UNDERGRADUATE
MINOR IN EDUCATION
Graduate School of Education
UC Berkeley Course List    SUMMER 2015

Updated 12/18/14

CORE COURSE – required for all Education Minor students

EDUC 190  Critical Studies in Education (3)
Hull
Section 1:  5/26/15 - 7/2/15 M/W 10 am – 1 pm
Section 2:  5/26/15 - 7/2/15 T/Th 10 am – 1 pm
Section 3:  7/6/15 – 8/4/15 M/W 10 am – 1 pm
Six hours of lecture for six weeks. 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. Students must engage in a community project. Fieldwork in this course does NOT count as fieldwork for the Ed Minor.

FIELD STUDY COURSES

EDUC 97/197  Education Field Studies (1-4)
Staff
Two Minor approved field study programs are offered in the summer, the Pre-K Enrichment Program and Cal Corps BUILD. Please contact the coordinator of each program as stated on the Field Studies list. Students must enroll in Section 1 of Educ 97/197 for all field programs in summer.

Bay Area Writing Project (enroll in Educ 97/197, Section 1)
The Bay Area Writing Project (BAWP) is the founding site of the National Writing Project, which has a network of close to 200 writing project sites nationwide. The program, housed in and sponsored by the Graduate School of Education (GSE) involves a robust program of young writers and teen camps, an ideal setting for Education minors to gain hands-on experience in the teaching of writing to children and youth. Fieldwork would include serving as a tutor and teaching assistant in one or more of the young writers or teen camps. Supervision on-site would be done by BAWP teaching fellows, who are all experienced, credentialed K-12 teachers. Ed Minors would be asked to conference with students, work with small groups, develop and teach mini-writing activities and in general support the ongoing work of the camps. A commitment to either one Young Writers Camp (45 hours) or a combination of Teen Camps (for a total of 45 hours) will be required. For more information, contact Tara Kaiser tarakaiser@berkeley.edu

ISF 187 (4) & IAS 196 (2) Global Internships, Mumbai, India
The UC Berkeley Global Internships program in Mumbai gives students the unique opportunity to earn academic credit while gaining practical experience in Education. The Global Internships team works with each student to find an internship placement that fits his/her interests and goals. Throughout the program, students will receive comprehensive support from the program’s professional staff, including: One-on-one internship placement services; First-hand knowledge, connections, and international work experience in education; Professional development workshops including interview and work culture preparation; Academic credit for the internship via a ten-week online course; A course taught by local Indian faculty at St. Xavier’s College on Indian culture and history. (con’t on next pg)
The internships offered in Mumbai focus specifically on the development sector and in a variety of areas such as global poverty, non-profit, NGO, human rights, social welfare, environment, education, public health, pre-med, pre-law, etc. **Students in the Education Minor MUST select an internship in Education if they want it to count for Education Minor fieldwork. This program can count as all 3 units of Education Minor approved fieldwork.**

**APPLICATIONS:** February 2, 2015 through March 2, 2015 *(check with program for option for late applications).* For more information, please go to globalinternships.berkeley.edu or email Randeep Kullar at globalinternships@berkeley.edu

### ELECTIVE COURSES – School of Education

**EDUC N40AC**  
Experiencing Education: Race and Ethnicity Inside Schools (3)  
Leonardo  
7/6/15 – 8/14/15  
Tu/Th 10 am – 2pm  
Seven and one-half hours of lecture/discussion per week for six weeks. Racial and ethnic minorities in American schools and colleges through case studies of African Americans, Mexican Americans, Native Americans, and selected Asian American groups. Policies, practices, ideologies, experiences, and outcomes will be analyzed and compared. This course satisfies the American Cultures requirement.

**EDUC N140**  
Literacy: Individual & Societal Development (4)  
Kenney  
7/6/15 – 8/14/15  
Tu/Th 10am -2pm  
Eight hours of lecture/discussion/workshops and seven hours of fieldwork per week for six weeks. 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. This course satisfies the American Cultures requirement. **NOTE:** This course includes 45 hours of fieldwork. For the 4 units, this course counts as 1 elective and 1 unit of fieldwork for the minor.

**EDUC 146**  
Language, Culture, and Migration Practices in the Maya Diaspora  
Baquedano-Lopez  
7/6/15 – 8/14/15  
Tu/Th 9 am – 1pm  
Eight hours lecture/discussion per week. 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.

**EDUC 188**  
Latinas/os and Education: Critical Issues and Perspectives (3)  
Baquedano-Lopez  
5/26/15 – 7/2/15  
Tu/Th 9 am – 1 pm  
Eight hours of lecture for six weeks. 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.

**EDUC 188B**  
Native American Education: Critical Issues and Possibilities (3)  
Baquedano-López  
7/6/15 – 8/14/15  
Tu/Th 4-8 pm  
Eight hours of lecture for six weeks. The course aims to foster an awareness of the complex issues influencing the education of Native people and of ways to productively work towards supporting and advancing the educational experiences of Native Americans in schools and beyond. This course critically examines themes that are central to understanding the academic achievement and attainment of Native Americans in K-12 and higher education.
EDUC 191Q  Good Schools for Children (3)  Mintrop
5/26/15 - 7/2/15  Tu/Th 11 am – 3 pm
Six hours of lecture and two hours of discussion per week. In this age of school reform and change, there are a plethora of ideas about the kinds of problems that plague schools and the solutions for those problems. While these ideas come from all over the ideological and political spectrum, they all begin from a specific assumption of a "good school." Thus, the ways we define a good school has implications about how we approach schooling ideologically, politically, culturally, and morally. Rather than taking the idea of goodness as self-evident, this course will take goodness as a concept to be deconstructed and investigated, and then, reconstructed as dynamic.

EDUC 191R  Queer Topics in Education (3)  Mintrop
5/26/15 - 7/2/15  MW 11 am – 3 pm
Six hours of lecture and two hours of discussion per week. Focusing on key issues at the intersection of cultural studies, educational practice, feminist and critical race theory studies, and queer theory, the seminar will explore the challenges of inclusive education for the needs, rights, and responsibilities of LGBTQ (Lesbian, Gay, Bisexual, Transgender, Intersex, and Queer) organizations, community educators and people in a multitude of educative settings, and of students and educators in schools.

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

CHICANO 172  Chicanos and the Educational System (4)  Guerrero
5/26/15 - 7/2/15  Tu/WTh 6-8:30P
Seven and one-half hours of lecture for six weeks. An examination of the historical and contemporary relationship between the educational system and the Mexican community in the United States; the history of schooling practices within the Mexican population as a backdrop to an examination of the current educational conditions of the Chicano students; the different historical trends in the education of Chicanos including alternative schools, bilingual education, school segregation, and higher education. Prerequisites: 70 recommended.

COG SCI N1  Introduction to Cognitive Science (3)  Li
7/6/15 – 8/14/15  MTuWTh 10 am -12 pm
Seven and one-half hours of lecture for six weeks. 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.

PSYCH N140  Developmental Psychology (3)  Staff
Section 1:  5/26/15 - 7/2/15  M/W/Th  6 – 8:30 pm
Section 2:  7/6/15 – 8/14/15  M/Tu/Th  5 – 7:30 pm
Seven and one-half hours of lecture for six weeks. This course explores the development of children from birth to adolescence, in a wide range of areas including biological, cognitive, linguistic, social, and personality development. It also covers the effects of genes, experience, and social context on children's development.

SOCIOL 113AC  Sociology of Education (4)  Tarlau
5/26/15 - 7/2/15  M/Tu/W/Th  2 – 4 pm
Seven and one-half hours of lecture for six weeks. The role of formal education in modern societies. Educational systems in relation to the religious, cultural, economic, and political forces shaping their character. This course satisfies the American Cultures requirement. Prerequisites: 1, 3 or 3AC or consent of instructor.