UNDERGRADUATE MINOR IN EDUCATION
Graduate School of Education
UC Berkeley Course List  FALL 2021

Updated 7/22/21

CORE COURSE – required of all Ed Minors, either version

EDUC 190AC  Critical Studies in Education (4)  Hull/Leibovitz, Sobko
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. This course includes a project that counts as a unit of Ed Minor fieldwork. Some spaces reserved for Ed Minor declared Jrs & Srs - contact Ed Minor advisor.

EDUC W190A  Berkeley Changemaker: Critical Studies in Education (4)  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, and a capstone course project titled: the Digital Changemaker Project. This course includes a project that counts as a unit of Ed Minor fieldwork. Some spaces reserved for Ed Minor declared Jrs & Srs - contact Ed Minor advisor.

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. Variable unit. Enrollment codes are available from site coordinators for each section.

EDUC W144  Practicum in Education (1-3 units)  Mintrop
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. Can be repeated for credit. P/NP or letter grade accepted. Variable unit. More information on field placement partners on the Ed Minor website. For questions, contact course instructors: educw144@berkeley or contact the Ed Minor advisor.

Email: edminor@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 122 Research Methods for Science and Mathematics K-12 Teachers (3) Wilkerson
Students undertake several in-depth research projects to develop methods for engaging in authentic research in the science or mathematics content area related to their major. Interactive lectures and labs are designed to meet the needs of future teachers by practicing specific techniques--including statistics, mathematical modeling, and scientific writing--needed to address scientific questions so that they may guide their future K-12 students to develop skills in problem solving and research. (Cross listed with UGIS C122).

EDUC 130 Knowing and Learning in Mathematics and Science (3) Gerard
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 do not apply to Ed Minors. Permission number required - contact Calteach program, 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. Prerequisites: Edu 130 or consent of instructor. Permission number required – contact Calteach program: advising_calteach@berkeley.edu

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

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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 C142  Education in a Global World (4)  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 through our learning platform (bSpace or other).  (Cross listed with GLOBAL C129)

EDUC W153 Research in Educ: Studying Educational Inequality and Possibility (4)  Gutierrez/Jacobo
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.

EDUC C181  What is the Role of Race 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 an optional community engagement component for which students will earn 1 unit of field study (197) credit.  (Cross listed with AFRICAM C133A)

EDUC 184  Philosophy of Education (3)  Alexander
Systematic survey of educational thought with emphasis on the epistemological, logical and ethical foundations of the major philosophies of education.

EDUC 188  Latinas/os and Education: Critical Issues and Perspectives (3)  Baquedano Lopez
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.

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  What is the Role of Race 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 an optional community engagement component for which students will earn 1 unit of field study (197) credit.  (Cross listed with EDUC C181)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Description</th>
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<tr>
<td>ASAMST 146</td>
<td>Asian Americans and Education (4)</td>
<td>Hirai Tsuchitani</td>
<td>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.</td>
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<tr>
<td>COG SCI 1</td>
<td>Introduction to Cognitive Science (4)</td>
<td>Isaac</td>
<td>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.</td>
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<td>COLWRIT 25AC</td>
<td>Reading in and about US Educational Institutions (3)</td>
<td>Wald</td>
<td>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.</td>
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<td>GLOBAL C129</td>
<td>Education in a Global World (4)</td>
<td>Murphy-Graham</td>
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<td>PSYCH 140</td>
<td>Developmental Psychology (3)</td>
<td>Englemann</td>
<td>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.</td>
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<td>SOCIOL 111C</td>
<td>Sociology of Childhood (4)</td>
<td>Daniel</td>
<td>This course focuses on children and on varied contexts and experiences of growing up; it also highlights the social organization and meanings of age. It explores the idea of childhood as a social construction, including cross-cultural and historical variation in assumptions. Then it highlights the changing political economy and history of childhoods, including children's roles in consumption and production in the world. Lastly, it examines the intersecting dynamics of age, social class, racial ethnicity, gender and sexuality in growing up.</td>
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<td>SOCIOL 113</td>
<td>Sociology of Education (4)</td>
<td>Lucas</td>
<td>The role of formal education in modern societies. Educational systems in relation to the religious, cultural, economic, and political forces shaping their character.</td>
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<td>UGIS 120</td>
<td>Introduction to Applied Language Studies (3)</td>
<td>Babaci Wilhite</td>
<td>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.</td>
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<td>UGIS C122</td>
<td>Research Methods for Science and Mathematics K-12 Teachers (3)</td>
<td>Wilkerson</td>
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