

# ***UNDERGRADUATE MINOR IN EDUCATION***

**Graduate School of Education  
UC Berkeley Course List    SUMMER 2024**

*Updated 1/29/24*

## **CORE COURSE**

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

**Session C June 17-August 9**

**Staff**

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.

*Fieldwork is a course requirement and does NOT count as fieldwork for the Minor.* Email [advising\\_calteach@berkeley.edu](mailto:advising_calteach@berkeley.edu) to enroll.

### **EDUC W140A The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World (4)**

**Session D July 1-August 9**

**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 course satisfies the American Cultures requirement. NOTE: This course includes fieldwork, which counts as 1 unit of Minor approved fieldwork.*

### **EDUC W190 Critical Studies in Education (3)**

**Session C June 17-August 9**

**Hull/Banks**

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. *This web-based course does NOT include a project that counts as a unit of Ed Minor fieldwork.*

## FIELD STUDY COURSES

### **EDUC W144 Practicum in Education (1-3 units)**

**Session D July 1-August 9**

**Murphy-Graham/Aramburo**

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 to complete 1, 2 or all 3 of their field studies units. For questions, contact: educw144@berkeley.edu.*

## ELECTIVE COURSES – School of Education

### **EDUC W141 Exploring Digital Pedagogy (3)**

**Session C June 17-August 9**

**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 C142 Education in a Global World (4)**

**Session A - May 20 - June 28**

**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 (*AKA Global C129*)

### **EDUC W153 Research in Education: Studying Educational Inequality and Possibility (4)**

**Session A - May 20 - June 28**

**Gutierrez/Jacobo**

The goal of the Research in Education 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 182AC The Politics of Educational Inequality (4)**

**Session C June 17-August 9**

**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 188 Latinas/os and Education: Critical Issues and Perspectives (3)**

**Session A - May 20 - June 28**

**Baquedano Lopez / Landeros-Cisneros**

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

## **ELECTIVE COURSES – Other Departments**

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

**Session C June 17-August 9**

**Berumen**

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 N1 Intro to Cognitive Science (3)**

**Session D July 1-August 9**

**Croom**

This course introduces 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. This course is a core prerequisite for the Cognitive Science major and therefore must be taken for a letter grade.

**COLWRIT 143 Foundations of English Language Education (3)**

**Session A - May 20 - June 28**

**Baptiste**

An introduction to the fundamental principles and practices of English language education in both local and global contexts. This course covers theory and methods behind teaching reading, writing, listening, and speaking to diverse populations of English language learners in a variety of academic contexts. Web-based course.

**COLWRIT 145 Creating Materials for English Language Education (3)**

**Session D July 1-August 9**

**Wiese**

An introduction to developing instructional materials and assessment methods in English language teaching in both local and global contexts. This course covers theory and methods behind choosing, adapting, and writing materials

that are suitable for diverse populations of English language learners in a variety of academic contexts. Web-based course.

**PSYCH N140 Developmental Psychology (3)**

**Session C June 17-August 9**

**Nkara**

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)**

**Session D July 1-August 9**

**Hurtubise**

The role of formal education in modern societies. Educational systems in relation to the religious, cultural, economic, and political forces shaping their character.