

UNDERGRADUATE MINOR IN EDUCATION

Graduate School of Education UC Berkeley Course List FALL 2018

Updated 8/2/18

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 W190 Critical Studies in Education (3) unscheduled/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. *In this version of the core course, there isn't a project that is equivalent to 1 unit of fieldwork for the Education Minor. No spaces are reserved for Ed Minor students; first come, first served.*

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: <http://gse.berkeley.edu/undergraduate-programs-field-studies-enroll>. Can be repeated for credit. P/NP grading. Enrollment codes are received from site coordinators for each section. **Current Sections approved for the Minor are listed on the Education Minor website.**

EDUC W144 Practicum in Education (1-3 units)

unscheduled/web-based course

Murphy-Graham

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. Students may also propose their own placement site. Ed Minor students may enroll in this course to complete 1, 2 or all of their field studies units. Instructor consent required. For questions or to enroll, contact Alice Taylor, aliceyt@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 "Carnival" days. 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: Kylie Cunningham at kyliecunningham@berkeley.edu or youth.mentorship@gmail.com

ELECTIVE COURSES – School of Education

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

Ham

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, Jessica Jones, 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: Jessica Jones, 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 W141 Exploring Digital Pedagogy. (3)

Serrano

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. *This is a web-based course.*

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 W161 Digital Learning Environments (3)

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. *This is a web-based course.*

EDUC C181 Race, Identify 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 field study credit (EDUC 197 Sec 37).** Cross listed with Africam C133A.

EDUC 186AC The Southern Border (4)

Staff

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

AFRICAM C133A Race, Identify 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 field study credit (EDUC 197 Sec 37).** Cross listed with Educ C181.

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
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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)

Li

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. *Enrollment 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.

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

Staff

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.

HISTORY 103M (4) Proseminar: Problems in Interpretation in the Several Fields of History: Middle East - Comparative Middle East Education in the Global Age of Empire (ONE TIME OFFERING!)

Prakash

Education is simultaneously an agent of change and a repository of values, revealing a great deal about the belief systems operating in a given society, as well as the shifting constellation of social and political interests at a given time. This course examines the history of "modern" education in the Middle East and North Africa, from the Napoleonic conquest of Egypt in 1798 through the end of World War II, in relation to issues of gender, religion, class, state-building, and nationalism.

How do developments in education in the Middle East compare to the evolution of education more globally in the age of colonial empire? To answer this question, we will examine developments in primary, secondary, and technical higher education in contexts of colonialism as well as defensive modernization, debates over the education of women and the implementation of universal primary education, how Western models of education were both imposed, but also actively taken and refashioned in the region, and how these non-religious modes of education interacted with their counterpart traditional religious institutions. Case studies include examples from the Ottoman Empire, Algeria, Egypt, mandate Syria, Lebanon, and Palestine, Iran, and Iraq, with comparative global examples from France and Great Britain, India, China, Russia, and sub-Saharan Africa.

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.

SOCIOL 113AC Sociology of Education (4)

Powers

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)

Vollmer

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.