

UNDERGRADUATE MINOR IN EDUCATION

Berkeley School of Education Course List SPRING 2023

Updated 1/4/23

CORE COURSE - either version

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. *Satisfies the American Cultures requirement. The project in this course counts as 1 unit of fieldwork in the Minor.* **Some spaces reserved for Ed Minor declared upper division students - contact Ed Minor advisor.**

EDUC 190AC Critical Studies in Education (4)

Hull/Banks

This hybrid 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. *Satisfies the American Cultures breadth requirement. The project in this course counts as 1 unit of fieldwork in the Minor.* **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 (1-3 units)

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 can be found on the Ed Minor website's requirements page. Enrollment codes are received from site coordinators for each section. Can be repeated for credit. P/NP grading. Ed Minor students may enroll in this course for some or all of the field units 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 a variety of suggested placements. 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 for the Minor. For questions, 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 after school 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) Gerard

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) Goldwasser

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 Sci and Math: 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. 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)

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. Students are not permitted to enroll in Educ W140A and Educ 140AC.*

EDUC W141 Exploring Digital Pedagogy (3)

Hull/Adams-Grigorieff

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 C142 Education in a Global World (3)

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). *This is a web-based course.*

EDUC 150, Sec 1 Adv Studies in Educ: Citizenship Education and Social Conflict: Israeli and American Political Education in Comparative Perspective ((3)

Alexander

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.

Spring 2023: Citizenship education is a topic of growing international concern among educational researchers, policy-analysts, and practitioners. Increased migration, globalization, socio-economic stratification, and the rise of politically and religiously motivated extremism, have posed significant challenges to the nation-state and to state education as they emerged from nineteenth century European nationalism into today's diverse democracies. This has led many educational decision-makers to reconsider the role that schooling might play in the cultivation of political identity, from arguments for fostering maximal forms of citizenship that require thick, even patriotic, identification with local or national cultures, languages, histories, and ideals; to advocacy of schooling in minimal sorts of citizenship concerned primarily with individual rights and the mechanics of government; to insistence that citizenship education should challenge accepted hegemonies in order to include those who have been excluded, empower the disenfranchised, and liberate the oppressed. Israel and the US offer especially interesting cases for exploring citizenship education, since they encompass many of the complexities confronted by diverse, multicultural, conflict-ridden societies. This course will explore the complexities of citizenship education from the lens of a comparison between these two instructive cases, and within the context of the international discussion of the issue among practitioners, policy-makers, and researchers.

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.

EDUC W164 Early Childhood Policy - Children, Contexts, and Politics in Diverse Societies (3) Fuller

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 168 Educational Testing in the USA: Issues a Practical Experience (3) Draney

The aim of this course is to discuss and debate important issues that arise regarding educational testing, focusing on the US context, but including international perspectives as well. In order to give the students a practical experience regarding these issues, each student will participate in a group exercise to develop their own measurement instrument. Thus, this course has two parts: (a) to give students exposure to the important contemporary issues in educational testing in the USA; and (b) to give students a chance to experience how tests and other instruments are developed.

EDUC 182AC The Politics of Educational Inequality (4) Garcia-Bedolla/Quintero

This course explores the state of U.S. public education, particularly how success within that system varies by race, class, and gender. It explores educational attainment across different groups within the U.S. and then looks at how the structure of educational policymaking affects different types of students. It concludes by investigating the varied impact of different approaches to reform, with an eye toward identifying how best to reduce educational inequality in the United States.

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 up to two (2) graduate level courses in the School of Education (200 level) to meet the elective requirement. Instructor permission is required. 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.

CY PLAN 190 Advanced Topics in Urban Studies: YPLAN (4) Staff

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.

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

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. *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.

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 111C Sociology of Childhood (4) Reed

This course focuses on children and on varied contexts and experiences of growing up; it also highlights the social organization and meanings of age. It explores the idea of childhood as a social construction, including cross-cultural and historical variation in assumptions. Then it highlights the changing political economy and history of childhoods, including children's roles in consumption and production in the world. Lastly, it examines the intersecting dynamics of age, social class, racial ethnicity, gender and sexuality in growing up.

SOCIOL 113 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 C122 Research Methods for Science and Mathematics K-12 Teachers (3) Gerard

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*).