

UNDERGRADUATE MINOR IN EDUCATION

Graduate School of Education UC Berkeley Course List SUMMER 2009

Updated 2/25/09

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

<http://schedule.berkeley.edu/>

CORE COURSE

EDUC 190 Current Issues in Education (4) -- Sessions: 5/26-7/2/09 and 7/6-8/14/09 Hurst

Ten hours of lecture for six weeks. Through lecture and discussion, students will examine current issues in education. Course work will begin with a critical history of education. Students will also examine different educational philosophies, purposes, and methods. Students will use this information as an aid in analyzing several problem areas. Areas addressed are not limited to, but will include democracy and education, testing and assessment, politics and education, and education and social inequality. This core course is required for all Education Minors. 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 -- not offered in Summer

ELECTIVE COURSES

School of Education

EDUC N40AC Experiencing Education: Race and Ethnicity Inside Schools (3) Seyer-Ochi

Sessions: 5/26-7/02/09 and 7/6-8/14/09

Seven and one-half hours of lecture/discussion per week for six weeks. Racial and ethnic minorities in American schools and colleges through case studies of African Americans, Mexican Americans, Native Americans, and selected Asian American groups. Policies, practices, ideologies, experiences, and outcomes will be analyzed and compared. This course satisfies the American Cultures requirement. **(NOTE: EDUC 40AC is very similar to EDUC 30AC, so if you have already taken 30AC, you should NOT take 40AC)**

EDUC N140AC Literacy: Individual & Societal Development (3) Session: 7/6-8/14/09 Pearson/Malinowski

Eight hours of lecture/discussion/workshops per week for six weeks. This course combines theory and practice in the study of literacy and development. It will introduce sociocultural educational theory and research focused especially on literacy teaching and learning, and 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. In addition to lecture, students are required to participate as a tutor/mentor in a summer program for youth or children. This course satisfies the American Cultures requirement.

EDUC 184 Philosophical Foundations of Education (3) Session: 7/6-8/14/09 Alexander

What does it mean to be educated, or to teach something to someone, or to have learnt something? What ought to be the goals of the curriculum, or the role of schooling in democratic or other societies, or the relations between schools and the children that inhabit them? What knowledge is worth knowing and what sorts of research can best help us to understand how it to transmit or construct it? These are among the questions that philosophers concerned with education have been asking for centuries. Using Nel Nodding's comprehensive introduction *Philosophy of Education*, and drawing on excerpts from classics in the field by Plato, Jean-Jacques Rousseau, John Dewey, Richard Peters, Maxine Green, Paulo Freire, Harvey Siegel, Israel Scheffler, Denis Phillips, Lawrence Kohlberg, and Martin Buber this course will introduce students into the age-old philosophical discussion of the meaning and nature of the educational process. Units will include (1) Pre-Twentieth Century Philosophy of Education, (2) Dewey's Educational Philosophy, (3) Analytic Philosophy of Education, (4) Continental Philosophy and Education, (5) Critical Thinking, (6) Knowledge and Education, (7) Philosophy of Educational Research, (8) Moral Education, (9) Philosophy of Political Education, and (10) Feminism, Philosophy and Education. Emphasis will be placed on the critical reading of philosophical texts, the careful analysis of concepts and arguments, and the writing of short analytic essays. The course is intended for undergraduate education minors, graduate students in education, and others interested in applying philosophical analysis to educational concepts and arguments. Different assignments will be required of undergraduate and graduate students.

ELECTIVE COURSES - Other Departments

CHICANO 172 Chicanos and the Educational System (4) Session: 7/6-8/14/09 Staff

Seven and one-half hours of lecture for six weeks. 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.

PSYCH 140 Developmental Psychology (3) Sessions: 5/26-7/2/09 and 7/6-8/14/09 Strage/Deshpande

Six hours of lecture and one and one-half hours of discussion for six weeks. 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.