

Undergraduate Education Courses

Berkeley School of Education UC Berkeley Course List Fall 2024

Updated 5/23/24

FIELD STUDY COURSES

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.*

EDUCATION COURSES

EDUC 39D Freshman/Sophomore Seminar - Neurodiversity: Scholarship, Politics and Culture Sterponi

This seminar examines the emerging concepts of neurodiversity and neurodivergence—terms originally developed by autistic activists and self-advocates seeking to depathologize autism and other forms of neurological, mental, and cognitive difference. Readings will incorporate perspectives from a wide range of research programs, including disability studies, anthropology, rhetoric, and critical theory. I hope the seminar will be of interest for students intending to major in medical anthropology and/or minor in Disability Studies, Applied Language Studies, Education.

EDUC 40AC From Macro to Micro: Experiencing Education (In)equality in and beyond Schools Trinidad

The goal of equality has long dominated social and political discourse in the United States. This goal has struggled alongside our nation's professed commitment to diversity – diversity of race, ethnicity, class, language, culture, ability, and religion (among many others). Public schools are arguably the primary arena within which efforts to nurture equality and diversity have been focused and challenged. The schools, and the myriad educational contexts beyond them, play a central role in the organization of inequality. At the same time, they also offer the potential for increased opportunity and equity.

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)**Wilkerson**

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.* To sign up for the course, please contact Geral Lowe, advising_calteach@berkeley.edu

EDUC 131AC Classroom Interactions in Science and Mathematics (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 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 course satisfies the American Cultures requirement. NOTE: This course includes fieldwork, which counts as 1 unit of Minor approved fieldwork.*

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.*

Email: bse-ugrad@berkeley.edu

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

The goal of this class 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 on the set of core topics. In this way, students will become 're-researchers' of enduring educational issues.

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

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)
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.

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.*

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

- 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, 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 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).