

# **UNDERGRADUATE MINOR IN EDUCATION**

## **Graduate School of Education UC Berkeley Course List SPRING 2019**

*Updated 2/4/19*

### **CORE COURSE (either the in-person or web-based 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. *Satisfies the American Cultures requirement. As part of the course requirements, students engage in a community project that is equivalent to 1 unit of fieldwork for the Education Minor.* **Majority of spaces reserved for Ed Minor declared upper division students - 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. *Satisfies the American Cultures requirement. 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 on or off 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)**

**web-based course**

**Murphy-Graham**

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 may be variable, encompassing different sites with different activities. 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 for some or all of the field units required for the Minor. Instructor consent required. For questions or to enroll, contact Alice Taylor, [educw144@berkeley.edu](mailto: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 "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: Angela S. Lawenko at [youth.mentorship@gmail.com](mailto:youth.mentorship@gmail.com)

## ELECTIVE COURSES – School of Education

### **EDUC 114A Early Development and Education (4)**

**Holloway**

Theory and research on psychological development from birth through childhood with special attention to relations between developmental theory and educational practice. Directed field observation of developmental phenomena and educational practices. (*Observations are a course requirement and do not count toward the fieldwork requirements in the Minor*).

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

**Abrahamson**

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. Extensive readings are discussed in a bSpace forum. Students are placed in, and do course projects in, local classrooms for approximately 24 hours. *Fieldwork is a course requirement and does NOT count as fieldwork for the Minor. Permission number required – contact Calteach program: Clarissa Mark, [advising\\_calteach@berkeley.edu](mailto: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](mailto: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 sociocultural educational theory and research focused especially on literacy teaching and learning, and 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. Satisfies the American Cultures requirement. *Fieldwork will count as 1 unit of Minor approved fieldwork. Students are not permitted to enroll in Educ W140A and Educ 140AC.*

**EDUC W140A The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World (4)** **web-based course** **Hull**

This web-based 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. Satisfies the American Cultures requirement. *Fieldwork will count as 1 unit of Minor approved fieldwork. This is a web-based version of Educ 140AC. Students are not permitted to enroll in Educ W140A and Educ 140AC.*

**EDUC 150, Sec 1. Advanced Studies in Education -- Higher Education: Access, Equity, Outcomes, and Competition (3)** **NEW COURSE!!** **Britton**

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. Colleges and universities face numerous challenges today - from both the demand, or student and family perspective, and the supply, or institutional viewpoint. This section of the course will utilize frameworks and theories from economics to better understand the costs, benefits, and incentives students and colleges face. What is the role of access and equity in institutional decision-making within these frameworks? Some of the topics this course will address include: the role of federal, state, and local government in financing higher education; the reasons for the increasing demand for college education; enrollment management and tuition policies; transfer policies; the role of community colleges in college access; and supporting the academic needs of students.

**EDUC 150, Sec 2. Advanced Studies in Education -- Self-interest and Service in the Work of Professionals (3)** **NEW COURSE!!** **Mintrop**

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. This section of the course revolves around the tension between self-interest and service motives with which professionals in various lines of work pursue their craft. Exploring this tension through literature on egotism, reciprocity, altruism, and public service motivation in professional work settings helps students to clarify their own motives in pursuing professional careers.

**EDUC 150, Sec 3. Advanced Studies in Education -- Language in/and the World (3)** **NEW COURSE!!** **Sterponi**

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. This section of the course: A nuanced understanding of how language reveals and conceals realities of the world is an important asset for any educational enterprise that aims toward a critical and transformative engagement with the world. This course focuses on the relationship between language and the world, a complex relationship of coextensive ontology: language inhabits the world that language itself contributes to shaping. The role of language in constructing world realities—language and the world—is explored in relationship to identity processes—ethnic, national, gender, generational identities. The course examines language in the world through topics such as multilingualism, language endangerment and revitalization, new media discourse, language ideology.

**EDUC W153 Research in Education: Studying Educational Inequality and Possibility (4)** **Serrano**  
**web-based course**

The goal of this web-based course 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 W164 Early Childhood Policy – Children, Contexts, and Politics in Diverse Societies (3) Fuller**  
**NEW WEB-BASED COURSE!**

This web-based course examines how, when and why government intervenes in children's lives, through family, pre-/school, community, and digital media contexts, aiming to improve their trajectories. From this basis, we examine how the effects of policies on children locally, nationally, and internationally. Drawing from a variety of case studies and empirical research, students will gain a deep understanding of policy goals, development, implementation, and implications. After gaining familiarity with early childhood policies, students will develop their own policy at the family, pre-/school, community, or digital media level.

**EDUC 182AC The Politics of Educational Inequality (4)**

**Garcia-Bedolla**

This course explores the state of the American public education system with a focus on how success within that system varies by race, class, and gender. It begins with an overview of educational attainment across different racial, class, and gender groups within the United States, including Euro-Americans, African Americans, Latinos, and Asian Americans. It then explores the history and current structure of educational policymaking, with a focus on how these structures affected different types of students. It concludes by investigating how the impact of different approaches to reform, including de(and re)segregation, school finance reform, school choice, English immersion, testing/assessment regimes, and zero tolerance disciplinary practices, varies according to students' race, class, nativity, or gender, with an eye toward discovering the best approaches to reducing educational inequality in the United States. *Satisfies the American Cultures requirement.*

**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 188B Native American Education: Critical Issues and Possibilities (3)**

**Baquedano-López**

The course aims to foster an awareness of the complex issues influencing the education of Native people and of ways to productively work towards supporting and advancing the educational experiences of Native Americans in schools and beyond. This course critically examines themes that are central to understanding the academic achievement and attainment of Native Americans in K-12 and higher education.

**EDUC 188F Language, Race, and Power in Education (3)**

**Baquedano-López**

This course is designed to critically examine the intersection of language, race, and power in education. Through dialogue, readings, research, and critical analysis the course aims to foster awareness of the ways in which seemingly neutral education processes are inherently embedded in power dynamics around language use. Participants will discuss the purposes of education, the ways schooling and education are related to other societal structures, and the potential of education to productively address inequalities, especially as they impact students of historically racialized groups (e.g. Latino/a, African-American, Native-American, and Asian).

**GRADUATE COURSES IN EDUCATION:** *Students may also take a maximum of two (2) graduate level courses in the School of Education (200 level) to meet the elective requirement. Instructor permission is required prior to enrollment. Courses must be at least 3 units.*

**ELECTIVE COURSES – Other Departments**

**CHICANO 172 Chicanos and the Educational System (4)**

**Martinez-Calderon**

An examination of the historical and contemporary relationship between the educational system and the Mexican community in the United States; the history of schooling practices within the Mexican population as a backdrop to an examination of the current educational conditions of the Chicano students; the different historical trends in the education of Chicanos including alternative schools, bilingual education, school segregation, and higher education.

**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. *Satisfies the American Cultures requirement.*

**CY PLAN 190, Sec 2 Adv Topics in Urban Studies: Neighborhood Planning w/ Youth: Y PLAN (3) McKoy**

The Y-PLAN (Youth – Plan, Learn, Act, Now) is an interdisciplinary course and an award winning initiative where students in urban planning, design, education, and other related disciplines learn how to engage youth as genuine stakeholders and participants in local planning projects. After an initial teaching preparation phase, UCB students work side-by-side with local high school students for ten weeks teaching them fundamentals of community development by engaging in real world planning projects. Readings and seminar discussions focus on theoretical tools in participatory planning and teaching, complementing the practical application.

**IAS 150, Sec 2 Adv Studies in International and Area Studies: Universities and Dissidents (4) Beecher**

Universities occupy an ambiguous position at the crossroads of state and society. Are we liberated by our universities or indoctrinated by them? And how would we know the difference? This course examines the role of the university—as an idea, a place, a group of people, and an institution—in global history from its origins in medieval Europe to UC Berkeley today both in inculcating ideologies and languages of state power and also in teaching students and scholars to question received wisdom. It asks students to explore the value of academic freedom in relation to other kinds of freedom (and also other social and academic values) both through assigned course readings and by means of an independent research paper into a relationship between a university and dissident of their own choosing.

**LINGUIS C146/PSYCH C143 Language Acquisition (3)****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)****Gopnick**

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**

This course will address roles of formal education in modern societies and educational systems in relation to the religious, cultural, economic and political forces shaping their character. *All seats are reserved for declared sociology majors only in Phase 1. Enrollment may open up for undeclared and outside majors in Phase 2 depending on space availability, and according to priorities.*