

## New or Revised Course Descriptions SP-20

3/18/2020

### **AD1045 World Percussion**

**Bennett, Michael**

Students will learn the fundamentals and rhythms of West Africa, Cuba, and Brazil. In addition to having a better understanding of the world of percussion, students will master rhythmic notation, counting and subdivision, time signature, and reading percussion music. Students will work online in groups to compose a percussion ensemble composition and will do a research project on a percussion topic of their choice, approved by the instructor. Students will take a basic knowledge test of rhythms and instruments. Evaluation will be based on ensemble composition (33%), research project (33%), and final test (33%).

Level: Introductory. Prerequisites: None, but students need to have a drum, preferably a djembe. Class limit: 12. \*ADS\*

### **AD1046 Sourcing the Body: Experiential Anatomy**

**Robbins, Dani**

In this course, we will work towards an embodied understanding of our own anatomy, as well as a deepened sense of listening, presence, and understanding of the body as a complex system. Students will explore anatomical models and be led through simple, gentle movement sequences using weekly instructional videos. These exercises will be drawn from various somatic modalities such as Mind-Body Centering, Feldenkrais Technique, and Alexander Technique. Students will be asked to reflect on these explorations in a journal format, and will curate a small portion of this work to share on a private class blog. Readings, additional viewings, and drawing assignments will complement our weekly video lessons. This course is recommended for performers looking to deepen their relationship to their instrument, as well as students with a strong science background who are interested in additional perspectives on anatomical study. Through consistent online discussion of this work and our experiences in it, we will work to place the experiential in dialogue with the empirical.

Level: Introductory. Prerequisites: None. Class limit: 10. Lab fee: None.

### **AD1047 Modes of Perception and Strategies in Picturing Nature**

**Clinger, Catherine**

Challenging conventions governing what constitutes wilderness and/or landscape and how artists have shaped our perception of these are among the topics which we will consider. Landscapes contain life that seems to fluctuate between haggard or feral states of nature. We will investigate how some artists create distinctions between that which is cultivated and that which is 'natural'; what images evoke nostalgia for a lost past; suggest the preference for a human dominance over those origins we have isolated ourselves from; and, other emergent, more radical topics. Although we look at ecologies through the eyes of artists, students interested in the science, history, and literature are encouraged to take the course. This course is concerned with the visualization of what is in the landscape. There will be an observational drawing module within the course. The majority of the course will center around visual material curated and presented to you on-line. Course readings will engage with a variety of texts written by artists, art historians, geographers, historians, writers, and cultural theorists that address the invention of the modern idea of wilderness and landscape – and these will be set in context with works that engage with the visual and phenomenological reception of the artist's mind. Viewed as a regular practice, the descriptive power of drawing can intensify the experience of observational fieldwork, provide the draughtsperson with a richer understanding of the cycles within a landscape, and deepen our relationship with the natural world. We will seek to learn and understand the strategies of others through reading, study, and at-home studio practice.

Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: none. Meets the following degree requirements: ADS, HY

### **AD1048 Figure Drawing: The Artist Interior, A Visual Memoir**

**Hilbert, France**

This course introduces students to the techniques, methods, and history of the depiction of the human figure through direct observational drawing. We will be working from live models to investigate movement, volume, and anatomy of the human form through a variety of traditional and contemporary approaches. We will learn perspective to draw the figure in space. The space will be wherever the students are living and all that it contains, transforming a period of confinement and difficult circumstances into ART. The figures might be themselves, people with whom they live, family members, or pets. Students will be given assignments and documents such as illustrations of anatomy, references to art history and artists' works. An online blog will allow students to post pictures of their work for review, critique and guidance. Evaluation will be based on active participation in class discussions or critiques, an increased proficiency to accurately represent the human form, individually designed projects, and experimentation with drawing media. These visual memoirs will be showcased at COA at a later date.

Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: none.

### **AD3037 Land Use Planning I**

**Mancinelli, Isabel**

In this course we examine what key physical aspects make communities desirable places to live, work, and visit. New development is often seen as undermining the sense of place and posing threats to environmental resources such as water quality or agricultural soils but alternative approaches may enhance and protect these same qualities. Working on real projects, the class provides assistance to community groups by providing information, analyzing the natural resources, cultural history, scenic quality and the built environment, and providing a range of options for them to consider. Knowing how to effectively apply information available through GIS (Geographic Information Systems) is generally an integral part of land use planning. In this class students learn how to run ArcGIS software and to extract, analyze, and present pertinent information to inform land use decisions. Students who have already taken GIS are given more advanced assignments. The class will culminate in a presentation prepared for local community decision-makers. Given the online nature of this course the format of the final presentation is yet to be determined however it is dependent on everyone working together for a successful outcome.

Level: Intermediate. Prerequisites: Previous coursework in GIS is not required. Class limit: 12. Lab Fee: None. Meets the following degree requirements: AD

### **ED1018 Young Adult Literature**

**Ryan, Siobhan**

Teaching and Learning remotely during this a global pandemic is now a reality. How will students, teachers, librarians and parents come together to continue learning? How will the world of young adult literature be accessible to millions of students who now find themselves isolated due to social distancing as schools and libraries close for the foreseeable future? Can rich conversations be had through digital means at a distance? Young Adult Literature at COA will examine these and other topics. Assignments will include reading both academic and trade books as well as articles. Students will learn through a variety of methods, from class discussion to reporting back from mentor meetings. They will be in touch with professional young adult writers, and they will also have choice in term-long projects that will be done throughout the trimester. Evaluation is on a continual basis as the course is structured to allow students to demonstrate growth over the course of the trimester. There will be rubrics for class participation and assignments, and students will complete self-evaluations.

Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: None.

### **ED5019 Secondary Methods: Life Science, Social Studies and English**

**Fuller, Linda**

This course is designed to prepare those who are intending to meet the learning needs of diverse populations of students in grades 7-12 or late adolescent young adults in other learning environments. It is an objective of the course to communicate that teaching is intellectual work, that it requires a dedication to and a love of subject matter, a respect and caring for students, a concern for equity, and a moral imperative for excellence in teaching. Students spend 70 hours with their target population and curriculum, as well as consulting with content faculty. (Some of these hours may be reserved for fall term.) These learning-teaching experiences are integrated into class discussion where students analyze the elements needed for successful teaching, learning, and assessing in their own content area and across disciplines. The purposes, problems, opportunities, issues, strategies, and materials involved in teaching diverse adolescent and young adult learners will be examined critically, and students will be evaluated through class discussions, individual and group work, reflections on field experiences, and peer and virtual teaching and assessing.

Level: Advanced. Prerequisites: Permission of instructor. Class limit: 12. Meets the following degree requirements: ED

### **ES1077 Introduction to Oceanography**

**Todd, Sean**

Planet Earth is misnamed. Seawater covers approximately 70% of the planet's surface, in one giant all-connected ocean. This ocean has a profound effect on the planet's climate, chemistry, ecosystem, and energy resources. Billions of years ago life began there, in what we now regard as the last unexplored frontier of this planet. In this course we examine the various disciplines within oceanography, including aspects of geology and sedimentology, chemical, dynamic and biological oceanography. Evaluation will be by lab, quizzes and problem sets.

Level: Introductory. Prerequisites: None. Lab fee: \$35. Class limit: 20. Meets the following degree requirements: ES

### **ES1078 Plagues, Panic & Prevention: Nat. Hist. of Infect. Diseases**

**Anderson, John**

Infectious diseases have had profound impacts on human history. Bacteria and viruses have an effect on their hosts that far outweighs their microscopic size. In this course, we will study the fundamentals of bacterial and viral replication, and their effects on hosts and society. We will begin with the biology and life cycle of bacteria and viruses and how they infect their hosts. We will then look at how infectious agents affect their hosts and at how they spread. We will study several famous historical

pandemics and look at their effects on society. We will then look at specific diseases in detail; these might include tuberculosis, HIV, malaria, smallpox, polio measles or others. We will then study how public health measures have been implemented to prevent infectious diseases and will study the role of sanitation, vaccination and supportive nursing care in reducing morbidity and mortality. Students will also keep a journal of events as they experience them during the current coronavirus pandemic. Students interested in understanding the biology and history of infectious diseases, and the role of public health in prevention and management of infectious diseases will benefit from taking this course. Evaluation will be through on-line class discussions, written tests, narrative journals, papers and a final project.

Level: Introductory. Prerequisites: None. Class limit: 25. Lab fee: None. Meets the following degree requirements: ES, HY

### **ES2040 Introduction to Forestry**

**Morrell, Hale**

Students taking Introduction to Forestry will learn about forest management practices, particularly in Maine. We will cover how ecology influences tree and forest growth, natural and artificial forest regeneration, treatments that shape forest composition, and finally different types of timber harvests and how they are done. We'll look at managing forests for timber, wildlife, recreation, non-timber forest products, and more. In addition to a solid understanding of forest management, students will come away with the skills and vocabulary used by foresters to measure tree and forest value, growth, and health. Students will learn through lectures and primarily through doing— field trips will be an important part of this class. We'll tour forests that are managed in different ways and meet with foresters working with small landowners, land conservation organizations, and private businesses. Students will be evaluated by class participation, problem sets, and a midterm and final test that will take place in and out of the classroom.

Level: Introductory/Intermediate. Prerequisites: None, but background in ecology or forest ecology helpful. Class limit: 12. Lab fee: \$50.

### **ES2041 Physics II: Relativity**

**Feldman, David**

This version of Physics II covers Einstein's theory of special relativity. Topics covered include the principle of relativity, spacetime intervals and proper time, coordinate transformations, Lorentz contraction, and relativistic energy and momentum. We will start with first principles and carefully build toward key results, allowing students to see how relativity---one of the pillars of modern physics---was constructed and how it coheres as a mathematically consistent and experimentally verified theory. To gain a sense of the scientific, social, and material context in which the theory of relativity was developed, we will read Einstein's *Clocks and Poincaré's Maps: Empires of Time*, by Peter Galison. This class makes extensive use of algebra. Students should be comfortable working with mathematical abstraction. Evaluation based on weekly problem sets, class participation, several short writing assignments, and a final exam or project.

Level: Introductory/Intermediate. Prerequisites: Comfort with high-school level algebra. Class limit: 30. Lab fee: \$25. Meets the following degree requirements: ES, QR

### **ES3028 Calculus III: Multivariable Calculus**

**Feldman, David**

The functions studied in Calculus I and II are one-dimensional. But the universe of everyday experience is, at minimum, three-dimensional. In this course we explore how Calculus can be extended so as to apply to functions of more than one variable, and thus apply to the three-dimensional world. We will begin by reviewing vectors and functions of several variables. We will then learn about partial derivatives and gradients and how apply these tools to multivariable optimization. Turning our attention to integral calculus, we will next cover double and triple integrals and their applications. We will conclude with a treatment of line integrals, flux integrals, the divergence and curl of a vector field, and Green's, and Stokes's theorems. Evaluation will be based on class participation and lengthy weekly problem sets.

To enroll in Calculus III students must have a background in single-variable calculus. Students who have done IB maths at either the standard or higher level, or either the AB or BC Advanced Placement Calculus tests, are ready for Calculus III, as are students who have had Calc I and II here, or at another college. Calc III re-visits topics from Calc I and II and extends them to multivariable functions and vector fields. This is a great class for students who want to review their calculus and take their math to the next level.

Level: Intermediate. Prerequisites: Calculus II or the equivalent or signature of instructor. Lab fee: none. Meets the following degree requirements: QR

### **ES3089 Tutorial: Geoheritage of Coastal Maine**

**Hall, Sarah**

A "Geopark" is a designated area that features internationally significant sites of interest which highlight connections between

geology and cultural heritage. Geoparks exist in over 40 countries, but currently there are none in the US. At present, a steering committee is in the planning stages of proposing one for our area of Coastal-Downeast Maine. Within this area there will be multiple “geosites”, chosen for their geology, cultural history, proximity to existing infrastructure, and potential for community engagement, will each feature interpretive signs and/or other materials enabling visitors to experience aspects of the geoheritage. To develop each geosite and educational materials, expertise is needed from multiple fields: geology, hydrology, geomorphology, human history, wildlife and plant biology, art history, and more. In this tutorial, students will work together with students in the Museum Practicum class to design one or more geosites for one of ~5 zones of coastal Maine stretching from Pemaquid Point in mid-coast Maine (southwest) to Cobscook Bay State Park near the Canadian border (northeast). Through individual meetings with instructors, small group meetings between students with and without instructors, and larger group meetings/presentations with instructors and visitors, students from both classes will be engaged with the overarching Geopark project throughout the term. The tutorial students will first research the local geology, biology, and human history and then synthesize and organize the information to highlight site-specific connections. The Museum Practicum students will consider site-specific characteristics and educational content suggested by the tutorial students to suggest options and prototypes for interpretive materials such as signs or online content. While each group of students will have separate topics to focus on, this will be very much a collaboration between the tutorial students and Museum Practicum students with one overarching objective to produce prototypes of the educational materials at geosites. Students in this tutorial will be assessed based on the quality and thoroughness of the topics researched and synthesized as well as their participation in the collaborative project with Museum Practicum students.

Level: Intermediate. Prerequisites: Introductory geology class and/or course in human history relevant to coastal Maine recommended but not required; permission of instructor. Class limit: 8. Lab fee: none.

### **ES4055 Climate, Culture and the Biosphere**

**Hamley, Kit**

This interdisciplinary course explores the coupled dynamics of humans and the biosphere through time, from hominid evolution more than 2.5 million years ago to the present era. Topics of discussion include, among others, human evolution and climate change; domestication, agriculture, and the Anthropocene; the roles of climate, culture, and the environment in the collapse of civilization; and sustainability, resilience, and the paleorecord. The curriculum draws from anthropology, geography, paleoecology, and the climate sciences to inform on the integrated relationship between humans and their environment in the context of global change. One class session each week will include a deep dive into the topics that we need to understand the assigned scientific readings for that week. The other session will be dedicated to an in depth student-led discussion of the scientific manuscripts assigned for that topic. Students will be evaluated on their participation in weekly discussions and completion of assignments, including a final paper on a topic of their choosing.

Level: Intermediate/Advanced. Prerequisites: Introductory Biology and/or a course that deals with human prehistory and/or The Anthropocene and/or Intro Geology, and permission of instructor. Class limit: 15. Lab fee: none.

### **ES5042 Tutorial: Computational Modeling & Appl. Math in Phys. Sci.**

**Hudson, Reuben**

The main goal of this tutorial is to give students significant experience tackling open-ended problems in computational chemistry, origin of life questions, theoretical physics, computer science and/or applied mathematics. In this tutorial students will carry out research on a topic of their choosing, most likely focusing on some mathematical model. Students may examine mathematical properties of the model, or may look to apply the model to phenomena in the natural, physical, or social world. The class will meet together once a week, and in small groups several times a week. At these meetings we will discuss journal articles and book chapters on topics and methods relevant to the students’ projects. Students will also meet weekly with the instructor to discuss details of their independent project. At the end of the term, students will give an oral presentation giving background in their topic and presenting their results. Students will also write a final report on their project. It is expected that the results of some of these projects may also be presented at research conferences and/or submitted to peer-reviewed journals. Evaluation will be based on participation in weekly discussions, the progress made on the project, and the final presentation, and the final report.

Level: Advanced. Prerequisites: Permission of instructor; course background needed will vary depending on the student’s project area. Class limit: 6. Lab fee: none.

### **GS6019 Math for Elementary Educators**

**Westall, Helen**

In the Math for Elementary Educators group study we take a deep dive into the content and theory of elementary math. We will be writing and learning curriculum taught and used in K-8 schooling. Topics covered will include: problem solving, numbers and operations, number theory, geometry and algebra. The premise of the class is to focus on the content not the pedagogy. In each of the areas we cover we intend to not only understand the content, but also to gain a conceptual understanding that allows us to know the “why” behind the rules and methods for solving problems. We will work linearly from K-8 doing our best to study everything that we might be asked to teach with K-8 certification. This class will meet twice weekly for two hours each time as a group, in addition to the time we spend working independently. Independent work will consist of lesson planning for our weekly

meetings, reading, math problem worksheets, attending presentations from community educators, and math focused professional development. Students will be evaluated with a pre and post test, using the Praxis practice exams, as well as with a project based on the course content. Students will be expected to attend all classes and to engage with the material and their partners. When this class is concluded we will have reviewed and investigated all of the math content required to serve students in the K-8 classroom setting.

### **HS1081 US Pres. Elections: From Whistle Stops to Digital Flops**

**McKown, Jamie**

This online course will provide a survey of American Presidential elections dating back to the rise of televised advertising in 1952. We will cover each campaign since, looking at the candidates, the issues, the major campaign themes, messaging, and persuasion vehicles. There will be a heavy emphasis placed on unpacking the various forms of mass communication that each candidate employed. This might mean television, radio, direct mail, social media, etc. The class will be taught entirely online in a primarily asynchronous format. Students will watch short videos from the instructor accompanied by secondary readings and a host of digitized primary artifacts for them to explore. The goal of the course is to acquaint students with the history of presidential elections in the United States while also giving them the opportunity to critically evaluate how political communication and messaging is expressed through various mass communication mediums. In addition, there will be regularized real time virtual discussion sessions with the instructor and other members of the class, as well as a more asynchronous message board for group posting. There will be multiple such sessions per week, and the timing will vary in order to accommodate student scheduling. Students will be expected to participate in a minimum number of these sessions. There will be a midterm and final analytical essay assignment, both of which will synthesize themes across the various campaigns we will be studying. Evaluation will be based on completion of the midterm and final essay, engagement with the discussion sections, and a final virtual "debriefing" with the instructor. No prior knowledge of U.S. political history is required. This class is ideal for students who are looking for a "crash course" in the history of American politics and Presidential elections more specifically.

Level: Introductory. Prerequisites: None. Lab fee: None. Meets the following degree requirements: HS and HY

### **HS1082 Public Speaking Workshop**

**Rand, Kendra**

This class will be conducted as a workshop with an emphasis on students producing increasingly advanced speeches for public performance and/or consumption. It will also include a brief survey of communication studies, which will allow for a discussion of collectively balancing needs for social distancing and social connection in trying times. We will cover a wide variety of areas including those related to constructing the speech in advance (invention and arrangement), as well as those related to the actual performance of the text (style, memory, and execution). While the primary goal of the class is to create an environment in which students can improve these vital public communication skills, another important goal is to cultivate critical and respectful listening skills (which are themselves vital public communication skills). A wide variety of speaking genres will be covered during the term, though there will be a strong emphasis on public advocacy and persuasion.

This class is designed for students with varying levels of public speaking backgrounds. A diverse array of experiences, skills, and strengths helps foster a collaborative and supportive speaking environment. Throughout the term students will work on individual projects, in pairs, and in larger collaborative groups. There will be a minimal focus on theoretical questions in favor of a "hands on" approach to constructing speeches. Students will be evaluated on a number of "process" oriented assignments. Final evaluation will be relative to individual participation in the process and not to an objective scale of public speaking talent. As such, students who feel that they are less proficient in the area of public communication should not be worried that this would somehow disadvantage them in terms of grading.

Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: none.

### **HS2097 Fiction Writing: Crafting Believable Characters**

**Cass, Blake**

By gaining exposure to theatrical techniques, students will learn how to craft bold works of fiction with rich, believable characters. Drawing on the work of theater practitioners such as Sanford Meisner and Viola Spolin, this activity-based course will involve daily individual and collaborative writing exercises that teach students to orient themselves within fictional worlds through heightened sensory awareness and instill a practice of exploring character through desires and objectives. The goals are to provide a set of tools that enable students to express the inner complexity of a wide-range of characters through action and nuanced, realistic dialogue.

This is a writing-intensive course. Short writing assignments will challenge students to put into practice the techniques we have experimented with in class, and each student will craft two short stories that will be workshopped and revised. In addition, we will read between 10-15 short stories, and students will compose weekly reading responses that allow them to examine how character development relates to other fictional strategies such as plot, backstory, point of view, and tone. Evaluation is based on participation in class activities, successful completion of all minor and major writing assignments, and the ability to provide

constructive feedback during workshop experiences.

Level: Introductory/Intermediate. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: None.

### **HS2098 Introduction to Philosophy of Mind**

**Jacoby, Franklin**

What is the mind and how does it relate to the body? This two-part question will guide the structure of this introductory course in the philosophy of mind. Other questions that will arise include how can the mind influence the body? Is this distinction between mind and body deep? Is there a single discipline that can tell us what the mind is and, if not, why not? Is science of help? What strategy or method is best suited to understanding the mind? Do other cultures or religions offer insight? Is the mind inherently mysterious and unknowable?

Attempts to understand the mind have vexed and stimulated philosophers, scientists, and others since at least as far back as Descartes. Starting with his work, we'll explore classic and contemporary texts in western thought, with particular focus on philosophy, but with some psychology, neuroscience and non-western thought. We will cover a number of theories and our own assumptions about this basic and fundamental feature of human life. Some of the main accounts students will gain familiarity with include dualism, materialism, panpsychism, emergence, and phenomenology.

Evaluation will be based on participation, two short response essays, a midterm essay, a final essay, and a final presentation.

Level: Introductory/Intermediate. Prerequisites: None. Class limit: 15. Lab fee: None.

### **HS2099 Green New Deals**

**Stabinsky, Doreen**

Since U.S. Representative Ocasio-Cortez and Senator Markey introduced a Green New Deal resolution into the U.S. Congress in 2019, political jurisdictions from individual cities to the supra-national European Union have debated what their own Green Deal might look like. In the course, we explore the elements of Green New Deals across a range of cities, U.S. states, the original Green New Deal resolution, the EU's Green Deal, and international solidarity proposals towards a global Green New Deal. Emphasis in the course will be placed on understanding links between climate change, poverty, social inequality, and racial discrimination, in particular how these manifest in urban areas, and the policy proposals being advanced to address them. Sources for our study will include primary legislation, lectures and other public events that can be found online, academic articles, policy analysis, and a broad range of commentary. Evaluation in the class will be based on several problem sets, a PowerPoint presentation on one element of Green New Deals, and a final group project to design a Green New Deal for a political jurisdiction of their choice.

Level: Introductory/Intermediate. Prerequisites: Students should have some background in policy, politics, economics, and/or climate justice. Class limit: 25. Lab fee: none. Meets the following degree requirements: HS

### **HS2100 Life Stories: Memory, Family, Place**

**Donovan, Martha**

One of the deepest human instincts is to tell our life stories, to figure out who we are – the current upheavals here and beyond cry out for our stories just now. This creative writing course will be rooted in an exploration of ourselves, our relationships to others, and our connections to place. We will study the writing process and matters of craft by reading and responding to memoirs by contemporary writers, practical guides to memoir writing, and essays on memoir and memory. Creative work will include online discussions of readings, informal and ungraded writing exercises designed to help with matters of language and technique in your own writing, weekly online peer review of work-in-progress, and the crafting of three life stories. Students will be evaluated on the effort and quality of their writing, commitment to the writing process, participation in online peer review and discussions, production of a chapbook, and a digital portfolio of their writing. Course material, communication, and online interaction will occur through various means, including email, Google Docs, brief videos, remote class sessions and individual writing conferences.

Level: Introductory/Intermediate. Prerequisites: None. Class limit: 12. Lab fee: None.

### **HS3095 Nutritional Anthropology**

**Collum, Kourtney**

Eating is both a biological need and an intensely social activity. This course examines the evolution, diversity, social significance, and health consequences of the human diet across time and space. Through academic readings, discussions, and guest lectures, the course weaves together the biological and cultural threads of anthropology to consider human nutrition in all its complexity. The course is designed to complement The Anthropology of Food by focusing in on biocultural approaches to the study of human diets, but the content is unique and one is not a prerequisite for the other. The course covers foundations and theories of nutritional anthropology, the evolution and adaptation of human diets, dietary transitions and globalization, and under- and

over-nutrition. Students are evaluated based on participation, a series of short papers, and a literature review.

Level: Intermediate. Prerequisites: None. Class size: 20. Lab fee: none. Meets the following degree requirements: HS

### **HS3096 Cold War Flashpoints: Exploring Case Studies**

**McKown, Jamie**

This online course will explore a series of “flash points” or case studies from across the entirety of the Cold War period. Some of these case studies will be prominent and well known to students, while others may be more obscure. Topics covered may include, but are not limited to, the Cuban Missile Crisis, the Berlin Airlift, Kennedy and the construction of the Berlin Wall, NSC 68, Operation Popeye, the Greek Civil War, Able Archer, the "New Look" Doctrine of the Eisenhower administration, the Soviet invasion of Afghanistan, and the development of spaced-based weapons during the 1980s. The actual cases covered will vary depending on the term and student interests. This class will be offered in a non-linear and asynchronous online format. Students will tackle each case study as an individual module. Each module will include an overview from the instructor, readings, and an assignment relevant to that module. Depending on the module, these assignments might involve reflective writing responses, primary document analysis, virtual archival work, or some other form of creative expression. Students will be able to select the modules they are most interested in from a series of options. They can explore them in whatever order they choose and on their own timeline for completion. In addition, there will be regularized real time virtual discussion sessions with the instructor and other members of the class as well as a more asynchronous message board for group posting. There will be multiple such sessions per week, and the timing will vary in order to accommodate student scheduling. Students will be expected to participate in a minimum number of these sessions. Final projects for the class will involve individual students selecting a case study of their own and building their own "module" that might be used by students in a future course. This includes recording (audio or video) a short overview, curating a series of readings, and also developing an assignment. This final project will likely involve undertaking additional primary and secondary research, including potentially mocking up FOIA requests for documents. Evaluation will be based on completion of the various module assignments, engagement with the discussion sections, and the final project. This course is ideally suited for students who have taken either of our existing Cold War offerings (early or later years). However, those students who have not taken either of these classes, but who have a background or interest in the topics we are covering are also welcome. In the latter case, they should contact the instructor directly to determine if the class is well suited for them.

Level: Intermediate. Prerequisites: None. Lab fee: None. Meets the following degree requirements: HS and HY

### **HS4087 History Workshop: Wabanaki Studies**

**Little-Siebold, Todd**

This class will be an empirically-based research seminar on the history, politics, archaeology, and culture of Maine’s Wabanaki tribes that tackles a wide range of issues. The class will consist of several group projects on topics such as cataloging indigenous place names to the loss of cultural heritage sites due to coastal erosion. After completing several of these projects, students will develop their own research project on Wabanaki history and culture that they will conceptualize, plan and carry out. The class will also cover the themes of colonialism, cultural revitalization, tribal sovereignty, preservation of cultural resources, and much more. The course will be based on projects developed in consultation with tribal cultural preservation specialists and tribal historians from Maine’s Wabanaki communities. Final projects, so long as they have a historical component, can explore a topic of the student’s choosing in consultation with the faculty. This class is appropriate for students from a range of backgrounds. Previous coursework such as Indigenous America, Native American Law, Race and Racism in America, the Yucatan Program, or other relevant courses will be extremely helpful, and preference will be given to students who have some previous academic background in historical research, indigenous studies, and ethnography. Students who have taken classes with a strong component of textual analysis of historical sources are also encouraged to take the class. Students will learn to work with both primary and secondary sources (both written and visual). Students will be evaluated on their contribution to the group projects, participation in discussion, several small assignments, and their final project.

Level: Intermediate/Advanced. Prerequisites: Permission of instructor (see description). Class limit: 12. Lab fee: \$60. Meets the following degree requirements: HS, HY

### **HS4088 Literature of Exile**

**Turok, Katharine**

Displacement, disappearance, deportation, exile, and return in New Writing: how do storytellers relate, relive, and re-create displacement from war, emigration, anti-immigration discourses, voluntary or coerced exile, or racial, ethnic, and religious conflicts? What emotional truths do new novels, poems, short stories, and essays reflect—from anger to “otherness” to nostalgia to numbness—when the self and its homeland are separated? Are one or more homelands foundational to identity formation? How do fiction and nonfiction convey refugee experiences and their aftermath? Finally, how are migratory journeys of geography and selfhood accompanied by related trauma, impactful on different generations and changes in the social and political spectrum - and do they evolve as "a disassembly of the heart and excavation of a new identity" in recent writing?

Readings include material by twenty-first-century writers from every continent, such as Chimamanda Ngozi Adichie, Claire G. Coleman, Daša Drndić, Isabella Hammad, Cristina Henríquez, Amitav Kumar, Kyun-sook Shin, Valeria Luiselli, Geovani Martins, Imbolo Mbue, Viet Thanh Nguyen, Julie Otsuka, Salman Rushdie, Pajtim Statovci, and Shahla Ujayli.

Students will be assessed on engaged participation, two short papers, one presentation in any medium, and a final essay, story, poem, or play.

Level: Intermediate/Advanced. Prerequisites: None. Class limit: 15. Lab fee: None. Meets the following degree requirements: HS

### **HS4090 Derrida and Questions of Difference II**

**van Vliet, Netta**

This class continues to engage with the questions addressed in the course Derrida and Questions of Difference. While the conceptual questions of that course and this one will overlap, the readings will be different. Readings will include texts by Jacques Derrida, along with texts by others who have engaged with his work. The online version of this course will include weekly synchronous online discussions and written exchanges on a shared google doc, in addition to the writing assignments referred to below.

Algerian Jewish philosopher, Jacques Derrida (1930-2004), one of the most widely translated French philosophers of the 20th century, developed a body of work often referred to as "deconstruction." Derrida's oeuvre has influenced multiple fields and disciplines, including Literature, Anthropology, Philosophy, Postcolonial Studies, Psychoanalysis and Feminist Theory. This course will track some of the ways in which Derrida engaged with ideas of difference, through a focus on questions his work poses for understandings of the human. The class will engage with Derrida's archive through reading some of his early work, including essays and interviews about the status of writing and speech, language, and philosophy, and then move through his later work, including his increasing focus on explicitly political topics such as the death penalty, the animal, sovereignty, and war. Although the texts we read will be primarily Derrida's own writing, we will also read authors who respond to and build on Derrida's thought. These may include Gayatri Spivak, Ranjana Khanna, Samir Haddad, Peggy Kamuf, and Michael Naas, as well as texts by those with whom Derrida was in dialogue, such as Sigmund Freud, Hélène Cixous, Michel Foucault, Sarah Kofman, Claude Lévi-Strauss, Karl Marx, Martin Heidegger and Emmanuel Levinas. As we move through Derrida's texts and those informed by them, we will pay particular attention to questions about sexual difference, colonialism, the human, death in relation to life, value and representation. Students will be evaluated on participation in seminar discussions, weekly reading responses, a mid-term paper and final paper. Students are encouraged to contact the professor with any questions about the course and whether it is a good fit for them.

Level: Intermediate/Advanced. Prerequisites: Derrida and Questions of Difference is not required, but some previous course work in critical theory, literature or philosophy is necessary; permission of instructor. Class limit: 12. Lab fee: None. Meets the following degree requirements: HS

### **HS5056 Tutorial: Readings in Political Ecologies**

**Stabinsky, Doreen**

This is an advanced reading seminar focused on contemporary, experimental, and speculative political ecologies. Readings will include books, dissertation manuscripts, and scholarly articles. Students will be expected to contribute in the design of the course syllabus to reflect their interests. The course will be a collective intellectual endeavor conducted through 1) written reflections and conversation on an online blog that we will curate, inviting political ecology scholars also to join our online conversation, and 2) through regular real-time interactive conversations on Zoom. Evaluation will be based on participation in real-time and blog conversations, including a weekly reflective blog posting; leading two real-time conversations on Zoom; and a final synthetic essay on a topic of their choosing.

Level: Advanced. Prerequisites: Permission of instructor. Class limit: 5. Lab fee: None.

### **MD1019 The Bicycle: History, Science and Policy**

**Gatti, Daniel**

"Nor could I see a reason in the world why a woman should not ride the silent steed so swift and blithesome.", Frances E. Willard, *A Wheel Within a Wheel*, 1895

The bicycle is one of the most amazing inventions of the 19th century. With 25 pounds of metal, plastic and rubber, a person can propel themselves at staggering speeds of 20 miles per hour or more. Bicycles are a clean, healthy and efficient mode of transportation, yet they struggle to maintain relevance in some countries. In this course, we will study how this came to be in the United States and look at how other countries treat bicycles as transportation. The course will be divided into three roughly equal parts: History, Science and Policy. In the History module, we will start with the development of the bicycle in the late 1800s and study its impact on society as an example of how technology disrupts societal patterns. We will study the influence of the bicycle

on mobility for the poor and for women, with Frances Willard and Annie Londonderry as examples. We will look at novel uses of bicycles in developing countries and in war. In the Science module, we will study the physics of bicycles, including gear ratios, brake leverage, steering geometry and ergonomics. In the Policy module, we will study how rights to publicly funded roadways changed in the 20th century, with a focus on the American experience in removing pedestrians, animals and bicycles from the streets. We will also look at bicycle policy and street use in other countries to see how policy can shape behavior. Students interested in the history and physics of bicycles as well as how corporate power can co-opt public resources will benefit from this course. Students who complete this course will have an understanding of the development of the bicycle, the physics and mechanics of bicycles, and of the policy decisions that led modern roads to be dominated by the automobile. Evaluation will be through class participation, quizzes, and written essays.

Level: Introductory. Prerequisites: None. Class limit: 20. Lab fee: none.

### **MD1020 Social Arts Practice & Community-based Marine Conservation**

**Rock, Jennifer**

This course extends conservation management thinking on what are 'healthy' marine ecosystems, specifically to include local social values. We investigate ways to capture community perspectives on marine conservation, using social arts practice to enable expression of perceptions/values/knowledge through visual narratives. The course will include recorded lectures, and a weekly real-time discussion session on both lectures and reading material. Assigned readings focus on participatory marine conservation management; community engagement methods; social arts practice; visual ethnography; visual communication and arts-based research.

Course evaluation will be based on project work, short presentations and assigned readings. The project work includes (1) contribution to a group visual research project on representing local marine issues, and (2) an individual creative research project that incorporates public perceptions research (e.g. how do people value the marine environment) with an emphasis on visual expression of values. The research element might interrogate existing virtual visual resources, or collect new visual representations through on-line 'surveying'. The individual projects will be summarised in a final report that will include an element of evaluation, by using action research to critically examine your expectations, intentions, and observations of the research process, as well as outcomes. Students will also be evaluated on several short presentations on assigned course material, and on written responses to assigned readings, recorded weekly in a conceptual journal.

The course is a companion to but not a prerequisite for a subsequent course that will include a practical field component where, as a group, we design and implement a community-engaged social art project on a local marine conservation issue in Frenchman's Bay.

Level: Introductory. Prerequisites: Permission of instructor; suitable for any student interested in combining human studies, arts and design, and environmental science. Class limit: 15. Lab fee: None.

### **MD3014 Museum Practicum**

**Colbert, Dru**

This course offers students the opportunity to participate in the authorship, design and fabrication of interpretive projects in COA's George B Dorr Museum. Typically coursework surrounds the creation of educational environments, activities and events that showcase concepts and content on changing special topics. Areas of content explored in projects range between art, science and natural history. With guidance, students in the tutorial will engage in researching content, developing interpretive projects, writing textual elements, and designing and fabricating installations, events and activities in the museum. The class will act as a team and collaborate to develop and produce material.

Evaluation will be based on (dependent on specific tasks that include research, writing, and fabrication): attention to detail, quality of craft, effective collaboration in an iterative group process and the timely completion of work. The success of this group project is dependent upon a high level of scholarship and crafting of exhibit areas toward an end-of-term completion date for the realization of project elements. This course is appropriate for students interested in education, design and communication.

Level: Intermediate. Prerequisite: Permission of instructor. Curiosity and Wonder is strongly recommended; Graphic Design, Communicating Science and/or Education courses are also suitable previous coursework. Class limit: 10. Lab fee: none.