

Education

Minor

The School of Education offers a minor in education for undergraduates currently enrolled at Berkeley. The minor in education provides an opportunity to examine systematically an institution that occupies a unique position in society and profoundly influences virtually everyone. This program is designed to enable students to develop a critical understanding of the relationship of education to the development of societies and individuals. Its focus is on the potential as well as the reality of diverse forms of education. The minor offers an opportunity for intellectual inquiry to broaden and complement students' work in their major fields of study. In the process, students will encounter the wide array of professional possibilities in the field of education, enabling those considering a career in the field to make an informed choice.

There is no undergraduate major in Education.

Declaring the Minor

In order to apply to the Education minor, students must:

1. Attend one of the Education Minor Information Sessions (<http://gse.berkeley.edu/undergraduate-minor-education-information-sessions>). These sessions, conducted by the Education Minor Advisor, give background information about the minor, review requirements and guidelines, and answer questions. Information sessions are held several times during the Fall and Spring semesters and last from half an hour to an hour. If students are unable to attend the Information Sessions, they are welcome to meet with the Minor Advisor during office hours.
2. Submit an online application form, available on the School of Education website (http://gse3.soe.berkeley.edu/program/UM/applying_ed_minor.html). Apply only after attending an information session or meeting with the Education Minor Advisor. When completing the online application form, students will be asked to provide a list of courses and fieldwork they have already taken and/or plan to take to complete the requirements of the minor. This is only a plan. Students will not be required to take or use those courses for the minor.

After submitting the online application, the Minor Advisor will automatically be notified and will review your application for completeness. Unless there are questions, the student will then be considered an Education Minor candidate. The student's email address will be added to the Education Minor email list so the student can be notified of opportunities in the field of Education, as well as Education Minor program and course updates. The application will be processed internally—nothing will appear on the student's transcript until the Minor has been completed.

Before submitting an application, please consider whether the Education minor is something you truly intend to finish and whether you will have enough time in your schedule to take the five required courses.

However, do not wait until all requirements have been completed before applying. Submitting the application form early will enable the School of Education to keep students apprised of program updates and opportunities that might interest them as well as assuring that they have adequately completed the requirements.

Students who have a strong interest in an area of study outside their major often decide to complete a minor program. These programs have set requirements and are noted officially on the transcript in the memoranda section, but they are not noted on diplomas.

General Guidelines

1. All minor requirements must be completed before your degree date.
2. All course work to satisfy the minor requirements must be taken at UC Berkeley.
3. Three of the five required courses for the minor must be upper-division. The 3 units of required field work are considered one of the five courses.
4. All courses used to fulfill the minor requirements must be taken for a letter grade, with the exception of the field work course(s).
5. A minimum grade point average (GPA) of 2.0 is required for courses used to fulfill the minor requirements.
6. EDUC 98/198 and EDUC 199 may not be used to satisfy any requirement for the minor.
7. No more than one upper-division course may be used to simultaneously fulfill requirements for a student's major and minor programs, or two minor programs.

Requirements

Core Course

EDUC 190	Critical Studies in Education	4
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Fieldwork

3 units of minor-approved fieldwork (see below for further details)

EDUC 97	Field Studies	1-4
or EDUC 197	Field Studies	

Electives

Select three from the following (see below for further details):

EDUC 40AC	Experiencing Education: Diversity and (In)Equality in and Beyond Schools
EDUC 52	Understanding Language in Society
EDUC 75AC	American Sports, Culture, and Education
EDUC 112	Reforms in Elementary Education: Psychological and Sociocultural Foundations
EDUC 114A	Early Development and Education
EDUC 130	Knowing and Learning in Mathematics and Science
EDUC 131	Classroom Interactions in Science and Mathematics: A Focus on Equity and Urban Schools
EDUC 140AC	Literacy: Individual and Societal Development
EDUC 142	Education in a Global World
EDUC 143	Introduction to the Teaching of English
EDUC C145/ GERMAN C106	Literacy through Literature
EDUC 162A	Teachers' Work
EDUC C181/ AFRICAM C13:	Race, Identity, and Culture in Urban Schools
EDUC 182AC	The Politics of Educational Inequality
EDUC 183	High School, The Movie
EDUC 184	Philosophical Foundations of Education

EDUC 185	Gender and Education: International Perspectives
EDUC 186AC/	The Southern Border
ETH STD 159AC/	
GEOG 159AC	
EDUC 188	Latinas/os and Education: Critical Issues and Perspectives
EDUC 189	Democracy and Education
EDUC 190B	Unraveling Education: A Participatory Inquiry (Section 1) ¹
EDUC 191P	Course Not Available
EDUC 195B	Special Topics in the Foundations of Teaching ²
AFRICAM 139	Selected Topics of African American Social Organization and Institutions
AMERSTD 10A	Introduction to American Studies
ASAMST 146	Asian Americans and Education
CHICANO 172	Chicanos and the Educational System
CHICANO 180	Topics in Chicano Studies
COG SCI 1	Introduction to Cognitive Science
COLWRIT 25A	Reading in and about U.S. Education Institutions
CY PLAN 190A	Course Not Available
ESPM 78A	Teaching and Learning Environmental Science
GERMAN C10	Language and Power
GERMAN C179	Special Topics in German
IAS C148	Education and International Development
IAS 155AC	Course Not Available
IAS 180	Current Issues in International and Area Studies
INTEGBI/	Communicating Ocean Science
EPS C100/	
GEOG C146	
PSYCH 140	Developmental Psychology
SOCIOL 113	Sociology of Education
or SOCIOL 113B	Sociology of Education
SOCIOL 180E	Comparative Perspectives on U.S. and European Societies: Education
THEATER 166	Special Topics: Theater Arts (when taught by Wymore)
UGIS 120	Introduction to Applied Language Studies

¹ This course may be used as either 3 units of fieldwork or as an elective, but not both.

² Must be taken with concurrent approved fieldwork units in EDUC 97/EDUC 197.

Fieldwork

EDUC 97/EDUC 197, the field studies courses, have a number of programs from which to choose. As there are some programs that are not approved for the Minor, make sure to enroll in one of the minor-approved field sections; please consult the list available on the School of Education website (<http://gse.berkeley.edu/undergraduate-minor-education-requirements>). All of the sections of EDUC 97/EDUC 197 are described in the Quicklist and Descriptions PDF available on the School of Education website (<http://gse.berkeley.edu/undergraduate-minor-education-requirements>), and in binders available at the reception counter in the Student Academic Services Office, 1600 Tolman Hall.

To obtain the course control number for the program/section in which you are interested, contact the site coordinator for that program.

Students may enroll in 1, 2 or 3 units of fieldwork within one semester and may take units over multiple semesters. Students may take all 3 units in the same field studies program or may enroll in two or three separate programs.

45 hours of fieldwork per semester is equivalent to 1 academic unit.

There are a few minor approved field studies programs outside of Education 97/197. Check each semester's course list on the School of Education website for these programs.

Petitioning field work: There is a petition process for fieldwork that is not approved for the Minor. Students will need to review the Education Minor Fieldwork Student Petition Policies & Procedures (<http://gse.berkeley.edu/undergraduate-minor-education-student-petition-policies-procedures>) and submit the appropriate form.

Electives

Elective courses must be taken for at least 3 units.

A maximum of two graduate-level courses in Education may be used to meet the elective requirement.

Students who have completed or plan to complete an Education course as part of a UCB Education Abroad program may be able to have it count toward the Education Minor elective requirement. The course must be in the Education Department of the University and equivalent to 3 semester credits. Notify the Minor Adviser if you would like to take advantage of this option.

From time to time, a course may be offered on campus that has significant educational content but is not on the Minor approved course list. If you have found such a course and would like to have it considered for one of your electives for the Minor, please contact the Minor Advisor about petitioning the course. A syllabus will be required.

Education

EDUC 24 Freshman Seminar 1 Unit

The Freshman and Sophomore Seminar program has been designed to provide new students with the opportunity to explore an intellectual topic with a faculty member in a small seminar setting. Freshman Seminars are offered in all campus departments, and topics vary from department to department and semester to semester. Limited to 15 freshmen.

Rules & Requirements

Repeat rules: Course may be repeated for credit as topic varies. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1 hour of seminar per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: The grading option will be decided by the instructor when the class is offered. Final exam not required.

EDUC 30AC Race and Ethnicity inside Schools 4 Units
Racial and ethnic minorities in American schools and colleges through case studies of Native Americans, Italian Americans, and Mexican Americans. Policies, practices, ideologies, experiences, and outcomes from the perspective of both the dominant and minority groups.

Hours & Format

Fall and/or spring: 15 weeks - 4 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Formerly known as: 40AC taken before fall 2004

EDUC 39D Freshman/Sophomore Seminar 3 Units
Freshman and sophomore seminars offer lower division students the opportunity to explore an intellectual topic with a faculty member and a group of peers in a small-seminar setting.

Rules & Requirements

Prerequisites: Priority given to freshmen and sophomores

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: The grading option will be decided by the instructor when the class is offered. Final exam required.

EDUC 40AC Experiencing Education: Diversity and (In)Equality in and Beyond Schools 5 Units
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.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture and 2 hours of discussion per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

EDUC N40AC Experiencing Education: Race and Ethnicity Inside Schools 3 Units

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.

Hours & Format

Summer:

6 weeks - 7.5 hours of lecture per week

8 weeks - 5.5-6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

EDUC 52 Understanding Language in Society 3 Units
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.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Van Rhee

EDUC 75AC American Sports, Culture, and Education 3 Units
 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.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 6 weeks - 7.5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Van Rheenen

EDUC 97 Field Studies 1 - 4 Units
 University organized and supervised field programs involving experiences in schools and school-related activities.

Rules & Requirements

Prerequisites: Restricted to freshman and sophomores. Consent of instructor

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 0 hours of fieldwork per week

Summer:

6 weeks - 1-5 hours of fieldwork per week

8 weeks - 1-4 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Offered for pass/not pass grade only. Final exam not required.

EDUC 98 Directed Group Study 1 - 4 Units

Rules & Requirements

Prerequisites: Consent of instructor

Credit Restrictions: Enrollment is restricted; see the Course Number Guide in the Berkeley Bulletin.

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1-4 hours of directed group study per week

Summer:

6 weeks - 2.5-10 hours of directed group study per week

8 weeks - 1.5-7.5 hours of directed group study per week

10 weeks - 1.5-6 hours of directed group study per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Offered for pass/not pass grade only. Final exam not required.

EDUC 99 Supervised Independent Study 1 - 4 Units
 Supervised independent study or research on topics relevant to Education that are not covered in depth by other courses. Topics to be initiated by students.

Rules & Requirements

Prerequisites: Consent of instructor, lower division standing

Credit Restrictions: Enrollment is restricted; see the Introduction to Courses and Curricula section of this catalog.

Repeat rules: Course may be repeated for credit as topic varies. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 0 hours of tutorial per week

Summer:

8 weeks - 1.5-7.5 hours of tutorial per week

10 weeks - 1.5-6 hours of tutorial per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Offered for pass/not pass grade only. Final exam not required.

EDUC 112 Reforms in Elementary Education: Psychological and Sociocultural Foundations 3 Units

The course introduces students to relationships between research on cognitive development and reforms in elementary teaching. The syllabus is organized in modules that link research and classroom practice. For example, in a module on children's mathematics, we analyze research on children's strategies for solving math problems and consider how this research has reformed teaching practices. Students complete a project for each module that links research and observations in elementary classrooms through concurrent enrollment in one unit of 197.

Rules & Requirements

Prerequisites: Background in psychology. Consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 1 hour of lecture and 1 hour of discussion per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Gearhart

EDUC 114A Early Development and Education 4 Units

Theory and research on early childhood education and psychological development in early childhood. Directed field observation of developmental phenomena and educational practices.

Rules & Requirements

Credit Restrictions: Students will receive no credit for Education 114A after completing Educational Psychology 114A.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture and 1.5 hours of laboratory per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Holloway

EDUC 114D Practicum in Early Development and Education, Children Birth to Age 5 4 Units

This course will provide students with an understanding of theories and practices in early care and education, specifically focused on children from infancy to age 5. It will also provide an opportunity for students to apply knowledge and reflect upon experiences teaching in a high-quality environment for young children. Course topics will span infant, toddler, and preschool early care and education programs and the age groups for whom such programs are designed. Special attention will be given to 1) curriculum approaches and theories in early care and education programs, 2) educational practices related to culturally, linguistically, and economically diverse student populations, and 3) child observation and classroom organization and practices. In addition, the course will cover changing expectations for children and their teachers, programming for children with special needs, teacher relations with children, parents and other staff, peer relationships, managing challenging child behaviors and identifying quality. Field experience will include working with young children in an infant, toddler or preschool quality program on the UC Berkeley campus or in the surrounding area.

Rules & Requirements

Prerequisites: 114A recommended

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of lecture and 6 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

EDUC 130 Knowing and Learning in Mathematics and Science 3 Units

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.

Rules & Requirements

Prerequisites: Any one of the following: Undergraduate Interdisciplinary 81A, 81B, 82

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture and 1 hour of fieldwork per week

Summer: 8 weeks - 6 hours of lecture and 4 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Abrahamson

EDUC 131 Classroom Interactions in Science and Mathematics: A Focus on Equity and Urban Schools 3 Units

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.

Rules & Requirements

Prerequisites: Education 130

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam not required.

Instructor: Nasir

EDUC 131AC Classroom Interactions in Science and Mathematics: A Focus on Equity and Urban Schools 3 Units

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.

Rules & Requirements

Prerequisites: Education 130

Requirements this course satisfies: Satisfies the American Cultures requirement

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Alternative to final exam.

Instructor: Poon

EDUC 140AC Literacy: Individual and Societal Development 3 Units

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.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Hull

EDUC N140 Literacy: Individual and Societal Development 4 Units

This course combines theory and practice in the study of literacy and development, while simultaneously introducing students to socio-cultural educational theory and research. This research perspicaciously and critically analyzes extant literature on literacy teaching and learning. This literature will be examined in practice through participation in tutoring and technology-oriented summer programs. In addition, this course satisfies the American Cultures requirement and will contribute to understanding of race, cultures, 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 to participate in field work hours.

Hours & Format

Summer: 6 weeks - 8 hours of lecture and 7 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam not required.

Instructor: Hull

EDUC W140 The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World 4 Units

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 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.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of web-based lecture and 1 hour of fieldwork per week

Summer: 6 weeks - 7.5 hours of web-based lecture and 2.5 hours of fieldwork per week

Online: This is an online course.

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam not required.

Instructor: Hull

EDUC W140A The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World 4 Units

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 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.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of web-based lecture and 1 hour of fieldwork per week

Summer: 6 weeks - 7.5 hours of web-based lecture and 2.5 hours of fieldwork per week

Online: This is an online course.

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Alternative to final exam.

Instructor: Hull

EDUC 142 Education in a Global World 3 Units

What is globalization? What are the implications of living in a "global world" for education? How can education be used as a tool to promote global social justice and prosperity? In this course, we will address these and other related questions through collective reading assignments, class discussions, and online collaboration through our learning platform (bSpace or other).

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam not required.

Instructor: Murphy-Graham

EDUC 143 Introduction to the Teaching of English 3 Units

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.

Rules & Requirements

Prerequisites: Upper division standing or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of lecture and 3 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Sterling

EDUC C145 Literacy through Literature 3 Units

Exploration of the role that literature can play in the acquisition of literacy in a first and second language. Linguistic and psycholinguistic issues: orality and literacy, discourse text, schema theory, and reading research. Literary issues: stylistics and critical reading, reader response, structure of narratives. Educational issues: the literary text in the social context of its production and reception by intended and non-intended readers.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Kramsch

Also listed as: GERMAN C106

EDUC 146 Language, Culture, and Migration Practices in the Maya Diaspora 3 Units

This course engages a selection of themes examining the language, culture, and migration practices of indigenous immigrant youth from Yucatan (Mexico) to San Francisco and the U.S. more broadly. This course aims to raise awareness of the complex background and present-day issues that multilingual and multicultural indigenous students experience in migration and in our schools and society. While the course is aimed at undergraduate students, graduate students are welcome.

Hours & Format

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Alternative to final exam.

Instructor: Baquedano

EDUC C148 Education and International Development 4 Units

This course is designed to provide a comprehensive overview of international development education. Through the use of lectures, discussions, and multimedia presentations, students will examine three core themes: 1) the purpose of education; 2) how contemporary development policy conceptualizes education; 3) education as a tool for social transformation. To the extent possible, the course draws connections between theory and practical case studies of international education programs, policy statements, and initiatives.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Murphy-Graham

Also listed as: IAS C148

EDUC 149 Foundations for Teaching Language Arts 2 Units

Lectures and workshops on curriculum, instructional theory, and methods for teaching language arts in elementary schools. Incorporates competencies for Reading Instruction Competency Assessment (RICA) and for teaching children whose primary language is not English.

Rules & Requirements

Prerequisites: Admission to Developmental Teacher Education program or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 8 weeks - 4 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam not required.

Instructor: Pearson

EDUC 150 Advanced Studies in Education 3 Units

This course is an advanced undergraduate seminar in current issues and topics in education. Course will focus on specific issues or research methods in the multidisciplinary field of education. A major research project is required as well as class presentation. Topics change each semester.

Rules & Requirements

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

EDUC 158 Foundations for Teaching Reading in Grades K-8 2 - 3 Units

Introduction to reading and writing instruction in elementary school settings, basic literacy skills, instructional methods and approaches, assessment procedures, and reading and writing theories.

Rules & Requirements

Prerequisites: Admission to a teaching credential program (summer session excluded)

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of lecture per week

Summer: 6 weeks - 6 hours of lecture and 6 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam not required.

Instructor: Cunningham

Formerly known as: 258A-258B

EDUC 160 Foundations for Teaching Social Studies 2 Units

Lectures and workshops on curriculum, instructional theory, and methods for teaching social studies methods in elementary schools.

Rules & Requirements

Prerequisites: Admission to a teaching credential program

Hours & Format

Fall and/or spring: 10 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam not required.

Instructor: Perlstein

EDUC 161 Digital Learning Environments 3 Units

Digital learning environments are taking residence in the educational experience of many, from replacing components of traditional classroom instruction to providing open platforms for lifelong learning. In this class we will study the various forms and functions of a sampling of digital learning environments ranging from subject specific Intelligent Tutoring Systems in K-12 to domain neutral systems for post-secondary online learning.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Alternative to final exam.

Instructor: Pardos

EDUC 162A Teachers' Work 3 Units

This course is offered as part of the undergraduate education minor, examines the multiple dimensions of teachers' work by drawing on theories of teacher socialization and teacher professional learning, and exploring representations of teachers in the media and popular culture, as well as in relevant academic literature. Students will be introduced to the current policy, social, cultural, historical, professional, employment and legal context of teachers' professional lives in the United States. Students will have the opportunity to examine these aspects of teachers' work by interacting with teachers in the field.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Little

EDUC 180 Logic of Inquiry 3 Units

An analysis of the logical and epistemological foundations of empirical research with the aim of developing a critical and vigorous approach to empirical inquiry, deductive and inductive logic, the structure of scientific theories, justification, falsification, the role of values, prediction and the nature of causality.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam not required.

EDUC C181 Race, Identity, and Culture in Urban Schools 3 Units

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 (197) credit.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam not required.

Instructor: Suad-Bakari

Also listed as: AFRICAM C133A

EDUC 182AC The Politics of Educational Inequality 4 Units

This course explores the state of U.S. public education, particularly how success within that system varies by race, class, and gender. It explores educational attainment across different groups within the U.S. and then looks at how the structure of educational policymaking affects different types of students. It concludes by investigating the varied impact of different approaches to reform, with an eye toward identifying how best to reduce educational inequality in the United States.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture and 1 hour of discussion per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Garcia Bedolla

EDUC 183 High School, The Movie 3 Units

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.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture and 1.5 hours of discussion per week

Summer: 8 weeks - 6 hours of lecture and 3 hours of discussion per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Perlstein

EDUC 184 Philosophical Foundations of Education 3 Units

Systematic survey of educational thought with emphasis on the epistemological, logical and ethical foundations of the major philosophies of education.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 6 weeks - 7.5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

EDUC 185 Gender and Education: International Perspectives 3 Units

This course is designed to provide an overview of the major discussions and debates in the area of gender and education, from a global perspective. Examines theoretical understandings of gender, and the intersection of gender, schooling, global poverty, and social justice. Explores strategies to "undo" gender, including the role of international donor agencies, the state, NGOs, popular education, the media, sport, and innovative curricula.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Murphy-Graham

EDUC 186AC The Southern Border 4 Units

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.

Rules & Requirements

Prerequisites: Upper division standing

Requirements this course satisfies: Satisfies the American Cultures requirement

Hours & Format

Fall and/or spring: 15 weeks - 4 hours of lecture per week

Summer: 6 weeks - 10 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructors: Manz, Shaiken

Also listed as: ETH STD 159AC/GEOG 159AC

EDUC 188 Latinas/os and Education: Critical Issues and Perspectives 3 Units

The course engages a selection of themes examining the academic achievement of Latinas/os in K-12 and in higher education. The course aims to foster an awareness of the complex issues influencing the education of Latinas/os and of ways to work towards supporting and advancing the educational experiences of Latinas/os in schools and society.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Alternative to final exam.

EDUC 188B Native American Education: Critical Issues and Possibilities 3 Units

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.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Alternative to final exam.

Instructor: Baquedano-Lopez

EDUC 189 Democracy and Education 4 Units

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.

Rules & Requirements

Prerequisites: Junior standing or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 4 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Hurst

EDUC 190 Critical Studies in Education 4 Units

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. All students must engage in a community project.

Hours & Format

Fall and/or spring: 15 weeks - 4 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Alternative to final exam.

Instructor: Hull

EDUC 190B Unraveling Education: A Participatory Inquiry 4 Units
Course builds upon 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.

Rules & Requirements

Prerequisites: 190

Hours & Format

Fall and/or spring: 15 weeks - 4 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Hurst

EDUC N190 Critical Studies in Education 3 Units

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.

Hours & Format

Summer: 6 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Alternative to final exam.

Instructor: Hull

EDUC 191B Gender Issues in Education 3 Units

This course will examine the role of gender in education and the influences on classroom discourse, curriculum, and teaching and learning styles. We will also look at current trends in school reform, how schools and alternative programs address issues of gender bias. This course will provide an opportunity to consider the experiences of students and teachers as "gendered" beings in the educational system.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 8 weeks - 5.5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Woody

EDUC C193A Environmental Education 3 Units

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.

Hours & Format

Fall and/or spring: 15 weeks - 5.5 hours of lecture and 6 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

Instructor: Hurst

Also listed as: ESPM C193A

EDUC 195B Special Topics in the Foundations of Teaching 1 - 4 Units
Reading and language arts.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 0 hours of seminar per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

EDUC 195C Special Topics in the Foundations of Teaching 1 - 4 Units
Mathematics and science.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 0 hours of seminar per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Letter grade. Final exam required.

EDUC 197 Field Studies 1 - 4 Units

University organized and supervised field programs involving experiences in schools and school-related activities.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1-4 hours of fieldwork per week

Summer:

6 weeks - 1-5 hours of fieldwork per week

8 weeks - 1-4 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Offered for pass/not pass grade only. Final exam not required.

EDUC S197 Field Studies 1 - 4 Units

University organized and supervised field programs involving experiences in schools and school-related activities.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Summer: 8 weeks - 0 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Offered for pass/not pass grade only. Final exam not required.

EDUC 198 Directed Group Study 1 - 3 Units

Group discussion, research, and reporting on selected topics. Student initiation in choice of subjects is solicited and welcomed.

Rules & Requirements

Prerequisites: Consent of instructor, upper division standing

Credit Restrictions: Enrollment is restricted; see the Introduction to Courses and Curricula section of this catalog.

Repeat rules: Course may be repeated for credit as topic varies. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1-3 hours of directed group study per week

Summer:

6 weeks - 2.5-7.5 hours of directed group study per week

8 weeks - 2-6 hours of directed group study per week

10 weeks - 1.5-4.5 hours of directed group study per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Offered for pass/not pass grade only. Final exam not required.

EDUC 199 Supervised Independent Study and Research for Undergraduates 1 - 4 Units**Rules & Requirements**

Prerequisites: Consent of instructor

Credit Restrictions: Enrollment is restricted; see the Introduction to Courses and Curricula section of this catalog.

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 0 hours of independent study per week

Summer:

6 weeks - 2.5-10 hours of independent study per week

8 weeks - 2-7.5 hours of independent study per week

10 weeks - 1.5-6 hours of independent study per week

Additional Details

Subject/Course Level: Education/Undergraduate

Grading/Final exam status: Offered for pass/not pass grade only. Final exam not required.