

# **UNDERGRADUATE MINOR IN EDUCATION**

## **Graduate School of Education UC Berkeley Course List SPRING 2010**

*Updated 10/14/09*

**Check online for up-to-date course control numbers, times, and locations!**

*去* <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 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. Class entry codes are distributed after attending the first class meeting. Signing up for the wait 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.**

**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. Please note: this course can be used EITHER as 3 units of fieldwork or as an elective, but not both.**

### **FIELD STUDY COURSES – Other Departments**

**UB-ME students may enroll in one (1) approved Field Study course outside the School of Education without petition to satisfy the field requirements.**

**ESPM 178B Environmental Science Education Practicum (4)****Huntsinger**

Three hours of lecture, one hour of discussion, and three hours of fieldwork per week. Framed around the topic of sustainability, the course engages students from different science majors to apply the content knowledge from their discipline to build curriculum pieces for presentation in high school classrooms. Students develop pedagogical content knowledge and relate teaching theory to practice. Additional topics covered include classroom management and leadership, lesson planning, presentation skills, and readings in science education. **Prerequisites:** consent of instructor. **Please note: this course is 4 units, but counts for only 1 field unit for the Minor; this course can be used EITHER as field work or as an elective, but not both.**

**ELECTIVE COURSES – School of Education****EDUC C1 Introduction to Cognitive Science (4)****Carmena/Narayanan**

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 40AC Experiencing Education: Diversity and (In)Equality in and Beyond Schools (5) Seyer-Ochi**

Three hours of lecture and two hours of discussion per week. Explores the complex relationship among diversity, equality, inequality, and educational systems by focusing on the conceptual categories of race, class, and gender in the organization of educational opportunity. Explores the ways in which these categories intersect in people's lives. Incorporates a semester-long project that enables students to develop research skills as they apply their new understandings to the educational challenges facing local districts and communities. This course satisfies the American Cultures requirement.

**EDUC 114A Early Development and Education (4)****Holloway**

Three hours of lecture and two hours of fieldwork per week. Theory and research on psychological development from birth through childhood with special attention to relations between developmental theory and educational practice. Directed field observation of developmental phenomena and educational practices.

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

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 143 Introduction to the Teaching of English (3)****Allender**

Two hours of lecture and three hours of fieldwork per week. Exploration of issues confronting English and English language arts teachers today; curriculum trends and teaching practices; influence or reform efforts since the 1950s on English and language arts curriculum and practice; course assignments to include field work, interviews, reading and reports. Upper division standing or consent of instructor. **Students will concurrently enroll in one unit of EDUC 97/197 Sec 22.**

*(course description to be updated soon)*

**EDUC 162A Teachers' Work (3)****Little**

Three hours of lecture/discussion per week. This course is offered as part of the undergraduate education minor and examines the multiple dimensions of teachers' work in the United States, with selected comparisons to teachers' work in other countries. The course examines representations of teachers in the media and popular culture, as well as in relevant academic literature. Readings and class activities will focus on the current policy, social, cultural, historical, professional, and economic contexts of teachers' professional lives. Students will have the opportunity to examine these aspects of teachers' work by interacting with teachers in the field.

**EDUC 189 Democracy and Education (4)****Hurst**

Four hours of lecture per week. Prerequisites: Junior standing or consent of instructor. Education as a vehicle for furthering the ideals of democratic societies--critical study of principles, philosophies, theories, and practices designed to develop understanding, commitment, and skills to empower a citizenry dedicated to achieving equality, justice, and peace in the world. **Class entry code required.**

**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. Please note: this course can be used EITHER as 3 units of fieldwork or as an elective, but not both.**

**EDUC 195B, Sec 1 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](mailto:rdmc@berkeley.edu).

**EDUC 195C Special Topics in the Foundations of Teaching:  
Problem-Solving as an Approach to Teaching & Learning in Mathematics & Science (3)****Abrahamson**

In this course you will develop pedagogical principles, dispositions, knowledge, tools, and skills that will serve you well in your own classrooms. The course offers a sequence of collaborative problem-solving and reflection activities through which you will be able to appreciate and develop a coherent, effective approach to the teaching and learning of any mathematical or scientific conceptual domain. This preparation includes understanding student thinking and learning, planning lessons that build on what the students know, and learning to anticipate students' difficulties so you can be prepared with effective responses. It includes tools for listening closely to students in real time, and learning to see the big picture as well as the details when you're going over what happened in a lesson with colleagues (possibly with video data). In this seminar, issues of cognition, culture, and pedagogy will emerge from participants' struggles to explain their own reasoning. That is, we'll do real problem solving, and reflect on what we do; the issues that come up will be very much like the issues you'll face when working with your own students. The range of topics - science, math, and technology - will guarantee that we are all (and that includes the instructors) honest-to-goodness learners in parts of the course. These experiences will provide grist for reflection. From lesson to lesson, different as they are, similar issues will arise, so that general principles of practice can be abstracted and discussed. (They're discussed in the readings too, of course.) Part of the instructors' charge is to offer a wide range of topics and tools, yet keep a focus on the kinds of activities that result in powerful conceptual understanding. What these are, and how they work, will be topics for ongoing discussion. **Students must complete fieldwork in a public school classroom in an urban setting, 30 hours over the course of the semester, concurrently for this course. If students choose to complete a total of 45 hours of fieldwork, they can receive one unit of Education Minor approved field credit by enrolling in EDUC 97/197, Section 29.**

**GRADUATE COURSES IN EDUCATION: Students may also take a maximum of two (2) graduate level courses in the School of Education to meet the elective requirement. Instructor permission is required. Courses must be at least 3 units.**

## ELECTIVE COURSES – Other Departments

**ASAMST 146 Asian Americans and Education (4) Takahashi**  
Three hours of lecture and one hour of discussion per week. This course examines the historical and contemporary issues which shape the educational experiences of Asian Americans. Critical issues such as bilingual education, university admissions, and the education of Asian immigrants as well as theoretical models of Asian American academic success will be explored and critically analyzed.

**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) Carmena/Narayanan**  
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 178B Environmental Science Education Practicum (4) Huntsinger**  
Three hours of lecture, one hour of discussion, and three hours of fieldwork per week. Framed around the topic of sustainability, the course engages students from different science majors to apply the content knowledge from their discipline to build curriculum pieces for presentation in high school classrooms. Students develop pedagogical content knowledge and relate teaching theory to practice. Additional topics covered include classroom management and leadership, lesson planning, presentation skills, and readings in science education. **Prerequisites:** consent of instructor. **Please note: this course can be used EITHER as 1 field unit or as an elective, but not both.**

**INTEGBI C100 Communicating Ocean Science (4) Ingram**  
Two and one-half hours of lecture, one hour of discussion, and two hours of fieldwork per week. For undergraduates interested in improving their ability to communicate their scientific knowledge by teaching ocean science in elementary schools or science centers/aquariums. The course will combine instruction in inquiry-based teaching methods and learning pedagogy with six weeks of supervised teaching experience in a local school classroom or the Lawrence Hall of Science with a partner. Thus, students will practice communicating scientific knowledge and receive mentoring on how to improve their presentations. May also be cross listed as Geog C146. **Prerequisites:** One course in introductory biology, geology, chemistry, physics, or marine science required and interest in ocean science; junior, senior; consent of instructor required.

**L&S C180T/ GERMAN C109 Language and Power (4) Kramsch**  
Three hours of lecture and one hour of discussion per week. Multidisciplinary explorations into the origins, nature, and exercise of language as social symbolic power, drawing on readings taken from anthropology, social and cultural theory, and critical discourse analysis. Topics include language and myth, the meaning of meaning, the economy of verbal exchanges, perspective and ideology in language, institutional discourse, gender and discourse, and linguistic imperialism. Taught in English.

**PSYCH 140 Developmental Psychology (3) Gopnik**  
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.

**SOCIOL 113 Sociology of Education (4) Powers**  
Three hours of lecture and two hours of discussion per week: This course will address roles of formal education in modern societies and educational systems in relation to the religious, cultural, economic and political forces shaping their character. *All seats are reserved for declared sociology majors only in Tele-BEARS Phase I. Enrollment may open up for undeclared and outside majors in Phase II depending on space availability, and according to priorities.*