

UNDERGRADUATE MINOR IN EDUCATION

Berkeley School of Education Course List SPRING 2024

Updated 12/20/23

CORE COURSE - Choose One

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 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 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.*

Contact: bse-ugrad@berkeley.edu

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.*

ELECTIVE COURSES – School of Education

EDUC C122 Research Methods for Science and Mathematics K-12 Teachers (3)

TBA

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 132 Language Learning in Chicanx/Latinx Communities (4)

De los Rios

In this course, we will examine research from bilingual education, sociocultural language and literacy studies, educational anthropology, ethnic studies in education, and policy research in addition to reading/viewing/listening to literature, art and music to investigate the rich and diverse translingual practices of individuals from Chicana/o/x and Latina/o/x communities.

Contact: bse-ugrad@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 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 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.

This course will examine the roles of religion and spirituality in education from the perspective of liberal democratic societies in two paradigm cases, Israel and the United States. It will review similarities and differences in the ways each school system conceives and practices such notions as secular and religious, initiation and indoctrination, diversity and inclusion, and public and private. For example, public schools do not offer religious instruction in the United States, due to the constitutional separation of religion and state, whereas religious schools receive state funding in Israel, as they do in many other countries that require no such separation. The course will also consider critiques of these concepts and practices based on gender, race, class, nationality, language, and the search for meaning, as well as similarities and differences between the impact of religious affiliation and nationalism and the influence of extremism in each educational system.

EUDC 150 002 Teachers of Color in the United States (3) **Bristol**

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.

As the United States becomes more ethn racially diverse, calls from researchers, policy makers, and practitioners to recruit, support, and retain teachers of color have become commonplace in educational discourse for addressing teacher quality and student achievement. These calls highlighting the importance of diversifying the ethn racial composition of the teacher workforce are based on a growing body of evidence of the added value of teachers of color. One aim of this course is to examine the organizational (e.g., preparation programs and schools)

experiences of pre- and in-service teachers. A second aim of this course will explore how historic and current policies have enabled and constrain the recruitment, support, and retention of teachers of color.

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 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 163 Contemporary Issues in U.S. Education (3)

Trujillo / Rojas Concha

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 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 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 2 units.*

ELECTIVE COURSES – Other Departments

CHICANO 172 Chicanos and the Educational System (4)

Martinez-Calderon

Contact: bse-ugrad@berkeley.edu

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 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.

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.

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 131 Developmental Psychopathology (3)

Hinshaw

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)

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 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.

SOCIOL 180E Comparative Perspectives on U.S. and European Societies: Education (4)

Hurtubise

UGIS C122 Research Methods for Science and Mathematics K-12 Teachers (3)

TBA

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*).