

UNDERGRADUATE MINOR IN EDUCATION

**Graduate School of Education
UC Berkeley Course List FALL 2021**

Updated 4/19/21

CORE COURSE – required of all Ed Minors, 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. *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)

Hull

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. Enrollment codes are received from site coordinators for each section.*

EDUC W144 Practicum in Education (1-3 units)

Staff

This 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. Student has option for letter grade or P/NP grading. Field placement options listed on Ed Minor website. May enroll prior to securing field placement. Ed Minor students may enroll in this course to complete 1, 2 or 3 of their field studies units. For questions 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 C122 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) Staff

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) Staff

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: 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) web-based course 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 (4) web-based course 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).

EDUC W153 Research in Educ: Studying Educational Inequality and Possibility (4) Gutierrez/Jacobo web-based course

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 a mandatory community engagement component for which students will earn 1 unit of field study (197) credit. *(Cross listed with AFRICAM C133A)*

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 a mandatory community engagement component for which students will earn 1 unit of field study (197) credit. *(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 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) Isaac

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.

PSYCH 140 Developmental Psychology (3) Englemann

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) 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.

UGIS C122 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 Educ C122*).