

UNDERGRADUATE MINOR IN EDUCATION

**Graduate School of Education
UC Berkeley Course List FALL 2019**

Updated 8/5/19

CORE COURSE – required of all Ed Minor students, either version

EDUC 190AC 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. All students must engage in a community project. This course satisfies the American Cultures requirement. *The community project is equivalent to 1 unit of fieldwork for the Education Minor.* **Some spaces reserved for Ed Minor declared Jrs & Srs - contact Ed Minor advisor for permission number.**

EDUC W190A Critical Studies in Education (3)

web-based course

Serrano

This web-based version of the Ed Minor core 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. *This web-based course does NOT include a project that counts as a unit of Ed Minor fieldwork.*

FIELD STUDY COURSES – School of Education

EDUC 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 can be found on the Ed Minor website. Can be repeated for credit. P/NP grading. Enrollment codes are received from site coordinators for each section.*

EDUC W144 Practicum in Education (1-3 units)

web-based course

Murphy-Graham

The course serves the Ed Minor mission of developing students' critical habits of mind and reflection in educational research and practice. The course develops student awareness of their role as participant/observer, increases their understanding of ethical issues, and their ability to articulate these issues. Topics shape a productive field experience for the student and presume that different students' experiences in may be variable, encompassing different sites with different activities. *Ed Minor students may enroll in this course to complete 1, 2 or all of their field studies units. For questions or to enroll, contact course instructors: educw144@berkeley.edu.*

FIELD STUDY COURSES – Other Departments

ASAMST 197 – Youth Mentorship Program/Pilipinx 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 Bessie Carmichael Filipino Education Center. Students will be working with Galing Bata, an afterschool program that caters mainly to K-8th grade children living in the South of Market District. Galing Bata is recognized as one of the few Filipino bilingual-bicultural afterschool programs in the country, although it is by no means exclusive to students of Filipino heritage. As part of the course, mentors will tutor the students, mainly in Math and English, and facilitate workshops that promote student development. Mentors will also have the opportunity to participate in other activities such as sports, educational games, and field trips. In addition, the course will consist of bi-weekly seminars for the discussion of selected topics and required readings. The course is available during the Fall and Spring semesters for 1-2 units and can be taken multiple times. An enrollment code 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

youth.mentorship@gmail.com

ELECTIVE COURSES – School of Education

EDUC 130 Knowing and Learning in Mathematics and Science (3)

Chase

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. Permission number required - contact Calteach program, Clarissa Mark, advising_calteach@berkeley.edu.*

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

Golub

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. *This course satisfies the American Cultures requirement. Pre-requisites: Educ 130 or consent of instructor. Permission number required – contact Calteach program: Clarissa Mark, advising_calteach@berkeley.edu*

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

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. *This course satisfies the American Cultures requirement. Fieldwork counts as 1 unit of Minor approved fieldwork.*

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

Hull

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. *This is a web-based course. Fieldwork counts as 1 unit of Minor approved fieldwork.*

EDUC W142 Education in a Global World (3)**Murphy-Graham**

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. *This is a web-based course.*

EDUC 150 Advanced Studies in Education: Will STEM Save Us? Exploring the Promises and Perils of STEM Education (3)**NEW COURSE!!****Sengupta-Irvin**

The course examines national and global discourses of STEM education that rationalize its importance in the lives of minoritized people. From the launch of Sputnik to current reforms, STEM promises enfranchisement to people historically disenfranchised by structures of race, economic, and gender inequality. This course explores the promises of STEM through the context, substance, meaning, and outcomes of learning as described in research with minoritized students. The course then explores research that identifies the perils of STEM – e.g., threats to individual wellbeing, the commodification of learning, and the treatment of minoritized people as capital to advance national interests. The course ends with alternate discourses for STEM that engage its political dimensions in the language of ethics, dignity, community, and respect. By studying the productive tensions that competing discourses raise, this course asks you to decide: Will STEM save us?

EDUC C181 Race, Identity and Culture in Urban Schools (3)**Bristol**

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 Education Minor field study credit (EDUC 197, Section 37).**

EDUC 186AC The Southern Border (4)**Shaiken**

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. This course satisfies the American Cultures requirement.*

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**ASAMST 146 Asian Americans and Education (4)****Hirai Tsuchitani**

This course examines the historical and contemporary issues, which shape the educational experiences of Asian Americans. Critical issues such as bilingual education, university admissions, and the education of Asian immigrants as well as theoretical models of Asian American academic success will be explored and critically analyzed.

COG SCI 1 Introduction to Cognitive Science (4)**Pageler**

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. *Enroll priority to Cog Sci majors.*

COLWRIT 25AC Reading in and about US Educational Institutions (3)**Wald**

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.

Email: edminor@berkeley.edu

(510) 643-9303

ETH STD/GEOG 159AC The Southern Border (4)

Shaiken

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 Education 186AC. This course satisfies the American Cultures requirement.

LING C146/PSYCH C143 Language Acquisition

Srinivasan

An overview of topics and theories in language acquisition: early development of speech perception and production, word learning, generalizing linguistic structure, and differences between first language acquisition, second language acquisition, and bilingualism. We will also compare different theoretical approaches, and address the classic "nature vs. nurture" question by examining both traditional generativist approaches and more recent usage based models.

PSYCH 140 Developmental Psychology (3)

Bayne

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

SOCIOL 113 Sociology of Education (4)

Lucas

The role of formal education in modern societies. Educational systems in relation to the religious, cultural, economic, and political forces shaping their character.

UGIS 120 Introduction to Applied Language Studies (3)

Wilhite

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.