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

Updated 10/26/20

CORE COURSE *(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. *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.*   **Some spaces reserved for Ed Minor declared upper division students - contact Ed Minor advisor.**

EDUC W190A   Critical Studies in Education (3)   **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.* **Some spaces reserved for Ed Minor declared upper division students - contact Ed Minor advisor.**

FIELD STUDY COURSES – School of Education

EDUC 197   Education Field Studies (1-4 units)   **Staff**
45 hours of fieldwork per semester = 1 unit; 1, 2, 3 or 4 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: https://gse.berkeley.edu/academics/undergraduate-programs/undergraduate-minor-education/requirements Can be repeated for credit. P/NP grading. Enrollment codes are received from site coordinators for each section. *Ed Minor students may enroll in this course for some or all of the field units required for the Minor.*

EDUC W144   Practicum in Education (1-3 units)   **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. Can be repeated for credit. Letter or P/NP grading. *Ed Minor students may enroll in this course for some or all of the field units required for the Minor. For questions or to enroll, contact 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. Further information, contact: youth.mentorship@gmail.com

ELECTIVE COURSES – School of Education

EDUC C122   Research Methods for Science and Mathematics K-12 Teachers (3)   Staff
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)   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. 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: advising_calteach@berkeley.edu*

**EDUC 131AC – Classroom Interactions in Science and Mathematics: Golub
A Focus on Equity and Urban Schools (3)**
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 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 version**   **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 W141   Exploring Digital Pedagogy (3)   **Hull**

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.

EDUC W142   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.

EDUC 150, Sec 1   Advanced Studies in Education - K-12 Computer and Data Science Education (3) Wilkerson

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. ***IMPORTANT:*** *This course is the same as Educ 150, Sec 2 offered Fall 2020 with the same subtitle. Students who completed this course Fall 2020 cannot also enroll in this course Spr 2021.*

EDUC 150, Sec 2   Advanced Studies in Education - Higher Education Policy (3)   **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. Topics change each semester.

Class description: Colleges and universities face numerous challenges today - from both the demand, or student and family perspective, and the supply, or institutional viewpoint. This course will utilize frameworks and theories from economics to better understand the costs, benefits, and incentives colleges and students face.

IMPORTANT: *This course is the same as Educ 150 offered Spring 2019 with the subtitle: Higher Education: Access, Equity, Outcomes, and Competition, and as in Spring 2020 with the subtitle: Higher Education Policy. Students who completed either of these courses cannot also enroll in this course Spr 2021.*

EDUC 154   Language in/and the World (3)   **Sterponi**

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: language inhabits the world that language itself contributes to shaping. *IMPORTANT: This course was previously offered SPRING 2019 as Educ 150, with subtitle Language in/and the World. Students who enrolled in Educ 150 with this subtitle cannot also enroll in Educ 154.*

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.

EDUC W165   Early Learning Environments for Diverse Learners (3)   Fuller
Explores diverse ways in which young children are raised across cultural and social-class groups, and implications for early interventions, preschooling, and public schools.

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. Also listed as African American Studies C133A. *(There will be no field placement with this course Spring 2021)*

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

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. Also listed as Educ C181. *(There will be no field placement with this course Spring 2021)*

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 1 Adv Topics in Urban Studies: Neighborhood Planning w/ Youth: Y PLAN (4)   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.

Berkeley Graduate School *of* Education

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)   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.

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 C122   Research Methods for Science and Mathematics K-12 Teachers (3)   Staff
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*).