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

CORE COURSE

EDUC 190   Critical Studies in Education (4) 
Hull
Four hours of lecture/discussion per week. This course examines how learning environments can empower and disempower individuals and explores the role of education in the social construction of hierarchy, inequality, difference, identity, and power. It embodies a democratic philosophy and practice, creating a learning community that encourages students to take responsibility for their own education and learn through theory, experience, and dialogue. As part of the course requirements, students engage in a community project that is equivalent to 1 unit of fieldwork for the Education Minor. Class Entry Code required (contact Ed Minor advisor). Ed Minor seniors and juniors have priority.

FIELD STUDY COURSES – Graduate 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: http://gse.berkeley.edu/undergraduate-programs-field-studies-enroll and 1600 Tolman Hall. Can be repeated for credit. P/NP grading. Current Sections approved for the Minor are listed on the Education Minor website.

FIELD STUDY COURSES – Other Departments

ASAMST 97/197 – Youth Mentorship Program/Philipino Academic Student Services (PASS) (1-2 units) 
Students enrolled in this course will engage in a mentorship program at two San Francisco school sites, namely the Bessie Carmichael Elementary School and the Filipino Education Center Middle School. Students will be working with Galing Bata, an afterschool program that caters mainly to K-8th grade children from immigrant families living in the South of Market District. Galing Bata is recognized as one of the few Filipino bilingual-bicultural afterschool program in the country, although it is in no means exclusive to students of Filipino heritage. As part of the course, we will tutor the students mainly in Math and English, develop and facilitate workshops that promote student development, and participate in other activities such as sports, educational games, and "Carnival" days. In addition, we will conduct biweekly seminars for discussion of selected topics from required readings and how they relate to the mentorship experience. The course is available during the Fall and Spring semesters for 1-2 units, and can be taken multiple times. The CCN can be obtained from the course facilitator. There will be an info session during the second or third week of classes. Contact: Brandon Basa and Francesca Caruncho youth.mentorship@gmail.com
ELECTIVE COURSES – Graduate School of Education

EDUC 114A  Early Development and Education (4)  Dominguez-Pareto
Three hours of lecture and 2 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. (Fieldwork is a course requirement and does not count toward the fieldwork requirements in the Minor).

EDUC 130  Knowing and Learning in Mathematics and Science (3)  Abrahamson
Prerequisites listed on Tele-BEARS do not apply to Ed Minors. Half of spaces reserved for Cal Teach Minors. Three hours of lecture and one hour of fieldwork per week. This course offers a sequence of collaborative problem-solving and reflection activities through which students will be able to appreciate and develop a coherent, effective approach to the teaching and learning of any mathematical or scientific conceptual domain. Issues of cognition, culture, and pedagogy will emerge from participants' struggles to explain their own reasoning. In-class problem solving experiences will provide grist for reflection. Extensive readings are discussed in a bSpace forum. Students are placed in, and do course projects in, local classrooms for approximately 24 hours. Fieldwork is a course requirement and does NOT count as fieldwork for the Minor.

EDUC 131AC – Classroom Interactions in Science and Mathematics: A Focus on Equity and Urban Schools (3)  Staff
This course continues the process of preparing students to teach science and mathematics in secondary schools by providing opportunities to evaluate challenges they face in instructional settings. We will explore frameworks for thinking about equity issues in the classroom and beyond school settings, learn strategies for teaching students of diverse backgrounds, and consider how classroom interactions enable students to develop a deep conceptual understanding of the subject matter. Pre-requisites: Educ 130 or consent of instructor. Class entry code required – contact the Calteach program: calteach@berkeley.edu or 642-4024.

EDUC 140AC  Literacy: Individual & Societal Development (3)  Hull
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 W140A  The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World (4)  Hull
This web-based 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 after-school programs. In addition, the course will contribute to an understanding of how literacy is reflected in race, culture, and ethnicity in the United States and how these symbolic systems shift in a digital world.

EDUC 143  Introduction to the Teaching of English (3)  Jimerson
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; impact of the National Council of Teachers of English 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. **Please note: This course can be used EITHER as an elective OR as 1 unit of fieldwork, but not both.**

EDUC 182AC  The Politics of Educational Inequality (4)  García-Bedolla
Three hours of lecture and one hour of discussion per week. This course explores the state of the American public education system with a focus on how success within that system varies by race, class, and gender. It begins with an overview of educational attainment across different racial, class, and gender groups within the United States, including Euro-Americans, African Americans, Latinos, and Asian Americans. It then explores the history and
current structure of educational policymaking, with a focus on how these structures affected different types of students. It concludes by investigating how the impact of different approaches to reform, including de(and re)segregation, school finance reform, school choice, English immersion, testing/assessment regimes, and zero tolerance disciplinary practices, varies according to students’ race, class, nativity, or gender, with an eye toward discovering the best approaches to reducing educational inequality in the United States.

EDUC 183 High School, The Movie (3) Perlstein
High school plays a pivotal role in American life. It both serves as a gatekeeper of educational and economic success and embodies hopes of transcending social divisions. Like high school itself, movies about it have fostered youth culture and helped Americans make sense of the intersection of democratic aspirations and social divisions. This course examines how the reality and representation of high schools combine to reflect and define American society and the lives of American youth.

EDUC 188B Native American Education: Critical Issues and Possibilities (3) Baquedano-López
Three hours of lecture per week. The course aims to foster an awareness of the complex issues influencing the education of Native people and of ways to productively work towards supporting and advancing the educational experiences of Native Americans in schools and beyond. This course critically examines themes that are central to understanding the academic achievement and attainment of Native Americans in K-12 and higher education.

EDUC 195B, Sec 1 Special Topics: 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.

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

ART PRACTICE 196 Bridging the Arts Seminar (4) Putnam
Three hours of lecture/discussion and 2 to 6 hours of fieldwork per week. Bridging the Arts is open to artists from a variety of disciplines including dance, spoken word, theater, performance, creative writing, social practice, music, and visual arts. Through readings, written reflection, guest speakers, group discussion, and teaching in the field, Bridging the Arts (BtheArts) Student Instructors explore the arts in the public education system. Student Instructors develop and implement arts curricula that is both age-appropriate and culturally relevant to their students in underserved Bay Area Schools. Prerequisites: Consent of instructor. All Bridging the Arts participants are required to pass a background check with the DOJ and the FBI. Art majors have priority. Students wanting to enroll in this course must be proficient in an arts discipline (writing, visual or performing arts). Ed Minors may request a class entry code from Dee Levister at dplev@berkeley.edu. Students must be enrolled for 3 or 4 units in this class for it to count for the Minor.
ASAMST 146  Asian Americans and Education (4) Hrai Tsuchitani
Three hours of lecture and zero to 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.

COG SCI 1   Introduction to Cognitive Science (4) Li
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. Enrollment priority is given to Cog Sci majors.

COLWRIT 25AC  Reading in and about US Educational Institutions (3) Wald
Three hours of lecture per week. In this course, we will read, discuss, and write about the expectations of the American educational system, especially within a multicultural context. The goal is to deepen the understanding of the history and diversity of American educational institutions, while strengthening reading and seminar participation skills through critique and analysis of communication patterns. This course is intended for international students but is open to all.

CY PLAN 190  Adv Topics in Urban Studies: Neighborhood Planning with Youth: Y PLAN (3) McKoy
The Y-PLAN (Youth – Plan, Learn, Act, Now) is an interdisciplinary course and an award winning initiative where students in urban planning, design, education, and other related disciplines learn how to engage youth as genuine stakeholders and participants in local planning projects. After an initial teaching preparation phase, UCB students work side-by-side with local high school students for ten weeks teaching them fundamentals of community development by engaging in real world planning projects. Readings and seminar discussions focus on theoretical tools in participatory planning and teaching, complementing the practical application. This is a variable unit course, but it must be taken for 3 units to count for a Minor elective.

INTEGBI C100/GEOG C146/ EPS 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. Cross listed in 3 departments.

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. Psychology majors have preference for this class.

SOCIOL 113AC  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 1. Enrollment may open up for undeclared and outside majors in Phase 2 depending on space availability, and according to priorities.