CHECK ONLINE FOR UP-TO-DATE COURSE CONTROL NUMBERS, TIMES, AND LOCATIONS!

http://schedule.berkeley.edu/

CORE COURSE – required for all Ed Minor students

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

FIELD STUDY COURSES – School of Education

EDUC 97/197 Education Field Studies (1-4) Staff
45 hours of fieldwork per semester = 1 unit, variable units available. Students take part in organized and supervised field programs involving experiences in tutoring/mentoring in schools and school-related programs or on campus. Section descriptions and contact information: http://gse.berkeley.edu/undergraduate-programs-field-studies-enroll and 1600 Tolman Hall. Can be repeated for credit. P/NP grading. Current Sections approved for the Minor are listed on the Education Minor website.

FIELD STUDY COURSES – Other Departments

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

EDUC 52  Understanding Language in Society (3)  Mirabelli
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.

EDUC 130  Knowing and Learning in Mathematics and Science (3)  Harrer
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. Students do course projects in local classrooms. Fieldwork is a course requirement and does NOT count as fieldwork for the Minor. Prerequisites listed on telebears do not apply to Ed Minors. Class entry code required- contact the Calteach program: calteach@berkeley.edu or (510) 642-4024. Calteach minors have preference.

EDUC 131AC – Classroom Interactions in Science and Mathematics: A Focus on Equity and Urban Schools (3)  Poon
This course continues the process of preparing students to teach science and mathematics in secondary schools by providing opportunities to evaluate challenges they face in instructional settings. We will explore frameworks for thinking about equity issues in the classroom and beyond school settings, learn strategies for teaching students of diverse backgrounds, and consider how classroom interactions enable students to develop a deep conceptual understanding of the subject matter. Pre-requisites: Educ 130 or consent of instructor. Class entry code required – contact the Calteach program: calteach@berkeley.edu or (510) 642-4024. Calteach minors have preference.

EDUC 140AC  Literacy: Individual & Societal Development (3)  Hull
This course combines theory and practice in the study of literacy and development. It will introduce socio-cultural educational theory and research focused especially on literacy teaching and learning. This literature will be examined in practice through participation in computer-based after-school programs. In addition, the course will contribute to understanding of race, culture, and ethnicity in the United States. We will develop a view of literacy, not as a neutral skill, but as embedded within culture and as depending for its meaning and its practice upon social institutions and conditions. Satisfies the American Cultures requirement. Students will concurrently enroll in one unit of EDUC 97/197 Sec 48.

EDUC W140A  The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World (4)  NEW!!  Hull
This web-based course combines theory and practice in the study of literacy and development. It will introduce sociocultural educational theory and research focused especially on literacy teaching and learning, and this literature will be examined in practice through participation in after-school programs. In addition, the course will contribute to an understanding of how literacy is reflected in race, culture, and ethnicity in the United States and how these symbolic systems shift in a digital world.

EDUC C148  Education and International Development (4)  Murphy-Graham
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. Also listed as IAS C148.

EDUC 161  Digital Learning Environment (3)  NEW!!  Pardos
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.

**EDUC C181  Race, Identity, and Culture in Urban Schools** (3) Suad-Bakari
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 credit (EDUC 97/197 Sec 37).** Cross listed as Africam C133A.

**EDUC 186AC  The Southern Border** (4) Shaiken & Manz
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. Also listed as Ethnic Studies 159AC and Geography 159AC. Satisfies the American Cultures requirement.

**EDUC 188 - Latina/os and Education: Critical Issues and Perspectives** (3) Baquedano-Lopez
This course engages a selection of themes examining the academic achievement of Latina/os in K-12 and higher education. The course aims to foster an awareness of the complex issues influencing the education of Latina/os and of ways to work towards supporting and advancing their educational experiences in schools and society.

**EDUC 195B  Special Topics in the Foundation of Teaching:** Teaching Reading to Low Achieving Students (3) McCallum
Local, state and national measures all indicate that a significant number of students are not learning the skills and strategies in reading that they will need to function effectively in today's social, technological and economic environment. The purpose of EDUC 195B is to examine this situation from both a theoretical and practical perspective. It is not necessary or expected that you have prior teaching experience in order to benefit from this course. While such experience can be helpful, you will receive support that helps you learn how to work with students, even if you have never worked with children before. You may find this course particularly useful if you are thinking about education as a career, or becoming a teacher. Even if you eventually seek to work with a different age level, in another subject area, or in other areas of education the careful attention to reading, literacy and the needs and perspectives of low achieving students can serve as a powerful foundation for future work. **This course will take place in conjunction with EDUC 97/197, Section 21, a fieldwork experience where you will work directly with low achieving students.** Under the guidance of the instructor and teachers in schools, you will work to assist low achieving students learn to be better and more critical readers. The course seminar will assist you to reflect on your field experience, course readings, and our on-going discussions. For more information contact the instructor: rdmc@berkeley.edu

**GRADUATE COURSES IN EDUCATION:** Students may take a maximum of two (2) graduate level courses (200 level) in the School of Education to meet the elective requirement. Instructor permission is required for graduate classes.

**ELECTIVE COURSES – Other Departments**

**AFRICAM C133A  Race, Identity, and Culture in Urban Schools** (3) Suad-Bakari
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 credit (EDUC 97/197 Sec 37 or African Am Studies 197).** Cross listed as Educ C181.
ART PRACTICE 196  Bridging the Arts Seminar (4)                  Putnam
Bridging the Arts is open to artists from a variety of disciplines including dance, spoken word, theater, performance, creative writing, social practice, music, and visual arts. Through readings, written reflection, guest speakers, group discussion, and teaching in the field, Bridging the Arts (BtheArts) Student Instructors explore the arts in the public education system. Student Instructors develop and implement arts curricula that is both age appropriate and culturally relevant to their students in underserved Bay Area Schools. **Prerequisites:** Consent of instructor. All Bridging the Arts participants are required to pass a background check with the DOJ and the FBI. Art majors have priority. Students wanting to enroll in this course must be proficient in an arts discipline (writing, visual or performing arts). Ed Minors wishing to use this class for the Minor must enroll for at least 3 units. Students may request a class entry code from Dee Levister at dplev@berkeley.edu

COG SCI 1  Introduction to Cognitive Science (4)                  Regier
This course is an introduction to the interdisciplinary field of cognitive science. Lectures and readings will survey research in such fields as artificial intelligence, psychology, linguistics, philosophy, and, neuroscience; and will cover topics such as the nature of knowledge, thinking, remembering, vision, imagery, language, and consciousness. Sections will demonstrate some of the major methodologies. **Limited to intended Cog Sci majors.**

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

ETH STD/GEOG 159AC  The Southern Border (4)                  Shaiken & Manz
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. **Cross listed as Education 186AC. Satisfies the American Cultures requirement. Prerequisites:** Upper division standing.

IAS C148  Education and International Development (4)               Murphy-Graham
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. **Also listed as Education C148.**

PSYCH 140  Developmental Psychology (3)                      Xu
This course explores the development of children from birth to adolescence, in a wide range of areas including biological, cognitive, linguistic, social, and personality development. It also covers the effects of genes, experience, and social context on children's development. Psychology majors have preference for this class.

THEATRE 140  Pedagogy for Movement Based Classes (3)            Goode
Introduces students to foundational principles necessary to teach practice-based courses that involve movement, dance, and/or physical activity and expression. Designed for undergraduate students interested in pursuing teaching. Students should be prepared to engage in practical exercises as well as the study pedagogical theories and methods.

UGIS 120  Introduction to Applied Language Studies (3)          Kern
This course is an introduction to the study of language as applied to real world problems in specific situations in which people use and learn languages, e.g., language learning and teaching, language socialization, bilingualism and multilingualism, language policy and planning, computer-mediated communication, stylistics, translation, intercultural communication, language and symbolic power, political and commercial rhetoric. Fieldwork consists of observation and analysis of language-related real world problems.

Email: edminor@berkeley.edu (510) 643-9303