

UNDERGRADUATE MINOR IN EDUCATION

Graduate School of Education UC Berkeley Course List FALL 2022

Updated 6/16/22

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. *Note - this course will NO LONGER include the equivalent of a unit of fieldwork for the Minor.* **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.*

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 create their own enrichment program, which is a class they will teach on a weekly basis during the afterschool program on the topic of their choosing, and facilitate workshops that promote student

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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 (although 1 unit is recommended) 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. *For further information, contact youth.mentorship@gmail.com.*

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) Gerard

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: 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. 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/Henrique

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/Everett

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 150, Sec 1 Adv Studies in Education: Bilingual Education in Chicana/Latina Communities (3)
de los Rios (Same as Educ 150 - Language Development in the Chicano Child, offered Fall 2020)

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.

Description for this class: In this course, we will examine research from linguistics, sociolinguistics, anthropology, sociocultural language and literacies research in education, policy research in addition to reading/viewing/listening to literature, art and music to investigate the rich and diverse bi/multi/translingual practices of individuals from Chicana/o/x and Latina/o/x communities. Early research deemed the language practices of Chicanos and Latinxs as error filled, deficient, and indicative of lower intellectual abilities. It took progressive researchers of Color and white allies to call attention to and disrupt the flawed methods and theories used for these studies. In turn, Chicana and Latina scholars began conducting research on their own communities, describing the nuanced language practices used to communicate meaning across a range of settings. (Note: this course is the same course offered Fall 2020 under Educ 150 with subtitle Language Development in the Chicano Child. If you completed this course in Fall 2020, you will not be able to also enroll in this version this fall.)

EDUC W153 Research in Educ: Studying Educational Inequality and Possibility (4) 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 155AC Asian American Struggles and Collective Learning for Racial Justice (4) Philip

NEW COURSE! Through a place-based and community-engaged research approach, we examine the social construction and contestation of race, the historical and contemporary consequences of racism, and the ongoing struggle for racial justice in the United States through the lens of Asian American racialization.

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 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 184 Philosophy of Education (3)

Alexander

Systematic survey of educational thought with emphasis on the epistemological, logical and ethical foundations of the major philosophies of education.

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) 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. *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, 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*).