

UNDERGRADUATE MINOR IN EDUCATION

Graduate School of Education
UC Berkeley Course List FALL 2023

Updated 4/6/23

CORE COURSE – required of all Ed Minors

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. *Fieldwork counts as 1 unit of Minor approved 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. *Section descriptions and contact information can be found on the Education 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)

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 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.edu or contact the Ed Minor advisor.*

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)**TBA**

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:**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/TBA**

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 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 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*

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has an optional community engagement component for which students will earn 1 unit of field study (Educ 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 an optional community engagement component for which students will earn 1 unit of field study (Educ 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. *(Enrollment note: 5 spaces will be reserved for Ed Minor upper division students, first come, first served, contact: edminor@berkeley.edu)*

COG SCI 1B Introduction to Cognitive Science (4) TBA

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. *Enrollment priority for 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,
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experience, and social context on children's development. Psychology majors have preference for this class.

SOCIOL 113AC Sociology of Education (4)

Hurtubise

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)

Babaci Wilhite

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*).