

# EDUCATION

## Overview & Learning Goals

### Overview

The education department fuses Bowdoin College's spirit of inquiry and commitment to the common good by connecting the history of schooling, educational theories, and pedagogical approaches to contemporary educational dilemmas.

Students are able to coordinate studies in education with the liberal arts curriculum in a variety of ways—including research, community-engaged study, and teacher preparation.

Course selection for the coordinate major is completed in close consultation with an education department advisor. Students who choose to major in sociology, for instance, might construct a course of study that explores “schooling and social difference” and take courses in educational philosophy, sociology of education, student exceptionalism, education and citizenship, and gender, sexuality, and schooling. Students who choose to major in government and legal studies might construct a course of study in “school reform” and take courses in educational policy, education and law, school privatization, urban education, and educational history. Students who choose to major in biology and are considering becoming life science teachers might construct a course of study around “science teaching and learning” and take courses in student exceptionalism, science education, teaching and learning, curriculum development, and urban education.

Students coordinate their study of education with any department/program at Bowdoin that offers a major. Students may count courses cross-listed with education and the home department/program toward both the home department/program major and the coordinate major with the permission of both departments/programs. Students may not declare a coordinate major in education with any of the following: a second departmental major, a student-designed major, or an interdisciplinary major.

### Learning Goals

Courses at all levels involve a variety of field experiences that engage students in schools, classrooms, and other educational contexts.

### Core Values of the Education Department

The following core values guide all aspects of the education department's curriculum and instruction—from introductory classes to upper-level seminars:

1. Be aware of the big picture. The study of education sheds light on one of the fundamental public institutions of the United States. Such study also reveals the humanistic dimensions of teaching and learning that are vital to constructing a meaningful life. Responsible teaching and informed dialogue about education depend upon a solid background in the social foundations of education.
2. Embrace theory and practice. Theoretical and text-based inquiries, as well as empirical studies of all kinds, provide a basis for understanding the purpose and practice of education. For teachers, effective practice depends upon a strong foundation of content knowledge and thoughtful application of curricular and pedagogical theory to practice. Teachers and

students at all levels of education gain expertise by listening, observing, doing, and reflecting.

3. Model and live in the spirit of inquiry. Students and instructors in the education department position themselves first as learners about those they teach and about the communities in which they teach. They recognize the limitations of their own perspectives and the need to draw on multiple sources of knowledge. Students and instructors in the department believe that teachers, especially, cannot assume that others will learn as they did and do. Therefore, teachers cannot teach only as they were taught. Teaching is an intellectually challenging practice that requires ongoing learning, self-assessment, collaboration, and research.

### Learning Goals

- Students analyze policies, dilemmas, and debates about public schooling from anthropological, historical, philosophical, and/or sociological perspectives.
- Students demonstrate their understanding of the diverse ways individuals and groups make meaning and interpret their experiences of education.
- Students create well-reasoned and research-based arguments to support their beliefs about quality teaching and learning in multiple contexts.

Department/Program Website (<https://www.bowdoin.edu/education/>)

### Faculty

Charles Dorn, *Department Chair*

Lynn A. Brettler, *Department Coordinator*

*Professors:* Charles Dorn, Doris A. Santoro‡

*Assistant Professor:* Alison Riley Miller

*Visiting Faculty:* Lauren Stark

Faculty/Staff Website (<https://www.bowdoin.edu/education/faculty-and-staff/>)

### Requirements

#### Education Coordinate Major

Students coordinate their study of education with any department/program at Bowdoin that offers a major. To satisfy the requirements for the coordinate major in education, students must complete the six credits detailed below as well as the major requirements within their coordinated department/program.

Code	Title	Credits
<b>Required Courses</b>		
EDUC 1101	Contemporary American Education	1
Select five courses at the 2000 level or higher.		5

- Students may count one intermediate independent study and one advanced independent study toward the major.
- With departmental approval, one study away course or course that is not cross-listed with the education department may be used to fulfill the major requirements.
- All majors are encouraged to take a course at the 3000 level.

## Education Minor

A minor in education requires four courses:

Code	Title	Credits
EDUC 1101	Contemporary American Education	1
Select three courses at the 2000 level or higher.		3

- Students may count up to one intermediate or advanced independent study toward the minor.
- With departmental approval, one study away course or course that is not cross-listed with the education department may be used to fulfill the minor requirements.
- All minors are encouraged to take a course at the 3000 level.

## Interdisciplinary Majors

The education department participates in interdisciplinary programs in education and mathematics and in education and physics.

See the Interdisciplinary Majors (<https://catalogue.bowdoin.edu/departments-programs/interdisciplinary-majors/>) area for more information.

## Additional Information

### Additional Information and Department Policies

- Students should be aware that EDUC 3301 Teaching and Learning and EDUC 3302 Curriculum Development have “content area” prerequisite courses that are taken outside of the education department. Students should consult the education department website for details at [bowdoin.edu/education](http://bowdoin.edu/education) (<https://www.bowdoin.edu/education/>).
- Students interested in the Bowdoin Teacher Scholars teacher certification program (see description below) may complete the program’s four prerequisite courses in the context of the coordinate major or the minor, or they may choose to do so outside of either the coordinate major or the minor.
- Courses that count toward the coordinate major, minor, or for Bowdoin Teacher Scholars eligibility must be taken for regular letter grades.
- Students must earn a grade of C- or better in order to have a course count toward the coordinate major or minor, serve as a prerequisite, or count as a content area requirement.
- Courses in the teaching pathway must be taken at Bowdoin.

### Bowdoin Teacher Scholars Program

The Bowdoin Teacher Scholars are a select group of Bowdoin undergraduates and graduates who embrace the College’s commitment to the common good by becoming teachers through a rigorous scholarly and classroom-based program.

Teacher Scholars:

- complete a full-time, fourteen-week, student-teaching practicum in a public school;
- participate in a reflective weekly seminar;
- develop a professional portfolio;

- receive Maine state initial teacher certification (Note: Maine state initial teacher certification carries reciprocity with all states and Washington, DC.); and
- gain access to the Boston, New York, and Philadelphia Teaching Induction Programs sponsored by the Consortium for Excellence in Teacher Education.

To become a Teacher Scholar, students must apply for candidacy through the education department, be a community member in good standing as verified by a dean’s review, and have a strong academic record. A cumulative 3.0 grade point average is required, as well as a 3.0 grade point average in EDUC 3301 Teaching and Learning and EDUC 3302 Curriculum Development. Subject areas of certification include secondary (grades 7–12) mathematics, life science, physical science, English, social studies, and world languages (grades K–12). Because majors at Bowdoin do not always correspond directly with subject areas for public school certification, students are strongly encouraged to meet with a member of the education department early in their college careers.

### Content Area Requirements for Bowdoin Teacher Scholars

- Social Studies: at least five courses in history (at least two of which must be non-US); and three courses from the following departments: anthropology, economics, government, history, psychology, or sociology. At least one of these must be from anthropology, economics, government, or history.
- English: eight courses
- Mathematics: eight courses
- World Languages: eight courses in the language in which certification is sought
- Life Science: seven courses in biology and one additional course in biochemistry, chemistry, earth and oceanographic science, math, neuroscience, or physics
- Physical Science: seven courses in one of the following: chemistry, earth and oceanographic science, or physics, and one course from another department: chemistry, earth and oceanographic science, math, or physics

Also note that teaching candidates must be fingerprinted and earn a passing score on all examinations specified by the Maine Department of Education.

### Pathways

Bowdoin Teacher Scholars follow one of two pathways. In the first, students participate in the program as undergraduates during the spring semester of their junior or senior year. In the second, they participate in the program during a spring semester within two years following their Bowdoin graduation.

### Undergraduate Pathway

By the end of the fall semester of their junior or senior year, Teacher Scholars:

- complete prerequisite coursework in education (EDUC 1101 Contemporary American Education, EDUC 2203 Educating All Students, EDUC 3301 Teaching and Learning, and EDUC 3302 Curriculum Development) and in the chosen content area.

During the spring semester of their junior or senior year, Teacher Scholars:

- complete a full-time, fourteen-week practicum (Students receive course credit for this practicum by enrolling in EDUC 3303 Student Teaching Practicum.);

- enroll in EDUC 3304 Bowdoin Teacher Scholar Seminar: Analysis of Teaching and Learning; and
- may enroll in an advanced independent study on portfolio development.

Note: Students are advised to take only three credits during the practicum semester and should plan to take an additional credit beforehand.

### Postgraduate Pathway

By the time they graduate from Bowdoin, Teacher Scholars:

- complete prerequisite coursework in Education (EDUC 1101 Contemporary American Education, EDUC 2203 Educating All Students, EDUC 3301 Teaching and Learning, and EDUC 3302 Curriculum Development) and in the chosen content area.

During a spring semester and within two years of their Bowdoin graduation, Teacher Scholars:

- complete a full-time, fourteen-week practicum (Students receive course credit for this practicum by enrolling EDUC 3303 Student Teaching Practicum.); and
- enroll in EDUC 3304 Bowdoin Teacher Scholar Seminar: Analysis of Teaching and Learning.

## Courses

### EDUC 1015 (c, FYS) Urban Education and Community Organizing

Discontinued Course. Enrollment limit: 16.

Approaches urban schools and communities as sites of promise and innovation as well as sites for social and political struggle. Examines the significance of community organizing as a form of education and the role of community organizing to improve urban schools. Readings include an examination of organizing tactics from historical figures such as Saul Alinsky, Ella Baker, Myles Horton, and Dolores Huerta. Topics may include 'grow your own' teacher initiatives, parent trigger laws, and culturally-sustaining educational programming.

Previous terms offered: Spring 2020.

### EDUC 1020 (c) The Educational Crusade

Charles Dorn.

Non-Standard Rotation. Fall 2020. Enrollment limit: 16.

Why do you go to school? What is the central purpose of public education in the United States? Should public schools prepare students for college? The workforce? Competent citizenship? Who makes these decisions and through what policy process are they implemented? Explores the ways that public school reformers have answered such questions, from the Common School Crusaders of the early nineteenth century to present advocates of No Child Left Behind. Examining public education as both a product of social, political, and economic change and as a force in molding American society, highlights enduring tensions in the development and practice of public schooling in a democratic republic.

### EDUC 1027 (c, FYS) 'To Market, To Market': Public Education and School Choice Policies

Non-Standard Rotation. Enrollment limit: 16.

School choice policies have emerged in the last few decades as a way to save the "failing" public educational system. Many policy-makers have argued that the introduction of market competition into public schools will "in and of itself" spur lasting change, resulting in improved performance and more innovative practices. Critics have argued, however, that, in practice, school choice policies produce different behaviors and results than market advocates had anticipated. Examines a range of school choice policies—from open enrollment plans, to charter schools and vouchers— from a variety of different perspectives, including in-depth reviews of the roles of the parents, students, educators, schools, and policymakers. Also incorporates case studies of several districts around the country, and the choice policies they have implemented.

Previous terms offered: Fall 2016.

### EDUC 1028 (b) Sociology of Campus Life: Race, Class, and Inequality at Elite Colleges

Ingrid Nelson.

Non-Standard Rotation. Fall 2020. Enrollment limit: 16.

Explores higher education in the contemporary United States through a sociological lens, highlighting the ways that elite colleges and universities both promote social mobility and perpetuate inequality. Examines the functions of higher education for students and society; issues of inequality in college access, financing, campus experiences, and outcomes later in life; the history and consequences of affirmative action; how and why historically white colleges and universities have diversified their student bodies; the challenges and benefits of diversity and inclusion on campus; and other topics. Emphasis on writing sociologically for public and academic audiences (Same as: SOC 1028)

Previous terms offered: Fall 2018.

### EDUC 1101 (c, ESD) Contemporary American Education

Charles Dorn.

Every Semester. Fall 2020. Enrollment limit: 49.

What are the purposes of public education and what makes it public? Do schools serve an individual good or a collective good? Is Americas system of public education organized to serve these purposes? What is the public's responsibility towards public education? How do current school reforms affect various stakeholders? The primary objective is to examine the cultural, social, economic, and institutional dilemmas confronting public schooling in the United States today. By approaching these dilemmas as unsolved puzzles instead of systematic failures, important insights are gained into the challenges confronting a democratic society historically committed to the public provision of education. Considers which theories and purposes of education motivate current reform efforts. Likewise, examines who shapes public discourse about public education and by what strategies. Employs a mixed approach of reading, discussion, and class-based activities to explore important educational issues including school reform and finance, charter schools, busing, vouchers, unequal educational opportunities and outcomes; and accountability, standardization, and testing.

Previous terms offered: Spring 2020, Fall 2019, Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016.

**EDUC 2203 (c, ESD) Educating All Students**

Lauren Stark.

Every Fall. Fall 2020. Enrollment limit: 25.

An examination of the economic, social, political, and pedagogical implications of universal education in American classrooms. Focuses on the right of every student, including students with physical and/or learning differences, and those who have been identified as gifted, to an equitable education. Requires participating in a virtual mentoring relationship with a middle-school student for a total of twenty-four hours over the course of the semester.

Prerequisites: EDUC 1101.

Previous terms offered: Fall 2019, Fall 2018, Fall 2017, Fall 2016.

**EDUC 2204 (c) Educational Policy**

Non-Standard Rotation. Enrollment limit: 35.

An examination of educational policy-making and implementation at the federal, state, and local levels. Particular attention is paid to the relationship between policy and school practice and the role practitioners play in policy-making. Policies explored include school choice, standards and accountability, No Child Left Behind, Race to the Top, the Common Core, and Proficiency-Based Instruction.

Prerequisites: EDUC 1020 or EDUC 1101.

Previous terms offered: Fall 2019, Spring 2017.

**EDUC 2206 (b, ESD) Sociology of Education**

Ingrid Nelson.

Non-Standard Rotation. Fall 2020. Enrollment limit: 35.

Examines the ways that formal schooling influences individuals and the ways that social structures and processes affect educational institutions. Explores the manifest and latent functions of education in modern society; the role education plays in stratification and social reproduction; the relationship between education and cultural capital; the dynamics of race, class, and gender in education; and other topics. (Same as: SOC 2206)

Prerequisites: Two of: SOC 1101 and SOC 2000 - 2969.

Previous terms offered: Spring 2018.

**EDUC 2211 (c) Education and the Human Condition**

Non-Standard Rotation. Enrollment limit: 35.

Explores the relationship between education and being/becoming human. Topics may be guided by the questions: What does it mean to be an educated person? How can education lead to emancipation? How might teaching and learning lead to the good life? What is our responsibility to teach the next generation? Readings may include works by Hannah Arendt, John Dewey, W. E. B. Du Bois, Plato, Jacques Rancière, among others.

Previous terms offered: Spring 2019, Spring 2017.

**EDUC 2212 (c, ESD) Gender, Sexuality, and Schooling**

Non-Standard Rotation. Enrollment limit: 35.

Schools are sites where young people learn to do gender and sexuality through direct instruction, the hidden curriculum, and peer-to-peer learning. In schools, gender and sexuality are challenged, constrained, constructed, normalized, and performed. Explores instructional and curricular reforms that have attempted to address students and teachers sexual identities and behavior. Examines the effects of gender and sexual identity on students' experience of school, their academic achievement, and the work of teaching. Topics may include compulsory heterosexuality in the curriculum, the gender of the good student and good teacher, sex ed in an age of abstinence. (Same as: GSWS 2282)

Prerequisites: EDUC 1101 or GLS 2001 or GWS 1101 or GSWS 1101.

Previous terms offered: Fall 2017.

**EDUC 2218 (c) Bad Teachers, Dead Poets, and Dangerous Minds: Movies about Education**

Non-Standard Rotation. Enrollment limit: 35.

Interdisciplinary course exploring films about elementary and secondary schools such as "Dead Poets Society," "Half-Nelson," and "Bad Teacher"—alongside readings from film studies, cultural studies, and education. Traces the history and development of the genre and explores how teaching and learning are imagined in popular culture—with an emphasis on movies that focus on "urban" schools. Discussions focus on genre theory and change, the cultural beliefs about schooling that inform and are informed by these movies, and the genre's depiction of race and gender in education. (Same as: CINE 2800)

Previous terms offered: Fall 2017.

**EDUC 2221 (c) Democracy's Citadel: Education and Citizenship in America**

Non-Standard Rotation. Enrollment limit: 35.

Examines the relationship between education, citizenship, and democracy in America. Questions explored include: What does public mean and how necessary is a public to democracy? Is there something democratic about how Americans choose to govern their schools? What does citizenship mean? Is education a public good with a collective economic and civic benefit, a private good with benefits to individuals whose future earnings depend on the quality of their education, or some combination of the two? What type of curriculum is most important for civic education and how should it be taught? What policies are necessary to prevent economic inequality from undermining education's role in fostering democratic citizenship? To what extent are the concepts of education for democracy and democratic education related?

Prerequisites: EDUC 1020 or EDUC 1101.

Previous terms offered: Fall 2018.

**EDUC 2222 (b) Educational Psychology**

Non-Standard Rotation. Enrollment limit: 35.

This course introduces the foundations of adolescent development and educational psychology. We examine topics such as identity development, cognitive development, social and cultural approaches to learning, risk taking, resilience, and positive youth development for young people ages 10-19. Course concepts and theories will be grounded in empirical research and will be applied to understanding contemporary opportunities and challenges faced by adolescent learning in both school and out-of-school environments. Insights for the ways in which educators can design learning experiences to better serve students' needs from a variety of backgrounds will be cultivated through a field placement in an educational context. (Same as: PSYC 2012)

Prerequisites: EDUC 1101 or PSYC 1101 or Placement in above PSYC 1101.

Previous terms offered: Spring 2020.

**EDUC 2247 (c) Gatekeepers and Barriers in Education**

Non-Standard Rotation. Enrollment limit: 35.

Examines the various ways that educational policies and practices enact borders and gatekeeping in schools. Pays particular attention to the lines drawn by race, class, nationality, ability, language, and gender to explore the effect of these policies on students, schools, and society more broadly. Accordingly, considers schools inclusive of public, private, K-12, and higher education. Areas of focus include tracking, financial aid, admissions, high-stakes testing, school lunch, dress codes, and gender norms.

Prerequisites: EDUC 1101.

Previous terms offered: Spring 2018.

**EDUC 2248 (c) Getting In: Merit, Equity, and Educational Admissions**

Non-Standard Rotation. Enrollment limit: 35.

What does it take to get admitted to a school, class, or program? From the time students enter the educational system, they encounter judgments about their worthiness for countless opportunities. What factors weigh in their favor? Who decides whether they deserve a spot? What does a fair admissions system look like? In this course, students will be introduced to the theory and practice of educational admissions in multiple contexts. While providing a broad overview, this course will also engage students in a deep exploration of contemporary and controversial topics that have a profound influence on the field, including: access and equity; bias and discrimination; standardized tests and "non-cognitive" variables; race and ethnicity in selective admission; academic tracking; and giftedness. By the end of the course, students will have a deeper understanding of the competing interests, ethical considerations, and social implications that factor into educational admissions.

Prerequisites: EDUC 1101.

Previous terms offered: Spring 2020.

**EDUC 2249 (c) The Evolution of Testing and Data Use in Schools**

Non-Standard Rotation. Enrollment limit: 35.

Traces the evolution of testing and data use in education, from the development of college entrance exams to the movement for merit-based teacher compensation. With an eye toward practical application, students will learn to analyze test and data use by applying the principles of validity and reliability that underlie educational measurement. The course addresses the diversity of ways that test data are used by teachers, students, researchers, and policymakers to inform education policy and everyday classroom practice. Topics of focus include high-stakes standardized testing, classroom assessment, data-based decision-making, large scale assessment, and teacher accountability. Students will learn to manipulate data and analyze various types of measurement instruments, and conduct research projects on topics of their choice.

Prerequisites: EDUC 1101.

Previous terms offered: Spring 2019.

**EDUC 2250 (b) Education and Law**

George Isaacson.

Non-Standard Rotation. Fall 2020. Enrollment limit: 19.

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. Analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and the education of those with disabilities. (Same as: GOV 2024)

Previous terms offered: Spring 2019.

**EDUC 2260 (c) Science Education: Purpose, Policy, and Potential**

Non-Standard Rotation. Enrollment limit: 35.

Why do all Americans need to learn science and what are we doing to improve science education in our schools? With the release of the Next Generation Science Standards and in response to America's poor standing on international assessments of math and science, there has been a shift in public interest and dialogue around why and how we teach science that is reminiscent of the late 1950s after the Soviet launch of Sputnik. Considers the goals of science education in the United States and explores research and policy related to science curriculum, teaching practice, and student learning.

Prerequisites: EDUC 1101.

Previous terms offered: Spring 2020, Spring 2018, Fall 2016.



**EDUC 2272 (c) Urban Education and Community Organizing**

Lauren Stark.

Non-Standard Rotation. Fall 2020. Enrollment limit: 35.

Approaches urban schools and communities as sites of promise and innovation as well as social and political struggle. Examines the significance of community organizing as a form of education and the role of community organizing to improve, defend, and transform urban schools. Engages in major debates around urban education through readings and films. Features the perspectives of leading education researchers, policymakers, community organizers, and teacher scholars. Includes discussions of popular education, parent trigger laws, privatization, social movement unionism, and culturally-sustaining educational programming.

Previous terms offered: Spring 2018, Spring 2017.

**EDUC 2290 (c) Public Schools, Private Goals**

Non-Standard Rotation. Enrollment limit: 35.

Should public schools be run like businesses? Should corporations, foundations, and philanthropists significantly influence school reform? Investigates current educational policies traditionally aligned with privatization agendas, including competition and school choice, marketing practices in schools, test-based accountability and sanctions, finance and fundraising, school closure, and standardization. Course readings review current debates on these issues; highlight the tensions between private and public interests; examine questions of equity and access in public education; and review intended and unintended policy outcomes from student, parent, and teacher perspectives.

Prerequisites: EDUC 1101.

Previous terms offered: Spring 2017.

**EDUC 2310 (c, ESD) Separate and Unequal: Education, Race, and Democracy in the United States**

Non-Standard Rotation. Enrollment limit: 35.

Examines the often-fraught connection between American educational ideals and the particularly American history of race and racism. Students will analyze this changing, contested, and pivotal connection through historical and philosophical perspectives. The course focuses on pivotal moments in the history of American education such as the development and expansion of public schools in the nineteenth century, the progressive education era, and the desegregation of American public education. In each of these moments, students will explore the actions of people—black, white, thinkers, theorists, activists, litigators, students, parents, educators, and citizens—who struggled to shape American education, as well as the ways in which the ideals driving such moments were both shaped by and silent to ongoing struggles surrounding race and racism. The course will conclude by asking students to examine how race and racism continue to shape American education today. (Same as: AFRS 2620)

Prerequisites: EDUC 1101 or AFRS 1101.

Previous terms offered: Spring 2019.

**EDUC 3301 (c) Teaching and Learning**

Alison Riley Miller.

Every Fall. Fall 2020. Enrollment limit: 18.

A study of what takes place in classrooms: the methods and purposes of teachers, the response of students, and the organizational context. Readings and discussions help inform students' direct observations and written accounts of local classrooms. Peer teaching is an integral part of the course experience. Requires a minimum of thirty-six hours of virtual fieldwork in partnership with a local secondary school. Education 3302 must be taken concurrently with this course. In order to qualify for this course students must have Education 1101 and 2203; junior or senior standing; a concentration in a core secondary school subject area (English: four courses in English; foreign language: four courses in the language; life science: four courses in biology; mathematics: four courses in mathematics; physical science: three courses in chemistry, earth and oceanographic science, or physics and one course in one of the other departments listed; or social studies: two courses in history and two courses in anthropology, economics, government, history, psychology or sociology. Permission of the instructor.

Previous terms offered: Fall 2019, Fall 2018, Fall 2017, Fall 2016.

**EDUC 3302 (c) Curriculum Development**

Alison Riley Miller.

Every Fall. Fall 2020. Enrollment limit: 18.

A study of the knowledge taught in schools; its selection and the rationale by which one course of study rather than another is included; its adaptation for different disciplines and for different categories of students; its cognitive and social purposes; the organization and integration of its various components. Education 3301 must be taken concurrently with this course. In order to qualify for this course, students must have Education 1101 and 2203; junior or senior standing; and a concentration in a core secondary school subject area (English: four courses in English; foreign language: four courses in the language; life science: four courses in biology; mathematics: four courses in mathematics; physical science: three courses in chemistry, earth and oceanographic science, or physics and one course in one of the other departments listed; or social studies: two courses in history and two courses in anthropology, economics, government, history, psychology, or sociology). Permission of the instructor.

Previous terms offered: Fall 2019, Fall 2018, Fall 2017, Fall 2016.

**EDUC 3303 (c) Student Teaching Practicum**

Every Spring. Enrollment limit: 18. Credit/D/F Only.

Required of all students who seek secondary public school certification, this final course in the student teaching sequence requires that students work full time in a local secondary school from early January to late April. Grading is Credit/D/Fail. Education 3304 must be taken concurrently. Students must complete an application and interview. Students with the following are eligible for this course: Education 2203, 3301, and 3302; junior or senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in Education 3301 and 3302; and eight courses in a subject area that enables them to be certified by the State of Maine (English: eight courses in English; world language: eight courses in the language; life science: six courses in biology and two additional courses in biology, biochemistry, or neuroscience; mathematics: eight courses in mathematics; physical science: six courses in chemistry, earth and oceanographic science, or physics, and one course in each of the other departments listed; or social studies: six courses in history (at least two must be non-United States history) and one course each in two of the following departments: anthropology, economics, government, psychology, or sociology).

Previous terms offered: Spring 2020, Spring 2019, Spring 2018, Spring 2017.

**EDUC 3304 (c) Bowdoin Teacher Scholar Seminar: Analysis of Teaching and Learning**

Every Spring. Enrollment limit: 18.

Taken concurrently with Education 3303, Student Teaching Practicum. Considers theoretical and practical issues related to effective classroom instruction. Students with the following are eligible for this course: Education 2203, 3301, and 3302; junior or senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in Education 3301 and 3302; and eight courses in a subject area that enables them to be certified by the State of Maine (English: eight courses in English; world language: eight courses in the language; life science: six courses in biology and two additional courses in biology, biochemistry, or neuroscience; mathematics: eight courses in mathematics; physical science: six courses in chemistry, earth and oceanographic science, or physics, and one course in each of the other departments listed; or social studies: six courses in history (at least two must be non-United States history) and one course each in two of the following departments: anthropology, economics, government, psychology, or sociology).

Previous terms offered: Spring 2020, Spring 2019, Spring 2018, Spring 2017.

**EDUC 3320 (b) Diversity in Higher Education**

Non-Standard Rotation. Enrollment limit: 16.

Explores higher education in the contemporary United States through a sociological lens, highlighting the ways that colleges and universities both promote social mobility and perpetuate inequality. Examines the functions of higher education for students and society; issues of inequality in college access, financing, campus experiences, and outcomes later in life; the challenges and benefits of diversity and inclusion; and other topics, with special attention across all topics to the case of African Americans. (Same as: SOC 3320, AFRS 3320)

Prerequisites: SOC 2010 or ANTH 2010.

Previous terms offered: Fall 2017.

**EDUC 3333 (c) Contemporary Research in Education Studies**

Every Year. Enrollment limit: 16.

Draws together different theoretical, policy, and practice perspectives in education in the United States around a specific topic of inquiry determined by the instructor. Examines methodological perspectives in the field, e.g., quantitative, qualitative, and humanistic research. Students read original, contemporary research and develop skills to communicate with various educational stakeholders.

Prerequisites: Three of: EDUC 1101 and either EDUC 2000 - 2250 or EDUC 2252 - 2969 and either EDUC 2000 - 2250 or EDUC 2252 - 2969.

Previous terms offered: Fall 2019, Fall 2018, Spring 2018, Fall 2017.

**EDUC 3535 (b) Economics of Education**

Non-Standard Rotation. Enrollment limit: 18.

Seminar. Examines the theoretical and empirical analysis of education decision-making and the consequences of educational choices using an economic lens. Begins with the basic human capital model and expands on it to consider signaling, the interplay between ability and human capital, modeling expectations, and the many challenges of measuring the rate of return to educational investment. Educational policies from preschool to graduate studies are also considered, including the public funding of education, class size, and outcome testing. Examples are drawn from both developed and developing countries. (Same as: ECON 3535)

Prerequisites: Two of: ECON 2555 and ECON 2557 or MATH 2606.

Previous terms offered: Spring 2020, Spring 2018.