who are disproportionately vulnerable when facing climate stress, drawing on case examples primarily from the developing world. Same as [ATMS 446](#) and [SOC 451](#). 3 undergraduate hours. 4 graduate hours.

GGIS 587: Qualitative Research Methods

(Butcher, S) TR 11:00am-12:20pm 2020A Natural History Bldg

Students use individual research to practice qualitative methods of studying social interaction. Includes field research and historical/archival research methods; project areas include community development, environment, and landscape. Discussion is divided between 1) readings on issues such as techniques and research design, social theory, ethnocentrism, and combining qualitative with quantitative research and 2) student research reports.

Labor and Employment Relations:

LER 566: International Human Resource Management

(Jung, J) T 6:30-8:30pm Online

Human resource management issues examined from the perspective of the multinational firm. Topics include globalization and human resource strategy, management and the structure of multinational firms, dealing with intercultural differences, selecting employees for foreign assignments, training and developing expatriate employees, evaluation and compensation of employees in international assignments. Individual and group projects. Credit 4 hours. Prerequisite: Graduate standing.

LER 595: Managing Diversity Globally

(Kramer, A) R 8:00 am-10:50am 35/43 Inst Labor & Industrial Rel

4 hours. In a global economy workplace diversity is not a trend; it is a reality faced by corporate leaders, human resource professionals and management consultants. Within the US, immigration, migration, and gender and racial differences have been major trends shaping workplace composition. Globalization places additional pressures on managing workplace diversity effectively. In this setting, training managers and human resource professionals to manage differences and adapt to multiple national and cultural contexts is an imperative. Course provides an in-depth understanding of how managers and HR professionals can be effective in not only managing diversity in a global context, but also in leveraging global diversity as a competitive advantage. By the end of this course students will have a holistic appreciation of the tools necessary to implement effective diversity management practices for a globally inclusive workplace.

Recreation, Sport, and Tourism

RST 583: Theories of Diversity, Inequality, and Social Change

(Iverson, M) T 1:00-3:50pm 1010W Nevada Room 2030

The course explores important dimensions of social justice and social change relevant to social work leadership. The first phase of the course focuses on theories of diversity, social identity and social justice. The second phase focuses on theories of social change and stasis. Students will develop their own working models of these theories. They will also understand how issues of diversity and social justice should inform social work practice at micro, mezzo and macro-social work levels. Implications for social work leadership will also be explored. 4 credit hours. Same as SOCW 510.

Social Work:

SOCW 425: Queer Visibility

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This seminar examines a broad scope of key LGBTQ topics from a social science perspective, and addresses such themes as identity development, critical social movements, community characteristics, sub-cultures, public policy, resilience, and health disparities within queer communities. The course applies a social justice, sex-positive, and health promotion lens to the topics addressed. This course also explores issues related to intersectional identities (i.e., the overlap of multiple [often marginalized] group membership, such as race/ethnicity, gender identity, age, ability, sexual orientation, etc.) within this population. Students will learn the ways in which the helping professions (e.g. social work, public health, etc.) engage with the LGBTQ community using both research and practice, in order to promote the health and wellbeing of LGBTQ persons.

3 undergraduate hours. 4 graduate hours. Credit is not given towards graduation for [SOCW 425](#) and [SOCW 210](#).

SOCW 427: Social Work Research Methods (various options)

Basic principles of social science research and importance for social work practice: overview of research principles including the stages of a research project, design of research; quantitative and qualitative methodologies, design of questionnaires, methods of data collection and preparation of reports. Introduction to various research designs such as the survey, program evaluation, single subject design, quasi-experiments, and experimental design. Enrollment preference given to students in the MSW program. 3 undergraduate or 4 graduate hours.

SOCW 593: Applied Qualitative Research

(Piedra, L) F 9:00-11:50am 2101 1010 W Nevada

Provides a doctoral level overview of contemporary qualitative research with an emphasis on applications. Through readings, discussions, and assignments students will be introduced to: the history and philosophical underpinnings of qualitative research; research designs, methods and analysis used in qualitative research; criteria for rigor in qualitative research; the application of qualitative research to addressing contemporary social issues; technical and professional issues including the use of computer programs in qualitative research and grant writing. Students will begin to elaborate their own research interests through critical reading, discussion and various applied and written assignments. 4 graduate hours. Prerequisite: Admission to Ph.D. program.

Urban and Regional Planning:

UP 423: Community Development in the Global South

(Miraftab, F) online

Introduces students to the main theoretical frameworks and conceptual building blocks of urban and community development in the Global South. It helps students to develop critical grassroots focused understanding of the approaches to development planning, the notion of community participation and empowerment, and the role of various actors including the non-government organizations and the community-based groups. 4 undergraduate hours. 4 graduate hours.