

ECON 491 ADVANCED MACROECONOMICS

Tymoigne

Content: Topics beyond intermediate macroeconomics including alternate theories of consumption and investment, macroeconomic forecasting, the role of expectations, problems with macro measurements.

Prerequisite and/or restriction: Economics 291.

Taught: Alternate years, 4 semester credits.

ECON 492 ADVANCED MICROECONOMICS

Bekar, Hart-Landsberg

Content: Microeconomic strengths and weaknesses of market-directed economic activity. Industrial policy, discrimination in labor markets, impact and role of trade unions, welfare economics.

Prerequisite and/or restriction: Economics 292.

Taught: Alternate years, 4 semester credits.

ECON 499 INDEPENDENT STUDY

Staff

Content: Same as Economics 299 but requiring more advanced work.

Prerequisite and/or restriction: Consent of department.

Taught: Annually, 4 semester credits.

Education

COORDINATOR: BRYNNA HURWITZ

Lewis & Clark offers several courses for undergraduates who wish to explore the field of education. Students who are interested in this field are encouraged to take Education in Modern Society (Education 201) and Inquiry Into Teaching and Learning (Education 446). Both incorporate off-campus experience in Portland Public Schools' elementary through high school classrooms. These courses also provide the strong introduction to educational theory and practice that will be required for further study in this field.

Students interested in a teaching career in middle or high school are encouraged to choose an undergraduate major related to the subjects they wish to teach. Prospective elementary school teachers might take courses from many disciplines, including mathematics and science.

Lewis & Clark's Center for Career and Community Engagement provides many opportunities for students planning to continue in this field, such as volunteer work with community-based educational organizations. Students are also encouraged to attend events sponsored by Lewis & Clark's highly regarded Graduate School of Education and Counseling, which helps to administer the College of Arts and Sciences' education offerings. Although the undergraduate school has no major or minor in education, the graduate school historically has admitted a high proportion of the College of Arts and Sciences' applicants to its programs.

FACULTY

Brynna Hurwitz, instructor. Coordinator, College of Arts and Sciences education course offerings.

Gregory A. Smith, professor of education. Educational policy, curriculum and instruction, place-based education, school-community relations.

ED 201 EDUCATION IN MODERN SOCIETY

Hurwitz

Content: Critical issues in education and student experience in schools as observers and participants. Readings and reflective discussion about social and political forces that shape schooling. Students meet in seminars to share experiences in schools and participate in activities that advance understanding of the complexity and art of teaching. Practicum placements arranged through Migrant Education in Portland Public Schools; four to six hours per week in addition to class time.

Prerequisite and/or restriction: None.

Taught: Each semester, 3 semester credits.

ED 275 DEVELOPING THE POTENTIAL OF THE LEARNING-DISABLED CHILD

Staff

Content: The special needs of learning-disabled children and youth (K-12). Teams of two or three students develop and direct activities to teach educational and social skills to age-grouped learning-disabled children in the community. Students meet in the seminar two hours a week, with leadership team once a week, and with the children approximately every three weeks on Saturday afternoons.

Prerequisite and/or restriction: Consent of instructor.

Taught: Each semester, 2 semester credits. May be taken twice for credit.

ED 446 INQUIRY INTO TEACHING AND LEARNING

Hurwitz

Content: In-depth exploration and analysis of teaching strategies, curriculum, and learning. Educational theories of John Dewey, the “father of progressive education.” Current educational theory and reform legislation. Reflection on students’ emerging beliefs about schools and teaching. Research projects employing practical applications of theory and personal pedagogy. Students required to complete 30 hours of practicum experience and present the research projects to colleagues at end of semester. Weekly seminar meetings; written assignments based on readings and practicum activities.

Prerequisite and/or restriction: Education 201. Sophomore, junior, or senior standing.

Taught: Annually, 3 semester credits.

ED 450 PHILOSOPHY AND PRACTICE OF ENVIRONMENTAL/ECOLOGICAL EDUCATION

Smith

Content: Overview of current theories about the role of education in developing ecologically literate citizens. The origins of environmental education; consideration of “ecological” education. Focus on relationships between human beings and the natural world, and among human beings. Cultural factors that may bear on the causes and solutions of environmental problems. Students complete a 15-hour practicum in the classroom of a Portland-area teacher who incorporates environmental or place-based studies as a central part of his or her curriculum.

Prerequisite and/or restriction: Education 201 or consent of instructor.

Sophomore, junior, or senior standing.

Taught: Alternate years, 3 semester credits.