where game theory is an important tool. The main game theoretic equilibrium concepts are introduced in class and applied to a variety of economics and business problems. Elementary calculus and probability theory are used.

Prerequisite: Economics 255 or permission of the instructor.


Examines the role that money plays in market economies. Monetary policies, fiscal policies, and payment systems are studied. Particular attention is given to how inflation and taxes affect saving, investment, and output. The interaction of money with other assets, the banking system, forms of credit, and alternatives to fiat money are also investigated.

Prerequisite: Economics 255 or permission of the instructor.


A continuation of Economics 260. The focus is essentially two-fold: (1) What are the sources of business value, and how can it be created? (2) How can the uncertainty and risk inherent to intertemporal choices, i.e., capital accumulation, be “managed”? Involves analysis of business strategy with regard to both operations and financing decisions; the pricing and uses of financial derivatives (i.e., futures, options, and swaps); sources of risk and basic risk management techniques; and an examination of recent insights from behavioral finance.

Prerequisite: Economics 255 and 260.

**401b–404b. Advanced Independent Study and Honors in Economics.** The Department.

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Education

Charles Dorn, Department Chair
Lynn A. Brettler, Department Coordinator

Associate Professors: Nancy E. Jennings†, Charles Dorn
Assistant Professor: Doris A. Santoro**
Lecturer: Kathleen O’Connor
Visiting Faculty: Kathryn Byrnes, Kenneth S. Templeton
Fellow: Mariana M. Cruz

Bowdoin College does not offer a major in education.

Requirements for the Minor in Education

The department offers two minors: a Teaching minor for students who plan to teach in some capacity following graduation and an Education Studies minor for those who do not. Four courses are required for the Education Studies minor: either Education 20 or 101 and three others chosen from among Education 202, 203, 204, 205, 221, 235, 245, 250, 251, 305, 310. Four courses are required for the Teaching minor: Education 20 or 101, 203, 301, 303. Students may only count graded courses (not Credit/D/Fail) toward either minor. Students must earn a grade of C- or better in order to have a course count toward either minor in education. Students must earn a grade of C- or higher in all prerequisite courses.
Bowdoin Teacher Scholars Program
The Bowdoin Teacher Scholars are a highly select group of Bowdoin College undergraduates and graduates who seek to effect social change by becoming teachers through a rigorous scholarly and classroom-based preparation.

The Teacher Scholars:
1. Complete a full-time, 14-week practicum in a public school.
2. Participate in an introspective weekly seminar during which they critique their colleagues’ as well as their own teaching.
3. Develop a professional portfolio and “defend” the contents of that portfolio before a group of Bowdoin College faculty.
4. Receive a Maine State Department of Education Public School Teaching Certificate, making them eligible to teach in any public school in the United States.
5. 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, 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 Education 301 and Education 303. Students must major in a subject area that enables them to be certified to teach by the State of Maine. Subject areas of certification include mathematics, life science, physical science, English, foreign language, and social studies. Since majors at Bowdoin do not 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. Also note that teaching candidates must be fingerprinted and earn a passing score on all examinations specified by the Maine Department of Education. Since this requirement was first instituted, Bowdoin students’ pass rate has been 100%.

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:
1. Complete prerequisite coursework (Education 20 or 101, 203, 301, and 303).

During the spring semester of their junior or senior year, Teacher Scholars:
2. Complete a full-time, 14-week practicum (students receive course credit for this practicum through Education 302: Student Teaching Practicum).
4. Enroll in Education 305: Adolescents in Schools.
Post-Graduate Pathway
By the time they graduate from Bowdoin, Teacher Scholars:
   1. Complete prerequisite coursework (Education 20 or 101, 203, 301, and 303).
During a spring semester and within two years of their Bowdoin graduation, Teacher Scholars:
   2. Complete a full-time, 14-week practicum (students receive course credit for this practicum through Education 302: Student Teaching Practicum).
   4. Enroll in Education 305: Adolescents in Schools (if not taken prior to this time).

First-Year Seminar
For a full description of first-year seminars, see pages 149–60.

20c. The Educational Crusade. Fall 2009. CHARLES DORN.

Introductory, Intermediate, and Advanced Courses

101c - ESD. Contemporary American Education. Fall 2009. KATHRYN BYRNES AND KENNETH S. TEMPLETON. Spring 2010. KENNETH S. TEMPLETON.
   Examines current educational issues in the United States and the role schools play in society. Topics include the purpose of schooling, school funding and governance, issues of race, class, and gender, school choice, and the reform movements of the 1990s. The role of schools and colleges in society’s pursuit of equality and excellence forms the backdrop of this study.

[202c - ESD. Education and Biography.]

203c - ESD. Educating All Students. Fall 2009. KATHRYN BYRNES. Spring 2010. CHARLES DORN.
   An examination of the economic, social, political, and pedagogical implications of universal education in American classrooms. Focuses on the right of every child, including physically handicapped, learning disabled, and gifted, to equal educational opportunity. Requires a minimum of twenty-four hours of observation in a local elementary school.
   Prerequisite: Education 20 or 101.

   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?
   Prerequisite: Education 20 or 101.

Explores the experiences of Latino/as, the fastest growing minority group in the United States, from a critical lens that centers four important themes: identity, migration, education, and politics. Questions explored include: Who are the “Latino/as” in the United States? What are the differences between Hispanics, Latino/as, Latin Americans, and Chicano/as? What are the racial, ethnic, cultural, linguistic, gendered, political, historical, citizenship, and geographic differences among the populations that fall under these ethnic categories? What are the experiences of Latino/as in United States schools? How might educators, activists, and policymakers engage these questions in order to better understand and serve Latino/as a whole? (Same as Latin American Studies 230.)

[235c. American Philosophy of Education.]
[245c. Education and Social Justice.]

250c. Education and Law. Every other year. Fall 2009. GEORGE S. ISAACSON.

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 education of the handicapped. (Same as Government 219.)

251c. Teaching Writing: Theory and Practice. Fall 2009. KATHLEEN O’CONNOR.

Explores theories and methods of teaching writing, emphasizing collaborative learning and peer tutoring. Examines relationships between the writing process and the written product, writing and learning, and language and communities. Investigates disciplinary writing conventions, influences of gender and culture on language and learning, and concerns of ESL and learning disabled writers. Students practice and reflect on revising, responding to others’ writing, and conducting conferences. Prepares students to serve as writing assistants for the Writing Project.

Prerequisite: Selection during the previous spring semester by application to the Writing Project (see page 44).

291c–294c. Intermediate Independent Study in Education. THE DEPARTMENT.

301c. Teaching. Fall 2009. KENNETH S. TEMPLETON.

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 observation in a local secondary school. Education 303 must be taken concurrently with this course.

Prerequisite: Education 20 or 101, and Education 203; junior or senior standing; a major in a core secondary school subject area (mathematics, life science, physical science, English, foreign language, or social studies); and permission of the instructor.
302c. **Student Teaching Practicum.** Spring 2010. **Kenneth S. Templeton.**

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. Grades are awarded on a Credit/D/Fail basis only. **Education 304** must be taken concurrently. Students must complete an application and interview.

Prerequisite: **Education 203, 301, and 303;** senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in **Education 301 and 303;** and permission of the instructor.

303c. **Curriculum.** Fall 2009. **Charles Dorn.**

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 301** must be taken concurrently with this course.

Prerequisite: **Education 20 or 101, and Education 203;** junior or senior standing; a major in a core secondary school subject area (mathematics, life science, physical science, English, foreign language, or social studies); and permission of the instructor.

304c. **Senior Seminar: Analysis of Teaching and Learning.** Spring 2010. **Kenneth S. Templeton.**

Designed to accompany **Education 302, Student Teaching Practicum,** and considers theoretical and practical issues related to effective classroom instruction.

Prerequisite: **Education 203, 301, and 303;** junior or senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in **Education 301 and 303;** and permission of the instructor.

305c. **Adolescents in School.** Spring 2010. **Kathryn Byrnes.**

A study of adolescent development within the context of teaching and learning in schools. Designed primarily for those engaged in student teaching. Links theory and research with the student teacher’s practical application in the classroom. Begins with classic conceptions of identity development, and moves to a more contemporary understanding of adolescence, as it both affects and is affected by school. Topics include physical, cognitive, social, and emotional development of the secondary school student.

Prerequisite: **Education 20 or 101; Education 203, 301, and 303;** and permission of the instructor.

[310c. **The Civic Functions of Higher Education in America.**]

401c–404c. **Advanced Independent Study in Education.** **The Department.**