

UNDERGRADUATE MINOR IN EDUCATION

**Graduate School of Education
UC Berkeley Course List FALL 2009**

Updated 8/6/09

Check online for up-to-date course control numbers, times, and locations!
<http://schedule.berkeley.edu/>

CORE COURSE – required of all UG-ME Students

EDUC 190

Current Issues in Education (4)

Hurst

3 hours of lecture, 1 hour of discussion per week, and field work: This core course is required for all Education Minors. It immerses students in current educational philosophies, methods and controversies. Oftentimes, the instructor will implement alternative teaching methods instead of the traditional lecture style: round-table discussions, student facilitations, group exercises, etc. Readings survey a number of current issues in education, such as democracy and education, education and social inequality, evaluation, funding and non-traditional schooling. Assignments allow students to address the issues that are most important to them. A semester-long group project dealing with educational needs in the community is required. Enrollment is limited to 40-45 students per section. Class standing, field experience and dedication to course requirements are taken into consideration for admission, among other things. ***Class Entry Code Required.** *You can only get the class entry code after attending the first class meeting. Signing up for the waiting list does not increase your chances for getting into the course.*

FIELD STUDY COURSES

School of Education

EDUC 97/197

Education Field Studies (1-4)

Staff

45 hours of fieldwork per semester = 1 unit, variable units available. Students take part in organized and supervised field programs involving experiences in tutoring/mentoring in schools and school-related programs or on campus. Section descriptions and contact information can be found in at <http://ufse.berkeley.edu> and 1600 Tolman Hall. Can be repeated for credit. Pass/no pass grading. **Current Sections approved for the Minor are listed on the Education Minor website.**

ELECTIVE COURSES – School of Education

EDUC C1

Introduction to Cognitive Science (4)

Griffiths

3 hours of lecture and 2 hours of laboratory per week: This course is an introduction to the interdisciplinary field of cognitive science. Lectures and readings will survey research in such fields as artificial intelligence, psychology, linguistics, philosophy, and, neuroscience; and will cover topics such as the nature of knowledge, thinking, remembering, vision, imagery, language, and consciousness. Sections will demonstrate some of the major methodologies. Cross-listed as Cognitive Science C1.

EDUC 39D Freshman/Sophomore Seminar (3) Alexander
Educating Identity: Becoming Jewish in Israel and America

This course will examine what it could possibly mean to be educated in identity from the perspective of moral education and through the prism of education for Jewish identity in Israel and the United States. Drawing on influential themes in liberal, communitarian, feminist, and critical moral and political theory, it will explore recent developments in Israeli philosophy of education and American Jewish theology that are relevant to the dynamics of education in identity. The course will be conducted as an undergraduate seminar. It should be of interest to students of education, philosophy, political theory, sociology, anthropology as well as Jewish and Israel studies. Restricted to Students with a class level of Freshman or Sophomore.

EDUC 52 Understanding Language in Society (3) Mirabelli

Three hours of lecture/discussion per week. This course explores how language is influenced by social factors. The topics include dialects and standard English, slang, and the influence of gender, identity, and bilingualism on language use, highlighting the diverse ways in which people use language to communicate with one another. A secondary objective is to teach strategies that are proven effective for successful and efficient reading, writing, learning, and studying. These strategies will be applied to the content of this class and be useful in students' other classes.

EDUC 75AC American Sports, Culture, and Education (3) Van Rheenen

Three hours of lecture/discussion per week. American sports and athletes have come to signify a complex of variegated meanings that include desire, but also disdain. Through the work of a variety of scholars, researchers, and journalists, this course explores the nature and motives of societal structures and practices (embodied in both institutions and individuals) to illuminate the intersections and reciprocal influences of society and sports. The central framework of this course draws on the notion that the space of sports is defined by highly structured societal practices and consumptions. By critically analyzing a variety of these practices, this course attempts to ground a partial reading of other societal forces in American culture. In particular, the course examines the nuanced intersections of sport, race, ethnicity, social class and gender, highlighting the ways in which American sports provide a potential vehicle for social mobility and integration while simultaneously reproducing existing cultural stereotypes and structures of inequality. **Class entry code required. Please note: This class is primarily for freshman.**

EDUC 140AC Literacy: Individual & Societal Development (3) Pearson/Katz

3 hours of lecture/discussion per week: This course combines theory and practice in the study of literacy and development. It will introduce socio-cultural educational theory and research focused especially on literacy teaching and learning. This literature will be examined in practice through participation in computer-based after-school programs. In addition, the course will contribute to understanding of race, culture, and ethnicity in the United States. We will develop a view of literacy, not as a neutral skill, but as embedded within culture and as depending for its meaning and its practice upon social institutions and conditions. Satisfies the American Cultures requirement. **Students will concurrently enroll in one unit of EDUC 97/197 Sec 48.**

EDUC C181 Race, Identity, and Culture in Urban Schools (3) Suad-Baakari

Three hours of seminar/discussion per week. This course will focus on understanding urban schools as a part of a broader system of social stratification and the process by which students in urban schools come to a sense of themselves as students, as members of cultural and racial groups, and as young people in America. Topics include racial identity; race/ethnicity in schools; urban neighborhood contexts; and schooling in the juvenile justice system. Students will also integrate course readings with their own first-hand experience working in one of several off-campus sites. **This course has a mandatory community engagement component for which students will earn 1 unit of field study credit (EDUC 97/197 Sec 37 or African Am Studies 197).** Also listed as African American Studies C133A.

EDUC 186AC The Southern Border (4) Shaiken

Four hours of lecture/discussion per week. The southern border--from California to Florida--is the longest physical divide between the First and Third Worlds. This course will examine the border as a distinct landscape where North-South relations take on a specific spatial and cultural dimension, and as a region which has been the testing ground for such issues as free trade, immigration, and ethnic politics. Also listed as Ethnic Studies 159AC and Geography 159AC. Satisfies the American Cultures requirement.

EDUC 190B Unraveling Education: A Participatory Inquiry (4)**Hurst**

Four hours of lecture per week: Course builds upon EDUC 190. Through dialogue, students will further explore critical issues and their connections. Students will form small working groups to identify, develop, investigate, and teach a topic of their choice. We will develop and emphasize multiple perspectives. Prerequisite: EDUC 190. **Class entry code required.**

EDUC C193A, Sec. 1 Environmental Education (3)**Hurst**

Five and one-half hours of lecture/discussion and six hours of fieldwork per week. Theory and practice of translating ecological knowledge, environmental issues, and values into educational forms for all age levels and all facets of society, including schools. Concentrated experience in participatory education. Also listed as Environ Sci, Policy, and Management C193A. **Class Entry Code required.**

**EDUC 195B Special Topics in the Foundation of Teaching:
Teaching Reading to Low Achieving Students (3)****McCallum**

One doesn't need to look very far to find the bad news about reading achievement in today's schools. Local, state and national measures all indicate that a significant number of students are not learning the skills and strategies in reading that they will need to function effectively in today's social, technological and economic environment. The purpose of EDUC 195B is to examine this situation from both a theoretical and practical perspective. It is not necessary or expected that you have prior teaching experience in order to benefit from this course. While such experience can be helpful, you will receive support that helps you learn how to work with students, even if you have never worked with children before. You may find this course particularly useful if you are thinking about education as a career, or becoming a teacher. Even if you eventually seek to work with a different age level, in another subject area, or in other areas of education the careful attention to reading, literacy and the needs and perspectives of low achieving students can serve as a powerful foundation for future work.

This course will take place in conjunction with EDUC 97/197, Section 21, a fieldwork experience where you will work directly with low achieving students.

Under the guidance of the instructor and teachers in schools, you will work to assist low achieving students learn to be better and more critical readers. The course seminar will assist you to reflect on your field experience, course readings, and our on-going discussions. For more information contact the instructor: rdmc@berkeley.edu

**EDUC 195C Special Topics in the Foundations of Teaching:
Preparing To Teach Mathematics And Science: A Focus On Equity And Urban Schools (3)****Pearson/Ayers**

This course is designed to provide an initial foundation for teaching mathematics or science in urban schools (K-12). It focuses on defining the challenges for teachers of realizing equitable educational outcomes in a system that has a history of under-serving and under-preparing poor students and students of color. It strives to provide students with multiple disciplinary perspectives on why equitable outcomes are so essential to the students and their families and, ultimately, to the state and nation. The course also examines some of the unique qualities, needs, and assets of students who currently dominate the demographic composition of urban schools. Finally, the course engages students in an examination and analysis of promising instructional practices - those that have demonstrated potential to turn the tide of mathematics and science achievement among urban youth.

Students may concurrently enroll in one unit of EDUC 97/197, Sec 29, which includes hours spent in a public school classroom in an urban setting and planning for and debriefing/journaling. Note: Students participating in Cal Teach who sign up for EDUC 195C, are required to enroll in the fieldwork.

Note: In addition, students may take a maximum of two (2) graduate level courses in the School of Education to meet the elective requirement. Instructor permission is required for graduate classes.

ELECTIVE COURSES – Other Departments

AFRICAM C133A Race, Identity, and Culture in Urban Schools (3) Suad-Baakari

Three hours of seminar/discussion per week. This course will focus on understanding urban schools as a part of a broader system of social stratification and the process by which students in urban schools come to a sense of themselves as students, as members of cultural and racial groups, and as young people in America. Topics include racial identity; race/ethnicity in schools; urban neighborhood contexts; and schooling in the juvenile justice system. Students will also integrate course readings with their own first-hand experience working in one of several off-campus sites. **This course has a mandatory community engagement component for which students will earn 1 unit of field study credit (EDUC 97/197 Sec 37 or African Am Studies 197).** Also listed as Education C181.

CHICANO 172 Chicanos and the Educational System (4) Guerrero

Three hours of lecture per week. An examination of the historical and contemporary relationship between the educational system and the Mexican community in the United States; the history of schooling practices within the Mexican population as a backdrop to an examination of the current educational conditions of the Chicano students; the different historical trends in the education of Chicanos including alternative schools, bilingual education, school segregation, and higher education. Prerequisites: 70 recommended.

COG SCI C1 Introduction to Cognitive Science (4) Griffiths

3 hours of lecture and 2 hours of laboratory per week: This course is an introduction to the interdisciplinary field of cognitive science. Lectures and readings will survey research in such fields as artificial intelligence, psychology, linguistics, philosophy, and neuroscience; and will cover topics such as the nature of knowledge, thinking, remembering, vision, imagery, language, and consciousness. Sections will demonstrate some of the major methodologies. Cross-listed as Education C1.

ESPM C193A, Sec. 1 Environmental Education (3) Hurst

Five and one-half hours of lecture/discussion and six hours of fieldwork per week. Theory and practice of translating ecological knowledge, environmental issues, and values into educational forms for all age levels and all facets of society, including schools. Concentrated experience in participatory education. Also listed as EDUC C193A. **Class Entry Code required.**

ETH STD/GEOG 159AC The Southern Border (4) Shaiken

Four hours of lecture/discussion per week. The southern border--from California to Florida--is the longest physical divide between the First and Third Worlds. This course will examine the border as a distinct landscape where North-South relations take on a specific spatial and cultural dimension, and as a region which has been the testing ground for such issues as free trade, immigration, and ethnic politics. Also listed as Education 186AC. Satisfies the American Cultures requirement. **Prerequisites:** Upper division standing.

PSYCHOLOGY 140 Developmental Psychology (3) Anderson

Two hours of lecture and one hour of discussion per week. This course explores the development of children from birth to adolescence, in a wide range of areas including biological, cognitive, linguistic, social, and personality development. It also covers the effects of genes, experience, and social context on children's development.