

UNDERGRADUATE MINOR IN EDUCATION

Graduate School of Education UC Berkeley Course List FALL 2020

Updated 11/12/20

CORE COURSE – required of all Ed Minors, either version, both online this fall

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.**

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.* **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)

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.*

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

Email: edminor@berkeley.edu

(510) 643-9303

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 – all courses online this fall

EDUC 40AC From Macro to Micro: Experiencing Education (In)equality in and beyond Schools (4) Carter

The goal of equality has long dominated social and political discourse in the United States. This goal has struggled alongside our nation's professed commitment to diversity – diversity of race, ethnicity, class, language, culture, ability, and religion (among many others). Public schools are arguably the primary arena within which efforts to nurture equality and diversity have been focused and challenged. The schools, and the myriad educational contexts beyond them, play a central role in the organization of inequality. At the same time, they also offer the potential for increased opportunity and equity.

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*). *Permission number required to enroll*: Here is the [Google Form](#) link.

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

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, 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: 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 150, Sec 1-Adv Studies in Education: Language Development in the Chicano Child (3) de los Ríos
NEW COURSE!!**

This course is an advanced undergraduate seminar in current issues and topics in education. Course will focus on specific issues or research methods in the multidisciplinary field of education. A major research project is required as well as class presentation. Topics change each semester.

Class description: Bilingualism, first and second language acquisition, bilingual education, language assessment, Chicano Spanish and the role of dialect varieties in the classroom.

**EDUC 150, Sec 2-Adv Studies in Education: K-12 Computer and Data Science Education (3) Wilkerson
NEW COURSE!!**

This course is an advanced undergraduate seminar in current issues and topics in education. Course will focus on specific issues or research methods in the multidisciplinary field of education. A major research project is required as well as class presentation. Topics change each semester.

Class description: A workshop-style course focused on teaching and learning of the computational and data sciences (CDS) in K-12. Students will explore the intersections of pedagogy, equity, and learning in CDS by engaging with major contemporary curricula and tools (e.g. Beauty and Joy of Computing; CS Fundamentals; Mobilize Data Science; Scratch; Code.org; CODAP), analyzing local and immediate tensions between the tech industry and youth CDS initiatives, and designing their own novel curricular activities and interventions. No programming experience necessary.

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 163 Contemporary Issues in Education (3) online course! Trujillo

This course surveys the major events, as well as broader social, political, and economic forces, that have coalesced to shape U.S. public schools today and the contemporary reforms that policy makers have designed to improve them. We accomplish this by exploring the scholarship on the roots of educational inequality, the history of school reform, and the most prominent reforms that are present in American schools today. We engage with primary research, historical artifacts, advocacy documents, and guest speakers who represent a range of ideological and political perspectives.

EDUC 166 Will STEM Save US? The Promises and Perils of STEM Education (3) Sengupta-Irving

This course is for students interested in STEM education (especially K-12). We explore the promises of STEM of learning in national rhetoric, research, and student accounts. By understanding the productive tensions of STEM as a mechanism for racial and economic justice, we wrangle questions about the purpose of STEM education and how it intersects with issues of dignity and personhood in racially minoritized communities.

(NOTE: Students who completed Educ 150, Advanced Studies in Education during the Fall 2019 semester will not be able to enroll in this course as it is the same course)

EDUC 183 High School, The Movie (3) Perlstein

High school plays a pivotal role in American life. It both serves as a gatekeeper of educational and economic success and embodies hopes of transcending social divisions. Like high school itself, movies about it have fostered youth culture and helped Americans make sense of the intersection of democratic aspirations and social divisions. This course examines how the reality and representation of high schools combine to reflect and define American society and the lives of American youth.

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

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/Chan
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 131 Developmental Psychopathology (3) Zhou
This course will discuss linkages between developmental processes and child psychopathology. Included will be discussion of cognitive impairments in children, including learning disabilities and mental retardation; internalizing disorders, such as anxiety, withdrawal, and depression; externalizing disorders, such as attention-deficit hyperactivity disorder and conduct disorder; and child abuse and neglect. Psychobiological, familial, legal, and societal factors will be emphasized.

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.

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*). *Permission number required to enroll:* Here is the [Google Form](#) link.