Education

Associate Professor: Nancy E. Jennings, Chair
Assistant Professors: Charles Dorn, Doris A. Santoro
Lecturer: Kathleen O’Connor
Visiting Fellow in Education: Kenneth S. Templeton
Department Coordinator: Lynn A. Brettler

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, 235, 245, 250, 251, 310. Four courses are required for the Teaching minor: Education 20 or 101, 203, 301, 303, 301, 303, 304, and 305. 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.

Requirements for Certification to Teach in Public Secondary Schools
The department provides a sequence of courses that leads to certification for secondary school teaching. This sequence includes the following:

1. A major in a subject area of certification offered by Bowdoin College with State of Maine endorsement: mathematics, life science, physical science, English, foreign language, or social studies, and permission of the department (additional requirements for social studies candidates are two courses in United States history, two courses in world history, one course in economics, and one course in government). Majors at Bowdoin do not correspond directly with requirements for public school certification. Students are strongly encouraged to meet with a member of the department early in their College career to discuss their candidacy for student teaching.

2. Seven courses offered by the education department: Education 20 or 101, and Education 203, 301, 302, 303, 304, and 305.

To student teach, a student must apply for candidacy through the department, must be a community member in good standing, and must 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. In addition to required course work, candidates for certification must be fingerprinted and must 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%.

Ninth Semester Student Teaching Option
Students who have fulfilled all core secondary school subject area requirements for certification, have completed all Department of Education course requirements necessary for secondary teacher certification except for student teaching (Education 302) and the student teaching seminar (Education 304), have met all other criteria for student teaching (see above), and have graduated from Bowdoin within the last two years may apply to the department for
special student status to student teach. Students may apply for special student status for either the fall or spring semester. Students will be charged a significantly reduced tuition fee. The department reserves the right to limit participation in this program because of staffing considerations.

**First-Year Seminar**
For a full description of first-year seminars, see pages 147–57.

**20c. The Educational Crusade.** Fall 2008. **Charles Dorn.**

**Introductory, Intermediate, and Advanced Courses**

**101c - ESD. Contemporary American Education.** Fall 2008. **Doris A. Santoro.** Spring 2009. **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.** Fall 2008. **Kenneth S. Templeton.**

An examination of issues in American education through biography, autobiography, and autobiographical fiction. The effects of class, race, and gender on teaching, learning, and educational institutions are seen from the viewpoint of the individual, one infrequently represented in the professional literature. Authors include Coles, McCarthy, Welty, and Wolff.

Prerequisite: **Education 20 or 101.**

**203c - ESD. Educating All Students.** Fall 2008. **Doris A. Santoro.** Spring 2009. **Kenneth S. Templeton.**

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.**

**235c. American Philosophy of Education.** Spring 2009. **Doris A. Santoro.**

How does philosophical thinking help us determine what is the meaning and value of education in a complex society such as the United States? This intensive reading and writing discussion course focuses on some of the moral, aesthetic, and epistemological dimensions of educational philosophers that have influenced how we think about education in the United States. In light of the course readings, students will begin to articulate their own educational philosophy.

**[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 2008. 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 in previous spring semester by application to the Writing Project (see page 44).

291c–294c. **Intermediate Independent Study in Education.**

301c. **Teaching.** Fall 2008. 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**; 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 2009. DORIS A. SANTORO.

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 2008. 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**; 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 2009. DORIS A. SANTORO.

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; 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 2009. CHARLES DORN.

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. Spring 2009. CHARLES DORN.

What does it mean for an institution of higher education to act in the public interest? How have interpretations of higher education’s public service role changed throughout history? In what ways might a college, such as Bowdoin, fulfill its institutional commitment to promote the “common good”? Examines the civic functions adopted by and ascribed to institutions of higher education in America, from the seventeenth century to the present. Students investigate both how colleges and universities have employed civic rhetoric to advance institutional agendas and how societal expectations of civic responsibility have shaped these institutions over time. Students survey relevant literature in the history of liberal arts colleges, research universities, women’s colleges, and historically Black colleges and universities; learn how historians frame questions, gather and interpret evidence, and draw conclusions; and conduct archival research, culminating in a case study of one institution’s historically defined civic purpose.

Prerequisite: Education 20 or 101, or one course in history.

401c–404c. Advanced Independent Study in Education.