

# 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-programs-undergraduate-minor-education-information-sessions>). These sessions, conducted by the education minor adviser, 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 adviser during office hours.
2. Submit an online application form, available on the School of Education website (<https://gse.berkeley.edu/undergraduate-programs-undergraduate-minor-education-applying>). Apply only after attending an information session or meeting with the education minor adviser. 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 adviser 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 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	The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World
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) <sup>1</sup>
EDUC 191P	Course Not Available
EDUC 195B	Special Topics in the Foundations of Teaching <sup>2</sup>
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
ESPM 78A	Teaching and Learning Environmental Science
GERMAN C109	Course Not Available
GERMAN C175	Course Not Available
IAS C148	Course Not Available
IAS 180	Current Issues in International and Area Studies
INTEGBl/ EPS C100/ GEOG C146	Communicating Ocean Science
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

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

<sup>2</sup> 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-programs-field-studies-enroll>). 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-programs-field-studies-enroll>), 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 EDUC 97/EDUC 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-programs-undergraduate-minor-education-fieldwork-petition>) 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 Department of Education at 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 adviser about petitioning the course. A syllabus will be required.

## Education

### EDUC 24 Freshman Seminar 1 Unit

Terms offered: Fall 2017, Fall 2016, Fall 2015

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.

Freshman Seminar: Read More [+]

#### 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.

Freshman Seminar: Read Less [-]

## EDUC 30AC Race and Ethnicity inside Schools 4 Units

Terms offered: Spring 2016, Spring 2009, Fall 2005

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.

Race and Ethnicity inside Schools: [Read More](#) [+]

### 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

Race and Ethnicity inside Schools: [Read Less](#) [-]

## EDUC 39A Freshman/Sophomore Seminar: Applying the Universal Design Paradigm to Enhance Educational Access for All Students 3 Units

Terms offered: Summer 2016 10 Week Session, Summer 1998 10 Week Session, Fall 1997

What is access? In this course, students will refine their definition of educational access and learn about the paradigm of universal design, a set of principles originally developed to ensure that the built environment was accessible to all. Universal design has expanded to apply to learning contexts. Educators, in addition to applying universal design to tangible aspects of the learning environment, are also applying it to intangible elements (curriculum, teaching philosophy and practices, etc.) in order to create barrier-free learning environments that serve diverse student populations. Students will analyze the elements that allow for all students to have fair and equal participation in educational settings.

Freshman/Sophomore Seminar: Applying the Universal Design Paradigm to Enhance Educational Access for All Students: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Priority given to freshmen and sophomores

### Hours & Format

**Summer:** 6 weeks - 10 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

Freshman/Sophomore Seminar: Applying the Universal Design Paradigm to Enhance Educational Access for All Students: [Read Less](#) [-]

## EDUC 39B Freshman/Sophomore Seminar: Reading the Research University 3 Units

Terms offered: Summer 2014 10 Week Session

How do undergraduates thrive in a research university? This course provides a multi-disciplinary framework for students to interrogate and analyze their educational experiences, including the structures, paradigms, and schooling practices that help shape those experiences. Students will also "read the research university" in order to understand the historical, social, cultural, and economic factors that have created and shaped UC Berkeley. Through this course, students will develop academic frameworks that will inform their learning processes and hone strategies to navigate and thrive in the university.

Freshman/Sophomore Seminar: Reading the Research University: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Priority given to freshmen and sophomores

### Hours & Format

**Summer:** 6 weeks - 10 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

Freshman/Sophomore Seminar: Reading the Research University: [Read Less](#) [-]

## EDUC 39D Freshman/Sophomore Seminar 3 Units

Terms offered: Fall 2009

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.

Freshman/Sophomore Seminar: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Priority given to freshmen and sophomores

### 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.

Freshman/Sophomore Seminar: [Read Less](#) [-]

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

Terms offered: Spring 2018, Spring 2017, Spring 2015

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.

Experiencing Education: Diversity and (In)Equality in and Beyond Schools: [Read More](#) [+]

### 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.

Experiencing Education: Diversity and (In)Equality in and Beyond Schools: [Read Less](#) [-]

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

Terms offered: Summer 2015 Second 6 Week Session, Summer 2014 Second 6 Week Session, Summer 2011 Second 6 Week Session

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.

Experiencing Education: Race and Ethnicity Inside Schools: [Read More](#) [+]

### 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.

Experiencing Education: Race and Ethnicity Inside Schools: [Read Less](#) [-]

## EDUC 52 Understanding Language in Society 3 Units

Terms offered: Fall 2014, Fall 2013, Fall 2012

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.

Understanding Language in Society: [Read More](#) [+]

### 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 Rheenen

Understanding Language in Society: [Read Less](#) [-]

## EDUC 52AC Understanding Language in Society 3 Units

Terms offered: Fall 2017, Fall 2016, Fall 2015

This course will explore how speaking, reading and writing are influenced by social and cultural factors. The topics include dialects, Standard English, and slang; the influence of identity on language use; and the dynamic and diverse ways in which people use language to communicate with one another and in their communities. The course will begin by exploring how people communicate within the university, or academic discourse, and how this impacts academic achievement. Thus, a secondary objective is to examine literate strategies and practices of being a student that lead to higher academic achievement.

Understanding Language in Society: [Read More](#) [+]

### 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:** Mirabelli

Understanding Language in Society: [Read Less](#) [-]

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

Terms offered: Spring 2013, Fall 2010, Fall 2009

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.

American Sports, Culture, and Education: Read More [+]

### 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

American Sports, Culture, and Education: Read Less [-]

## EDUC 97 Field Studies 1 - 4 Units

Terms offered: Spring 2016, Fall 2015, Spring 2015

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

Field Studies: Read More [+]

### Rules & Requirements

**Prerequisites:** Restricted to freshman and sophomores. Consent of instructor

**Repeat rules:** Course may be repeated for credit.

### 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.

Field Studies: Read Less [-]

## EDUC 98 Directed Group Study 1 - 4 Units

Terms offered: Spring 2018, Fall 2017, Spring 2017

Directed Group Study: Read More [+]

### 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.

### 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.

Directed Group Study: Read Less [-]

## EDUC 99 Supervised Independent Study 1 - 4 Units

Terms offered: Fall 2016, Fall 2015, Fall 2014

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.

Supervised Independent Study: Read More [+]

### 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.

Supervised Independent Study: Read Less [-]

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

Terms offered: Spring 2011, Spring 2009, Spring 2008

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.

Reforms in Elementary Education: Psychological and Sociocultural Foundations: Read More [+]

### 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

Reforms in Elementary Education: Psychological and Sociocultural Foundations: Read Less [-]

## EDUC 114A Early Development and Education 4 Units

Terms offered: Spring 2018, Spring 2017, Spring 2016

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

Early Development and Education: Read More [+]

### 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

Early Development and Education: Read Less [-]

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

Terms offered: Spring 2009, Spring 2008

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.

Practicum in Early Development and Education, Children Birth to Age 5: Read More [+]

### 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.

Practicum in Early Development and Education, Children Birth to Age 5: Read Less [-]

## EDUC 130 Knowing and Learning in Mathematics and Science 3 Units

Terms offered: Spring 2018, Fall 2017, Summer 2017 8 Week Session  
 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. Knowing and Learning in Mathematics and Science: Read More [+]

### 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

Knowing and Learning in Mathematics and Science: Read Less [-]

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

Terms offered: Fall 2014, Spring 2014, Fall 2013  
 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. Classroom Interactions in Science and Mathematics: A Focus on Equity and Urban Schools: Read More [+]

### 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

Classroom Interactions in Science and Mathematics: A Focus on Equity and Urban Schools: Read Less [-]

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

Terms offered: Spring 2018, Fall 2017, Spring 2017

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.

Classroom Interactions in Science and Mathematics: A Focus on Equity and Urban Schools: Read More [+]

### 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

Classroom Interactions in Science and Mathematics: A Focus on Equity and Urban Schools: Read Less [-]

## EDUC 140AC The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World 4 Units

Terms offered: Spring 2018, Fall 2017, Spring 2017

Drawing from both historical and contemporary sociocultural theories on literacy and language as well as recent research from education and new media scholars, we will explore an array of digital and non-digital forms of meaning-making and symbolic creativity, such as meme-generating, video making, micro-blogging, multi-player gaming, and app designing, as well as more traditional and non-digital or pre-digital forms of cultural participation and civic engagement.

The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World: Read More [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of lecture, 1 hour of discussion, and 2 hours of fieldwork per week

**Summer:** 6 weeks - 6 hours of lecture, 2 hours of discussion, and 7 hours of fieldwork per week

### Additional Details

**Subject/Course Level:** Education/Undergraduate

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

**Instructor:** Hull

The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World: Read Less [-]

## EDUC N140 Literacy: Individual and Societal Development 4 Units

Terms offered: Summer 2015 10 Week Session, Summer 2015 Second 6 Week Session, Summer 2014 Second 6 Week Session

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.

Literacy: Individual and Societal Development: Read More [+]

### 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

Literacy: Individual and Societal Development: Read Less [-]

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

Terms offered: Prior to 2007

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.

The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World: [Read More](#) [+]

### 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

The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World: [Read Less](#) [-]

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

Terms offered: Spring 2018, Fall 2017, Summer 2017 Second 6 Week Session

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.

The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World: [Read More](#) [+]

### 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

8 weeks - 6.5 hours of web-based lecture and 1.5 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

The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World: [Read Less](#) [-]

## EDUC W141 Exploring Digital Pedagogy 3 Units

Terms offered: Not yet offered

Over the past decade, online education and classroom-based education have begun to converge in the form of digital pedagogy. What does this mean for the role of the instructor, how a student learns, the design of a learning experience, the structure of education and the impact on society overall? This course provides the opportunity to explore issues that are impacting 21st century education and pedagogy due to the disruptive force of technology.

Exploring Digital Pedagogy: [Read More](#) [+]

### Hours & Format

**Summer:** 8 weeks - 3 hours of web-based lecture and 3 hours of web-based discussion 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:** Conrad

Exploring Digital Pedagogy: [Read Less](#) [-]

## EDUC 142 Education in a Global World 3 Units

Terms offered: Spring 2013

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).

Education in a Global World: [Read More](#) [+]

### 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

Education in a Global World: [Read Less](#) [-]

## EDUC W142 Education in a Global World 3 Units

Terms offered: Fall 2017, Summer 2017 First 6 Week Session, Spring 2017

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).

Education in a Global World: [Read More](#) [+]

### Hours & Format

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

**Summer:** 6 weeks - 8 hours of web-based lecture 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:** Murphy-Graham

Education in a Global World: [Read Less](#) [-]

## EDUC 143 Introduction to the Teaching of English 3 Units

Terms offered: Spring 2014, Spring 2013, Spring 2012

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.

Introduction to the Teaching of English: [Read More](#) [+]

### 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

Introduction to the Teaching of English: [Read Less](#) [-]

## EDUC W144 Practicum in Education 1 - 3 Units

Terms offered: Summer 2017 Second 6 Week Session

Research Practicum in Education is designed to provide an opportunity for undergraduates to gain knowledge of qualitative research methods through critically reflecting on practicum work conducted in an educational setting. Students have the option of conducting practicum work in one of four course strands: (1) working with K-12 youth or peers; (2) conducting guided research; (3) working in an education-providing institution; and (4) course assistance in a university class.

Practicum in Education: Read More [+]

### Rules & Requirements

**Prerequisites:** Need instructor's consent on practicum site prior to enrolling. Specifically, enrollment instructions should state: "Students must have confirmed their practicum placement for the course before enrolling. For more information how to find and secure a practicum placement, please contact course instructor

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

### Hours & Format

**Summer:** 6 weeks - 0.5-0.5 hours of web-based lecture and 1-1 hours of web-based discussion 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.

**Instructors:** Hull, Underwood

Practicum in Education: Read Less [-]

## EDUC C145 Literacy through Literature 3 Units

Terms offered: Spring 2014, Fall 2010, Spring 2009, Fall 2002

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.

Literacy through Literature: Read More [+]

### 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:** Kramersch

**Also listed as:** GERMAN C106

Literacy through Literature: Read Less [-]

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

Terms offered: Prior to 2007

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

Language, Culture, and Migration Practices in the Maya Diaspora: Read Less [-]

## EDUC 146A Education and Migration: Indigeneity in Yucatan and Its Diaspora 6 Units

Terms offered: Summer 2017 10 Week Session

Course addresses complex issues influencing the social experiences of indigenous immigrant youth and their families in the Maya Diaspora (Yucatan-SF). The course introduces contextual background (historical, political, economic, social) to the creation of Maya indigeneity and representation in Yucatan and in the US. It will also address pan-maya social movements that have tried to redefine cultural and linguistic identities.

Education and Migration: Indigeneity in Yucatan and Its Diaspora: Read More [+]

### Hours & Format

**Summer:** 5 weeks - 10 hours of lecture and 8 hours of fieldwork per week

### Additional Details

**Subject/Course Level:** Education/Undergraduate

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

**Instructor:** Baquedano-Lopez

Education and Migration: Indigeneity in Yucatan and Its Diaspora: Read Less [-]

## EDUC C148 Education and International Development 4 Units

Terms offered: Spring 2018, Fall 2016, Fall 2015

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.

Education and International Development: Read More [+]

### 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:** GLOBAL C128

Education and International Development: Read Less [-]

## EDUC 149 Foundations for Teaching Language Arts 2 Units

Terms offered: Summer 2013 10 Week Session, Summer 2011 10 Week Session, Fall 2009

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.

Foundations for Teaching Language Arts: Read More [+]

### 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

Foundations for Teaching Language Arts: Read Less [-]

## EDUC 150 Advanced Studies in Education 3 Units

Terms offered: Prior to 2007

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.

Advanced Studies in Education: Read More [+]

### 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.

Advanced Studies in Education: Read Less [-]

## EDUC 151 Education, the Student Body, and Disability 3 Units

Terms offered: Prior to 2007

The course will trace the genealogy of educational curriculum reform movements and draw parallels to how students with disabilities have been excluded from physical, social, and sports opportunities within educational spaces historically. Particular focus will be placed on the student body at the intersection of sport and school, analyzing the historical and controversial relationship between athletics and American educational institutions. A critical component of the course requires students to participate in an engaged scholarship experience with our local non-profit partners. Students will have the opportunity to reflect on readings and engaged scholarship experiences through regular course assignments.

Education, the Student Body, and Disability: Read More [+]

### 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:** Van Rheenen

Education, the Student Body, and Disability: Read Less [-]

## EDUC W153 Research in Education: Studying Educational Inequality and Possibility 4 Units

Terms offered: Not yet offered

The goal of the Research in Education is to introduce students to educational research and the methods and frameworks used to examine key educational topics related to educational inequity and educational possibility. Students also will develop robust understandings of relevant theories and methods by engaging with research focused around the set of core topics. In this way, students will become 're-searchers' of enduring educational issues.

Research in Education: Studying Educational Inequality and Possibility: Read More [+]

### Hours & Format

**Summer:** 6 weeks - 1 hour of web-based discussion and 0.5 hours of web-based lecture 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:** Gutiérrez

Research in Education: Studying Educational Inequality and Possibility: Read Less [-]

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

Terms offered: Fall 2017, Fall 2016, Fall 2015

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

Foundations for Teaching Reading in Grades K-8: Read More [+]

### 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

Foundations for Teaching Reading in Grades K-8: Read Less [-]

## EDUC 160 Foundations for Teaching Social Studies 2 Units

Terms offered: Spring 2018, Spring 2017, Spring 2016

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

Foundations for Teaching Social Studies: Read More [+]

### 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

Foundations for Teaching Social Studies: Read Less [-]

## EDUC 161 Digital Learning Environments 3 Units

Terms offered: Fall 2015

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.

Digital Learning Environments: Read More [+]

### 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

Digital Learning Environments: Read Less [-]

## EDUC W161 Digital Learning Environments 3 Units

Terms offered: Fall 2017

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.

Digital Learning Environments: Read More [+]

### Hours & Format

**Fall and/or spring:** 15 weeks - 3 hours of web-based lecture 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:** Pardos

Digital Learning Environments: Read Less [-]

## EDUC 162A Teachers' Work 3 Units

Terms offered: Fall 2016, Spring 2013, Spring 2012

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.

Teachers' Work: Read More [+]

### 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

Teachers' Work: Read Less [-]

## EDUC 163 Contemporary Issues in U.S. Education 3 Units

Terms offered: Spring 2018, Spring 2016

This course surveys the major events, as well as broader social, political, and economic forces, that have coalesced to shape U.S. public schools today and the contemporary reforms that policy makers have designed to improve them. We accomplish this by exploring the scholarship on the roots of educational inequality, the history of school reform, and the most prominent reforms that are present in American schools today. We engage with primary research, historical artifacts, advocacy documents, and guest speakers who represent a range of ideological and political perspectives.

Contemporary Issues in U.S. Education: Read More [+]

### 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:** Trujillo

**Formerly known as:** Education 152

Contemporary Issues in U.S. Education: Read Less [-]

## EDUC 180 Logic of Inquiry 3 Units

Terms offered: Spring 2009, Fall 2007, Fall 2006

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.

Logic of Inquiry: Read More [+]

### 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.

Logic of Inquiry: Read Less [-]

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

Terms offered: Fall 2015, Fall 2014, Fall 2013

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.

Race, Identity, and Culture in Urban Schools: [Read More \[+\]](#)

### 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

Race, Identity, and Culture in Urban Schools: [Read Less \[-\]](#)

## EDUC 182AC The Politics of Educational Inequality 4 Units

Terms offered: Spring 2017, Spring 2016, Spring 2014

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. Terms offered: Not yet offered

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.

The Politics of Educational Inequality: [Read More \[+\]](#)

### 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

**Also listed as:** POL SCI 182AC

The Politics of Educational Inequality: [Read Less \[-\]](#)

## EDUC 182AC The Politics of Educational Inequality 4 Units

Terms offered: Spring 2017, Spring 2016, Spring 2014

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.,Terms offered: Not yet offered

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.

The Politics of Educational Inequality: Read More [+]

### 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

**Also listed as:** POL SCI 182AC

The Politics of Educational Inequality: Read Less [-]

## EDUC 183 High School, The Movie 3 Units

Terms offered: Spring 2018, Spring 2017, Spring 2016

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.

High School, The Movie: Read More [+]

### 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

High School, The Movie: Read Less [-]

## EDUC 184 Philosophical Foundations of Education 3 Units

Terms offered: Summer 2010 10 Week Session, Summer 2010 Second 6 Week Session, Summer 2009 Second 6 Week Session

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

Philosophical Foundations of Education: Read More [+]

### 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.

Philosophical Foundations of Education: Read Less [-]

## EDUC 185 Gender and Education: International Perspectives 3 Units

Terms offered: Spring 2012, Fall 2009, Fall 2008

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.

Gender and Education: International Perspectives: Read More [+]

### 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

Gender and Education: International Perspectives: Read Less [-]

## EDUC 186AC The Southern Border 4 Units

Terms offered: Fall 2017, Fall 2016, Fall 2015

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.

The Southern Border: Read More [+]

### Rules & Requirements

**Prerequisites:** Upper division standing

**Requirements this course satisfies:** Satisfies the American Cultures requirement

### Hours & Format

**Fall and/or spring:** 15 weeks - 3-3 hours of lecture and 1-1 hours of discussion 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

The Southern Border: Read Less [-]

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

Terms offered: Fall 2017, Fall 2016, Fall 2015

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.

Latinas/os and Education: Critical Issues and Perspectives: Read More [+]

### 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.

Latinas/os and Education: Critical Issues and Perspectives: Read Less [-]

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

Terms offered: Spring 2018, Spring 2017, Spring 2016

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.

Native American Education: Critical Issues and Possibilities: Read More [+]

### 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

Native American Education: Critical Issues and Possibilities: Read Less [-]

## EDUC 188F Language, Race, and Power in Education 3 Units

Terms offered: Spring 2018

This course is designed to critically examine the intersection of language, race, and power in education. Through dialogue, readings, research, and critical analysis the course aims to foster awareness of the ways in which seemingly neutral education processes are inherently embedded in power dynamics around language use. Participants will discuss the purposes of education, the ways schooling and education are related to other societal structures, and the potential of education to productively address inequalities, especially as they impact students of historically racialized group (e.g. Latino/a, African-American, Native American, and Asian).

Language, Race, and Power in Education: Read More [+]

### 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:** Baquedano-Lopez

Language, Race, and Power in Education: Read Less [-]

## EDUC 189 Democracy and Education 4 Units

Terms offered: Spring 2012, Spring 2011, Spring 2010

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.

Democracy and Education: Read More [+]

### 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

Democracy and Education: Read Less [-]

## EDUC 190 Critical Studies in Education 4 Units

Terms offered: Fall 2015, Spring 2015, Fall 2014

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.

Critical Studies in Education: Read More [+]

### 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

Critical Studies in Education: Read Less [-]

## EDUC 190AC Critical Studies in Education 4 Units

Terms offered: Spring 2018, Fall 2017, Spring 2017

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. Course satisfies the American Cultures breadth requirement.

Critical Studies in Education: Read More [+]

### 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

Critical Studies in Education: Read Less [-]

## EDUC 190B Unraveling Education: A Participatory Inquiry 4 Units

Terms offered: Fall 2012, Spring 2012, Fall 2011

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.

Unraveling Education: A Participatory Inquiry: Read More [+]

### 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

Unraveling Education: A Participatory Inquiry: Read Less [-]

## EDUC N190 Critical Studies in Education 3 Units

Terms offered: Summer 2017 Second 6 Week Session, Summer 2016 First 6 Week Session, Summer 2016 Second 6 Week Session

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.

Critical Studies in Education: Read More [+]

### 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

Critical Studies in Education: Read Less [-]

## EDUC W190 Critical Studies in Education 3 Units

Terms offered: Spring 2018, Summer 2017 8 Week Session

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.

Critical Studies in Education: Read More [+]

### Hours & Format

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

### Summer:

6 weeks - 6 hours of web-based lecture per week

8 weeks - 6 hours of web-based lecture 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

Critical Studies in Education: Read Less [-]

## EDUC 191B Gender Issues in Education 3 Units

Terms offered: Spring 1999

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.

Gender Issues in Education: Read More [+]

### 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

Gender Issues in Education: Read Less [-]

## EDUC C193A Environmental Education 3 Units

Terms offered: Fall 2012, Fall 2011, Fall 2010

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.

Environmental Education: Read More [+]

### 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

Environmental Education: Read Less [-]

## EDUC 195B Special Topics in the Foundations of Teaching 1 - 4 Units

Terms offered: Spring 2017, Fall 2016, Spring 2016

Reading and language arts.

Special Topics in the Foundations of Teaching: Read More [+]

### Rules & Requirements

**Prerequisites:** Consent of instructor

### 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.

Special Topics in the Foundations of Teaching: Read Less [-]

## EDUC 195C Special Topics in the Foundations of Teaching 1 - 4 Units

Terms offered: Spring 2013, Fall 2012, Fall 2011

Mathematics and science.

Special Topics in the Foundations of Teaching: Read More [+]

### Rules & Requirements

**Prerequisites:** Consent of instructor

### 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.

Special Topics in the Foundations of Teaching: Read Less [-]

## EDUC 197 Field Studies 1 - 4 Units

Terms offered: Spring 2018, Fall 2017, Summer 2017 8 Week Session

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

Field Studies: Read More [+]

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit.

### 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.

Field Studies: Read Less [-]

## EDUC S197 Field Studies 1 - 4 Units

Terms offered: Prior to 2007

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

Field Studies: Read More [+]

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit.

### 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.

Field Studies: Read Less [-]

## EDUC 198 Directed Group Study 1 - 3 Units

Terms offered: Spring 2018, Fall 2017, Spring 2017

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

Directed Group Study: Read More [+]

### 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.

Directed Group Study: Read Less [-]

## EDUC 199 Supervised Independent Study and Research for Undergraduates 1 - 4 Units

Terms offered: Spring 2016, Fall 2015, Spring 2015

Supervised Independent Study and Research for Undergraduates: Read More [+]

### 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.

### 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.

Supervised Independent Study and Research for Undergraduates: Read Less [-]