

# COURSE CATALOG 2015-2016

 College of the Atlantic



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# College of the Atlantic Course Catalog 2015–2016

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## HUMAN ECOLOGY: AN EDUCATIONAL APPROACH

Emboldened by human ecology as an educational philosophy, faculty and students at the College of the Atlantic embrace the act of knowing about the world and knowing oneself deeply. One of the touchstones of this philosophy is independent thinking that results in a diverse array of educational trajectories and transformational processes.

The radicalism of an education in human ecology is a probing and determined search for the roots of contemporary social, cultural, political, and environmental issues. By engaging the experimental and pluralistic heritage of learning in the liberal arts traditions, we seek to inspire theoretically informed and personally reflective learning.

Exploring human ecology requires the skills and dispositions necessary to live with commitment to a community that is both local and global. To thrive and contribute to such a complex world, students will become empowered through the mastery of intellectual and practical skills.

The habits of heart and mind necessary for this challenging education include:

- To be passionate about and dedicated to learning
- To bring both heart and mind to the tasks of learning and living
- To live in the questions and to increase tolerance of uncertainty
- To be playful, open and, creative
- To act responsibly and with compassion

### WHAT YOU SHOULD LEARN AT COA

1. **Creativity:** In all endeavors the ability to imagine and construct novel approaches or perspectives, to be innovative and to invent. This includes the flexibility to use many different approaches in solving a problem, and to change direction and modify approach, the originality to produce unique and unusual responses, and the ability to expand and embellish one's ideas and projects. This also includes taking intellectual and creative risks and practicing divergent thinking.
2. **Critical Thinking:** The ability to not only interpret and evaluate information from multiple sources but also to induce, deduce, judge, define, order, and prioritize in the interest of individual and collective action. This includes the ability to recognize one's self-knowledge and its limits, challenge preconceptions, and work with imperfect information.
3. **Community engagement:** A deep understanding of oneself and respect for the complex identities of others, their histories, their cultures, and the ability to lead and collaborate with diverse individuals, organizations, and communities. This includes the ability to work effectively within diverse cultural and political settings.
4. **Communication:** The ability to listen actively and express oneself effectively in spoken, written, and nonverbal domains.
5. **Integrative thinking:** The ability to confront complex situations and respond to them as systemic wholes with interconnected and interdependent parts.
6. **Interdisciplinarity:** The ability to think, research, and communicate within and across disciplines while recognizing the strengths and limitations of each disciplinary approach.

## INTRODUCTION

College of the Atlantic is a small undergraduate college awarding a Bachelor of Arts and a Master of Philosophy in Human Ecology. The college's mission is to foster interdisciplinary approaches to complex environmental and social problems and questions in the face of rapid cultural change. The academic program encourages students to view the world as an interacting whole by bringing together traditional disciplines through the unifying perspective of human ecology.

A human ecological perspective can most effectively be developed through an education that:

- encourages students to pursue their individual academic interests within the context of a broad education in the arts, sciences, and humanities;
- promotes the acquisition and application of knowledge through internships, independent research, and group study projects;
- offers a college self-governance system that develops active responsible citizenship and collaborative decision-making skills.

This academic catalog is intended as a resource for all members of the college community. It is to be used as a manual for academic policies and procedures and for meeting the college's goals for education.

All academic requirements, guidelines, and regulations have evolved from lengthy discussions among faculty, students, and staff. Members of the community are encouraged to use this catalog as a basis for discussion of any clarification or revision to the policies and procedures of the academic program. Students who wish to see a policy change should bring their suggestions up through one of the standing committees.

## COLLEGE OF THE ATLANTIC MISSION AND VISION

College of the Atlantic enriches the liberal arts tradition through a distinctive educational philosophy—human ecology. A human ecological perspective integrates knowledge from all academic disciplines and from personal experience to investigate—and ultimately improve—the relationships between human beings and our social and natural communities. The human ecological perspective guides all aspects of education, research, activism, and interactions among the college's students, faculty, staff, and trustees. The College of the Atlantic community encourages, prepares, and expects students to gain expertise, breadth, values, and practical experience necessary to achieve individual fulfillment and to help solve problems that challenge communities everywhere.

The faculty, students, trustees, staff, and alumni of College of the Atlantic envision a world where people value creativity, intellectual achievement, and the diversity of nature and human cultures. With respect and compassion, individuals will construct meaningful lives for themselves, gain appreciation for the relationships among all forms of life, and safeguard the heritage of future generations.

## ACADEMIC PROGRAM AND POLICIES

### DEGREE REQUIREMENTS

The degree of Bachelor of Arts in Human Ecology is granted upon completion of thirty-six credits specified below and of three requirements bearing no credit. Eighteen of the thirty-six credit units must be earned at COA, and a minimum of six terms must be spent enrolled full- or part-time at COA. One of those six terms may be a COA internship, but a minimum of five must be spent on campus. The normal full-time annual load is nine credits, three in each of the three ten-week terms. One COA credit unit is the equivalent of 3.3 semester hours; nine COA credits are the equivalent of 30 semester hours.

Courses that fulfill resource area and other requirements are indicated by starred codes and noted in the course descriptions: AD = Arts and Design, ED = Educational Studies, ES = Environmental Sciences, HS = Human Studies, HY = History, QR = Quantitative Reasoning, WF = Writing-Focused, and W = Writing.

### Freshman Requirements

- Human Ecology Core Course (HE)
- one writing (W) course or two writing-focused (WF) courses
- one history (HY) course in the first two years of attendance
- one quantitative reasoning (QR) course within the first two years of attendance

## Resource Area Requirements

- AD two courses (taught by different COA faculty, one must be a studio course)
- ES two courses (taught by different COA faculty)
- HS two courses (taught by different COA faculty)

## Internship

- either non-credit satisfaction of the requirement while a degree candidate or
- full-time, one term enrollment, earns three credits

(Note: Both options require a proposal packet and approval of the Internship Committee prior to starting. The internship, whether for credit or not, cannot be the final enrollment.)

## Senior Project

- three credits, either in a single term or split over two or three terms

## Additional Non-course Requirements

- human ecology essay
- community service
- writing portfolio

## COMPONENTS OF THE CURRICULUM

Small classes are the foundation of COA's curriculum. With a faculty to student ratio of 1:10, individualized attention and a seminar format are the classroom norm. Average class size is 12.5. A normal full-time student load is three courses per term; a normal full-time faculty teaching load is five courses over three terms. Students design their own programs of study, with a few distribution requirements.

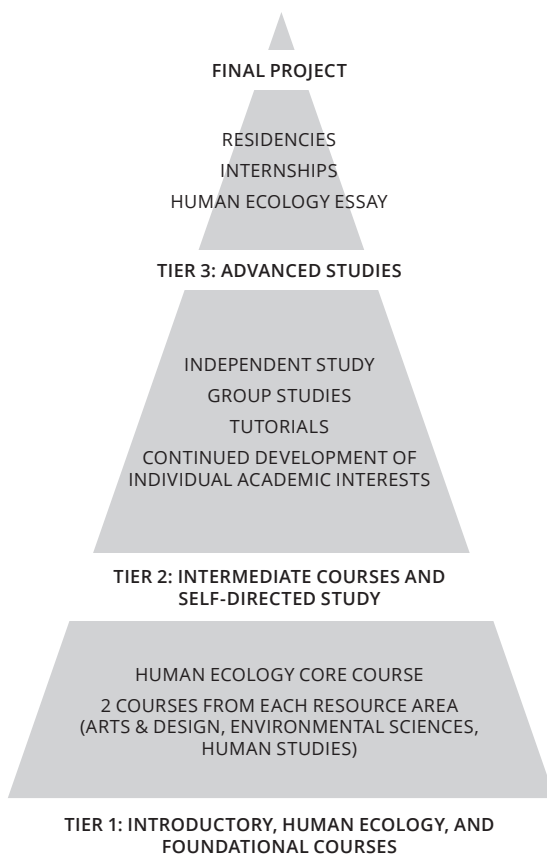
## FRESHMAN REQUIREMENTS

The Human Ecology Core Course (HE) is a requirement for all first-year students. Additional freshman course requirements which should be taken in the first two years of attendance include one writing (W) course or two writing-focused (WF) courses, one history (HY) course and one quantitative reasoning (QR) course. Please refer to the Writing Requirement section for more information. These freshman requirements are waived for transfer students entering with the equivalent of 9 or more COA credits.

## RESOURCE AREA REQUIREMENTS

The curriculum is organized into three multidisciplinary resource areas: Arts and Design, Environmental Sciences, and Human Studies. A required "distribution" of two courses from each of the resource areas helps a student become familiar with the methodology and perspective of each and incorporate these perspectives into his or her own work. A student must take a minimum of two courses in each resource area, each from a different COA faculty member. One of the Arts and Design courses must be a studio class, listed as ADS. Amongst academic disciplines, studio art is the making of art contrasted to the study of art history and theory.

The resource area distribution requires a student to gain a broad foundational understanding of approaches used in each resource area of the curriculum; courses satisfying the distribution requirement should be selected in consultation with academic advisors. A student combines course work from all three resource areas to design programs of study which are interdisciplinary and individualized.



The following cannot be used to satisfy the resource area requirement: independent studies, practica, tutorials (except for some music tutorials), group studies, or MD courses. While MD courses, which are interdisciplinary by design, have validity and purpose, they are distinctly not appropriate for the distribution requirement.

Transfer credits from other institutions may be used to fulfill resource area requirements. However, only one AD, HS, or ES may be used in this manner. Approval of courses to fulfill resource area requirements from other institutions is handled by the registrar in consultation with representative faculty and advisors; the student must provide the catalog descriptions of the courses to be used for this purpose. AP and IB credits may not be used to satisfy resource area requirements.

## **SELF-DIRECTED STUDIES**

### **Independent Study**

An independent study provides an opportunity for the student to design his or her own course. It is intended to be student-initiated and carried out under the supervision of faculty or community sponsors. An independent study is appropriate for advanced or specially focused work not offered in the regular course curriculum, for study in fields not offered by the college, or study requiring work off-campus.

First-year students are not allowed to undertake an independent study. No more than two independent studies are permitted within one academic year (they cannot be banked). Transfer students are permitted to take two independent studies per year starting from the first year they enroll at COA. Every independent study must have an on-campus project director. An on-campus sponsor is required if the independent study project director is an off-campus resource. In the event that the off-campus project director fails to generate a grade and written evaluation, the on-campus sponsor is responsible for providing this information.

A student is not allowed to undertake an independent study if they are on academic probation or if a previous independent study is not complete. An independent study is considered incomplete until the proposal has been completed and the student's self-evaluation and description of the study have been submitted to the registrar, along with the director's grade and written evaluation.

A cover sheet needs to be submitted with the proposal. Proposals need to include educational goals, anticipated learning resources, assessment criteria, and an approximate time-table of events. An honorarium is available to off-campus project directors pending receipt of grade and evaluation of student's work. The cover sheet requires these signatures:

- student;
- study director—COA faculty, staff or non-COA expert (non-COA directors must submit credentials specific to the independent study, for instance a CV or resume, for review by the registrar);
- faculty or staff sponsor (required when the director is not a member of the COA faculty);
- advisor; and
- academic probation officer.

### **Group Study**

The group study is a student-initiated, one-term project, which provides an opportunity for collective pursuit of specific academic problems, topics, or issues which are not offered in the regular curriculum. Key factors in the success of any student-designed study at COA are planning, goal-setting, and evaluation. The content of group studies ranges widely. Some groups work on "hands-on" projects which have tangible products. Some groups are more seminar-like, with the objective being the sharing of information among members. Group studies are taken for credit/no credit only. First-year students and those on academic probation are not eligible. The group study administrator is required to submit an evaluation of each student to the registrar within three weeks after the end of the term. Participants decide how these evaluations will be done.

The requirement that students describe these plans clearly in a proposal is intentional. In addition to review of the student's planning, the Academic Dean and the Academic Probation Officer reviews the

students' proposal for its content and relationship to the rest of the curriculum, as well as academic eligibility. A group study must be approved prior to the registration period for the term when it will be done; deadlines for submission of proposals are published in the back of this catalog and online.

For a group study to be established the following requirements must be met:

- a minimum group size of five and no more than eight active participants; and
- at least three of the five should share responsibility for the design of the group study and the preparation of the proposal.

The proposal should:

- contain a clear description of the educational goals and methods of the study;
- identify the tangible products;
- include a syllabus based upon a minimum of three hours of regularly scheduled meetings per week for a total of 150 academically engaged hours;
- outline criteria for evaluation, being clear about what constitutes participation worthy of credit;
- identify a faculty sponsor and any additional resource person;
- identify a student administrator; and
- contain an itemized budget. Budget support is available from the college for expenditure such as travel and supplies necessary to the learning activity. The maximum award is \$300.

Approval procedure:

- Proposals must be submitted to the academic dean by the published deadline (week three of the term prior to registration) with an itemized budget that includes expenses, which are essential for the learning to take place.
- The group study proposal cover sheet (available on the COA registration web page) must accompany all proposals and have all required signatures.
- At midterm, representatives of the group are required to make a progress report to the academic dean.

Students may not take two group studies in the same term and no more than two per academic year.

### Residency

A residency is a three-credit, term-long educational experience designed by an advanced student. In order to do a residency students must have earned at least eighteen COA credits and be in good academic standing. In addition, only two residencies may be used toward graduation requirements. Residencies offer students the opportunity to put together their own cohesive program of study in order to explore areas which may not be provided in either the content or structure of the regular academic curriculum.

- Students should have a developed interest in an area that cannot be satisfied by the regular curriculum and have the motivation, work habits, and creativity necessary to pursue this interest in an academically responsible manner. Students must have an excellent academic record and be in good standing to participate in a residency.
- Students have used the residency term to explore topics as diverse as: women's health issues; the history of western thought; physical, cultural, and intellectual approaches to dance; and issues in psychology and the treatment of mental illness. A recent residency used quilting as a theme to explore color theory, organic and chemical fabric dyeing, computer aided design, and three quilting cultures. A residency allows a student to learn first-hand the educational value inherent in interdisciplinary study.
- A COA faculty member must be the primary director of a residency and have scheduled contact with the student throughout the term. This may be done by office visits (if the residency is local or on campus), via phone, or by e-mail. Any outside director to the project will assist the primary director in completing final evaluations. Residencies are taken for credit/no credit only. While students are encouraged to only do one, a maximum of two can be allowed.
- Students must submit a proposal to do a residency. The residency application form may be



downloaded from the registration page on line or picked up at the registrar's office. The application for the residency must be submitted to the Review and Appeals Committee by the registration deadline for the term in which it is to occur. (See schedule of deadlines in the back of this catalog and online.) Late residency applications will NOT be considered. Students are advised to register for alternate classes in the event that their residency application is not approved. All residency applications will be approved or rejected by Review and Appeals Committee before the end of the term prior to when the residency is to occur.

## TUTORIALS

Tutorials are faculty-initiated studies for one to five students which cover specialized material not available within the regular curriculum. They differ from independent studies and group studies in that faculty members, not students, are responsible for design and implementation. Tutorials cannot be used to fulfill resource area requirements (with the exception of some music tutorials).

## INTERNSHIP

An internship is an off-campus, site-based (not virtual), supervised work experience in an area compatible with a student's career path and interests. The successful completion of one eleven-week, full-time (forty hours per week) internship is an academic degree requirement. In addition to the four hundred forty hours of work, internships require that students are engaged for another 10 hours (totaling 450 hours) through internship/job hunting, application processing, writing the proposal, meeting with their advisor, writing and working with the writing center in regards to their internship report, and developing a community presentation.

The experience allows a student to apply his or her knowledge and skills in the job market, develop new skills, clarify future goals, and establish important career contacts. Returning to a former employer, work site, or working with relatives is not considered an internship placement. Interns are encouraged to take part in training, meetings, and workshops held at their work site. A student may choose whether to receive academic credits (three) or complete the internship requirement for non-credit. Both meet the requirement.

Prior to participation in an internship, a student must submit a proposal, a current resume, and a letter of commitment from the internship sponsor/supervisor to the Internship Committee. This is true for both the academic year and the summer. Registration, as with any course, is necessary for both credit and non-credit internships. Deadlines for internship proposals and reports are posted and listed at the end of the catalog. A student must be in good academic standing and have no outstanding accounts in the Business Office to enroll for an internship.

The internship cannot be the final enrollment. A student must spend at least one term enrolled (for at least one credit) on campus following the internship and prior to graduation to integrate the internship with later academic experience. The following term may be the senior project.

The Internship Committee expects the student to take full responsibility for submitting all paperwork in a timely fashion just as he or she would in the world of work. A final report is due twenty days into the next term of enrollment following the internship. The internship experience is incomplete until the final report is approved, the sponsor's evaluation has been received, and the student completes a community presentation.

When the committee has approved the internship report, the director of internships and career services compiles a transcript evaluation including excerpts from the proposal report and the sponsor's evaluation. All internship paperwork is kept in the student's file in the Internship Office.

The Internship Office maintains an active file of organizations, alumni mentors, and job contacts to help students find internships that are appropriate to their career needs and interests. The director of internships and career services is available to help students take advantage of the resources of the office and can give additional guidelines for proposing an internship.

Current guidelines for writing proposals, résumés, and reports are available in the Internship Office and on the college's website. Students are encouraged to meet with the director of internships and career services as soon as they begin to plan for their internship.

In certain instances students may be allowed to take up to two three-credit internships. Students

wishing to take a second for-credit internship must have strong support from their advisors, strong rationale for the need of a second internship, and an approved proposal from the Internship Committee.

Student teaching may be used to fulfill the internship requirement. Students choosing this option must meet the standards set for both the Student Teaching Practicum and the internship.

## SENIOR PROJECT

The senior project is a three-credit independent effort required for the human ecology degree. It is a significant intellectual endeavor, experiment, research project, or original work which is intended to advance understanding in a particular academic area and bring together the skills and knowledge acquired during the student's college career. It is a major work at an advanced level, occupying at least a full term, earning three credits. This full-time commitment requires full tuition, no matter how many additional credits have been earned previously. The three credits of a senior project may be spread over two or more terms if the research requires more than ten weeks or if the student wishes to combine the senior project with course work in his or her final terms.

With the exception of the spring term just prior to graduation, senior project enrollment may be combined with course enrollment even if the total load is four credits. If a student wishes to conduct a senior project, in whole or in part, in the spring term and enroll for one or more classes, registering for more than three credits total, he or she must gain approval through an appeal to Review and Appeals Committee prior to the end of the add/drop period for the spring term.

Once a student registers for his/her senior project, he/she will have one year to complete it barring extensions. If at the end of that time period the project is not completed the student will be withdrawn from the institution. When a student re-enrolls to complete his/her project he/she must reapply through the Office of Admission and pay all applicable admission fees, as well as a special one-time senior project registration fee. The project must be completed by the end of the term. If the student does not complete the project in the allotted time, the next enrollment will be at the full rate of three credits with a new proposal required.

A COA faculty member or a non-COA expert may serve as the senior project director. This person is responsible for the final evaluation and may or may not be the faculty member on a student's permanent advising team. In addition, resource persons outside the college may be used, and in certain cases a \$400 honorarium will be provided to them. Some approved senior projects take place primarily off campus; however, there is a requirement that a student must spend a term on campus following internship and before graduation.

Review and Appeals Committee posts deadlines for submission of senior project proposals; the deadlines are listed on the back cover of this catalog and online. Students wishing to register for senior project credits must obtain a signature from one of the co-chairs of the Review and Appeals Committee on their registration form. In order to obtain a signature from a chair of Review and Appeals, a student must have submitted a complete proposal to the committee for review.

The format for senior project proposals is as variable as the range of projects. Proposals should be readable by the general community and free of jargon. The relevance of the project within the context of a COA education should be clear. A completed proposal or intent form should be submitted to the Review and Appeals Committee before registering for senior project credits. Project proposal cover sheets are available in the Registrar's Office and online with a checklist of required elements included.

The following elements are absolutely essential in a senior project proposal:

- statements describing purpose, methodology, schedule for completion, criteria for evaluation, manner of final presentation, and the role of the project director;
- detailed description of the way in which this project is a culmination of the student's work at COA, including academic background, career goals, and qualifications to do this work;
- bibliography and/or other references which place the work in a theoretical context, demonstrating what will be new learning or original; and
- a cover sheet bearing signatures of the permanent advising team members and the project director, including the preliminary project title.

*Note: senior projects without completed and approved proposals cannot receive credit, which may result in a student not being able to graduate.*

The senior project must be submitted to the library archivist no later than the end of the ninth week of the spring term. Failure to meet this deadline will jeopardize the student's ability to graduate in June. Students are required to submit a description and self-evaluation electronically to the Registrar's Office; the project director will submit an evaluation. Letter grades are not given for senior projects.

The student is responsible for submitting his/her project in a format approved by the library archivist, following the guidelines posted on the registrar's webpage. This includes a brief abstract (200–400 words, single spaced) describing the project. The project is cataloged by the library and added to its permanent collection of senior projects for reference by future students.

#### **ETHICAL RESEARCH REVIEW BOARD (ERRB)—RESEARCH INVOLVING HUMAN SUBJECTS**

Research on human subjects is an integral part of human ecology at College of the Atlantic. The college's policy on human subjects research is intended to foster an environment that supports and encourages such research. In addition, the policy establishes mechanisms to assist those wishing to undertake human subjects research. College of the Atlantic has in place a set of procedures concerning research involving human subjects to ensure the physical and psychological safety of participants and to ensure that researchers follow appropriate ethical standards and comply with federal laws protecting research subjects. Research that will be reviewed includes faculty research, senior projects, and graduate theses. In addition a limited set of classroom projects, residencies, and independent studies may also require review, especially if they are disseminated publicly.

An Ethical Research Review Board (ERRB) will be appointed by the academic dean at the beginning of each academic year. The ERRB is charged with implementing this policy in a manner appropriate to the interdisciplinary nature of COA and consistent with federal law. The ERRB will provide researchers with materials and tools to determine if their project(s) fall under the category of human subject research. The ERRB will assist researchers wishing to undertake research on human subjects to develop strategies for meeting ethical and legal standards appropriate to their research.

Students and faculty must seek approval for their research from the ERRB when they initially propose their work. Student projects which do not gain approval, may not be granted college credit or count as fulfilling graduation requirements. The application for approval, in the form of an ethical research review form and accompanying narrative, will be forwarded for review and approval to the chair of the ERRB who will convene to review proposals on a rolling basis. Researchers may appeal the ERRB's decision to the academic dean or her or his designee. The dean's decision is final.

For further information or a full statement of the college's policy and details on the process of application and review, contact the ERRB chair.

#### **WRITING REQUIREMENT**

There are two components to the writing requirement:

1. **Writing Course:** All students who enter COA with fewer than nine COA credits must take one writing class or two writing-focused classes within their first five terms at COA. Writing courses are designated W in the catalog; writing-focused classes are designated WF and classes with a writing-focused option are designated WFO. Students who have scored a four or five on the AP English exam are exempted from this requirement. Students who receive a six or seven on the IB A1H exam are exempted. The writing program director may also exempt entering students; these must be documented in writing.
2. **Writing Portfolio:** The goal of the second phase of the writing requirement is to ensure that all students write at an advanced collegiate level. Students who begin here as first-year students, or with fewer than nine credits, must submit a writing portfolio once they have completed fifteen COA credits, or have been in attendance for five terms. Transfer students with nine or more credits are required to submit a portfolio by the end of their third term of residence. Failure to meet this requirement may result in the student's not being allowed to register for the following term.

While students who transfer in more than nine credits are exempt from the first year writing requirement, they are required to submit a portfolio during their third term of residence. The portfolio should be submitted to the faculty assistant at [bcarter@coa.edu](mailto:bcarter@coa.edu).

This portfolio, which is reviewed by a member of the team of faculty reviewers, should include:

- three essays written for courses—these essays should explain a concept or issue;
- one must demonstrate that you can analyze an issue or argue a position; and
- one (that could be expository or argumentative) must be 5+ pages.

At least one essay must demonstrate that you can use and document sources appropriately.

These essays are reviewed to ensure that students meet the criteria specified in the writing rubric. These criteria include the ability to:

- write coherently;
- organize a paper so that the writing moves logically from sentence to paragraph to whole paper; and
- write sentences that do not interfere with the author's intent or meaning and use sources consistently and appropriately.

When students demonstrate that they can clearly explain and/or address an issue and formulate and support a coherent and logical argument without significant mechanical or grammatical errors, they will have met the second component of the writing requirement.

Students whose writing is flawed by minor mechanical errors or minor errors in documentation will be asked to work with a writing tutor until they have mastered the problem.

Students with more serious writing issues will meet with their advisor and the faculty reviewer and/or the writing program director to collaboratively develop a plan to improve their writing. The development and implementation of the plan should not only be supportive but should allow the student to achieve a higher level of writing competency. The written contract will not only articulate the specific goals that must be met but also may include, but is not limited to, the following: taking other writing or writing-focused courses, working on writing in other courses, or working on a regular basis in the writing center.

#### **HUMAN ECOLOGY ESSAY**

The human ecology essay is a work of exposition, argumentation, extended description, or narration and should be approximately 2,000 words long. By choosing and developing a subject of personal or social significance, the student explores her or his perspective on human ecology. The human ecology essay is not expected to be a paper done for a course, although it can evolve from such a paper or be produced in a writing class. The human ecology essay must be clear, concise, and coherent. In some cases a student may choose to do a nonverbal "essay," or write a piece of fiction or poetry. If this is the case, the student must submit a two- to four-page essay explaining how the project reflects her or his notion of human ecology.

The student's advisor and one additional faculty member will serve as readers for the human ecology essay. The second faculty reader will be chosen together by the student and the advisor. Both readers must be continuing faculty members. Both the readers must approve the essay in order for the essay to be considered approved. Usually a student's essay goes through several drafts and takes 3-6 weeks to be approved. Students are strongly encouraged to work with the writing center on their essays; their readers may require them to do so.

Students are strongly encouraged to begin work on their human ecology essay during the second half of their junior year. The initial draft will be due toward the beginning of the fall term of the student's senior year, and the final draft will be due in mid-February. The initial draft and the final draft must be submitted to the faculty assistant and the student's advisor whose role is to oversee the human ecology essay process and ensure that deadlines are met.

Students who fail to meet human ecology essay deadlines will jeopardize their ability to graduate or stand in June.

#### **COMMUNITY SERVICE**

All students at COA are required to complete forty hours of community service prior to their last term

of enrollment. The college believes that community service provides valuable experience as well as personal and educational opportunities that complement a student's studies in human ecology. A student can satisfy the community service requirement through on-campus or off-campus volunteer work. On-campus service suggestions include committee membership, planning campus-wide activities such as Earth Day, or volunteering at Beech Hill Farm. Off-campus service includes activities that strengthen the college's ties to the local community such as coaching local athletic teams, tutoring math in an after-school program, or volunteering at a nursing home. A combination of on-campus and off-campus experiences is encouraged.

Community service must be on a volunteer basis (not for pay or for credit) and consist of a minimum of forty hours in total. Most students have an excess of community-oriented work and ultimately need to decide which experience to use to fulfill the requirement. The director of internships and career services is responsible for assessing the adequacy of the student's service. A one-page form with a description of the activity, length of involvement, and reflections must be completed and returned to the Internship Office prior to graduation. The required form is available on the college's website. In addition this office has resources for on and off campus community service opportunities.

## REVIEW AND APPEALS

The Review and Appeals Committee, a subcommittee of Academic Affairs, considers student proposals for senior projects and residencies, petitions for exceptions to requirements, and unusual requests for credit. This subcommittee also receives and reviews appeals for reconsideration of any other decisions regarding a student's academic work, and assesses and evaluates fees related to the academic program.

## ADVISING

When students arrive at College of the Atlantic they are assigned an initial academic advisor. The working relationship between student and advisor is very important because of the self-directed nature of study at the college. The freedom of students to plan individual programs carries with it the responsibility to develop coherent courses of study. The academic advisor serves as the primary resource for this planning process.

The advising relationship is critical to the success of students' academic programs and students are encouraged to change advisors as their academic interests and needs evolve. Change of advisor forms may be found on the COA website.

The best advisors are those who share intellectual and educational interests with their advisees. It is hoped that through class contact and campus events, students will develop collegiality with one or more faculty or staff. It is from these connections that they will choose an advisor best suited to their educational and career pursuits.

The advisor serves as both professional mentor and guide as students work their way through their college careers. Advising meetings may take the form of discussing resource area requirements, considering further educational or career planning, or simply serving as a sounding board for a student's academic and personal concerns. Students are highly encouraged to meet with their advisors regularly.

As there is an atmosphere of collaboration at College of the Atlantic, students are encouraged to seek connections with other faculty, staff, and students to broaden their advising experience. For questions or further information on the advising system, please contact the academic dean.

## Student Responsibility

College of the Atlantic's advising system is set up to provide students with help and guidance in a number of areas. However, a student's education is ultimately her or his responsibility. In particular, it is the responsibility of all COA students to adhere to the requirements and deadlines published in the course catalog and other college materials.

## **CLASS ATTENDANCE**

Students are expected to attend the first class meeting for any course in which they are enrolled. Students who do not attend on the first day of the class may be dropped from the course at the sole discretion of the instructor. Students may also be dropped if they enroll for a course without having met the published prerequisites. Students do not need the instructor's signature to drop a class during the add/drop period. However, students are asked to inform the instructor of their decision to drop, so that their seat in the class may be given to other students. College of the Atlantic does not have a college-wide policy concerning class attendance. However, individual faculty members may—and usually do—set attendance expectations for their classes. In the event that a class is missed, the responsibility for making up any missed work lies with the student, in negotiation with the faculty member.

## **ACADEMIC INTEGRITY**

By enrolling in an academic institution, a student is subscribing to common standards of academic honesty. Any cheating, plagiarism, falsifying or fabricating of data is a breach of such standards. A student must make it his or her responsibility to not use words or works of others without proper acknowledgment. Plagiarism is unacceptable and evidence of such activity is reported to the academic dean or his/her designee. Two violations of academic integrity are grounds for dismissal from the college. Students should request in-class discussions of such questions when complex issues of ethical scholarship arise.

## **DEGREE PROGRESS**

It is the student's responsibility to be aware of his or her status as a degree candidate, and to utilize his or her advisor to certify progress for graduation. To help make this certification clearer, students should use their student portal to follow their academic progress.

## **REGISTRATION: CONTRACTS AND SIGNATURES**

When a student submits his or her course registration, he/she has made a commitment to those courses or other credit units. The student will owe tuition to match that registration, and the student's transcript will list the titles of those courses, whether or not credit is earned. Add/drop forms must be filed by the deadlines set for each term in order to make changes to course registration. All financial obligations must be cleared (or loan payments made current) with the college before a student may register, receive a diploma or have a transcript sent. Lost library books are also considered financial obligations to the college.

## **COURSE/FACULTY EVALUATIONS**

At the end of a course, Personnel and Academic Affairs committees require course/faculty evaluations from each student enrolled. Course evaluation forms ask questions regarding course organization, idea synthesis and clarity, class-teacher rapport, importance of the course to the COA curriculum, and recommendations for future classes. These forms are extremely important in evaluating teacher performance. They provide a written history of faculty work critical to accurate assessment of teaching success.

Course evaluation forms are available either in paper format or online through the student portal by choice of the instructor. Paper forms should be submitted to the Office of Academic and Administrative Services. All evaluations are held until faculty evaluations of students are in, then they are passed to the Personnel Committee and the academic dean for use in continuing reviews of faculty work and in periodic reviews for contract renewal. Faculty members are expected to read course evaluations, but do not have access to them before writing evaluations of students.

## **STUDENTS WITH DISABILITIES**

College of the Atlantic accommodates students with disabilities provided they submit documentation of the disability. In addition to meeting initially with the academic dean or his/her designee, students must check in with the dean at the beginning of each term so that reasonable accommodations can be made for the student. COA does not provide assessment services for documentation of LD—all testing is done by outside evaluators at the student's expense.



## RECORDS AND EVALUATIONS

Each unit of work completed at College of the Atlantic has a three-part evaluation consisting of a course description, instructor evaluation, and a student self-evaluation. Evaluations serve a dual purpose; they form an ongoing portfolio and permanent record for use by the student and advisors, and they comprise the narrative transcript that may be read in conjunction with applications to other schools and future employment. As a summary and synthesis of work over a period of years, the transcript is an effective way to show how courses and projects mesh into a coherent education of the student's own design.

### TRANSCRIPTS

An official College of the Atlantic transcript can include either a single page that lists all of the course titles, credits attempted/earned, or a full transcript that also includes narrative evaluations and self-evaluations.

To order an official transcript for an educational institution or prospective employer, a student must submit a signed release form to the Registrar's Office (a signed letter of request or note is also acceptable). The request may be mailed to: Registrar, College of the Atlantic, 105 Eden Street, Bar Harbor, ME 04609. It can also be faxed to 207-288-2947, or scanned and emailed to the Registrar's Office. It generally takes seven to ten work days to process a transcript request after receipt of the signed release/request. All requests for transcripts must be prepaid in full. Single page transcripts are \$5 for the first copy and \$2 for each additional copy; full transcripts are \$10 for the first copy and \$5 for each additional copy. Transcripts will not be released if the student has overdue bills in the Business Office and/or Thorndike Library.

Evaluations and/or grades are available on student portals approximately three weeks after the end of a term. Students have access to their own files in the Registrar's Office during regular office hours. In keeping with policies under the Family Educational Rights and Privacy Act (below), the college requires the student's release, in writing, before opening educational records to third parties.

### PRIVACY

The college's policies, consistent with the Family Educational Rights and Privacy Act of 1974 (FERPA), are as follows:

This act is a Federal law, which provides that academic institutions will maintain the confidentiality of student education records.

College of the Atlantic accords all the rights under the law to students who are declared independent. No one outside the college shall have access to nor will the institution disclose any information from students' records without the written consent of students, except to persons or organizations providing student financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

College of the Atlantic also requests, beyond the requirements of law, that all students, whether or not declared independent, give their written consent in the sending of evaluations and transcripts to parents and to officials of other institutions in which students seek to enroll. Within the COA community, only those members, individually or collectively, acting in the students' educational interest are allowed access to student educational records. These include personnel in the Financial Aid, Business, Admission, Student Life, Internship, and Registrar's offices, academic deans, advisors, and faculty, within the limitations of their need to know.

At its discretion, the college may provide Directory Information in accordance with the provisions of the Act to include: student name, address, phone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational institution attended, and participation in officially recognized activities and sports. Students may withhold Directory Information by notifying the registrar in writing within two weeks after the first day of an academic term. Requests for non-disclosure will be honored until the end of an academic year; authorization to withhold Directory Information must therefore be filed annually.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable. COA students have unrestricted access to their own records; they may have copies made of their records at their own expense, with certain exceptions (in cases of delinquent tuition payment, or copies of transcripts from previously attended institutions).

Education records do not include employment records, alumni records, student health records, or records of instructional, administrative, and other personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute. Health records, however, may be reviewed by physicians of the student's choosing.

Students who believe that their education records contain information that is inaccurate or misleading, or otherwise in violation of their privacy or other rights, may discuss their problems informally with the registrar and/or the faculty member involved. If the decisions are in agreement with the student's request, the appropriate records will be amended. If not, students will be informed by the registrar of their right to a formal hearing. Student requests for a formal hearing must be made to the Review and Appeals Committee, which will inform students of the date, place, and time of the hearing.

### **INSTRUCTOR EVALUATIONS**

The first part of an evaluation is written by the instructor (or by group study members or, for an independent study, by the student) and is an objective description of the course work and criteria used for evaluation. The second part is also written by the instructor and addresses the student's performance in light of the stated criteria. The narrative evaluation is an opportunity for the instructor to discuss a student's work in a way that cannot be communicated through a letter grade alone.

Student grade options are credit/no credit or letter grades. For some courses (independent studies, residencies, internships, and senior project), letter grades are not an option; the instructor may also choose to opt only for credit/no credit. Request for a credit/no credit grade must be made in writing on the add/drop form no later than the add/drop deadline. Grade options may not be changed retroactively. The grading option to be selected should be discussed thoroughly with advisors and faculty.

The COA faculty follow the following grading definitions:

For determining credit/no credit the following criteria are used.

1. Credit: Satisfactory completion of the requirements as stated in the course description. The quality of the work may range from an excellent to an average comprehension of course material. Equivalent to C or above in letter grade system.
2. No Credit: Failure to complete the requirements as stated in the course description or to demonstrate satisfactory comprehension of the course material. A final status of "No Credit" means that work was not sufficient for credit and/or that it is too late for credit to be considered.

For letter grades the following criteria are used.

- A Excellent: outstanding or superior insight extending beyond the normal requirements for the course; exceeding expectations; completion of all required work
- B Good: conversant in all course topics; completion of all course work
- C Satisfactory: comprehension of the material and completion of basic requirements
- D Completion of minimal requirements and demonstration of minimal competence, academic credit is awarded
- F Failure to complete minimal requirements or to demonstrate comprehension of key course topics, recorded as a "No Credit" for those not opting for letter grades

### **GPA**

COA does not provide/calculate GPAs for its students. However, upon special request, the registrar will calculate an official GPA and include it in a separate letter that also states the number of courses from which the GPA is calculated.



## STUDENT SELF-EVALUATIONS

The third part of the evaluation is the student's self-evaluation. While optional for most courses other than independent studies, residences, and senior projects, the self-evaluation is an important component of the narrative transcript. It provides an opportunity to record the student's assessment of the progress of his or her education and provides valuable insights to the reader about the student's performance in classes beyond what is conveyed by a letter grade. Instructions are distributed by the registrar at the end of each term and are available on the student portal. Self-evaluations may be submitted for up to two weeks following the end of the term and are posted after faculty have submitted their grades and evaluations. Late self-evaluations are not accepted since they must remain independent of faculty evaluations.

## MID-TERM EVALUATIONS

An in-class mid-term evaluation is done in every course and although this does not become part of a student's permanent academic record, it is an important means of student-teacher evaluation. Ideally, the mid-term evaluation is a class-wide discussion of the students' performance, class expectations, and suggested enhancements for the remainder of the term. If students are under-performing at this point in the term their academic advisor and the academic dean or his/her designee are notified.

## INCOMPLETE WORK

Completing assigned work for classes in a timely manner is a necessary part of education just as effective time management is a necessary skill in the world beyond COA. If a student encounters difficulty completing work by the specified deadline, s/he should speak with her/his instructor and/or advisor to seek assistance. Similarly, if an instructor finds that a student repeatedly turns assignments in late or not at all, s/he should speak with the student to determine how to help the student complete work necessary for learning and academic credit. An incomplete grade will automatically turn to an "F" three weeks into the subsequent term unless proper paperwork is filed with the registrar.

If a student has not completed all of the work necessary to meet the requirements of a course by the end of the term, the student must either complete a written extension request (form available in Registrar's Office and online) or be evaluated on the merit of work completed. A student who falls behind in their work should speak to the instructor(s) as soon as possible to determine if an extension may be approved. It is the student's responsibility to request an extension and submit the form.

When the faculty member has received a completed extension form, one of two conditions will apply. The faculty member may:

- deny the request and evaluate the student on the merit of work completed; OR
- grant an extension up to the end of the fourth week of the following term. The extension may be lengthened beyond the end of the fourth week at the faculty member's and academic probation officer's discretion. Any extenuating circumstances requiring extensions beyond this deadline should be determined jointly by the student, faculty member, and academic probation officer since such extensions impact grading, financial aid and billing.

If by the contracted extension deadline the work still is not complete and there is no further extension, the faculty member will evaluate the student based on work completed to date. If the faculty member does not assign a grade or credit, the extension will revert to a failing grade or no credit. Students must file signed extension contracts with the Registrar's Office (due three weeks after the end of the term).

## ACADEMIC STANDING

A COA student's progress toward the degree is measured in credit units; to be considered in good standing a student must be earning credits in satisfactory proportion to the number attempted. To be considered in good standing a student cannot be on academic probation status for consecutive terms.

Each COA course is worth one credit, though amounts of commitment and effort required may vary. With permission of an advisor, students other than first-term registrants may register for a maximum of four credits in a term.

## SATISFACTORY ACADEMIC PROGRESS

Normal or satisfactory progress toward the degree is made through the equivalent of four full-time years of study, or nine COA credits per year. The student must be aware of this definition of full-time for various purposes of eligibility for financial aid and student loans, especially from sources such as VA benefits: full-time enrollment is three credits per term and nine per year. The college recognizes many good reasons for graduation timetables that differ from a traditional four-year program; it is a student's responsibility to discuss his or her program with advisors and to be aware of financial aid implications.

Financial aid implications include the potential loss of all aid if the student does not maintain Satisfactory Academic Progress (SAP). Generally, this means the student must maintain the equivalent of a "C" average or GPA of 2.0 or higher (some exceptions may apply). If a student loses aid due to failure to maintain SAP, he or she must reestablish SAP before aid can recommence, assuming the student is otherwise eligible. The full SAP policy can be found on the COA website and in the Office of Financial Aid.

Credit (CR) issued for any courses taken as P/F versus a grade is treated, for financial aid purposes, as the equivalent of a "C" or 2.0 GPA. Students should be aware of the implications of this and the potential impact on their overall GPA at any given time.

## ACADEMIC PROBATION

Any student who gets a D, F, or an NC (fails to receive credit in a class taken credit/no-credit) in a given term is automatically placed on academic probation. Similarly a student who has two or more outstanding EX's (extensions) at the beginning of a term is also placed on academic probation. There are three levels of academic probation, and the changes to the criteria for getting off of academic probation require more consistent academic success in subsequent terms. Students on academic probation are notified in writing (as are their advisors) and the students must attend a mandatory meeting with the academic probation officer within the first three weeks of the subsequent term. Such meetings are used to identify and address the issues causing the student to get probationary status and to ensure successful future terms. Although academic probation is a serious issue, the tenor of this meeting is to be constructive and supportive, not punitive.

In order to be removed from academic probation, the student must pass all of her or his classes in the subsequent term with grades of C- or higher and receive no new extensions. Students on academic probation are not considered in good academic standing. Students on academic probation are not eligible for independent studies, residences, or EcoLeague or other consortium exchanges. If a student remains on academic probation for a second consecutive term, the student will have an academic contract created for them. Academic contracts are individually constructed and have carefully defined outcomes targeted to enhance the student's success. Example contract conditions may include but are not limited to:

- reduced course load for the subsequent term
- mandatory attendance at study skills group
- mandatory check-in meetings with advisors/teachers/counselors
- required work with a writing tutor
- requirements that students turn in no late work and/or miss no classes

Included in the academic contract will be clearly spelled out consequences for failing to meet the terms of the contract. International students and the academic probation officer should be attentive to the consequences academic probation has for maintaining F-1 student status and for eligibility to remain in the United States.

Students on academic probation for a third consecutive term, or students accumulating a total of five terms of academic probation, will be suspended from the college for one academic year.

The academic probation officer is appointed by the academic dean. The academic probation officer has discretion to interpret the above procedures to support student success while maintaining high academic standards. Decisions made by the academic probation officer may be appealed to the academic dean or her/his designee, whose decision is then final.

## TRANSFER CREDIT

A student can transfer a maximum of eighteen credits to COA, the equivalent of sixty semester credit hours or ninety quarter hours in systems commonly used at other institutions. One COA credit is equivalent to three and one-third semester hours or five quarter hours. Work at another accredited institution is transferrable with a grade of C or above and approval by the Registrar. Except for students receiving VA benefits, COA degree candidates may elect not to use transfer credit toward the degree even though all work from previous institutions must be submitted during the admission process. Transfer credits must be authorized by the student before the registrar can apply them to the student's transcript. Once transfer credit has been applied to a student's COA record, it cannot be removed.

A student transferring in nine or more COA credits is exempt from the freshman requirements (Human Ecology Core Course, History, Writing and QR courses). A student transferring in eighteen credits is encouraged to begin planning for the completion of degree requirements and to select an advising team as soon as possible. New transfer students should first make sure that the Registrar's Office has received final transcripts of all previous college course work; students are often accepted for admission before the final transcript of previous work is available, and students must send for an update to ensure that all transfer credits are applied.

A COA student planning to take a course or a term of work as a visiting student at another college is advised to get approval in advance from the registrar of its acceptability for credit. Credit is rarely granted for work done at non-accredited institutions. Proposed study of this type must be evaluated and approved for transferability in advance by Review and Appeals Committee.

## CREDIT BY EXAM OR MILITARY EXPERIENCE

A maximum of one year (nine credits) may be given for credit by examination or military experience. Advanced Placement, International Baccalaureate and other successful examinations may serve as prerequisites for COA courses.

### Advanced Placement (AP) exams

Scores of four or five on AP exams are acceptable for transfer. College credit earned while concurrently enrolled in secondary school is also limited to nine COA credits in transfer, the equivalent of one year. A minimum of nine credit hours of college credit must be earned at College of the Atlantic before AP credit may be applied to the permanent record. Credit earned through AP will not be given grades. AP credits cannot be used to meet HY, QR, or Resource Area requirements.

### International Baccalaureate (IB)

COA credit will be granted for scores of five or above on both the standard and higher level courses. Higher-level courses will be awarded two credits whereas standard level courses will only receive one credit. A minimum of nine credit hours of college credit must be earned at College of the Atlantic before IB credit may be applied to the permanent record. Credit earned through IB will not be given grades. IB credits cannot be used to meet HY, QR, or Resource Area requirements.

## DANTES

DANTES passing exam scores are eligible for credit under the American Council on Education recommendations. Requests for credit are handled on a case by case basis. Contact the Registrar's Office for more information.

### Military training experience

Military training experience may be acceptable for credit under the American Council on Education guidelines. As with DANTES, credit requests are handled on a case by case basis. Contact the Registrar's Office for more information.

Official scores and transcripts must be mailed directly to the COA Registrar's Office. Advanced standing credit earned while in high school is held in reserve and may not be recorded on the student's record until the beginning of the student's second year. A student has the opportunity any time after

their first year to request the addition of these credits to their transcript. The amount of credit transferred affects the long term eligibility for Federal financial aid funds and speed of progress toward graduation; a student is strongly advised to discuss his or her individual situation and timetable with academic and financial advisors.

## **GRADUATION AND SENIOR YEAR**

Students should submit intent to graduate forms in the winter term prior to the academic year in which they intend to graduate. There are a number of important deadlines that fall during the student's senior year—i.e., the human ecology essay, the senior project, and the certification of graduation requirements form. It is the student's responsibility to adhere to all published deadlines, even in the event that the student is away from campus.

In some cases students may "stand" at graduation even if they have not completed all graduation requirements. Students who stand may participate in all graduation ceremonies and celebrations, but will not receive a diploma nor be considered a graduate of the college until all graduation requirements are met. Students may participate in only one graduation ceremony.

Students who wish to stand must submit a completed standing contract form to the academic dean for the privilege to do so. This contract must include a detailed plan, with clear deadlines, for completing all degree requirements.

A student may stand only if he or she has three or less COA credits remaining. If these credits are for the senior project, the student must have their senior project proposal fully approved at the time he or she petitions to stand. Students may not be able to stand if they have not completed their human ecology essay or their internship.

The academic dean will decide on this request, in consultation with the student and her or his advisor(s). The dean's decision is final. If the standing contract is accepted, the student is required to submit a \$500 deposit, which is returned in full to the student upon completion of all work/graduation. Standing is not an option for graduate students.

## **LEAVE OF ABSENCE**

A student may request a leave of absence for up to one calendar year or three consecutive terms. Forms for this purpose are available in the Registrar's Office and online. Approval depends upon justification of the leave in the context of the student's overall academic plan. The expected duration of the leave must be stated at the time that the form is submitted. Failure to file a request for leave by the end of add/drop period for any given term results in automatic withdrawal from the college.

A student who has either formally withdrawn from the college or lost matriculant status as stated above, but desires to return to the college, must complete a short re-application form available from the Office of Admission in order to be reconsidered as a candidate for matriculation.

For purposes of repayment of student loans, a student is considered to be withdrawn as of the end of the last term of enrollment, even though he or she is on an approved leave of absence. For COA purposes, the student can continue as a "degree candidate not enrolled." For loan purposes, however, a student is either a registered, tuition-paying student or not. This rule applies to students away on non-credit internships and to seniors whose last enrollment (usually the senior project) takes place in a term earlier than spring term prior to graduation.

A student who elects to take a leave of absence with pending incomplete or unsatisfactory work may expect to meet with the academic dean upon return.

## **MEDICAL LEAVE**

College of the Atlantic strives to maintain an environment that supports intellectual well-being and academic excellence. Nevertheless, unexpected circumstances can and do occur that affect a student's ability to succeed in COA's rigorous intellectual climate. The following policy is intended to facilitate a student's necessary departure from and subsequent re-entry into the college.

A medical leave of absence is available for students who have medical or psychiatric conditions that severely limit their ability to perform academic work. Students who need this type of leave of absence

must meet with the dean of student life and the academic dean. All medical leaves must have the written recommendation of a physician or mental health professional. Medical leaves are usually granted for up to three terms.

Students who take a medical leave during a term will earn no academic credit for the term and their class enrollments will show a grade of "W" (withdrawn). They will be refunded for tuition and room as dictated by the refund policy detailed in this catalog. During the time of the leave, students must actively engage in appropriate treatment as recommended by their physician or therapist.

Return and re-enrollment from a medical leave of absence are contingent on a written assessment by a physician or therapist that is evaluated by the dean of student life in consultation with on-campus health services staff. The dean of student life will then establish a re-entry plan (i.e. referral to a local specialist, ongoing treatment plan) as necessary with the returning student to ensure that she/he is fully aware of the resources available to support them. The academic dean will meet with the student to review an appropriate academic course load upon their return to the college.

In the event that a student's continuation at the college poses a significant risk to the well-being of that student or to others in the community, the dean of student life can place a student on involuntary medical leave. The student may appeal this decision (in writing) to the president of the college within five working days.

## **ADDITIONAL PROGRAMS**

### **Educational Studies**

The Educational Studies Program at College of the Atlantic prepares students for teaching in a variety of educational settings. Students may obtain Maine State teacher certification through our professional certification program or they may choose to specialize in non-traditional, field-based, and/or outreach education. The program is highly selective, providing qualified students with a rich range of pedagogical opportunities and intellectual resources. Students are challenged to translate the environmental and social themes that form the basis of their education at College of the Atlantic into effective and exciting educational experiences for others. The Educational Studies Program seeks to expand students' understandings of the professional possibilities in public and private schools as well as informal educational settings.

The interactive and interdisciplinary nature of education at College of the Atlantic serves as a model for the kind of education our students hope to create as teachers. Many graduates are teachers in public and private schools; others have chosen careers as outdoor educators, interpretive naturalists, and environmental educators.

### **Teacher Certification**

COA has been granted the authority by the state of Maine to award teaching certification to its successful program graduates. This certification, which is reciprocal in forty-two other states, is available in the following areas: elementary education (grades K-8); and secondary certification (grades 7-12) in life science, social studies, and English language arts. Students electing to pursue professional teacher certification may either do this as an internship or may take three additional credits beyond the COA graduation requirement. COA has an excellent working partnership with the local public and private schools. This relationship affords our students the opportunity to practice what they learn by getting them abundant "hands-on" experiences in classrooms, after school programs, museums, alternative educational settings, and summer camps.

The program standards are set by the State Board of Education and are interpreted by COA's Educational Studies Committee. Courses satisfying the components are coded ED in the course description section in this catalog. For further information and a complete list of program requirements see the director of the Educational Studies Program or visit the COA website.

## CONSORTIUM AGREEMENTS/EXCHANGES

### CONSORTIUM AGREEMENTS

It is possible to set up a consortium with many accredited colleges/universities in the US and abroad. Consortium agreements allow you to take courses at another school and still use your COA Federal financial aid awards. Students must have completed a minimum of three terms at COA and be in good academic and social standing. Credits will appear on your COA transcript as transfer credits. See the Financial Aid Office for more information.

**EcoLeague:** The EcoLeague is a consortium of six colleges and universities that share similar missions and value systems based on environmental responsibility, social change, and educating students to build a sustainable future. The EcoLeague consists of small liberal arts institutions with strong environmental science, marine biology, outdoor studies, education, and other academic programs. These colleges all stress experiential education so that students are prepared to take on real world challenges when they graduate. EcoLeague partners are Prescott College, Alaska Pacific University, Green Mountain College, Northland College, Dickinson College, and College of the Atlantic.

How the EcoLeague works:

- EcoLeague exchanges are open to students studying any academic area.
- Students must have completed nine COA credits to be considered.
- COA students may spend up to two semesters at the host EcoLeague institution during their sophomore and junior years.
- Students continue to pay full-time tuition to their home institution. Lab, course fees, room and board, and any required fees are paid to the institution the student is visiting. Additional costs for special programs and travel are covered by the student.
- Credits earned at EcoLeague institutions are accepted at the home institution as COA credits (not transfer credits).
- Students must fill out an “intent to participate” form available from the Registrar’s Office, and once approved, the participation/registration form.
- Students are expected to return to their home institution upon completion of the EcoLeague semester(s).

See the registrar’s or dean’s offices for more details.

**The New School:** College of the Atlantic and The New School (TNS) have established an exchange program whereby students from COA may participate for up to two semesters at TNS. Students will pay tuition to their home institution, and will pay course fees, room and board, and any additional fees to the host institution. Students must have completed a minimum of three terms at COA and be in good academic and social standing, and must apply for this exchange at least three months before the start of the semester. Credits will be accepted as COA credits (not transfer credits). See registrar for more information.

**University of Maine:** Any degree-seeking undergraduate student enrolled at COA or The University of Maine at Orono (UMO) is eligible to participate in a cooperative exchange between COA and UMO, after completing two terms as a full time student as defined by their home institution. College of the Atlantic students may enroll for coursework at The University of Maine at Orono and UMO students may enroll for coursework at COA. This exchange is contingent on a space available basis. See registrar for more information.

### AFFILIATION AGREEMENTS

COA has affiliation agreements with a number of organizations, whereby COA agrees to award credit for courses offered through their programs. In all cases, students must have completed a minimum of three terms at COA and be in good academic and social standing to apply. Students must submit a signed consortium agreement form to the Registrar’s Office prior to enrollment in the program, and are charged an administrative fee (\$500 per COA credit) to process the credits. See registrar for more information.



Center for Ecological Living and Learning (CELL): College of the Atlantic will award credit for study abroad programs offered by CELL. CELL programs focus on local and global solutions to environmental, social, and economic problems and are offered in Central America, East Africa, Iceland, and the Middle East. Students apply directly to CELL and pay tuition and fees to CELL. Enrollment is limited to a maximum of one semester worth of credit (16 semester credits, equivalent to 4.8 COA credits).

National Outdoor Leadership School (NOLS): College of the Atlantic will award credit for semester programs offered by NOLS. NOLS courses include field studies and practice of wilderness expedition skills, leadership, group dynamics, safety and judgment development, and an introduction to environmental studies and ethics. Credit value depends on the length of the NOLS course (variable up to 16 semester credits, equivalent to 4.8 COA credits). Students apply directly to NOLS and pay NOLS fees.

SEA|mester: College of the Atlantic will award credit for academic courses taken on SEA|mester voyages. Students apply directly to SEA|mester and pay tuition and fees to SEA|mester. Enrollment is limited to a maximum of one semester worth of credit (12 semester credits, equivalent to 3.6 COA credits).

## **GRADUATE PROGRAM**

Beginning in 1990 COA has offered the Master of Philosophy in Human Ecology degree. This program is intended both for COA graduates who want to extend the type of work begun as undergraduates and for students from elsewhere who want to add a human ecological focus to their research. The MPhil is designed as a two-year program, the first year involving nine credits of course work (from upper level courses in the integrated curriculum) and a second year for nine credits of thesis research. The Graduate Committee, composed of a faculty representative from each resource area and the associate dean for advanced studies, is responsible for administering the MPhil program; the committee is advisory to the associate dean, who reports to the president and academic dean. Any graduate student requesting a waiver or variance of any graduate degree requirements must submit a petition in writing to the Graduate Committee, which will discuss the matter as needed with the Academic Affairs Committee.

Enrollment: Students are expected to enroll full-time in each term of their first year of graduate study, during which most or all of the nine required graduate course credits are to be completed. In second or subsequent years, students are encouraged to maintain full-time status and study on campus until graduation, but may petition their thesis committee and the associate dean for advanced studies for formal approval of part-time enrollment or leaves of absence in a given term. All degree requirements must be completed within four years of first enrollment in the MPhil program. Newly admitted graduate students may begin their enrollment in any academic term.

Thesis Committee: Upon arrival at COA, each graduate student establishes a thesis committee composed of a chair, someone keenly interested in the student's research topic, plus one or two other COA faculty members, and an optional outside practitioner or expert in the student's field of inquiry. Working with the thesis committee, the student designs his or her program, including a nine-credit thesis project and nine course credits relevant to the thesis. During the thesis year, a faculty member from the Graduate Committee may join the thesis committee to serve as a reader and to advise regarding general policy matters. Graduate students are expected to schedule meetings of their committee as a group at least once a term. Following this meeting the chair of the committee will report progress towards the degree to the associate dean.

Plan of Study and Thesis Proposal: Graduate students are required to turn in a plan of study at the end of their first term of enrollment. A thesis proposal that draws on the strengths of COA's faculty and fits the human ecological mission of the college is due at the end of the third term. Individualized graduate programs should combine several academic disciplines, have a strong field or applied component, or broaden current research in human ecology.

Graduate Courses: Graduate course credits may come from intermediate or advanced level courses or tutorials. Expectations for graduate course credit are arranged in discussion between each graduate student and the faculty member teaching a course. It is the responsibility of each graduate student to initiate these discussions at the beginning of each term. Graduate credit cannot be given for introductory level courses, group studies, courses in which the student does not receive the equivalent of a 'B-' or better, or courses which are not completed within an academic year. If a graduate student takes a course credit/no credit, the student must attain the equivalent of grade 'B-' or better to receive credit.

**Transfer Credits:** Graduate students may transfer up to three COA course credits from prior academic work, subject to approval by the thesis committee and associate dean for advanced studies. Such course credits must be upper level courses relevant to the student's plan of study at COA, earned within one calendar year prior to first enrollment in the MPhil program, and from academic work above and beyond any courses that were a part of the student's undergraduate program.

**Thesis Credits:** During those terms in which thesis credits are taken, students are encouraged to be in residence on campus and to meet with the chair of the thesis committee frequently for discussion, direction, and advice. They should meet with other members of their committee individually at least twice a term. The nine requisite thesis credits are not graded, but each is assessed as "satisfactory" or "unsatisfactory" by the chair of the thesis committee and reported to the registrar. Students are expected to submit a proposed plan of study for thesis credits at the beginning of each term where such credits are to be taken. This plan will indicate the intended focus for that term (literature review, writing thesis sections, field, lab or studio work, etc). At the end of each term where thesis credits are to be awarded the student will submit a short summary of what they have accomplished.

**The Thesis:** A thesis, required of all graduate students, investigates a specific area with rigor, allowing the student to gain and demonstrate expertise in a particular topic and make an original contribution to the field. The thesis is judged on rigor, relevance, and results. The thesis must have an interdisciplinary component; sections of a thesis may be rather specialized but at least part of it must be accessible to a general audience. The college welcomes theses that take non-traditional forms, depending on the student's field and audience. Each thesis must be carefully documented and demonstrate a high standard of scholarship. The form and structure of the thesis is to be shaped by consideration and knowledge of similar theses in a student's field, by the structure and design of the project, and suggestions of the thesis committee. A thesis of traditional form includes: a title page (with signatures), acknowledgments, a table of contents, a list of figures, an abstract, the body of the thesis, a bibliography, end notes, and appendices. Three copies of the final version of the thesis, each on thesis bond paper, must be submitted (bound or unbound) to the Graduate Committee prior to graduation. Note: See the library archivist for information on formatting copies for the COA archives, due at the end of week nine.

**Thesis Presentation:** Each graduate student will arrange a public presentation of his/her thesis a minimum of two weeks prior to the expected date of graduation. All thesis committee members are expected to attend this presentation, and the student will be examined on the form and content of the thesis.

**Graduate Seminar:** A graduate seminar is scheduled periodically to provide a forum for discussing issues in human ecology, sharing research skills, critiquing each other's work, and fostering scholarship and identity among graduate students. Participants in the graduate seminar include all graduate students and representatives of the Graduate Committee; thesis advisors and any other interested community members are invited to attend.

## REGISTRATION AND FEES

### REGISTRATION

Registration for an academic term takes place during week six of the preceding term. Registration materials are available approximately one week prior to registration, students register online through their student portal. Student accounts must be paid in full in order to access online registration.

Returning students registering for classes after the registration deadline will be assessed a \$100 late registration fee. If this "late registration" happens after the payment due date, the student will have one week to settle his/her account with the Business Office. Failure to settle the account will result in an additional \$300 late payment fee. Students may not register for classes after the end of week two.

A student must have paid or made arrangements to pay all tuition and fees by the statement due date. The college accepts payment plans with outside agencies, however these plans must be in place, approved, and current by the statement due date. If previous payment plans were delinquent in the past, COA reserves the right to refuse the establishment of a new payment plan.



### **Add/Drop**

A student may make registration changes through the first week of the term by submitting an add/drop form to the Registrar's Office. After the add/drop period has ended, the student's current registration can be viewed on their portal. If the student feels that an error has been made on the schedule, he or she should notify a staff member in the Registrar's Office immediately.

Add/drop forms returned to the Registrar's Office after the add/drop deadline will be assessed a \$100 late fee. Appeals may be granted for extenuating circumstances; such appeals will be reviewed by the Review and Appeals Committee.

### **Withdrawal**

A student may withdraw from a class by the end of week four by submitting an add/drop form specifying the request for withdrawal. A grade of "W" (withdrawal) will appear on the student's transcript. Students should be aware of the tuition reimbursement policy for withdrawals (refer to the Refund section for more information). A student wishing to withdraw after the fourth week may only do so with written consent from the course instructor and approval by an academic dean. Withdrawals are not permitted after week eight.

### **Auditing**

Students are allowed to audit one course during a term with the instructor's permission and with payment of the \$150 audit fee. Auditing is entirely at the discretion of the instructor. Instructors cannot accept auditors if they have had to turn away credit-seeking students. Appeal for conversion of "audit" to "credit" in a case in which the student has actually participated in a course as a full-credit student must be made to Review and Appeals Committee no later than the end of the fifth week of the term; this action does require payment of additional for-credit fees on the part of the student. Audits show on transcripts as AU.

Individuals from the Bar Harbor community may also audit a COA course with permission of the instructor and payment of \$150 plus any applicable lab fees, providing that no COA matriculant will be displaced. Auditing is limited to one course per term. No refunds will be given for audited courses. All fees are due the date of registration.

### **Non-degree seeking students**

Persons desiring undergraduate credit may enroll as special students if they meet the pre-requisites of the desired courses and have the permission of the instructor. Long-term residents of Hancock, Washington, and Waldo counties may enroll for a limited number of courses, on a space-available basis, at a reduced tuition rate. To be eligible for this special rate Hancock County status must be determined by the Office of Admission prior to registration. Other special students pay regular full tuition rates. The number of Hancock County courses taken is restricted to three per year. Only three Hancock County classes may apply toward matriculation. Special students are expected to pay at the time of registration. Lab and activity fees apply. More information on policies and procedures for special students is available in the Registrar's and Admission offices.

### **TUITION**

- All fees are billed in July, November, and March, and must be paid by the specified due date.
- The total annual undergraduate tuition for 2015–16 is \$41,535. Tuition is charged at a flat rate of \$4,615 per credit or \$13,845 per term for full-time enrollment (plus housing/dining charges and other fees). An additional fourth credit or less than full-time enrollment is calculated accordingly. Costs for one year at COA, including tuition, housing, food, books and materials, and miscellaneous expenses, may be estimated at \$53,126.
- Summer enrollment is considered the first term of the next academic year.
- The fee for internships taken for credit, regardless of the length of the work period, is \$13,845; the internship is a full-time enrollment earning three COA credits. Senior projects are worth three academic credits and therefore are also charged at the full tuition rate.
- COA alumni enrolling for student teaching after graduation will pay for three credits at the Hancock

County rate. Non-matriculating students wishing to complete student teaching at COA will be charged for three credits—Hancock/Washington/Waldo county discount may apply if the student meets the criteria.

- Members of COA staff families receive tuition reduction per defined policy guidelines, but pay applicable community resource fees.
- Full-time graduate tuition rates are \$9,230 per term. Additional associated fees and penalties apply as outlined for undergraduates.
- If a non-credit class or internship from a prior academic year is changed to credit, the costs of that credit will be at the current year's rates.

#### **PAYMENT OF BILLS**

Students have access to account statements on their student portal. Paper bills will not be mailed. Students must have either paid or made arrangements to pay all tuition and fees by the payment due dates. A late payment fee of \$300 will be assessed on overdue accounts.

Payment due dates:

- Fall: August 10, 2015
- Winter: December 2, 2015
- Spring: March 14, 2016
- Summer 2016: July 18, 2016

COA accepts payment plans with an outside agency, however, the approved plan must be in place and remain current. The college is usually able to assist students and/or their parents in working out a payment plan. College of the Atlantic accepts Master Card and Visa for bill payments up to \$1000 a term. In the event that a check is returned to College of the Atlantic for insufficient funds, the student account will be charged a \$40 service fee. If wiring funds please request instructions from the Business Office. Bills for special term enrollment (i.e. Yucatan/Cavilam), where the student starts the term before the regular COA term begins, will be due before the student leaves for the program. International and special deposits are non-refundable.

Students will not be allowed to register for the next term if there is an outstanding balance on their account. Transcripts or diplomas will not be released until the student account is paid in full.

#### **HOUSING AND DINING**

The fee for a room in COA housing is \$6,000 per year. There is a non-refundable \$150 security deposit charged to all students living in housing. The full meal plan is \$3,432 per year (all first time students living in COA housing are on the full meal plan). For those students living off campus and not opting to be on the full meal plan, there are three additional meal plan options: ten meals/week for \$2,589, five meals/week for \$1,452, and a \$100 declining balance card. Meals purchased as part of a meals/week plan must be consumed during the week indicated on the meal card; meals/week plans are not transferable from term to term. Meal debit cards can be used from term to term but must be spent within the academic year the card is issued.

#### **STUDENT ACTIVITIES FEE**

A \$90 student activities fee is charged each term for every enrolled student, whether the student is on campus or not. These fees fund a budget administered by the Student Activities Committee.

#### **HEALTH FEE**

A \$93 per term health fee is charged for all matriculated and visiting students. This pays for on-campus health services.

#### **LAB FEES**

Laboratory fees are charged by the term for courses in which expendable materials are used and/or field trips are required. These fees usually range from \$10 to \$50, but may be higher depending on

the nature of the class (i.e. lab and art classes have more consumables). Amounts may or may not be known in time for catalog printing, but will be listed on registration materials and billed with tuition. Lab fees are not subject to refund after the add/drop period.

## **CREDIT BALANCE RETURNS**

In the event a student's bill has been overpaid, a Credit Balance Return (CBR) will be automatically issued to the student after add/drop has been completed and all financial aid for the student has been received and applied to the student's account each term. If the CBR is a result of a PLUS loan, overpayment by a parent, or from a parent payment plan (TMS), the refund will be returned to the parent unless a written (and signed) authorization from the parent is given to the Business Office to return the funds directly to the student. Parent authorizations are needed each term. Credit Balance Returns will not be automatically processed for overpayments from international payments, a 529 plan, or other unique payment. Students will be notified when a CBR is available for pickup in the Business Office; checks are not put in student mailboxes. If the credit is to be left on account for a future term, then written authorization to the Business Office is required.

## **REFUNDS**

Students who register for a term but withdraw from all courses before classes begin receive a full refund. Students withdrawing from all classes in the first week of class receive a 90% refund; in weeks two and three they receive a 75% refund; and in week four they receive a 50% refund. Each week's deadline is Friday at 4:00 pm. There is no refund after week four.

The refund policy for students withdrawing from all courses for documented medical reasons is the same as above, with the exception that students would receive a 25% refund for withdrawals during weeks five through seven.

Other than a withdrawal before classes begin, where all charges are reversed, the applicable fees that will be prorated for a refund by the above schedule are limited to tuition, housing, and meal plans (excluding debit cards) only.

The date that is used to determine the refund amount is the date the completed paperwork is turned in to the Registrar's Office, except in the case of a medical leave. For medical leaves, completed paperwork must be turned into the Student Life Office.

## **FINANCIAL AID AND WORK STUDY**

Financial aid information is available in COA's Financial Aid Office. The financial aid program is explained in detail in the COA publication, Financial Planning Options, which is available from the Office of Admission and Financial Aid. Students applying for financial assistance at COA must complete the Free Application for Federal Student Aid (FAFSA) and COA's institutional application for financial aid. New applicants should file online at [www.fafsa.gov](http://www.fafsa.gov). Renewal applicants receive a renewal FAFSA from the federal processor via email. COA's application for financial aid is distributed to renewal financial aid students' mailboxes, usually before winter break. In a case where a student's natural parents are divorced or separated, the college requires that the non-custodial parent complete the non-custodial parent's statement (available from the Office of Admission and Financial Aid) in order for the student to be considered for institutional sources of financial aid.

The timetable below applies for financial aid applications prior to the fall term:

- January 1–February 15      Financial aid applications should be completed and mailed.
- April 1–June 15              COA mails financial aid replies to on-time applicants.

While late application does not necessarily disqualify a student from financial aid, it may reduce the student's award if COA funds have already been allocated. Students who register on time receive priority in the awarding of COA institutional financial aid.

Financial aid awards are generally calculated assuming full-time enrollment. Adjustments to the award are made if a student is enrolled less than full-time. Awards are also subject to adjustment if a student receives additional outside resources after the award is tendered or if a student's costs are lower than originally projected. Students are expected to complete the requirements for their self-directed programs within the thirty-six required COA credits and are not eligible to receive financial aid beyond

this credit limit. It is further required that a student maintain satisfactory progress toward successful completion of the human ecology degree (see section on Satisfactory Academic Progress).

Further details regarding COA's Financial Aid Satisfactory Academic Progress Policy as well as general financial aid policies and procedures are available in the Financial Aid Office.

Work-study assignments are managed by the Financial Aid Office. Once assigned, a student sets up his or her work-study schedule with the job supervisor. The student and the work-study supervisor keep records of hours worked, and the student is responsible for submitting their hours online every other week.

#### **IMMUNIZATION REQUIREMENT**

Maine state law requires that all students provide certification by a doctor, nurse, or other health official of their immunity to rubella ("German measles"), rubeola (measles), diphtheria, and tetanus. Evidence of immunity may be demonstrated with either a record of immunization with dates and dosages or a report of laboratory results of tests for immunity.

- "MMR" (measles/mumps/rubella). Documentation must show that the student was immunized with live vaccine, after 1968, and again after the student reached fifteen months of age.
- "DT" or "Td" (diphtheria/tetanus). If the student's most recent shot was over ten years ago, a booster is required.

Certain exceptions do apply; the student may either provide a doctor's statement that one or more of these inoculations would be medically inadvisable, or the student may file a signed statement that he or she has a religious or philosophical objection to such immunization. In either of these cases, the student would be excluded from classes in the event of an outbreak of one of the diseases. One of the above options must be followed before a student attends COA classes. If already immunized, the student must send or bring a copy of the immunization record signed by the health professionals who either administered the shots or have the records. Shots are available in Bar Harbor at the local health facilities; the COA nurse can also administer the immunizations.

## COA FACULTY MEMBERS 2015–2016

Anderson, John: BA, University of California, Berkeley; MA, San Francisco State University; PhD, University of Rhode Island. zoology, behavioral ecology, anatomy, physiology

Andrews, Nancy: BFA, Maryland Institute College of Art; MFA, The School of the Art Institute of Chicago. performance art, video production

Baker, Jodi: BA, California State University, Fresno; MFA, National Theatre Conservatory, Denver Center for Performing Arts. performing arts

Borden, Richard: BA, University of Texas; PhD, Psychology, Kent State University. environmental psychology, personality and social development, contemporary psychology, philosophy of human ecology

Cabot, Heath: BA, University of Chicago; MA, PhD, University of California, Santa Cruz. political and legal anthropology, human rights and humanitarianism

Carpenter, William: BA, Dartmouth College; PhD, University of Minnesota. literature, creative writing, comparative mythology

Cass, Donald: BA, Carleton College; PhD, University of California Berkeley. chemistry, physics, mathematics

Cline, Kenneth: BA, Hiram College; JD, Case Western Reserve University. public policy, environmental law

Clinger, Catherine: BFA, University of Kansas; MA, University of New Mexico; MPhil, University College London; PhD, University of London. art history, studio arts

Colbert, Dru: BFA, Auburn University; MFA, The School of the Art Institute of Chicago. visual communications, 3D art and design, museum studies

Cooper, John: BA, Trenton State; MA, Trenton State. music fundamentals, aesthetics of music, improvisation

Cox, J. Gray: BA, Wesleyan University; PhD, Vanderbilt University. political economics, history, conflict resolution

Feldman, David: BA, Carleton College; PhD, University of California, Davis. mathematics, physics

Foley, Sean: BFA, Herron School of Art; MFA, Ohio State University. drawing, painting

Friedlander, John Jay: BA, Colgate University; MBA, Olin Graduate School of Business at Babson College. green business

Hall, Sarah: BA, Hamilton College; PhD, University of California, Santa Cruz. geology, earth science

Hess, Helen: BS, University of California, Los Angeles; PhD, University of Washington. invertebrate zoology, biomechanics

Hill, Kenneth: BA, University of Michigan; EdM, Harvard University; MS, PhD, Cornell University. education, psychology

Kozak, Anne: BA, Salve Regina College; MA, St. Louis University. writing, literature

Little-Siebold, Todd: BA, MA, University of Massachusetts, Amherst; PhD, Tulane University. history, Latin American studies

Mancinelli, Isabel: BS, Catholic University of America; MLA, Harvard University. community and regional planning, landscape architecture

McKown, Jamie: BA, Emory University; MA, Georgia State University; PhD, Northwestern University. government, polity

Morse, Suzanne: BA, PhD, University of California, Berkeley. applied botany, plant ecology, agricultural ecology

Petersen, Christopher: BA, University of California, Santa Barbara; PhD, University of Arizona. ichthyology, marine ecology

Rajakaruna, Nishanta: BA, College of the Atlantic; MSc, PhD, The University of British Columbia. botany, evolutionary ecology

Ressel, Stephen: BS, Millersville University; MS, University of Vermont; PhD, University of Connecticut. vertebrate biology, environmental physiology

Stabinsky, Doreen: BA, Lehigh University; PhD, University of California, Davis. agricultural policy, international studies, global environmental affairs

Tai, Bonnie: BA, Johns Hopkins University; EdM, EdD, Harvard University. philosophy of education, educational methods

Taylor, Davis: BS, United States Military Academy; MS, PhD, University of Oregon. environmental and resource economics

Todd, Sean: BSc, University College of North Wales; PhD, Memorial University of Newfoundland. marine mammal physiology and behavior

van Vliet, Netta: BA, Lewis and Clark College; MA, PhD, Duke University. cultural anthropology, Israeli studies

Visvader, John: BA, CUNY; PhD, University of Minnesota. philosophy, philosophy of science, history of ideas

Waldron, Karen: BA, Hampshire College; MA, University of Massachusetts; MA, PhD, Brandeis University. literature and writing; minority, cultural, and feminist theory; American studies

#### EMERITUS

Beal, Elmer: BA, Bowdoin College; MA, University of Texas at Austin. ethnology, anthropological theory, traditional music

Carpenter, JoAnne: BA, University of Massachusetts; MA, University of Minnesota; MFA, University of Pennsylvania. art history, architectural history, painting

Katona, Steven: BA, Harvard University, 1965; PhD Harvard 1971. biology

Lerner, Susan: BA, University of Cincinnati; California Institute of Arts

McMullen, Ernest: Art, University of Maryland, Portland Museum School, Portland State University. ceramics, visual studies

#### LECTURERS

Capers, Colin: BA, MPhil, College of the Atlantic. writing, film

Demeo, Anna: BS, University of Colorado; MS, PhD, University of Maine. sustainable energy education and management

Mahoney, Daniel: BA, California State University; MFA, University of Massachusetts, Amherst. writing

Peña, Karla: MS in Teaching Spanish as a Foreign Language, Antonio de Nebrija University, Madrid, Spain.

Swann, Scott: BA, MPhil, College of the Atlantic. ecology, ornithology

Turok, Katharine: BA, Wheaton College; MA, Rutgers University. comparative literature

Winer, Josh: BA, College of the Atlantic; MFA, Massachusetts College of Art and Design. photography

#### LECTURERS EMERITUS

Stover, Candice: B.A. Northeastern University, 1974; M.A. Pennsylvania State University, 1976. writing, literature

#### ADJUNCT FACULTY

Barter, Christian: BA, Bates College; MFA, Vermont College. poetry

Beard, Ronald E.: BS, MS, University of Maine, Orono. community leadership

Bennett, Michael A.: BM, University of Maine, Orono. percussion

Cheetham, Tom: BA, Connecticut College; PhD, Iowa State University. philosophy

Drennan, Matthew: BA, College of the Atlantic. seabird ecology

Dube, Katie: BA, College of the Atlantic; MA, St. John's College; CTESOL, Transworld Schools. English, literature, philosophy

Fingerhut, Larrance: BA, New England Conservatory. improv, piano, music

Kim, June: BFA, New York University; MFA, Pratt Institute. photography, creative writing

Kralovec, Etta: BA, Lewis and Clark College; EdM, Columbia University; EdD, Teachers College, Columbia University. education

Little-Siebold, Christa: BA, Universidad del Valle, Guatemala; MA, Tulane University. cultural anthropology, gender and power, anthropology of the Yucatan

McNally, Jay: BA, College of the Atlantic. business education

Olday, Fred: BA, Pennsylvania State University; MA, Harvard University; PhD, University of Massachusetts. botany, plant science

Poier, Salvatore: LLM, Facoltà di Giurisprudenza, Università degli Studi Di Trento, Italy; MA, the International Institute for the Sociology of Law; PhD, Università degli Studi di Milano, Istituto di Filosofia e Sociologia del Diritto. law

Ryan, Siobhan: BA, Boston College School of Arts and Science; MLIS, Pratt Institute, School of Information and Library Science. children's literature

Sanborn, Kelley Rush: BA, Boston College; MA, Wheelock College. supporting students with disabilities in the regular classroom

Seddig, Robert: BA, Carleton College; MA, PhD, Princeton University. politics

Shepard, Jennifer: BA, University of Iowa. improv, acting, directing

Weber, Jill: BA, University of Northern Colorado; MS, University of Maine. botany

Wessler, Steve: BA, Harvard College; JD, Boston University School of Law. human rights, law

Williams, Lynne: BA, Merrimack College; MA, City University of New York; PhD, University of Southern California; JD Golden Gate University School of Law. law

#### **FACULTY ASSOCIATES**

Frank, Katherine: BA, University of Michigan; MA, PhD, Duke University.

Honea-Fleming, Patricia: BA, MA, Georgia State University; PhD, Purdue University. Kates, Robert W.: MA, PhD, University of Chicago. anthropology

Lerner, Susan: BA, University of Cincinnati; California Institute of Arts.

#### **RESEARCH ASSOCIATES**

Anderson, Karen: Geographic Information Systems Specialist, Acadia National Park

Cole-Will, Rebecca: BA, University of Maine; MA, University of Alberta. anthropology

Connery, Bruce: Biologist, Acadia National Park

Deliso, Elizabeth: BA, College of the Atlantic; MEM, Yale School of Forestry and Environmental Studies.

DenDanto, Dan: BA, College of the Atlantic. population biology of fin whales using genetic techniques

Hazan Connery, Judy: Biologist, Acadia National Park

Jacobi, Charlie: BA, Middlebury College; MS, Virginia Tech. Natural Resources Specialist, Acadia National Park

Luka Negoita: BA, College of the Atlantic.

Mainwaring, Alan: BS, Rochester Institute of Technology; PhD, University of California, Berkeley. computer science, wireless network monitoring of habitats

Manski, David: BS, University of Arizona; MS, Texas A&M. Chief, Division of Resource Management, Acadia National Park

Pope, Nate: BA, College of the Atlantic.

Rock, Jennifer: BA, College of the Atlantic. zoology, evolutionary biology

Stevick, Peter: BA, College of the Atlantic. population biology of humpback whales

Stone, Greg: BA, College of the Atlantic. baleen whales and dolphins of the Southern Hemisphere; use of submersibles and night vision technology for marine mammals studies



## COA STAFF MEMBERS 2015–2016

### OFFICE OF THE PRESIDENT

Darron Collins: President

Abigail Curless: Assistant to the President

### ACADEMIC DEANS

Kenneth Hill: Academic Dean and Co-Chair of Faculty Development Group

Catherine Clinger: Associate Academic Dean and Co-Chair of Academic Affairs

Stephen Ressel: Associate Academic Dean and Co-Chair of Academic Affairs

Karen Waldron: Associate Academic Dean and Co-Chair of Faculty Development Group

### ACADEMIC SERVICES

Marie Stivers: Director of Academic and Administrative Services

Barbara Carter: Assistant to the Faculty

### ADMINISTRATIVE DEAN

Andrew Griffiths

### ADMISSION OFFICE

Heather Albert-Knopp: Dean of Admission

Linda Black: Admission and Financial Aid Assistant

Nina Emlen: Admission Counselor

Donna McFarland: Associate Director of Admission & Student Services

Khristian Mendez: Admission Counselor

### ADVANCED STUDIES

Sean Todd: Associate Dean for Advanced Studies

### ALLIED WHALE

Tom Fernald: Allied Whale Research Associate

Rosemary Seton: Allied Whale Research Associate, Marine Mammal Stranding Coordinator

### BEECH HILL FARM

Tess Faller: Farm Manager

### BOAT CAPTAIN

Toby Stephenson: Captain of the *M/V Osprey*

### BUILDINGS AND GROUNDS

Millard Dority: Director of Campus Planning, Buildings, and Public Safety

John Barnes: Carpenter

Robert Colson: Custodian

Charlie Farley: Dorm Custodian

Russel Holway: Head Custodian

James Houghton: Night Watchman

Barbara Meyers: Gardener

Robert Nolan: Head of Buildings and Grounds Daily Operations

Bruce Tripp: Head of Grounds

Brent Walton: Night Watchman

### BUSINESS OFFICE

Melissa Cook: Controller

Amy McIntire: Accounts Receivable Representative

Patricia Pinkham: Business Office Manager

Jenel Thurlow: Accounts Payable Representative

### COMPUTER SERVICES

Pamela Mitchell: Director of Information Technology

Jarly Bobadilla: IT Systems Manager

Eric Johnson: Desktop Support Manager

Sean Murphy: Assistant Director of Information Technology

### DEVELOPMENT OFFICE

Lynn Boulger: Dean of Institutional Advancement

Dianne Clendaniel: Coordinator of Alumni Relations and Development

Jennifer Hughes: Manager of Donor Engagement

Amanda Mogridge: Development Associate

Kristina Swanson: Development Officer

Rebecca Hope Woods: Director of Creative Services

### EDUCATION STUDIES PROGRAM

Linda Fuller: Associate Director of Educational Studies



**FINANCIAL AID**

Bruce Hazam: Director of Financial Aid

Dominika DelMastro: Assistant Director of Financial Aid

**FOOD SERVICES**

Lise Desrochers: Co-Director of Food Services

Ken Sebelin: Co-Director of Food Services

Jennifer Czifrik: Dining Hall Manager

Bethany Johnson: Cook

Heather Halliday: Cook/Baker

Stephen Voisine: Night Cook

**GEOGRAPHIC INFORMATION SYSTEMS**

Gordon Longworth: Geographic Information Systems Lab Director

**GEORGE B. DORR MUSEUM OF NATURAL HISTORY**

Carrie Graham: Museum Supervisor

**INTERNSHIPS & CAREER SERVICES**

Jill Barlow-Kelley: Director of Internships and Career Services

**LABORATORY MANAGEMENT**

Cristy Benson: Laboratory Manager

**PEGGY ROCKEFELLER FARMS**

C.J. Walke: Farm Manager

**COMMUNICATIONS**

Donna Gold: Editor, COA Magazine

Rob Levin: Director of Communications

**REGISTRAR'S OFFICE**

Judy Allen: Registrar

Mindy Viechnicki: Assistant Registrar

**STUDENT LIFE**

Sarah Luke: Dean of Student Life

Monica Hamm: Coordinator of International Student Services

Nick Jenei: Coordinator of Community Engagement

Lauren Rupp: Coordinator of Wellness and Campus Engagement

**SUMMER PROGRAMS**

Laura Johnson: Director of Summer Programs

Jean Sylvia: Associate Director of Summer Programs/Purchasing Manager

**SUSTAINABILITY**

Anna Demeo: Director of Energy Education and Management

**THORNDIKE LIBRARY**

Jane Hultberg: Director of the Thorndike Library

Trisha Cantwell Keene: Associate Director of the Thorndike Library

Ingrid Hill: Library Specialist /Archives & Cataloging

Wendy Kearny: Weekend Supervisor: nights

Robert Nagle: Weekend Supervisor: days

Terri Rappaport: Library Assistant/Work Study Student Coordinator

Zach Soares: Audio-Visual Technology Specialist

### ARTS & DESIGN

#### **AD 1011: Introduction to Arts and Design**

Faculty: Mancinelli, Isabel

Meets the requirement(s): ADS

This course is the fundamental course for students pursuing studies in Arts and Design, offering insights into the range of issues addressed in the arts and design curriculum while also helping students investigate their own creativity. This course has both studio and theoretical components. Major directions taken by artists, designers, architects, and planners are explored. Areas of investigation include gardens, shopping centers, town planning, perspective drawing, small structure design, color, and aesthetics. Studio work involves both individual and team efforts. Students are expected to observe, document, analyze, and make recommendations for the improvement of the designed world. Students are expected to submit examples of studio work and to participate in the class discussions. Evaluations are based upon the above. Level: Introductory. Offered every fall. Class limit: 25. Lab fee: \$20.

#### **AD 1012: Introduction to Keyboard/Piano**

Faculty: Cooper, John

Meets the requirement(s): ADS

This is a learn-the-basics course in which the essentials of keyboard harmony are introduced in order for the student to be able to play functional piano. Areas of study include basic chords (major, minor, diminished, and augmented and their inversions), 7th chords, basic fingering and scale patterns, finger dexterity, rhythm drills, aural perception, and reading lead sheets/sheet music. This is a practical, hands-on course for those interested in playing not only piano, but also organ and synthesizers. Introduction to MIDI is also included. Keyboard II is a continuation of practical technique leading to keyboard fluency. Level: Introductory. Class limit: 20. Lab fee: \$20.

#### **AD 1013: Jazz, Rock, and Blues: From Their Origins to the Present**

Faculty: Cooper, John

Meets the requirement(s): AD HY

This course is a survey of the particular styles of music that have had such a profound effect on America, as well as the world in the twentieth century. Students inquire of the social, cultural, and aesthetic elements that led to the creation of each style. The use of recorded examples provides a chronological examination of the principle

musicians and composers as well as an analysis of the more influential soloists and groups. The course includes technical background into the various common musical “bonds of union” between Jazz, Rock, and Blues, as well as discussion concerning the permeation of these characteristics into secular and non-secular music of the 1900s. There is considerable study of the social significance of the music, exploration of the broad cultural and artistic aspects of the music, how these styles changed and evolved, and how their growth related to parallel changes in fine art music. Level: Introductory. Class is open to all students, regardless of musical experience. Lab fee: \$10.

#### **AD 1014: Music Fundamentals: Intro to Reading/Hearing/Writing/Playing**

Faculty: Cooper, John

Meets the requirement(s): ADS

This hands-on course deals with the aural, mental, and physical elements of music and its production. It is divided into instructional segments including: Ear Training and Aural Perception, Music Theory, Basic Keyboard Skills, Arranging and Composition, and Basic Guitar Skills. [Detailed descriptions of segments available in Registrar’s office.] This course is open to all students, regardless of musical experience. The sole prerequisite is a desire to make music or simply to enrich one’s skills as a critical listener of music. Efforts are made to accommodate the special needs of the musical novice, as well as to challenge the experienced performer. Emphasis is on popular song styles, but analysis of Western Art Music forms are included for comparison purposes. Level: Introductory. Class limit: 20. Lab fee: \$20.

#### **AD 1016: World Percussion**

Faculty: Bennett, Michael

Meets the requirement(s): ADS

This is a “hands-on” class for learning and performing conga, snare drum, drum set, and hand percussion techniques, focusing on the role of percussion in European, Latin American, African, and American music. In addition to enjoying themselves and having a better understanding of the world of percussion, students master rhythmic notation, counting and subdivision, time signature, and reading percussion music. Requirements include: test on notation, composition of a percussion ensemble solo that will be performed by the group, and a paper on a percussion topic of student’s choice with approval of the instructor. Level: Introductory. Class limit: 12.

**AD 1017: The History of Rock**

Faculty: Cooper, John

Meets the requirement(s): AD HY

The History of Rock..."We were just the spokesmen for a generation" A social history of Rock and Roll, from it's origination in the Blues, through the Rhythm and Blues of the 50's, into the era of Little Richard, Chuck Berry, and Elvis. From the British invasion to heavy metal, rap, and even Dylan and other poets like him that couldn't sing either. We've got it covered. You will listen to it, you will read about it, you will watch it happen on videos (no BeeGees or Tony Orlando)...we will connect it to the time...and what turbulent times they were. If you are interested in what happened culturally in this country between 1950 and today, you need not look any farther than this course. For "the music of the people", ROCK, accurately reflects the varying peaks and valleys of much of the events of the past half century. Level: Introductory. Lab fee: \$10.

**AD 1018: Introduction to Guitar**

Faculty: Cooper, John

Meets the requirement(s): ADS

This course is a fundamental study in guitar chord construction, note reading, chord symbol identification, fingerboard facility, theory as related to guitar, chord inversions, and scale and mode work. Students are expected to attain introductory improvisational skills and basic facility in practical guitar performance. Level: Introductory. Students must provide own instruments

**AD 1019: Four-Dimensional Studio**

Faculty: Andrews, Nancy

Meets the requirement(s): ADS

This class gives students an opportunity to investigate time-based art. 4-D art draws on the vast and varied traditions of theatre, dance, media, and music, often crossing boundaries to create hybrid works. This course will focus on concepts and processes related to representing and experiencing events that take place in time. Strategies for planning, proposing, and producing work individually or collaboratively will be discussed and practiced. Some class periods will be workshop in style, and include physical and vocal exercises and improvisations. The course will include basic instruction and use of video cameras and sound recording devices. A majority of the learning in this studio course will happen as students make projects and reflect on their work and the work of others. Documentation and information about

contemporary and historic time-based art will be presented. Students will be evaluated based on imaginative exploration of ideas and materials, extent and depth of work processes and research, completion of assigned projects, and participation in class discussions. Level: Introductory. Class limit: 12. Lab fee: \$30.

**AD 1020: History of Western Music**

Faculty: Cooper, John

Meets the requirement(s): AD HY

This course covers the traditions of western "ART" music from the era of Renaissance (1450-1600) through Baroque (1600-1750), Classical (1750-1820), Romantic (1820-1900), Impressionism (early 1900s), and into the 20th century primarily in Europe. Through these five centuries of Eurocentric artistic development the areas of music, art, literature, philosophy, religion, and architecture continuously merge. Extensive study is devoted to how this "convergence of ideas" led to the advancement of the western society and its direct descendant, the Americas. Major composers covered include Gabrieli, Bach, Handel, Mozart, Schubert, Beethoven, Tchaikovsky, Brahms, Wagner, Puccini, Chopin, Strauss, Liszt, Rimsky-Korsakoff, Stravinsky, Schoenberg, Debussy, Ravel, Ives, Copland. The course requires extensive reading, listening to recordings, and video observation. Level: Introductory. Lab fee: \$10.

**AD 1025: Movement Training Basics**

Faculty: Baker, Jodi

Meets the requirement(s): ADS

An introduction to a wide variety of physical skills useful for anyone interested in investigating their own physical potential for self-expression. Techniques used will be derived from classical ballet, clowning, mime, sports, acrobatics and improvisation. The work will promote a greater sense of physical awareness and imaginative possibility and will focus on mental and physical stamina, flexibility and agility. Together we will challenge our own preconceptions about body image and body language and work creatively and collaboratively to clarify abstract concepts through physical action. Evaluation is based on class participation and engagement with introduced topics and concepts. Students with any or no movement experience are welcome. Default grading option is Credit/No Credit. Level: Introductory. Course limit: 15. Lab fee: \$20.

**AD 1026: Introduction to Photography**

Faculty: Winer, Josh

Meets the requirement(s): ADS

Photography is a common language spoken across cultural, economic and geographical boundaries used in new gathering, commerce and fine art. Being able to use the camera as an effective tool for self expression or in the pursuit of a documentary project is a skill which is applicable to a large number of COA students. A broad introduction to photography and digital printing, this course will introduce the principles and applied techniques of contemporary photographic practices. Designed to put the student in charge of their camera, we'll begin with basic camera controls such as aperture and shutter speed and progress on to more advanced topics such as the proper use of 'flash'. Also covered will be an introduction to Adobe Photoshop and/or Adobe Lightroom as well as good printing practices in a digital environment. Students will be evaluated on the quality of finished prints included in a final portfolio, their participation in class exercises and critiques and individual growth over the course of the term. Level: Introductory. Class limit: 13. Lab fee: \$110.

**AD 1027: History of Filmmaking I (1895–1945)**

Faculty: Capers, Colin

Meets the requirement(s): AD HY WFO

This course explores the history, production and meanings of motion pictures. Using various films as case studies, we will look at the development of film forms, techniques and genres, beginning in the 1890s and progressing through the first fifty years of cinema history. The films studied will include: narrative, avant-garde, documentary, and animation. Students will learn concepts of film analysis and criticism. Students will have opportunities to practice critical skills in class discussions, and in research and writing assignments. Students will be evaluated based on attendance, participation in class discussion, and written papers. Writing focus option. Level: Introductory. Class limit: 15. Lab fee: \$35.

**AD 1031: Drawing I**

Faculty: Foley, Sean

Meets the requirement(s): ADS

This course provides an introduction to basic freehand drawing with an emphasis on drawing from observation. The student is introduced to a wide range of drawing methods, media, and concepts, while developing perceptual skills and an ability to utilize drawing as a tool for thinking, expression, invention, and communication. The learning in this course is rooted in an intensive,

studio based art making experience through which one will gain the necessary skills to begin creating works of art within a historically and culturally aware context. This studio course prepares each student for the careful interpretation and evaluation of their own work, that of their peers, and artwork of current or historical significance. This capacity for interpretation and evaluation is made possible through an instructional emphasis on learning to see and translating what is seen during the act of drawing. Students will be evaluated on their studio work, participation, articulation of concepts, and degree of improvement over the term. Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: \$40.

**AD 2011: Graphic Design Studio I: Visual Communication**

Faculty: Colbert, Dru

Meets the requirement(s): ADS

Visual communication is one of the most pervasive means of human communication. Graphic design, within the realm of visual communication, is a process used to effectively convey ideas and information visually through print, electronic media, products in the marketplace, and structural elements in the built environment. Its application may be promotional, editorial, informational, expository or instigational. It may cater to, or critique—commercialism, colonialism, capitalism, and advertising—or alternately be used to organize information and visualize complex data, or concepts. Is it possible to construct a visual message that will be received through the din and noise of our overstuffed media environment? Past other competing messages? What are some of the contemporary issues surrounding design and the roles and responsibilities of graphic designers in the workplace and in their communities?

In this introductory/intermediate level studio course you will become familiar with visual rhetoric and the basic elements, principles, and processes of graphic design that will help you to construct effective visual messages. You will work on a variety of conceptual visual communication projects in the realms of information design, editorial design, and promotional design. Lectures, demonstrations, assignments and critiques will offer a balanced framework for developing skills in creative perception, critical thinking and visual communication. An emphasis is placed on these elements and evaluation will be weighted more heavily in these areas than technical expertise on the computer. You will however, be required to learn the basics of several computer graphic applications (Adobe Photoshop, Adobe Illustrator, and Adobe InDesign and/or Quark) in order

to complete coursework. You will receive basic instruction in these programs in class, but will be expected to refer to computer manuals and guide books for specific tools and techniques that may be required to visualize your ideas. Level: Introductory/Intermediate. Prerequisites: Introduction to Arts and Design or Two Dimensional Design I recommended. Class limit: 12+2 w/personal lap tops and appropriate software. Lab fee: \$85.

### **AD 2012: 3D Studio: Introduction to Three-Dimensional Art and Design**

Faculty: Colbert, Dru

Meets the requirement(s): ADS

This course is an introduction to three dimensional design and sculpture. Through a variety of projects students will analyze and apply the classic organizing principles of three dimensional design work. Elements of form, space, line, texture, light, color, scale and time (including sound, sensory perceptions, movement and natural processes) will be explored—with attention paid to how a work functions, involves a viewer, activates a space, or impacts an environment, physically, psychically or socially. Projects in the class will progress from the creation of objects, to investigations of the sensory and objective aspects of space. Students will experiment with subtractive and constructive processes using traditional as well as contemporary materials such as found, recycled and natural objects. A diverse range of materials and techniques will be introduced and demonstrated. Discussion of historic and contemporary artists' work will augment the course. Students will be evaluated based on completion of projects, participation in class discussions and individual/group critiques. Level: Introductory/Intermediate. Class limit: 15. Lab fee: \$85.

### **AD 2013: Constructing Visual Narrative**

Faculty: Colbert, Dru

Meets the requirement(s): ADS

Narrative: n. & adj. N. a spoken or written account of connected events in order of happening. The practice or art of narration. Adj. in the form of, or concerned with, narration (narrative verse).

How is meaning shaped by the images we create? In all cultures, throughout time, artists have sought ways to tell stories about far ranging topics—the unknown, the success of a hunt, gods and goddesses, historical events, wars, court tales, biblical themes, social instruction, morals, politics, product promotion, and personal imaginings. Historically, artists have adapted visual story telling techniques to exploit evolving technology and changing social concerns, from ancient wall markings, tomb inscriptions, scrolls,

illuminated manuscripts, pottery decoration, carved totems, pictorial painting, to sequential engraved prints, comic books, graphic novels, graffiti and the web. In this studio course, students will investigate “visual language,” symbolism, and some of the pictorial devices, materials, and techniques employed by artists to tell stories visually—particularly through sequential composition in the graphic arts.

Through focused assignments, discussion of artists' works (historic and across cultures), and guided demonstrations in a variety of materials and techniques, students will respond to select historic forms of visual narrative to create unique contemporary forms in which to tell their own relevant stories. “Case Study” studio projects will be selected to focus on key points in world history that mark technological transition in material, technique and pictorial devices employed by artists to render visual narratives. Projects will range from the hands-on exploration of ancient wall painting and low relief carving technique, through non-press printing techniques such as linocut, image transfer, and potato prints, to collage of found images, xerography, Polaroid print manipulation, digital prints and “synthetic” imaging on the computer. Students will be encouraged to explore and invent new forms of sequential composition and utilize new or previously unexplored materials or techniques. Concurrent investigations in visual studies will focus on the meaning created through the use of pictorial devices, signs and symbols, and the creation of narrative structure through repeated image/duplication, sequential composition, and visual allegory. Students will be evaluated on writing assignments, level of completion and analysis of assigned readings, research and presentation, quality and completion of projects, and participation in class activities and discussion. There are no prerequisites, however, the following courses are recommended: Intro to Arts and Design, or 2D courses in drawing, painting, printmaking, or graphic design, photography, or writing and/or literature courses. Level: Introductory/intermediate. Class limit: 15. Lab fee: \$85.

### **AD 2014: Curiosity and Wonder: Design & Interpretation in the Museum**

Faculty: Colbert, Dru

Meets the requirement(s): ADS

From “cabinet of curiosity” to “exploratorium,” this studio course surveys contemporary museum activities and methods of communication through visual display, space, and interaction. Students will engage in a project development process to refine “big ideas,” determine educational goals, and learn techniques to design and



build their projects. Class participants will gain an understanding of factors that influence learning, media and modes that may be utilized to communicate complex content, and how meaning is constructed by the selection, organization and layering of intellectual material through the use of object, text, image, and experiential devices.

Projects and hands-on workshops will provide an opportunity to gain skills and techniques in visualizing ideas by developing concepts in the form of plans, sketches, models, and narrative description. Students will have an opportunity to evaluate and create interpretive material for the George B. Dorr Natural History Museum at the College of the Atlantic. Students will be evaluated through participation in class discussion and critiques, attendance, and for completion and quality of assigned projects. This course is appropriate for all students interested in informal education in the museum environment, design, and visual communication. Level: Introductory/intermediate. Prerequisite: One or more courses in Arts and Design OR Educational Studies. Class limit: 15. Lab fee: \$85

#### **AD 2016: Contemporary Artist as Researcher and Activist**

Faculty: Clinger, Catherine

Meets the requirement(s): AD HY

The student will be introduced to the post-modern stream of visual culture that places nature and our relationship to it within the context of pressing global issues. These artworks engage with nature by their placement in site-specific locations, through new modes of picturing, and/or through the appropriation of natural materials. Many of the artists we will examine make use of new tools designed for industrial purpose, medical, technological or scientific research. Other artists utilize organic materials to craft their designs. These artists appropriate the role of “researcher” in order to bring attention to ecologies that human beings have disrupted or will disrupt. How these artists bring us to a deeper understanding of our relationship with nature through new media is our concern. Evaluation is based on class participation, evidence of completion of weekly readings, and a final paper and a class presentation. The class will take at least one field trip. Level: Introductory/Intermediate. Prerequisites: none. Lab fee: \$50. Class limit: 15.

#### **AD 2017: Drawing Mineral and Botanical Matter in the Forest of Maine**

Faculty: Clinger, Catherine

Meets the requirement(s): ADS

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. The primary setting for this studio course is Mount Desert Island. The subject matter of our visual attention includes trees, rock features, and other indigenous plant life of the island. Students will learn a variety of drawing methods in order to document the natural history of a specific place. Coursework includes: maintaining a field sketchbook, graphically recording the development of a singular botanical life-form over the course of the term, and producing visual notations in the sketchbook during a bi-weekly slide lecture on the history of artistic representations of the natural world. Evaluation is based on class participation, evidence of completion of weekly assignments, and final project. Level: Introductory/Intermediate. Prerequisites: permission of instructor. Class limit: 12. Lab fee: \$65.

#### **AD 2020: History of Photography**

Faculty: Winer, Josh

Meets the requirement(s): AD HY

This introductory course charts the history of photography from early nineteenth-century nascent technologies (Daguerreotypes and Tintypes) through to the diverse range of photographic media currently practiced by contemporary artists and photographers (Film and Digital). In this art history course, we will consider how the new visual discourse of photography was informed by both technological and social developments. Photography cannot be defined as a unified medium; therefore, this course investigates both discontinuous as well as coalesced conventions within its own history; in other words, how and why photographs look different from each other. In addition to noting external influences upon the photographic object, we will explore how photography helped to shape a variety of visual disciplines from painting to zines. Accordingly, our class will discuss formal photographic syntax (how they are composed and the forms they appear represent) and allied aesthetic practices as well as the wider social and political issues that influenced the content of its visual culture. We will study how artists use photographic practices in the context of social and activist functions to examine a diversity of subjects: gender and class, ethnic and national identity, among others;

and, how categorical distinctions between mass culture and avant-garde art, commercial and fine art photography are not always stable. Course readings include writings by historians, artists, and critics that reflect the unstable status of the photographic object within the intersections of science, technology and culture, aesthetic discourse and everyday documentation. We will look at many photographs. Students will be evaluated on their participation in class discussions, short essay assignments, and a final project or paper. Level: Introductory/Intermediate. Class limit: 12. Lab fee: \$30.

### **AD 2021: The Science of Comedy**

Faculty: Baker, Jodi

Meets the requirement(s): AD

This course explores the nature and history of modern comedy and investigates the tools and techniques of great comic performers. We'll cover the evolution of comedy aesthetics from vaudeville and silent film to contemporary stand up and television and we'll explore what, if any sort of 'funny' is timeless. The course uses film, video, live performance and readings. Students gain practical experience through work on classic routines, physical comedy skills and sketch development as well as experimenting with the peculiar mathematics of comic timing. Together, we will try to pinpoint what actually makes something funny and as importantly, why people crave laughter so much in the first place. There will be at least one field trip. Evaluation is based on participation in activities and discussion as well as a portfolio of short topic responses and a final presentation/paper. Level: Introductory/Intermediate. Course limit: 12. Lab fee: \$55.

### **AD 2022: Film Theory**

Faculty: Capers, Colin

Meets the requirement(s): AD WFO

How do motion pictures express ideas? Why do we respond to them in the ways we do? Film theorists have approached these questions from contexts as diverse as formal composition (sound, mise-en-scene, color, cinematography and editing), signs and symbols (semiotics), cultural and/or gender concerns, and psychoanalysis. In this class, we will practice using these and other theories to understand and analyze moving pictures. Each week we will screen one or two feature length movies as well as a number of short films. Screenings will be complemented by source texts from critics, theorists, artists/film-makers and cinephiles. Students may choose to take this course as writing intensive; those who do will be required to write and revise three or

four critical response essays based in analytical frameworks covered in the course. All students will be required to complete a final research paper and presentation. Students should expect to spend 7-9 hours a week in class meetings, labs and screenings (in addition to writing, research). Students will be evaluated on papers, final project and participation in discussions. Writing Focus option. Level: Introductory/Intermediate. Prerequisites: Previous art class recommended. Class limit: 12. Lab fee: \$35.

### **AD 2023: Actor Training I**

Faculty: Baker, Jodi

Meets the requirement(s): ADS

This course is geared toward students with or without performance experience. Together we will establish a common language to define the most important tools for an actor. Through a series of games and exercises, students develop new skills and practice making bolder, clearer choices within improvised, devised or established scenes. The goals are to create confidence in any sort of performance situation and to find ways of applying acting skills to other academic and outside experiences. Evaluation is based on participation in class activities and discussion, successful completion of all performance projects, including productive rehearsal time and an organized portfolio of written responses. There will be at least one field trip. Default grading option for this course is CR/NC. Level: Introductory/intermediate. Course limit: 12. Lab fee: \$50.

### **AD 3010: Architectural Design Studio**

Faculty: Mancinelli, Isabel

Meets the requirement(s): ADS

In this design studio students are introduced to the field of architectural design and the design process. We examine various aspects of this functional art including scale, texture, volume, void, light, rhythm, and form. Basic principals of architectural structures and a brief historical overview are presented. Students attempt to apply these principals in solving practical problems. They are expected to develop basic architectural drafting skills to represent three dimensional space in two dimensions. The course includes model building skills and an actual design project. Level: Intermediate. Prerequisites: Recommended Introduction to Arts and Design and/or Two-Dimensional Design. Offered every other year. Class limit: 11. Lab fee: \$25.

**AD 3011: Landscape Architecture Design Studio**

Faculty: Mancinelli, Isabel

Meets the requirement(s): ADS

This studio course introduces students to the profession of Landscape Architecture, the design process and skills. Aspects to be covered include site analysis, program development, design concept, final site design and graphic representation. Evaluations are based on understanding and interpretation of the site program, application of the design process and articulation of ideas and concepts through graphics and oral presentation. Level: Intermediate. Prerequisite: Introduction to Arts and Design, Two-Dimensional Design, and Woody Plants, or signature of instructor. Offered every other year. Class limit: 11. Lab fee: \$25.

**AD 3012: Documentary Video Studio**

Faculty: Andrews, Nancy

Meets the requirement(s): ADS

A documentary video or film purports to present factual information about the world. A documentary may take a stand, state an opinion, or advocate a solution to a problem. A documentary may function in the realm of art. Documentaries may compile images from archival sources, interview testimonies about social movements or events, record an ongoing event “as it happens”, or synthesize these and other techniques. We will look at various documentaries both historic and contemporary, and a number of strategies and styles, including; video diaries/autobiographical works, cinema verite, propaganda, documentary activism, nature documentaries, and experimental genres. Students will learn the basics of video production, including, using a video camera, video editing, production planning, lighting, microphone use, and interview techniques. Students will make several documentary projects, both collaboratively and individually. Students will be evaluated on their participation in group discussions and critiques, and on the documentary projects they produce. Level: Intermediate. Prerequisite: any introductory level arts and design studio course or film history course (previous video production experience is not required). Class limit: 12. Lab fee: \$30.

**AD 3013: Animation**

Faculty: Andrews, Nancy

Meets the requirement(s): ADS

This course explores animation as a form of creative expression, experimentation and personal vision. Various techniques, such as drawing, cut-out, painting on film, and under-the-camera collage, will be introduced. Students will create flip-books, video pencil tests and 16mm ani-

mated films. Students will be given exercises and assignments that guide them through processes for making art. Various artists’ animated films will be screened and discussed. History and concepts related to animation and film will be introduced through screenings, readings and discussions. Level: Intermediate. Prerequisite: Introduction to Art and Design, 2-D Design or Signature of Instructor. Class limit: 12. Lab fee: \$50.

**AD 3014: Soundscape**

Faculty: Andrews, Nancy

Meets the requirement(s): ADS

Soundscape may be defined as an environment of sound (or sonic environment) with emphasis on the way it is perceived and understood by the individual, or by a society. It thus depends upon the relationship between the individual and any such environment. The term may refer to actual environments, or to abstract constructions such as musical compositions and tape montages, particularly when considered as an artificial environment. In this interdisciplinary course we investigate a broad range of acoustic concepts, ranging from a scientific treatment of the nature and behavior of sound both in air and underwater, the biology of hearing, the use of sound by animals in communication, and the cultural applications of sound and music in human society. Students will explore methods of composition using sounds as materials for assigned projects. Various approaches to understanding and experiencing sound will be examined, including spoken word, radio shows, music, and experimental forms. Labs will focus on understanding the nature of sound, and practical application of sound equipment, technique and theory. Students will learn about microphones, sound recording, amplification, and the physics of sound. The course will culminate in a performance to the community of student presentations that expresses the wide use of sound as part of our culture. Evaluation will be based on class participation and a set of assignments, including a final project. Emphasis will be placed on an artistic interpretation of soundscape, although students will be expected to have a basic understanding of the scientific basis of acoustic phenomena. Level: Intermediate. Prerequisites: One AD and one ES course. Class limit: 12. Lab fee: \$60.

**AD 3015: Art of the Puppet**

Faculty: Andrews, Nancy

Meets the requirement(s): ADS

Puppetry is the art of designing, constructing, and operating puppets, usually for an audience. A puppet is an articulated figure controlled by



external means. Puppets have been used for entertainment, education, therapy, spectacles and social/political demonstration. This course will explore both the construction and use of puppets, investigate the theory, history and practice of puppetry, and seek out the role and potential of puppets. Various types of puppets will be made, including hand puppets, rod puppets, shadow puppets, and large scale puppets. Students, individually and in collaboration, will create both original and adapted scripts and scenarios for their puppets, exploring relationships between text, story, character and movement of the puppet. In addition to live work, students may choose to develop puppets for use within film, video or multimedia projects. The course will include readings on puppetry, screenings, presentations, demonstrations, and group discussions. Students will be evaluated on 1) participation in class discussions and exercises, 2) quality and effort demonstrated through projects/presentations and, 3) understanding and study of readings and screenings as demonstrated in discussions and projects. Level: Intermediate. Recommended pre-requisite: at least one of the following: Intro to Art and Design, 2-D Design Studio, 3-D Design, Performance Art or The Sculptural Object in Performance. Class limit: 12. Lab fee: \$30.



### **AD 3016: Land Use Planning I**

Faculty: Longworth, Gordon; Mancinelli, Isabel  
Meets the requirement(s): AD

In this course we will examine what key physical aspects make communities desirable places to live, work and visit and how principals of sustainability can be integrated into the planning process. New development often undermines a sense of place and poses threats to environmental resources such as water quality. Through analyzing a local town in terms of its natural resources, cultural history, scenic quality and the built environment, students determine how new development and conservation may be balanced. They learn how to use computerized geographic information systems (GIS) as a planning tool in developing their recommendations. Students present their final class project to local community decision-makers. Offered every other year. Level: Intermediate. Prerequisites: Previous coursework in GIS is not required. Class limit: 12. Lab fee: \$50.

### **AD 3018: History of Filmmaking II (1946–Present)**

Faculty: Capers, Colin  
Meets the requirement(s): AD HY WFO

D.W. Griffith, pioneer of early cinema, prophesied in 1924 that by 2024 cinema would have been instrumental in “eliminating from the face of the civilized world all armed conflict”. Where have things gone wrong? Cinema is a powerful medium that in many ways is still struggling to find its place among the other arts; there are many promising byways that have been overlooked or under-explored. This course explores the histories, production and meanings of motion pictures. Using various films as case studies, we will look at the development of film forms, techniques and genres from 1946 to the present—the second half of cinema history. Films studied will include examples of narrative, documentary, animation, and the avant-garde. Students will learn concepts of film analysis and criticism, and will have opportunities to practice critical skills in class discussions and in research and writing assignments. Evaluation will be based on attendance, participation in class discussion, written papers, and research presentations. Film gives us the opportunity to, in the words of David Lynch, “get lost in another world...to dream in the dark”. Who decides which dreams we will see? Through an understanding of where cinema has been we can more effectively shape its, and our, future. Writing Focus option. Level: Intermediate. Lab fee: \$35.

### **AD 3020: American Dreaming: Theatre and Activism in the US**

Faculty: Baker, Jodi

Meets the requirement(s): AD

This course focuses on dramatic literature connected to particular political and social issues in the US. Students read plays and study a variety of theatre artists that have used theatre as a viable force for change over the last century. Together we will explore the mechanics and dynamics of particular performances as well as the context in which they were conceived. We will investigate significant periods in American history such as the New Deal, the House Un-American Activities Committee, the Civil Rights Movement, the AIDS crisis, 9/11 and beyond, exploring their impact on this form. Artists will include Hallie Flanagan and The Federal Theatre Project, Susan Glaspell, Clifford Odets, Arthur Miller, Lorraine Hansberry, Lillian Hellman, The Living Theatre, The Open Theatre, The Wooster Group, Anna Deavere-Smith, Tony Kushner, Young Jean Lee, The TEAM, Radiohole and more. Students are required to attend a weekly series of scheduled screenings/performances outside of class time. There will be at least one field trip. Evaluation is based on full participation in class discussion, successful completion of all short projects and assignments and a major final project/paper. Level: Intermediate. Pre-requisite: Successful completion of the writing requirement and at least one literature course. Course limit: 12. Lab fee: \$50.

### **AD 3021: Cities: Past, Present and Future**

Faculty: Mancinelli, Isabel

Meets the requirement(s): AD

This intermediate course focuses on the architecture and physical form of cities through time. Rome has had a profound influence on the design of architecture and cities. In preparation for a 9-12 day field trip to this remarkable city, students will become familiar with its layers of history, the classic orders, the writings of Vitruvius, and the works of Michelangelo, among others. They will experience firsthand the city's famous monuments, ruins, buildings, piazzas, gardens, and neighborhoods, documenting their field observations in sketches, photographs and notes. Upon returning the focus will shift to an examination of the history of several major American and European cities, conditions, policies and technologies that shaped them, and various historic and current urban design movements. We will conclude with examples of recent and emerging international strategies to improve urban public space, transportation, provide local food, reduce emissions, and address impacts of climate change. Students will be evaluated on quality of

their field notes and sketches, assignments, class discussions and presentations.

This course will be integrated with and requires co-enrollment in Advanced Food Policy. The third enrollment credit must be either Power and Governance or an Independent Study. Level: Intermediate. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: \$800.

### **AD 3022: Play Production Workshop**

Faculty: Baker, Jodi

Meets the requirement(s): ADS

This course provides practical experience in the processes required to build a theatrical production. Students research, rehearse and produce a performance for the public in collaboration with a faculty director. The number of students enrolled in the course will vary depending upon the demands of the play. Students with any or no experience in theatre are welcome. In most cases, all assignments (cast and crew) will be made the previous term, through auditions and interviews. Those interested in non-actor aspects of production (set design, light and sound design, stage management etc.) are especially encouraged. The course meets 4 days a week and those enrolled must be available for a certain amount of additional collaborative work outside class time (additional rehearsals, construction and tech, and final performance dates). A production schedule will be available by week one. Evaluation is based on commitment to the particular demands of the project as well as a final reflective paper based on the experience. Default grading option is Credit/No Credit. Level: Intermediate. Prerequisites: Permission of Instructor. Course limit: 15. Lab fee: \$50.

### **AD 4010: Improvisation in Music**

Faculty: Cooper, John

Meets the requirement(s): ADS

This "hands on" theory/performance course for singers, instrumentalists, guitarists, pianists, drummers, etc., deals with improvisation, a spontaneous exchange or interplay of musical ideas and moods. It offers the musician the opportunity to utilize his/her technical ability to its fullest extent while enjoying the creative freedom of spontaneous composition. The class addresses technical and aesthetic aspects of improvisation in all styles of music (Jazz, Rock, Blues, Classical, Folk, etc.), including the elements of melodic development, melodic cliches, rhythmic and melodic embellishment, harmonic substitutions, and development of the ear. It is multilevel in format, allowing for students of all technical proficiency to participate. In addition to two class sessions

weekly (where extensive time will be spent in performance situation), each student also meets with the instructor on a private basis. In short, this course enables students to use the “tools of improvisation” to be able to make a “personal musical statement” while playing, singing, “jamming,” etc. Level: Intermediate/Advanced. Class limit: 20. Lab fee: \$20.

#### **AD 4012: Intermediate Video: Studio and Strategies**

Faculty: Andrews, Nancy

Meets the requirement(s): ADS

This course explores more sophisticated forms of image making, editing, and theory. Students screen and discuss documentary and video art works, and study writing/criticism in the field, focusing on moving image theories, concepts, strategies, and a wide range of aesthetic concerns. The class will engage in various aspects of production and approaches to cinematography, sound, and editing/compositing. Participants work on a project-oriented basis that includes critiques and training in video production skills. Students should be both self-directed and interested in developing a support system for producing each other's work. Students will be evaluated based on video projects (fiction or non-fiction), critical writings, class participation, and presentations. Level: Intermediate/Advanced. Prerequisites: Documentary Video Studio, or Introduction to Video Production. Class limit: 12.

#### **AD 4013: Activating Spaces: Installation Art**

Faculty: Colbert, Dru

Meets the requirement(s): ADS

“space in active dialogue with the things and people it contains...” –RoseLee Goldberg, from *Space as Praxis*

Installation art is one of the most original, vigorous, and fertile forms of contemporary art. It often involves working in specific non-art sites where the activation of the place, or context, of artistic intervention is concerned not only with art and its boundaries, but also with the fusion of art and life. Installation art extends the area of practice from the studio to public space. Architects, urban planners, and environmental designers consider similar formal and social aspects of space in the creation of city plans, buildings, and public spaces. Through hands-on projects and a survey of historic and contemporary art and design work, this intermediate level 3D studio course offers an opportunity to explore formal aspects and social contexts of space and time as a medium for making art.

Students will create interior and exterior installations that may incorporate sculptural elements, everyday objects, light, sound, or other devices. Course work will investigate the objective and subjective qualities of space, material, and form, and the meanings created through their juxtaposition. In addition to studio work, we will survey a variety of historic and contemporary contextual art works including: spaces laid out by architects and designers, installation itself as an art form, public art projects, sacred spaces, the work of visionary artists, historic sites, and monuments. Students will be evaluated on their participation in class activities and critiques, their timely completion of projects, and attendance. Level: Intermediate/Advanced. Prerequisites: 3D studio classes in art, architecture, environmental design, performance art or signature of instructor. Class limit: 10. Lab fee: \$75.

#### **AD 4014: Graphic Design Studio II: Digital Projects**

Faculty: Colbert, Dru

Meets the requirement(s): ADS

This studio course offers students an opportunity for in-depth study of contemporary issues, applications and techniques in graphic design. Students will pursue conceptual problem solving through creative exercises and theoretical and applied studio projects. Particular emphasis will be placed on advancing skills in creative problem-solving, typography, layout, image generation and preparing art for print. Digital and hands-on methods (techniques such as block print) for image generation will be explored to create original illustrations. Projects will include typography and illustration exercises, identity design, environmental design and interpretive information design. Students will be encouraged to solicit a design project from the local community and produce it in the context of the class by engaging in the creative process from concept to production oversight during the course of the 10 week term. In addition to structured class assignments, students will have an opportunity to propose and pursue their own design projects.

This class will be conducted in seminar/studio format. Emphasis will be placed on the design process—from creation to production, the timely completion of project phases, creative solutions and advancing skill in typography, layout and image generation. The detailed schedule will depend largely on the course make-up and individual project proposals. Level: Intermediate/Advanced. Prerequisites: signature of instructor, Graphic Design Studio 1. Class limit: 12. Lab fee: \$85.

**AD 4015: Film Sound and Image**

Faculty: Andrews, Nancy; Cooper, John

Meets the requirement(s): ADS

This hands-on course will explore sound composition, editing, and mixing to create soundtracks for video and/or film. Students who take this course must have a background in music composition and/or sound and video production in order to collaborate on creative video/sound projects. Sound recordings will include music and voice as well as everyday sounds and special sound effects. The class will incorporate a number of group projects as well as individual exercises to illustrate sound recording and mixing strategies. We will also study sound in relation to video/film through readings and screenings. In addition to class assignments, students will start developing sound tracks for their independent projects. Students will be evaluated on their success in creating compositions, recordings, and mixes for video/film projects; and their ability to bring together moving pictures with a soundtrack to create a whole that is more than the sum of its parts. Students will also be evaluated on their participation in class discussions and exercises. Level: Intermediate/advanced. Prerequisites: Background in music composition and/or sound and video production. Class limit: 12. Lab fee: \$40.

**AD 4016: The Wilderness in Landscape Art I: Proto-Ecological Visions**

Faculty: Clinger, Catherine

Meets the requirement(s): AD HY

This course is concerned with the visualization of what is wild in the landscape and how artists pictured that which others saw as untamed. Course readings will engage with a variety of texts written by art historians, geographers, historians, writers, and theoreticians that address the invention of the modern idea of wilderness. Assumptions governing what constitutes wilderness and how artists have shaped our perception of it are among topics which we will consider. Landscapes contain life that seems to fluctuate between haggard or feral states of nature. We will investigate how an artist distinguishes between that which is cultivated and that which is natural; what images evoke nostalgia for a lost past or suggest the preference for a human dominance over those origins we have isolated ourselves from. Students will examine visual evidence in the fine arts that indicates a growing awareness of the effect of the Industrial Revolution in North America and in Europe. Although we look at ecologies through the eyes of artists, students interested in the science, history, and literature are encouraged to take the course. Evaluation will be based on a

research paper and class presentation. There will be a class trip to view art and/or sites relevant to our discussion. Level: Intermediate/Advanced. Permission of instructor required. Class limit: 12. Lab fee: \$50.

**AD 4017: Art and Culture in Northern New Mexico**

Faculty: Clinger, Catherine

Meets the requirement(s): AD HY

This course is part of a three-course sequence entitled "The Unexpected Journey: Art, Literature, and History on the Road in Nuevo Mexico." This course examines the art and architecture of Northern New Mexico including: painting, printmaking, photography, and other forms of cultural production (i.e. ceramics, textiles, ritual dance) from the 12th century to the present. We examine New Mexico as both a coalesced and contested historical and geographical site and as the subject of representational, non-representational, sociopolitical, and symbolic imagery. How have artists depicted its varied landscapes, both natural and cultural, as well as its complex history of indigenous dwelling, colonial occupation, environmental stewardship, natural resource exploitation, ethnic tension, and social discord? New Mexico's art is neither as singular nor unitary as the tourist industry would like us to think. Much of this course is field-based. We will be visiting numerous places from large urban cities (Albuquerque), to mid-sized cities (Santa Fe), to towns (Taos), villages (Trampas, San José), and Native American homelands (Taos Pueblo). Sites of interest include the sacred (Santuario de Chimayó) and secular (Ghost Ranch), educational (Hispanic Cultural Center) and agrarian (Pecos River Valley). Students will learn to apply a range of methodological strategies utilized by art and cultural historians to examine, research, analyze, critique, and interpret cultural objects. Course readings will engage with key primary and secondary sources written by selected historians, cultural geographers, artists, and storytellers. Our work in this course will demonstrate how art practice along with disciplined scholarship can generate a critical awareness of an object's ideological context. Evaluation will be based on class participation, an oral presentation, and a research paper. Each student will produce a research paper relevant to his or her own critical and/or historical interests and concerns.

All three courses must be taken concurrently: Native American Literature: A Case Study of the Development of Literary Traditions with a New Mexico Focus (Waldron), Art and Culture in Northern New Mexico (Clinger), Processing the Unexpected Journey: Aesthetics, Experience,



and the Creation of an Interdisciplinary Project (Clinger and Waldron). Level: Intermediate/Advanced. Prerequisites: Permission of Instructor. Class limit: 8.

#### **AD 4018: Movement Training Basics II**

Faculty: Baker, Jodi

Meets the requirement(s): ADS

Building on skills introduced in Movement Training Basics, students will continue investigating their physical potential and deepening their understanding of the movement theory and languages covered. Techniques will be derived from classical ballet, martial arts, acrobatics, improvisation, circus skills and more. The work will promote a greater sense of physical awareness and imaginative possibility. Advanced students will build strength, mental and physical stamina and flexibility. Students will translate the work into a variety of practical applications and performance pieces based on a series of exercises and prompts. Evaluation is based on class participation and engagement with introduced topics and concepts. Default grading option is Credit/No Credit. Level: Intermediate/Advanced. Prerequisites: Previous completion of the basics course and/or significant movement training or dance experience is required. Course limit: 15. Lab fee: \$20.

#### **AD 4019: Studio Printmaking**

Faculty: Clinger, Catherine

Meets the requirement(s): ADS

Printmaking is the process of transferring an image from one surface to another. A print mirrors the surface whence it came and also performs as a reflection of the physical and/or immaterial realms of objects and ideas. Representing concepts clearly in any medium requires an artist to engage in thoughtful collaboration with materials in order to realize the potential of form as a means of expression. This studio course will explore ways to address this aesthetic challenge through printmaking. Students will acquire basic skills as printmakers with an emphasis on relief (woodcut and linocut) and intaglio (line etching, engraving and aquatint) techniques. They will also develop a broad understanding of the history of prints; how they have functioned to communicate, document, and transmit information through images on paper. Students will be evaluated on their projects, participation in critiques, level of engagement with materials, ability to work in a collaborative studio, and final project. Level: Intermediate/Advanced. Prerequisite: Permission of the instructor, Introduction to

Arts and Design, and a drawing class. Class limit: 10. Lab fee: \$100.

#### **AD 4020: Object and Performance**

Faculty: Andrews, Nancy; Baker, Jodi

Meets the requirement(s): ADS

Objects have long been significant elements in ritual, dance, theatre, and performance art; they might be props, body extensions, idols, and avatars. Taught in a workshop format, this course will explore a variety of techniques from traditional theatre arts, as well as sculptural ideas that can be integrated into performance. Goals will be to gain a deeper understanding of the power of objects in a performative context; to experiment with a variety of building techniques; to practice, create and refine personal and found objects as art; to explore an object's potential to spark narrative, illustrate relationship dynamics and fuel theatrical action. We'll also study the use of objects in connection with certain forms of performance training and creative collaboration strategies. The course will provide an historic context of objects in performance and will utilize improvisational exercises, personal writing, movement, and bodywork. Class topics may include: relationship, scale, sound, duration, repetition, archetype, and viewer participation/performance. Evaluation will be based on attendance, participation in all group projects, in-class assignments and discussions, demonstrated understanding and mastery of basic skills through the creation of projects, timely completion of all assignments and readings, and effective participation in class critiques. Level: Intermediate/Advanced. Prerequisites: Movement Training (I or II) or 3D Studio, or permission of either instructor. Class limit: 12. Lab fee: \$50.

#### **AD 4021: Analog Photography: B&W**

Faculty: Winer, Josh

Meets the requirement(s): ADS

As digital photography became affordable and proliferated, many business models, critics, and artists themselves spoke about the final death of traditional, so called "wet" photography. Film was supposed to be dead, once and for all. But film wasn't quite ready to die, and even as the economy and common practice has shifted largely to digital capture, film and photographic paper are still being produced and consumed, albeit on a different scale. This course is an introduction to traditional analog darkroom processes and manual camera operation. Students will gain a basic understanding of black and white photography through exercises and assignments that em-

phasize fundamental camera and darkroom skills including: proper metering, evaluating quality of light, elements of composition, good negative making and evaluation, and good print making and evaluation. Work will be critiqued and evaluated based on both technical and aesthetic merit in a class critique format. Readings will be assigned in conjunction with course content. Level: Intermediate/Advanced. Prerequisites: Intro to Photography or permission of instructor. Class limit: 8. Lab fee: \$250.

#### **AD 4022: Acting Hamlet**

Faculty: Baker, Jodi

Meets the requirement(s): ADS

This course is an intensive study of Shakespeare's work from the point of view of the actor. Through text analysis, scene study, physical/vocal work, and acting exercises, students explore the meaning, music, and power in Shakespeare's words and develop their own strategies for performing the play effectively for contemporary audiences. The bulk of the work involves learning, staging, and presenting key monologues and scenes from the play for critique and continued revision. Students will gain a clear understanding of the context in which the play was written but will focus primarily on contemporary connections, current practices, and a wide variety of recent adaptations. Evaluation is based on participation in class activities, readings, and discussion, successful completion of all performance projects including productive rehearsal time alone and in groups, a portfolio of written responses, and an effective presence on a shared class blog. There will be at least one class field trip. Level: Intermediate/Advanced. Prerequisites: The course is by permission only. Priority will be given to those who have successfully completed Shakespeare: Character, Conflict and Cinematography and/or Actor Training I. Class limit: 12. Course fee: \$100.

#### **AD 5013: Advanced Projects: Art Practice and Concepts**

Faculty: Andrews, Nancy

Meets the requirement(s): ADS

This course is designed for students who have taken at least two previous arts and design related courses and are prepared to pursue an in-depth project. This seminar combines academic study and studio work, and explores theory and practice related to various visual arts disciplines. The course will provide individual guidance and group critiques for students from various disciplines to meet, present and discuss their work. Contemporary critical issues are addressed through readings, screenings/slides and discus-

sions. We will explore how an artist builds a body of work, and discuss working processes and issues in art and society. The course will include field trips and visiting artists, when available and pertinent. Students will be evaluated on their progress towards their goals, and participation in discussions and critiques. Students may work in video, painting, photography, installation, sculpture, 2-D, or hybrid forms, but students should already have the basic skills required for their chosen project(s). Level: Advanced. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: \$100.

#### **AD 5017: Animation II**

Faculty: Andrews, Nancy

Meets the requirement(s): ADS

The class further develops ideas, skills, and animation projects through a mix of: in-class projects/demos/skill based activities, readings, discussions, screenings, presentations, and individual meetings with the instructor. Students will write a production plan that will serve as an outline of each student's project(s) for the term. The instructor will provide useful activities, information, resources, critiques and guidance. A schedule of presentations of student works-in-progress will be created. Readings will address ideas and theories related to animation studies and processes. Advanced animation techniques may include camera work and sound design. Work completed over the term may be a single longer animation or a series of animated shorts depending on the student's preference and animation goals. However, all students will be expected to produce advanced level work and encouraged to experiment and push their work to the highest level. Students will be evaluated on their projects, participation in critiques and discussions and overall level of engagement with the course material and class. Level: Advanced. Pre-requisite: Animation, signature of instructor. Class limit: 12. Lab fee: \$80.

#### **AD 5025: Strangers and Performance**

Faculty: Baker, Jodi

Meets the requirement(s): ADS

This course explores the dynamics of stranger interactions across disciplines and in a variety of contexts, first by gaining a basic understanding of how the topic has been considered by scientists, social theorists, architects, and city planners over the last century but also by understanding how these particular social dynamics fundamentally connect to work in theatre and in art. Through a series of practical experiments, students discern when, why, and how stranger interactions are

meaningful, how they differ in urban and rural contexts, and how that meaning is tied to the shared work ethic at the heart of the theatrical contract. We will consider the politics of public and private spaces as well as key strategies in staging urban centers, national parks, schools, museums, and theatres. We'll also examine stranger archetypes and related terminology like mob-rule, groupthink, bystander effect, and collective consent. Students will explore the inherent risks and rewards that stem from personal interactions with strangers and they will study existing and emerging art, performance, and technology projects that attempt to incite these interactions. Students will also develop their own ideas for public performance and new theatre technology. Readings will likely include work from Kio Stark, Paul Auster and Sophie Calle, Bertolt Brecht, Peter Brook, Roland Barthes, William H. Whyte, George Simmel, Anne Bogart, Susan Sontag, Jorge Luis Borges. Visual, theatre and performance artists may include Andrew Schneider, Richard Renaldi, Natalia Koliada and Nicolai Khalezin, Marina Abramovic, Chris Burden, Rotozaza, Mammalian Diving Reflex, and Complex Movements. The course requires a large amount of off-campus work and at least one weekend field trip. Evaluation will be based on consistent engagement with course topics and the class blog, successful completion of a series of solo and collaborative fieldwork assignments, and a comprehensive final project w/process essay. Level: Advanced. Prerequisites: This course is by permission only. Previous coursework in theatre and movement, art history, design, and social theory is strongly encouraged. A written expression of interest in the course is required. Class limit: 12. Lab fee: \$100.

## EDUCATIONAL STUDIES

### **ED 1010: Experiential Education**

Faculty: Tai, Bonnie

Meets the requirement(s): HS ED

Even before John Dewey published *Experience and Education* in 1938, experiential education had been practiced in various forms around the world. This course explores the philosophy of experiential education and its diverse practices in the realms of adventure education, service learning, workplace learning, environmental education, museum education, and school reform. Group activities and fieldtrips will provide opportunities to participate as both learner and teacher in a variety of teacher-led and student-designed experiences. The final project involves researching an existing experiential education program, its philosophy, and its practices. Evalu-

ation is based on class and fieldtrip participation (including one multi-day fieldtrip), reflective logs, curriculum design, service-learning journal, an oral presentation of the service-learning, and a final essay that articulates a philosophy of experience in education. Level: Introductory. Offered every other year. Class limit: 15. Lab fee: \$100.

### **ED 1011: Children's Literature**

Faculty: Ryan, Siobhan

Meets the requirement(s): ED

This course is a broad overview of children's literature and its place in the elementary school classroom. It examines the range and trends in literature for children that includes all genres, prominent authors, illustrators, and awards, critical evaluation, and integration into instruction across the curriculum. Students participate in and design lessons which incorporate or extend children's response to literature. They survey poetry and media appropriate for elementary students. Students read an extensive amount of children's literature, keep a response journal, develop an author study, and create a teaching unit using children's literature. Level: Introductory. Class limit: 15.

### **ED 1013: Changing Schools, Changing Society**

Faculty: Tai, Bonnie

Meets the requirement(s): HS ED

How have schools changed and how should schools change to ensure "the good life"? This interdisciplinary, team-taught course examines the potential and limits of a human ecological education as an instrument of enlightened progress and lasting positive social, cultural, and environmental change. It explores three essential questions about education and its relationship to human development and social progress. Looking at the role of formal educational institutions and their relationship to government and other social institutions: What is the role of schools in development and social change? Considering the role of teachers as agents of change: What is the role of the teacher in school/organizational change and community development? And finally, reflecting on our subjective motives for working in the field of education: Why do you want to become an educator? Through course activities such as service-learning in schools and group project work on a contemporary educational phenomenon (i.e., school choice, new technologies for learning, single-sex education), students will learn how educational policy at the federal, state, and local levels impacts teaching and learning, investigate the moral dimensions of the teacher-student relationship, and reflect on the construct



of teacher-learners. Students will be introduced to a variety of educational research methods (i.e., ethnography, case study, quasi-experimental, correlational) that will allow for critical analysis of the knowledge base that strives to impact educational policy and practice. Evaluation will be based on participation, reflective writing, service learning, and group projects and presentations. Level: Introductory. Offered every other year. Class limit: 15. Lab fee: \$20.

### **ED 1014: Child Development**

Faculty: Alex, Joanne

Meets the requirement(s): ED

How does a child think? What causes him/her to learn? What teaching approaches work best with young children? These questions and more will be explored through readings, lectures, field observations, and planned class activities. This course will provide an introduction to early childhood education (preschool to eighth grade). Theorists such as Piaget, Vygotsky, Montessori, Gardner, Erikson, Maslow, Kohlberg, and Gilligan will be used to examine the physical, mental, emotional, moral, and social aspects of childhood growth and development. Students will explore a range of curriculum models, approaches, and strategies as they learn to apply developmental theory to best practices. These best practices will include the role of teachers in creating meaningful learning experiences and classroom environments (curriculum), documenting learning, assessment, inclusion, and family involvement. The primary modes of instruction for this class will be lectures, classroom discussions, field observations/reflections, and cooperative hands-on learning activities. Short reflective papers, an observational journal, and class projects will be used to assess learning. Level: Introductory. Class limit: 15.

### **ED 1015: Educational Innovation**

Faculty: Fuller, Linda

Meets the requirement(s): ED

Given the rapid pace of change in communications, career opportunities, learning options, and the global economy, U.S. schools are struggling to adapt. As technology, culture, politics, and media facilitate new and more diverse means of learning, how are educators adjusting to “new” learners from toddlers through senior adults? Driving questions include: Who is leading innovation and where? What are some of the ways educators are experimenting with teaching? How are innovators changing the purposes of schools? Who is currently starting schools and why? How is brain research impacting innovation within and

outside of public schools? How are digital natives, eco-warriors, and the call for global literacy accommodated in mainstream schools? If public schools, as some charge, have outlived their usefulness: what next for education?

With the objective of exploring and understanding innovative ideas for classrooms, school design, and district structures, as well as alternative places and means of learning, we will work toward a more comprehensive understanding of what is new, and potentially revolutionary, in schools and in education beyond schooling. Evaluation will be based on class participation (including leading a discussion around a particular area of individual interest), a series of four reaction papers, and both live and virtual “field” explorations of innovative practices and organizations. The final project will be based on the design and proposal of an innovative educational option. Level: Introductory. Prerequisites: none. Class Limit: 15. Lab Fee: \$10

### **ED 3010: Understanding and Managing Group Dynamics**

Faculty: Tai, Bonnie

Meets the requirement(s): HS ED

This course will examine essential questions about how groups function, whether the group is a committee involved in institutional governance, a class of adolescents, or a cohort of business colleagues. Readings, activities, and assignments will weigh traditional and alternative conceptions of leadership, power, authority, community, diversity, membership, and exclusion. Students will engage in case discussions, writing (including autobiography and creative writing), and research activities. A major component of the course will be the observation and analysis of a group (i.e., in a community organization, business, or school). The final paper will be the creation and analysis of a case. Evaluation will be based on class participation, responses to readings, facilitation of a case discussion, an autobiographical essay, a short story, reports of observations, and the final paper. P/F grading only. Students will be expected to take the course Pass/Fail, with special arrangement to made for those needing to take it for a grade. Level: Intermediate. Class limit: 15. Lab fee: \$50.

### **ED 3011: Femininity and Masculinity go to School: Gender, Power & Ed**

Faculty: Tai, Bonnie

Meets the requirement(s): HS ED WFO

This course pivots around two central questions: How does gender influence students learning and experiences of school, curriculum and instruc-

tion, teacher-student relationships, school culture and administration? And how do schools perpetuate, resist, and construct gendered identities and gender roles? In this course we will investigate research on gender differences and school achievement, the feminization of the teaching profession, and the effects of gender on school culture, considering evidence from and questions posed by biologists, psychologists, sociologists, anthropologists, historians, and educators. The major objective of the course is to examine how notions of femininity, masculinity, and androgyny have influenced and are influenced by schooling historically and globally. Activities include a historical case study, media critique, fieldwork in an educational setting, a literature review, and curriculum development. Students will conduct research on self-chosen topics such as gender identity development, gender differences in learning styles, sexual harassment in schools, or school sports programs, among others. Evaluation will be based on class participation, historical case, media analysis, oral presentation of fieldwork, written synthesis of literature, and two lesson plans. Level: Intermediate. Writing Focus option. Offered every other year. Class limit: 15.

### **ED 3012: Supporting Students with Disabilities in the Reg. Classroom**

Faculty: Sanborn, Kelley

Meets the requirement(s): ED

This is an introductory course in special education. We will explore the needs of children with disabilities and techniques for meeting these needs in the regular classroom. The course will emphasize both the social and instructional aspects of the concepts of inclusion, differentiation and serving students in the "least restrictive environment". Participants will be introduced to concepts central to understanding the role of regular classroom teachers in meeting the academic, social, and emotional needs of students with disabilities. Objectives: By the end of the course students will be able to: identify and describe current issues and trends in education related to individuals with disabilities and their families; describe the Special education laws and procedures impacting individuals with disabilities; develop a working definition for each area of exceptionality in relation to achievement of educational goals, and develop strategies and resources for modifying, adapting and/or differentiating curriculum and instruction. Level: Intermediate. Prerequisite: Introductory course in Education.

### **ED 3013: Intercultural Education**

Faculty: Tai, Bonnie

Meets the requirement(s): HS ED

Educators in and outside of the US teach in increasingly culturally heterogeneous classrooms, schools, and communities. This course explores some challenges and possibilities in education as a result of historical inequities in the distribution of power, knowledge, and resources, and the increasing mobility of peoples in a global economy. We will consider questions such as: What is multicultural, intercultural, and global education? How do culturally different teaching and learning styles impact notions of academic achievement, school success, and teacher quality? How can student assessments and performance standards respond effectively to cultural differences? How can educators effectively communicate and partner with parents and community members across cultural differences? What are the legal and moral obligations of teachers in providing equal educational opportunity according to federal and state laws? We will read theory and research on educating across and about cultural difference, reflect on our own cultural affiliations, and actively explore the dynamics of identity, culture, and power in the teaching-learning relationship and in educational institutions through case discussions and other group activities. Investigations of the education of self and other will take place through class activities, readings, autobiographical and fiction writing, reflective logs, media analysis, and a field research or curriculum project. Level: Intermediate. Prerequisite: An introductory sociology, anthropology, cultural psychology, or education course. Offered every other year. Class limit: 15. Lab fee: \$20.

### **ED 4010: Adolescent Psychology**

Faculty: Hill, Ken

Meets the requirement(s): HS ED

This course focuses on the segment of the human life span from puberty to early adulthood. In this class we will examine the physical, cognitive, social, and moral aspects of adolescent growth and development. Issues to be considered include adolescent relationships (peers, family, romantic), adolescent issues (identity formation, at risk behavior, schooling, and stereotypes), and critical reflection on one's own adolescent experience. The main objectives of this course are to: 1) provide students with a working knowledge of the theories of psychology which pertain to early adolescent development; 2) help students develop the ability to critically analyze information and common assumptions about the development of adolescents; 3) consider contemporary

issues and concerns of the field; and 4) to afford students the opportunity to explore their own adolescent development. Course work entails lecture, discussion, extensive case analysis, and a field component. Level: Intermediate/Advanced. Prerequisite: Educational Psychology, Personality, or other introductory level psychology. Class limit: 16.

### **ED 5010: Curriculum Design and Assessment**

Faculty: Tai, Bonnie

Meets the requirement(s): HS ED

Human ecologists who educate, embrace not only the interdisciplinarity of knowledge, but also the complexity of individual student development in political school environments. This course focuses on two essential nuts and bolts of teaching: curriculum design and assessment. How can a teacher learn what students know, how they think, and what they have learned? How can a teacher use this knowledge of students and subject matter to plan learning experiences that will engage diverse interests, adapt to a wide range of learning styles and preferences, accommodate exceptional needs, and meet state-mandated curriculum standards? This course is a required course for prospective secondary school teachers that provides an introduction to the backward design process and diverse assessment strategies. Students will engage in examining theory and practice designing and implementing curricula and assessments. A service-learning component will provide students with the opportunity to observe and participate in a variety of assessment methods in the subject they aim to teach. The final project will be a collaboratively designed, integrated curriculum unit, including lesson plans and assessments. Evaluation will be based on participation, reflective writing, individually designed lesson plans and assessments, and the final project. Level: Advanced. Prerequisite: Supporting Students with Disabilities in the Regular Classroom. Class limit: 12.

### **ED 5011: Integrated Methods II: Science, Math, and Social Studies**

Faculty: Fuller, Linda

Meets the requirement(s): HS ED

How can an integrated curriculum for elementary school students help to deepen the relationships children and young adolescents construct with the natural and social worlds in a way that promotes their capacity to know themselves and the communities in which they act? For those preparing to be elementary school educators (grades K-8), this three-credit residency provides an intensive guided apprenticeship that prepares the

student-teacher with the necessary knowledge, skills, and experience to design an integrated math, science, and social studies curriculum, create and maintain a constructive learning environment, teach diverse learners using appropriate learning technologies and a variety of strategies, and assess student learning. Learning objectives include all ten of the Maine Initial Teacher Certification Standards as well as familiarity with the Maine Learning Results for Math, Science, and Social Studies. Students will participate in a ten-week service-learning practicum observing and participating in elementary classrooms as well as planning and teaching in vacation school during the local school union's spring break. Readings and discussions in a daily seminar will complement the service-learning component. Evaluation will be based on reflection on service-learning, participation in seminar discussions of readings and service-learning, curriculum and assessment design and implementation, and professional performance in vacation school and at the practicum site. Partial credit may be awarded based on completed work and demonstrated learning. Level: Advanced, 3-credit Residency. Prerequisites: Learning Theory, Exceptionalities, and Integrated Elementary Methods: Reading and Writing and permission of instructor. Class limit: 12.

### **ED 5012: Secondary Methods: Life Science, Social Studies and English**

Faculty: Fuller, Linda

Meets the requirement(s): ED

This course is designed to prepare secondary teacher candidates to meet the learning needs of diverse populations of students. Students spend one day a week in a local high school working with faculty in the subject area in which they are being certified. These school-based experiences are integrated into class discussions where students analyze the elements needed for successful teaching, learning, and assessing in their own content area and across disciplines. The purposes, problems, issues, strategies, and materials involved in teaching high school students will be examined critically through class discussions, individual and group work, reflections on field experiences and peer teaching. Students will incorporate the content, inquiry tools and structures of the discipline they will teach into a 4-week unit that may be used in their student teaching. Evaluation will be based on weekly reflective response journals, completion of the service learning component (one day a week in classroom), completion of readings and entry slips, and the 4-week unit of study. Level: Advanced. Class limit: 12.

**ED 5013: Student Teaching**

Faculty: Fuller, Linda

Meets the requirement(s): ED

The student teaching internship represents the student teaching requirement for COA'S teacher certification candidates. Success in this experience is a pivotal criterion in the student's certification candidacy. The student is placed in a school, usually in the immediate region, with a cooperating teacher who teaches subjects and grade levels that match the certification goals of the student. The roles of student teacher, cooperating teacher, school principal, and COA supervisor are discussed and agreed upon in advance. Incrementally, the student teacher becomes familiar with class routines and gradually takes responsibility for teaching. Within the 15-week experience, the student teacher must take on a full load (all classes and all duties) for the number of weeks agreed upon by all parties. This period of time varies with subjects, grade level and specific student goals. The COA supervisor visits the schools in a liaison capacity, and also evaluates the student teacher's performance a minimum of eight times in the term. Student teachers meet together regularly to discuss such issues as curriculum planning, instruction, best teaching practices, classroom learning environment and broader educational issues. Students may use student teaching to fulfill the COA internship requirement if it is completed prior to graduation. Level: Advanced. Prerequisites: Permission of Ed Studies Program Director.

**ED 5014: Integrated Methods I: Gr. K-4 Reading and Writing**

Faculty: Moody, Paula

Meets the requirement(s): HS ED

This course is designed to prepare prospective teachers with methods necessary to implement a comprehensive literacy program for grades K-4 to include: Guided reading, Independent reading, Literature Circles, Reading Recovery. The course content focuses on an integrated approach to the acquisition of literacy skills, current best practice, and lesson design, questioning techniques, formative and summative assessment. Learning objectives address the standards for Maine Initial Teacher Certification, Common Core State Standards, and the Maine Learning Results. There is a service-learning component of 30 hours for the ten week course. (For example, 3 classroom observations for 1 hour each for a total of 3 hours per week.) Evaluation will be based on the quality of a course portfolio to include curriculum and assessment design, performance assessments, cooperating teacher feedback on classroom performance, and reflections on the service

learning and required readings. Level: Advanced. Prerequisite: Child Development and, if possible, Children's Literature. Class limit: 12.

**ED 5015: Integrated Methods I: Gr. 5-8 Reading and Writing**

Faculty: Fuller, Linda

Meets the requirement(s): HS ED

This course is designed to prepare prospective teachers with methods necessary to implement a comprehensive literacy program for grades 5-8 to include: Motivation and the middle school reader; helping middle-school students develop their writing voice, knowledge of language, vocabulary acquisition and use, working with a variety of text; teaching critical, creative, and collaborative technology use; using standardized test data to differentiate instruction; creating and using rubrics for assessing writing. The course content focuses on an integrated approach to the acquisition of literacy skills, current best practice, and lesson design, questioning techniques, formative and summative assessment. Learning objectives address the standards for Maine Initial Teacher Certification, Common Core State Standards, and the Maine Learning Results. There is a service-learning component of 30 hours for the ten week course. (For example, 3 classroom observations for 1 hour each for a total of 3 hours per week.) Evaluation will be based on the quality of a course portfolio to include curriculum and assessment design, performance assessments, cooperating teacher feedback on classroom performance, and reflections on the service learning and required readings. Level: Advanced. Pre- or co-requisite: Child Development, Integrated Methods 1A: Gr K-4 Reading and Writing, and, if possible, Children's Literature. Class limit: 12.

**ENVIRONMENTAL SCIENCES****ES 1014: Gardens and Greenhouses: Theory/ Practice of Organic Gardening**

Faculty: Morse, Suzanne

Meets the requirement(s): ES

This class offers a good foundation of knowledge for a gardener to begin the process of organic gardening, as well as an understanding of what defines organic gardening. The information presented focuses on soil fertility and stewardship, the ecology of garden plants, soil and insects, and practical management of the above. The garden is presented as a system of dynamic interactions. Emphasis is given to vegetable crops and soil fertility. Laboratories include soil analysis, tree pruning, seedling establishment, weed and insect identification, garden design,



covercropping, composting, and reclamation of comfrey infested area. Evaluations are based on participation in class and lab, written class work, exam, and final individual garden design. Level: Introductory. Pre-requisite: Signature of Instructor. Class limit: 15. Lab fee: \$25.

### **ES 1016: Ornithology**

Faculty: Swann, Scott

Meets the requirement(s): ES

The study of ornithology is as old as human society itself. Birds are particularly conspicuous elements of our world, and figure prominently in our art, religious symbolism, mythology, scientific endeavors and even sport. Birds appear in European paleolithic cave paintings from 14,000 years ago, domesticated fowl are known from India circa 3000 BC, and ancient scholars such as Aristotle and Pliny the Elder devoted considerable time to ornithological observations. In this century great strides have been made in the study of population biology and ecology, navigation and migration, and human induced ecological change (sometimes called human ecology), all through the study of birds. This class introduces the student to the ornithological world by using both scientific literature and direct field observation. Systematics and physiology will be reviewed, but much of our effort will concentrate on reproductive ecology, behavior and the environment, and population dynamics. There will be a strong emphasis on field observation—learning how to look at birds and their behavior in order to perhaps make larger observations about their environment. Level: Introductory. Class limit: 24. Lab fee: \$75.

### **ES 1018: Physics I: Mechanics and Energy**

Faculty: Benson, Cristy

Meets the requirement(s): ES QR

This course is the first of a two course sequence covering a range of standard introductory physics topics. The goals of the course are: to introduce students to important physical ideas both conceptually and mathematically; and to help students improve their quantitative skills. The first part of the course consists of a broad look at the three conservation laws: the conservation of momentum, energy, and angular momentum. Along the way, we'll learn about vectors, work, potential energy, thermal energy, and the energy stored in chemical bonds. We'll conclude with a treatment of Newton's laws of motion. If time permits, we may briefly cover some topics from chaotic dynamics. Evaluations will be based on participation in class and lab, weekly homework, and two untimed, open-notes exams.

This course makes extensive use of algebra and trigonometry. Potentially difficult math topics will be reviewed as necessary. Prerequisites: Understanding Functions, a strong high school algebra background, or consent of the instructor. Level: Introductory. Class limit: 20. Lab fee: \$15.

### **ES 1020: Chemistry I**

Faculty: Cass, Don

Meets the requirement(s): ES

This is the first half of a two-term sequence designed to help students describe and understand properties of materials. The course first explores how our current pictures of atoms and molecules can explain physical properties of materials (state, color, density, specific heat). The course then uses such pictures to explain how materials behave when mixed together. What sorts of transformations occur? How fast do they occur? To what extent do they occur? Why do they occur? Course material is applied to better understand living systems, the natural environment, and industrial products. The course meets for three hours of lecture/discussion and for three hours of lab each week. Students are strongly urged to take both terms of this course. Those wishing a less rigorous chemistry course should take Chemistry for Consumers. Evaluations are based on class participation, lab reports, and quizzes. Offered every year. Level: Introductory. Lab fee: \$75.

### **ES 1022: Introduction to Oceanography**

Faculty: Todd, Sean

Meets the requirement(s): ES

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 now we 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. The course concludes with an introduction to marine ecosystems examined at various trophic levels, including phyto/zooplankton, fish and other macrofauna. Fieldwork (weather dependent) includes trips on RV Indigo, trips to intertidal and estuarine ecosystems, and possible visits to the college's islands, Mount Desert Rock and Great Duck Island. Evaluation will be by lab, quizzes and a final paper. Level: Introductory. Lab fee: \$150. Class limit: 20.

**ES 1024: Calculus I**

Faculty: Feldman, David

Meets the requirement(s): QR

The goal of this sequence of courses is to develop the essential ideas of single-variable calculus: the limit, the derivative, and the integral. Understanding concepts is emphasized over intricate mathematical maneuverings. The mathematics learned are applied to topics from the physical, natural, and social sciences. There is a weekly lab/discussion section. Evaluations are based on homework, participation in class and lab, and tests. Level: Introductory. Prerequisites: Precalculus or the equivalent or signature of the instructor. Class limit: 20.

**ES 1026: Introduction to Chaos and Fractals**

Faculty: Feldman, David

Meets the requirement(s): ES QR

This course presents an elementary introduction to chaos and fractals. The main focus will be on using discrete dynamical systems to illustrate many of the key phenomena of chaotic dynamics: stable and unstable fixed and periodic points, deterministic chaos, bifurcations, and universality. A central result of this study will be the realization that very simple non-linear equations can exhibit extremely complex behavior. In particular, a simple deterministic system (i.e., physical system governed by simple, exact mathematical rules) can behave in a way that is unpredictable and random, (i.e., chaotic). This result suggests that there are potentially far-reaching limits on the ability of science to predict certain phenomena. Students in this class will also learn about fractals—self-similar geometric objects—including the Mandelbrot set and Julia sets. We will also read about and discuss the development of the field of chaos. In so doing, we will examine the nature of scientific communities, with a particular eye toward how changes in scientific outlooks occur. Throughout the course, students will be encouraged to explore the relations between chaos, fractals, and other areas of study such as literature, art, and cultural studies. Students who successfully complete this class should gain a quantitative and qualitative understanding of the basic ideas of chaos and fractals, a greater understanding of the cultural practice of science, and improved mathematical skills. Evaluation will be based on class and lab participation, weekly problem sets several short writing assignments and a final Level: Introductory. Prerequisite: A high school algebra course or signature of instructor. Lab fee: \$20. Class limit: 15.

**ES 1028: Marine Biology**

Faculty: Petersen, Chris

Meets the requirement(s): ES

This is a broad course, covering the biology of organisms in various marine habitats (rocky intertidal, mud and sand, estuaries, open ocean, coral reefs, deep sea), and some policy and marine management and conservation issues. The largest part of this course is focused on learning to identify and understand the natural history and ecology of the marine flora and fauna of New England, with an emphasis on the rocky intertidal of Mount Desert Island. The course meets twice per week with one afternoon for laboratory work or field trips. Evaluations are based on the quality of participation in class, one in-class practical, several sets of essay questions, and a field notebook emphasizing natural history notes of local organisms. This class is intended for first year students, who will have priority during registration. Returning students may take this course only with permission of the instructor. Level: Introductory. Prerequisites: Signature of instructor for returning students. Offered at least every other year. Class limit: 20. Lab fee: \$60.

**ES 1030: Chemistry II**

Faculty: Cass, Don

Meets the requirement(s): ES QR

This is the second half of a two-term sequence designed to help students describe and understand properties of materials. This course begins with a survey of how the internal structure of atoms leads to the formation of different sorts of bonds between them. It then considers how weaker forces can arise between molecules and the sorts of physical phenomena that such forces explain. The class concludes by considering how to describe and explain the rates at which (and the extents to which) chemical reactions occur and applies such descriptions and explanations to common types of reactions (acid/base and redox). Throughout the course, examples are drawn from living systems, the natural environment, and industrial products. The course meets for three hours of lecture/discussion and for three hours of lab each week. Chemistry 1 is a strongly recommended prerequisite for this course. Evaluations are based on class participation, homework, midterm and final exams and a term project or paper. Level: Introductory. Offered every year. Lab fee: \$60.



### **ES 1032: Chemistry of Foods and Cooking**

Faculty: Cass, Don

Meets the requirement(s): ES

This course is designed to introduce students to the basic concepts of chemistry in the context of food. After a brief introduction to biochemistry (why we eat), the course will work through different foods, roughly in the order that humans are thought to have exploited them. Topics will include their history, cultural significance & how their molecular structure can explain how different methods of preparation affect their nutritional and aesthetic characteristics. Each class will be based around kitchen experiments that illustrate chemical concepts. Evaluation will be based on a midterm take-home problem set and each student's compilation of a cook-book of recipes for 15 different food types, each of which includes a discussion of how the recipe reflects the chemical principles discussed in the class. Level: Introductory. Class limit: 15. Lab fee: \$50.

### **ES 1034: Physics and Mathematics of Sustainable Energy**

Faculty: Demeo, Anna; Feldman, David

Meets the requirement(s): ES QR

The aim of this course is to help students learn some basic physics and quantitative and analytical skills so that they can participate intelligently and responsibly in policy discussions, personal and community decisions, and ventures in the area of sustainable energy. We will begin with some basic physics, including: the definition of energy, the difference between energy and power, different forms of energy, and the first and second laws of thermodynamics. We will also provide students with a basic scientific and economic introduction to various alternative energy technologies. Along the way, students will gain mathematical skills in estimation and dimension-

al analysis, and will learn to use spreadsheets to assist in physical and financial calculations. There will also be a weekly lab to help students understand the physical principles behind different energy technologies and gain experience gathering and analyzing data.

Students who successfully complete this course will be able to apply what they have learned to basic issues in sustainable energy. For example, they will be able to evaluate and analyze a proposed technology improvement by considering its dollar cost, carbon reduction, return to investment, payback time, and how all this might depend on, say, interest rates or the cost of electricity or gasoline. Students will also be able to analyze the potential of a technology or energy source to scale up (i.e. they will be able to consider not only the benefits to a homeowner of a solar installation, but to also analyze the degree to which solar power may contribute to Maine's energy needs).

This will be a demanding, introductory, class. Evaluation will be based on weekly problem sets, participation in class and lab, and a final project. At least one college-level class in mathematics or physical science is strongly recommended. Level: Introductory. Class limit: 18. Lab fee: \$50.

### **ES 1038: Geology of Mt. Desert Island**

Faculty: Hall, Sarah

Meets the requirement(s): ES

This course is designed to introduce students to geological concepts, tools of the trade, and to the geological history of Mount Desert Island. Throughout the course, students will learn skillsets (topographic and geologic map reading, orienteering, field observation, note taking, field measurements) and geologic principles (rock types, stratigraphy, plate tectonics, earth



systems, geologic time, surface processes) both in the classroom and in the field. We will conduct multiple short field excursions on MDI and one extended weekend field trip to explore the regional geology. Students will submit a term project complete with their own field data, maps, photos, and analysis of the local and regional geology. Students will be evaluated on the term project, short quizzes, additional written assignments and lab reports. Offered every fall. Level: Introductory. Class limit: 15. Lab fee: \$100.

#### **ES 1040: Natural Resources**

Faculty: Hall, Sarah

Meets the requirement(s): ES

This course will focus on various types of natural resources we have on Earth including water, soil, rock and mineral, and various energy resources (fossil fuels, alternatives). Students will learn fundamental geologic principles through a discussion of the processes forming and influencing these resources. We will explore how each type is extracted/refined/exploited/conserved for human use. We will also discuss the many environmental issues associated with each industry. Finally, we will look at the local industries built on the many natural resources available in our region of Maine. This course will appeal to students interested in geologic processes and how they relate to our resource needs. This course will also provide scientific grounding in the relevant geology for students whose primary interests are in the policy or politics of resources. Class time will be spent as lectures, discussions, labs or demonstration, and occasionally visiting a local field site. Students will be evaluated based on weekly labs and/or problem sets, a field trip report, and a final report. Level: Introductory. Class limit: 16. Lab fee: \$40.

#### **ES 1042: Geology and Humanity**

Faculty: Hall, Sarah

Meets the requirement(s): ES

In this course we will explore how geology has played a major role in human history and culture over multiple temporal and spatial scales. We will explore the underlying geological processes forming and influencing our environment and how this relates to human migration and settlement patterns, political boundaries, geohazards, resources, the modern landscape, and agriculture. This course will appeal to students interested in exploring connections between geology and other subject areas, or who are curious about humanity's place in geologic time. This course will implement readings from a range of sources: geologic textbooks, excerpts from short histori-

cal texts, and scientific journal articles. We will use class time in a variety of ways: lecture-based, seminar-style discussion, and laboratories spent visiting local field sites. Students will be evaluated based on their performance on weekly problem sets or writing assignments, a midterm quiz, as well as a term project with both oral and written presentation components. Level: Introductory. Class limit: 20. Lab fee: \$15.

#### **ES 1044: Physics II**

Faculty: Benson, Cristy

Meets the requirement(s): ES QR

This course is one of a pair of courses covering a range of standard introductory physics topics. The main topics of this course are electricity and magnetism, light, and optics. As time permits, and depending on student interest, we may also cover basic astronomy and nuclear fission and fusion. Emphasis will be on how these topics relate to real world phenomena, with many hands-on lab opportunities exploring physical systems such as circuits, generators, telescopes and microscopes, as well as biological systems like the eye and the nervous system. This course makes extensive use of algebra to solve problems and mathematical formulas to explain physical phenomena. Evaluation will be based on weekly homework assignments, class participation, lab work, and two exams. Level: Introductory. Prerequisites: Understanding functions, a strong high school algebra background, or consent of the instructor. Physics I is not a prerequisite. Class limit: 15. Lab fee: \$45.

#### **ES 1052: Biology: Cellular Processes of Life**

Faculty: Staff

Meets the requirement(s): ES

This course introduces students to the molecular and cellular processes that are essential for life. We will initially cover some basic chemistry to develop a common language for discussing the complex molecular events that are the basis of the structure and function of cells. This class will explore cellular processes involved in metabolism, communication, growth, and reproduction. There is a strong emphasis on understanding the genetic basis of these processes as well as how these processes are controlled, and we will delve into the structure and function of the DNA molecule in some detail. We will examine how our understanding of genetic processes and genome sequencing has led to applications in research, medicine, agriculture, and industry, with time also devoted to discussion of the social and ethical consequences attached to these technological innovations. Students will be evaluated

on participation, performance on problem sets and quizzes throughout the term, and a final oral presentation. Level: Introductory. Prerequisites: none. Lab fee: \$25.

### **ES 1054: Biology: Form and Function**

Faculty: Staff

Meets the requirement(s): ES

This is one half of a 20-week, two-term introductory course in biology, providing an overview of the discipline and prerequisite for many intermediate and advanced biology courses. The course will emphasize biological structures at the level of whole organisms and organs and their role in the survival and reproduction of individuals and the evolution of populations. We will explore principles of evolution, classification, anatomy and physiology, epidemiology, behavior, and basic ecology. The primary focus of the course is on vertebrate animals and vascular plants, but we will make forays into other phylogenetic lineages at intervals. Weekly field and laboratory studies introduce students to the local range of habitats and a broad array of protists, plants, and animals. Attendance at two lectures and one lab each week is required; course evaluation is based on class participation, exams, preparation of a lab/field notebook, and a mid-term presentation. It should be stressed that this course emphasizes the unity of the organism within its environment. Ideally students will subsequently enroll in Biology: Cells and Molecules in order to further their exploration of issues in a more reductionist form, but neither course is a pre-requisite for the other. Binoculars and a good pair of walking boots strongly advised. Level: Introductory. Offered every year. Lab fee: \$40.

### **ES 2010: Ecology: Natural History**

Faculty: Ressel, Steve; Swann, Scott

Meets the requirement(s): ES

This course emphasizes field studies of the ecology of Mount Desert Island, incorporating labs and field trips. Each exercise focuses on a central ecological concept. Topics include intertidal biology and diversity, forest trees and site types, bedrock geology, soil biology, insect diversity, pollination ecology, freshwater biology, predation, herbivory, and the migration of birds. Discussions include the development of natural history as a science and the role of natural selection in the evolution of diversity. Students are expected to keep a field notebook or journal, to undertake a project, and to write a term paper. Class meets for two lecture sessions and one lab session or two field/lab sessions per week. The course is particularly appropriate for students concentrating in Envi-

ronmental Education. This class is intended for first year students, who will have priority during registration. Returning students may take this course with permission of the instructor. Level: Introductory/Intermediate. Prerequisites: None; field work involves strenuous hiking. Class limit: 14. Lab fee: \$75.

### **ES 2012: Introduction to Statistics and Research Design**

Faculty: Todd, Sean

Meets the requirement(s): QR

This course introduces the basics of statistical analysis that can be used in either a scientific or a social science frame of reference. While this course teaches you to perform both nonparametric and simple parametric analysis both by hand and computer, an emphasis will be placed on understanding the principles and assumptions of each test, rather than mathematical ability per se. We will also learn how to report statistical results in journal format, and there will be plenty of lab time to sharpen skills. Evaluation is based on lab participation, three quizzes, and a team project. Level: Introductory/Intermediate. Prerequisites: A college mathematics course, or signature of the instructor. Class limit: 15. Lab fee: \$40.

### **ES 2014: Trees and Shrubs of Mount Desert Island**

Faculty: Rajakaruna, Nishi

Meets the requirement(s): ES

This course introduces you to the native and ornamental shrubs and trees of Mount Desert Island. Lectures will cover basics of plant taxonomy and forest ecology focusing on the dominant woody plant species of the region. Laboratory and field sessions will involve the identification of woody plants and an introduction to the major woody plant habitats of the island. The course is designed to teach botany and plant taxonomy for students interested in natural history/ecology, forestry, and landscape design. Evaluations are based on class participation, weekly field/lab quizzes, a plant collection, and term project. Level: Introductory/Intermediate. Recommended: some background in Botany, Ecology. Offered every year. Class limit: 15. Lab fee: \$40.

### **ES 2016: Edible Botany**

Faculty: Rajakaruna, Nishi

Meets the requirement(s): ES

Is the tomato a fruit or a vegetable? Why are potatoes modified stems and sweet potatoes modified roots? Did you know that the true fruits of the strawberry are the achenes (seed-like

structures) embedded in the flesh of the strawberry? Why is the fruit of the peanut a legume and not a nut? This introductory botany course of edible plants is aimed at enhancing your understanding of and appreciation for the plant world. We will cover general plant anatomy and morphology focusing on plant organs such as leaves, stems, fruits, seeds, and roots we use as food and discuss the botany of plant families dominating the world of agriculture. Evaluations are based on class participation, weekly laboratory/field quizzes, and term project. Level: Introductory/Intermediate. Prerequisite: An appreciation for the plants we eat. Recommended: A course in Biology. Offered every year. Class limit: 20. Lab fee: \$50.

### **ES 2018: Probability and Statistics**

Faculty: Petersen, Chris

Meets the requirement(s): QR

This course provides an introduction to probability and statistics. Its goal is to give students a good understanding of what kinds of questions statistical analyses can answer and how to interpret statistical results in magazines, books, and articles from a wide range of disciplines. The course begins with understanding probability and how it can often lead to nonintuitive results. Types of statistical analyses discussed in the second part of the course include comparisons of averages, correlation and regression, and applying confidence limits to estimates of studies from both the social and biological sciences. Application of statistics to specific research problems is covered in greater depth in more advanced courses such as advanced statistics and field ecology and data analysis. Evaluation is based on class participation, problem sets, and quizzes, and an independent project. Level: Introductory/Intermediate. Offered approximately every other year. Class limit: 15. Lab fee: \$10.

### **ES 2020: Art and Science of Fermented Foods**

Faculty: Cass, Don

Meets the requirement(s): ES

This course will take an in depth look at the art and science of fermented and cultured foods. The first half of the class will focus on the microbiology of fermentation with a specific focus on products derived from milk and soybeans. Each week there will be a laboratory portion in which students will explore how the basic fermentation processes and products change with different milk and soy qualities. These small-scale experiences and experiments will be complemented with field trips to commercial enterprises in Maine and Massachusetts. In the second half of

the term students will explore the differences in flat, yeast, and sourdough breads. Final projects will focus on a food way of choice and will culminate in presentations that explore the historical and cultural context in which these different cultured foods were developed and how these microbial-mediated processes enhance preservation, nutritional and economic value, and taste. Evaluations will be based on class participation, short quizzes, a lab report, journal, and a final project. Level: Introductory/Intermediate. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: \$75 (to cover use of the community kitchen, one two-day field trip to Massachusetts, to visit commercial soy product companies and supplies.)

### **ES 2022: Introductory Entomology**

Faculty: Graham, Carrie

Nearly 80% of all described species belong to the class Insecta. Due to their abundance, diversity, and adaptability, insects are crucial components of terrestrial, freshwater, and human-made ecosystems. Students with a background in entomology can apply their knowledge of insects to many other fields, including botany, ecology, anthropology, epidemiology and medicine, agriculture, climate change, visual arts, history, and even the culinary arts. This course will give students a sampling of entomological applications within these diverse fields. Students will be given a solid introduction to insect biology, ecology, taxonomy, and identification through lectures, lab sessions, and field trips. They will assemble their own insect collections and will learn to identify all Maine insect orders and many common insect families. Lectures, field trips, and readings will emphasize the important role of insects in human lives and our impact on the environment. Students will be evaluated on their insect collections, performance on lab quizzes, participation, and one paper with presentation. Level: Introductory/Intermediate. Prerequisites: Bio 1 or permission of instructor. Class limit: 15. Lab fee: \$35.

### **ES 2028: Landforms and Vegetation**

Faculty: Rajakaruna, Nishi

Meets the requirement(s): ES

The course is directed at those interested in descriptive and applied research on taxonomic and ecological aspects of plants. Using field observations and experimental methods students will explore the influence of lithology (parent material), geomorphology (landforms, including topography), and land-use history on the composition and ecology of plant communities of Mount Des-

ert Island and other settings in Maine. Lectures will cover a broad range of topics in geocology, including plant-soil-microbe relations, plant ecology and evolution, plant ecophysiology, stressors influencing plant species and communities of the Northeast, and conservation and restoration. Students will learn the theory and practice of plant taxonomy and the nomenclature of over 150 species of vascular plants, including the morphological and ecological traits characterizing their families. As part of the evaluation, students are responsible for making a 25-specimen plant collection from one or more plant communities and providing a detailed description on the biotic and abiotic features characterizing the chosen plant-habitat association. Students will also be exposed to methods in plant ecology, including techniques in vegetation surveying and the collection of ecological data on below- and above-ground habitat features to better characterize plant-habitat associations. While students are encouraged to explore a range of habitats on and off the island, students working on plant-habitat associations in the Northeast Creek Watershed will be able to incorporate their plant-habitat data into the Watershed Database managed by COA's GIS Laboratory. Evaluations are based on a 25 specimen plant collection and report (30%), weekly field quizzes on plant taxonomy and ecology (30%), final project presentation on a plant community ecology topic (30%), and class participation (10%). Level: Introductory/Intermediate. Prerequisites: Biology 2 and Critical Zone I or II. Other recommended courses include Wild Life Ecology and Management and Chemistry of Waters. Class limit: 20. Lab fee: \$60.

### **ES 2030: Marine Mammal Biology I**

Faculty: Todd, Sean

Meets the requirement(s): ES

This course provides an introduction to the biology and natural history of marine mammals, specializing in species resident within the North Atlantic. Topics covered include: phylogeny and taxonomy; anatomy and physiology; behavior; sensory ecology; and management/conservation issues. The course includes field trips to observe animals in their natural habitat, dissection of specimens, and exposure to the professional peer review field. Students are expected to complete two individual literature-based reviews, one species- and one system-based, to be presented in class. Assessment is based on class participation, presentations as well as written submissions. Lab fee covers costs of field trips, including potential boat and field station time, and optional travel to a regional conference during the term. Offered every other year. Level: Introductory/

Intermediate. Prerequisite: Biology I, II and a writing-focused class or permission of instructor. Class limit: 15. Lab fee: \$200.

### **ES 2032: Rocks and Minerals**

Faculty: Hall, Sarah

Meets the requirement(s): ES

This course will focus on rock and mineral formation and identification. Students will learn to identify ~40 minerals and >30 rock types in samples using standing observation and classification techniques. In tandem with learning to identify the rocks and minerals, students will learn about rock and mineral forming processes. Beyond learning about igneous, sedimentary, and metamorphic rock-forming environments, we will cover topics such as plate tectonics, geologic time, basic petrology and mineralogy, tools and instruments used for chemical and physical analysis, and natural resources related to rocks and minerals. By the end of the term, students will be able to relate a rock to its environment of formation, identify common rocks and minerals in hand sample, and synthesize the geologic history of Mt. Desert Island and Maine based on the types and spatial distribution of rocks. The format of the course will be a lecture/discussion twice a week with a lab and/or field trip once per week. We will have at least one weekend-long region field trip for rock and mineral collection and to observe regional Maine sites. This course will serve as a prerequisite for advanced geoscience courses. Level: Introductory/Intermediate. Prerequisites: none. Class limit: 16. Lab fee: \$80 (includes a hand lens and field trip expenses).

### **ES 3010: Agroecology**

Faculty: Morse, Suzanne

Meets the requirement(s): ES

The global demand for food and fiber will continue to increase well into the next century. How will this food and fiber be produced? Will production be at the cost of soil loss, water contamination, pesticide poisoning, and increasing rural poverty? In this course, we examine the fundamental principles and practices of conventional and sustainable agriculture with a primary focus on crops. By examining farm case studies and current research on conventional and alternative agriculture we develop a set of economic, social, and ecological criteria for a critique of current agricultural practices in the United States and that will serve as the foundation for the development and analysis of new farming systems. Evaluations are based on two exams, class presentations, participation in a conference on potato produc-



tion, and a final paper. Level: Intermediate. Prerequisites: Signature of the instructor and one of the following: Biology I, Plant Biology, Ecology, or Economics. Class limit: 13. Lab fee: \$40.

### **ES 3012: Calculus II**

Faculty: Feldman, David

Meets the requirement(s): ES QR

This course is the continuation of Calculus I. It begins by considering further applications of the integral. We then move to approximations and series; we conclude the course with a brief treatment of differential equations. The mathematics learned are applied to topics from the physical, natural, and social sciences. There is a weekly lab/discussion section. Evaluations are based on homework, participation in class and lab, and tests. Level: Intermediate. Prerequisites: Calculus I or the equivalent. Class limit: 20. Lab fee: \$10.

### **ES 3014: Ecology**

Faculty: Anderson, John

Meets the requirement(s): ES

This course examines ecology in the classic sense: the study of the causes and consequences of the distribution and abundance of organisms. The course consists of two one-and-one-half hour lectures per week plus weekly field trips and one three-day camping trip to Isle au Haut to conduct comparative studies on island ecology. We examine the assumptions and predictions of general models of predator-prey interactions, inter- and intra-species competition, island biogeography, and resource use, and compare these models to the results of experimental tests in lab and field. In addition we discuss appropriate techniques used by ecologists in collecting data in the field, and apply some of these techniques on field trips. Readings include selections from the primary literature. Students are evaluated on the basis of class participation, a number of quizzes, problem sets, and a final exam. Level: Intermediate. Prerequisites: Biology I and II, and signature of instructor. Offered every year. Class limit: 12. Lab fee: \$75.

### **ES 3018: Herpetology**

Faculty: Ressel, Steve

Meets the requirement(s): ES

This course is a comprehensive introduction to the biology of amphibians and reptiles. We cover the systematics, physiology, behavior, and ecology of each group, with particular emphasis on the important contribution amphibian and reptilian studies have made to the fields of physiological, behavioral, and community ecology. Readings are

chosen from a text and from primary literature. The course consists of two lecture/discussion sessions per week and one lab/field trip every week. Weather dictates the number and focus of field trips, but students should expect to participate in both day and night field trips throughout the term. Students are evaluated on class participation, exams, and a term-long field project. Level: Intermediate. Prerequisites: Biology I and II or equivalent, and one Vertebrate Biology course. Offered every other year. Class limit: 12. Lab fee: \$75.

### **ES 3020: Invertebrate Zoology**

Faculty: Hess, Helen

Meets the requirement(s): ES

This course is a phylogenetic survey of the major groups of animals without backbones. These animals range in size from single cells to giant squids, and they include the vast majority of animals on earth. Using text readings, assigned articles, and one afternoon per week of field/lab work, students gain an understanding of the classification, ecology, evolutionary relationships, and economic significance of this remarkably diverse collection of organisms. Students are evaluated on participation, lab notebooks, and performance on weekly quizzes and two tests. Level: Intermediate. Prerequisites: Biology I and II or signature of instructor. Offered every other year. Class limit: 16. Lab fee: \$25.

### **ES 3022: Differential Equations**

Faculty: Feldman, David

Meets the requirement(s): ES QR

Differential equations are an application of calculus used to model a wide variety of physical and natural phenomena. The rate at which a cup of coffee cools, populations of predators and prey in ecosystems, the spread of disease, and the behavior of electric circuits, are all examples of systems that have been described with differential equations. This course is an introduction to ordinary differential equations, intended for students who have completed a single-variable calculus course. The course covers a variety of techniques for solving and understanding differential equations, including numerical and qualitative solution methods. Students will learn to solve and analyze differential equations using the python programming language. Students will also gain experience formulating mathematical models using differential equations. To do so, we will discuss general modeling principles and also consider several case studies. In addition to learning the mathematics of differential equations, a central goal of this course is to gain skills necessary for research in the mathematical, natu-

ral, and social sciences. This includes conceptualizing and framing a research question, conducting a literature review, giving a research presentation, and writing up results in a style appropriate for publication.

Evaluation will be based on class participation, bi-weekly problem sets, and a term-long project culminating in a presentation and short research paper. Some computer work will be required, but no computer experience is necessary. Level: Intermediate. Prerequisites: Calculus II or the equivalent or permission of instructor.

#### **ES 3024: Evolution**

Faculty: Petersen, Chris

Meets the requirement(s): ES

This course provides students with the opportunity to put their knowledge of ecology and diversity into an evolutionary framework. The emphasis is on how populations of organisms are currently evolving, with a focus on the ecological context of natural selection. Topics in the course include the genetic basis of evolutionary change, selection and adaptation, reproductive effort, co-evolution, the ecology and evolution of sex, behavioral ecology, speciation, and applied evolutionary ecology. In addition to a textbook, students read several original research articles. The course has two lectures and one discussion section per week. Evaluations are based on exams and short essay sets. Level: Intermediate. Prerequisite: Biology I and II or equivalent. Offered every other year. Class limit: 20.

#### **ES 3026: Ethnobotany**

Faculty: Rajakaruna, Nishi

Meets the requirement(s): ES

From the dawn of human history, plants have played an integral role in human societies across the world. The course is aimed at generating an appreciation for the myriad uses of plants by human societies, both past and present. We will explore the use of plants as food and beverages, raw materials, fuel, medicine and psychoactive drugs, spices and perfumes, genetic resources, and for religious and spiritual needs. The future ecological, economic, and social implications of our dependency on plants will also be discussed in light of current threats to plants and their native habitats, including threats to plant-human relations in traditional societies. The important roles played by human societies in maintaining floristic and associated cultural diversity will be a primary focus of readings and discussions. Evaluations will be based on class participation, involvement in class discussion, and a term project involving a half-hour oral presentation. Level:

Intermediate. Prerequisites: Signature of instructor or Edible Botany. Class limit: 16. Lab fee: \$40.

#### **ES 3028: Calculus III: Multivariable Calculus**

Faculty: Feldman, David

Meets the requirement(s): QR

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. Level: Intermediate. Prerequisites: Calculus II or the equivalent or signature of instructor.

#### **ES 3030: Environmental Physiology**

Faculty: Ressel, Steve

Meets the requirement(s): ES

The manner in which animals survive in extreme environments or function at levels that far exceed human capacities has always fascinated us. In this course, we examine how an animal's physiology fashions its functional capacities under various environmental conditions. We explore the interrelationships between physiology, behavior, and ecology using an integrated and evolutionary approach in order to understand regulatory responses in changing environments. Major areas to be covered include thermoregulation, behavioral energetics, and osmoregulation. Emphasis is placed on vertebrate systems to elucidate general patterns in physiological attributes. This course has two lecture/discussion sessions per week and students are evaluated on class participation, a series of take-home exams, and a class presentation. Level: Intermediate. Prerequisites: Biology I & II, or equivalent. Class limit: 15. Lab fee: \$65.

#### **ES 3032: Genetics**

Faculty: Hess, Helen

Meets the requirement(s): ES

This course will explore the many roles that genes play in the biology of organisms, the molecular basis of gene function, and the method-



ologies used in genetic research and application. Students in this course should already have a basic understanding from an introductory biology course of the structure and function of genes and chromosomes, the processes involved in gene expression, and patterns of inheritance. This course will explore these phenomena more deeply as well as delve into a range of other topics, including population genetics, quantitative genetics, genes in development, genomics, and using genetic data to understand human evolution. We will also discuss the use of genetic engineering in industry, agriculture, medicine, and research. We will meet twice weekly for lectures and once per week for discussion of readings and problem sets. Evaluation is based on short problem sets, take-home exams, an oral presentation, and a final paper. Level: Intermediate. Prerequisite: Successful completion of Biology I or permission of instructor. Class limit: 16.

### **ES 3036: The History of Natural History**

Faculty: Anderson, John

Meets the requirement(s): HY

Natural History can be regarded as the oldest “science” -indeed, at one point within the Western canon Natural History WAS science. Beginning with discussion of early hunter-gatherers, working past Ashurbanipal, King of Kings, Hellenistic Greece, the Roman Empire, and into the herbals and magicians of the Middle Ages, this course will survey the development and eventual fragmentation of Natural History into more specialized branches. Once a foundation has been established, we will engage with the naturalists of the great age of exploration and conquest during the 17th through the 19th centuries, ending with an examination of Natural History’s legacy in the rise of modern Ecology. Course readings will draw heavily on original sources, using translations where appropriate. Towards the end of the term we will discuss the strengths and limitations of inductive and deductive reasoning in science and the implications of the 20th and 21st centuries’ increased emphasis on theoretical reasoning. Students will gain a better sense of Euro-American history overall and of the history of science in particular; the ability to use original sources; understanding of the importance of comparing multiple sources in arriving at historical conclusions and of the importance of recognizing cultural and historical biases in interpretation of information. Evaluation will be based on class participation and the spoken and written presentation of individually chosen research on a person or topic important to the development of natural history as a science. Level: Intermediate. Class limit: 12. Lab fee: \$100.

### **ES 3044: Climate and Weather**

Faculty: Feldman, David

Meets the requirement(s): ES

This class will explore general weather and climate patterns on global, regional, and local scales. We will discuss the major forcings driving global climate fluctuations—on both long (millions of years) and short (days) timescales, including natural and anthropogenic processes. We will also learn about basic meteorology and the processes producing some common spectacular optical weather phenomena (rainbows, coronas, cloud-types, etc). Students will complete a term project comprising a photo-documentary journal of the different weather phenomena they observe during the 10-week term. The field component of this course will be self-guided through the observation and documentation of weather phenomena. Who should take this course: No prior geology/science experience is needed—but expect to do a bit of basic math in this course! The course level is intermediate because it will not cover foundational principles of geology (or other sciences) but instead the course will be integrative and require students to practice both their quantitative and qualitative skills. Take this course if you are passionate or curious about climate change, but do not know much about the science of climate and weather! Level: Intermediate. Prerequisites: none. Class limit: 16. Lab fee: \$10.

### **ES 3046: Environmental Chemistry**

Faculty: Cass, Don

Meets the requirement(s): ES QR

The goal of this class is to improve students’ understanding of the properties of the earth’s atmosphere and hydrosphere, of the processes that maintain them and of threats to them. Roughly the first half of the term will focus on the atmosphere (i.e. ozone depletion, urban and indoor air quality and climate change). The rest of the term will focus on the hydrosphere (i.e. eutrophication, acidification and contamination by organic and metallic toxins). Evaluations will be based on weekly homework exercises, weekly lab reports and a final presentation exploring the chemistry of some environmental issue in more depth than class time allows. Level: Intermediate. Prerequisites: Introductory Chemistry. Class limit: 12. Lab fee: \$50.

**ES 3047: Morphology and Diversity of Plants**

Faculty: Morse, Suzanne

Meets the requirement(s): ES

This course is a survey of the major groups of living and fossil plants and their evolutionary relationships. Discussions and laboratory and field investigations elucidate the structural organization and reproductive methods found in algae, bryophytes, ferns, fern allies, gymnosperms, and angiosperms. Ecological relationships of diverse groups with their environment provide insights into their evolutionary success or failure. Evaluations are based on class participation, quizzes, lab exams, problem sets, and preparation of a laboratory notebook. Level: Intermediate. Prerequisite: An introductory college-level course in biology that includes some attention to plants. Class limit: 20. Lab fee \$10.

**ES 3048: Soils**

Faculty: Cass, Don

Meets the requirement(s): ES

Soils are one of the most important natural resources that affect the sustainability of agricultural, recreational, forest, and disturbed soil (mining, urban) systems. This course seeks to introduce students to basics of soils science and contemporary issues in soils science and management. The primary themes running through this course are how soil properties influence and are influenced by human activities. Classes will cover the basic physical, chemical and biological properties of soils and the processes which create, maintain and transform them. Evaluation of students will be based on quizzes, problem sets and a final presentation. Level: Intermediate. Prerequisites: At least one college level chemistry and one college level biology class. Class limit: 12. Lab fee: \$50.

**ES 3050: Organic Chemistry I**

Faculty: Benson, Cristy

Meets the requirement(s): ES

This course explores the physical, chemical, and environmental properties of carbon-containing materials such as plastics, solvents, dyes, as well as all living things, and once-living materials. The emphasis is on learning fundamental principles that allow one to understand and to predict the behavior of various types of organic substances. There is an optional Lab section. Evaluations are based on midterm and final exam. The equivalent of this course is a prerequisite for biochemistry. Level: Intermediate. Prerequisites: A previous chemistry course. Offered every other year. Class limit: 20.

**ES 3052: Thermodynamics**

Faculty: Feldman, David

Meets the requirement(s): ES QR

Thermodynamics is the area of physics concerned with the behavior of very large collections of particles. Examples include the water molecules in glass of water, the electrons in a wire, or the photons given off by a light bulb. Thermodynamics studies properties of collections of particles that are largely independent of the particles' detail, for example, the tendency for heat to flow from a hot object to a cold one.

This course will begin with a treatment of the first law of thermodynamics and basic thermal physics. Topics to be covered include the conservation of energy, heat and work, the ideal gas, the equipartition of energy, heat capacities, and latent heat. We will then move to the second law of thermodynamics, beginning with a statistical definition of entropy. This will require learning some combinatorics (a mathematical technique for counting) and approximation methods for working with very large numbers. This statistical approach will enable us to understand the origin of the second law of thermodynamics, and will lead naturally to statistical definitions of temperature, pressure, and chemical potential. We will then turn our attention to two broad areas of application. The first of these is heat engines and refrigerators, including heat pumps. The second set of applications involve free energy and chemical equilibrium. Depending on student interest, we will cover batteries and fuel cells, phase transitions, adiabatic lapse rates in meteorology, and nitrogen fixation. Thermodynamics is a broadly applicable field of physics, and so this course should be of relevance to students whose interests are in almost any area of science or engineering, as well as those who wish to gain a general introduction to a field that is one of the pillars of modern physical science. Evaluation will be based on weekly problem sets and a final research paper, presentation, or lab project. Level: Intermediate. Prerequisites: Calculus II and either a college-level physics or chemistry class. Course Limit: 20.

**ES 3056: Practicum in Renewable Energy**

Faculty: Demeo, Anna; Feldman, David

Meets the requirement(s): ES

This is a hands-on, project-based class in which students will collaboratively plan for and oversee all aspects of projects in renewable energy. The projects will occur mainly at College of the Atlantic's small organic farms. Examples of projects include installation of solar photovoltaic array, design and possible installation of a water

catchment system, and planning and installing a greenhouse heating system such as a wood-pellet furnace. Students will learn how to take a project from design through fruition while navigating the various phases of the project lifecycle including operation and maintenance. The course will begin with an overview of existing technology and an analysis of the current energy generation and consumption data for the project site(s). This data will inform decisions about renewable energy projects that the class undertakes. The class will then plan the project and present this plan to the community. As part of this planning process, students will learn about the economics of renewable energy systems, including return on investment (ROI), internal rate of return (IRR), and related quantities. Students who successfully complete this class will gain the skills necessary to conceptualize, plan for, finance, and implement renewable energy projects. Evaluation will be based on several presentations and short written assignments and active and effective participation in all aspects of the project. Level: Intermediate. Pre-requisites: a willingness to work hard as part of a collaborative team. A college-level math, chemistry, physics, or business class is recommended but not required. Not open to first-year students. Permission of instructor only. Class limit: 10. Lab fee: \$50.

### **ES 3058: Critical Zone II**

Faculty: Hall, Sarah

Meets the requirement(s): ES

This class will build upon the foundational concepts in Geology and Earth System Science covered in Critical Zone I: plate tectonics, rock and mineral classification, weathering and erosion, climate, and cycles (water, carbon, nitrogen). Students will use the field tools and methods learned in Critical Zone I, including geologic mapping (field and GIS), navigation, and rock/soil identification to complete a term-long field study of the Northeast Creek Watershed. The course will be mainly field-based with weekly field trips, but will also have supplemental lab and lecture components. Students will work in pairs to complete a term-long study of a specific site within the watershed as proposed during Critical Zone I. Students will be evaluated based on weekly assignments, quizzes, presentations, and a term-long field project. The field project will culminate in a written report. They will work on their project report throughout the term with opportunities for peer review and revision. Level: Intermediate. Prerequisites: Critical Zone I or equivalent coursework that is approved by instructor prior to preregistration. Class limit: 16. Lab fee: \$70.

### **ES 3060: Marine Mammal Biology I: Field Studies**

Faculty: Todd, Sean

Meets the requirement(s): ES

This Fall course provides an introduction to the biology and natural history of marine mammals, specializing in species resident within the North Atlantic, in a field setting. Students spend the last two weeks in August of the preceding summer at the College's Mt. Desert Rock Marine Research Station. In addition to introductory topics in marine mammal biology that include phylogeny and taxonomy; anatomy and physiology; behavior; sensory ecology; and management/conservation issues, students also integrate themselves into the resident research team and work on team projects that will include observation of animals in their natural habitat. In the Fall, students meet 3-4 further times for dissection of specimens, team project presentations, and optional attendance at a regional conference. Assessment is based on two individual literature-based reviews, one species- and one system-based, to be presented in class, participation in research projects, and written submissions of their research. Lab fee covers costs of field trips, including boat and field station time, and conference costs. A \$200 nonrefundable deposit is required by June 1. Offered every other year. Level: Intermediate. Prerequisite: Biology I, II and a writing-focused class or permission of instructor. Class limit: 15. Lab fee: \$500.

### **ES 3063: Seminar in Climate Change**

Faculty: Hall, Sarah

Meets the requirement(s): ES

In this seminar-style class, students will learn about climate change over multiple timescales. We will discuss the major forcings driving global climate fluctuations—on both long (millions of years) and short (days) timescales, both natural and anthropogenic in nature. Students will learn about the main paleoclimate methodologies being used today to quantify and understand past climates over tens to millions of years. We will also discuss current modeling efforts to predict future climate scenarios. This course will use primary scientific literature to broadly explore some of the major topics related to climate change including: paleoclimate methods, modeling, feedbacks, atmosphere-ocean interaction, and predicted environmental changes. We will discuss some of the broader impacts of climate change (stresses on resources, water, food, economies, land-use, etc.) according to student interest and expertise. Beyond discussions in class, students will be required to attend lectures by a few visiting experts in the field. Students will take turns leading discussions on specific topics at least

twice during the term. Assessment will be based on written responses to readings and a final project and presentation. Level: Intermediate. Prerequisites: none. Class limit: 16.

### **ES 3065: Molecular Genetics Workshop**

Faculty: Petersen, Chris

This workshop teaches students how to apply and use a variety of molecular genetic and cellular laboratory techniques at Mount Desert Island Biological Laboratory. Students learn how to do basic molecular genetic techniques, including some subset of DNA extraction, RNA extraction, PCR, RT-PCR, cloning, and bioinformatics. Students work on how to carry out a research design around a specific question, how to carry out the research and interpret results. The material will be taught around a research question that the group will work on for a one-week period over spring break. The course is taught by various MDIBL research staff. Successful completion of the workshop requires attendance for the entire week. Level: Intermediate. Prerequisites: One class in cellular and molecular biology (Biology 1 counts) or genetics, and permission of instructors. Class limit: 12.

### **ES 3067: Environmental Chemistry: Air**

Faculty: Cass, Don

Meets the requirement(s): ES

Living things are exposed to air more than any other material, and yet many people seldom give a second thought to what's in air, why it's there, how it behaves, or what it may do them and to other living things. This class will examine such questions. We'll start by looking at how the molecular structures of materials determine how much they vaporize and what consumes them when vaporized—and how their atmospheric levels reflect those competing processes. We'll then apply such knowledge to understanding phenomena such as the pressure and temperature structures of the atmosphere, global weather patterns, the earth's ozone layer, urban smog, acid deposition, the earth's greenhouse effect, and indoor air pollution. For each topic, we will discuss: Why is it important? Why is there as much of it as there is? What can increase it or decrease its amount? How have people tried to control it? What do we still not understand about it? Readings will be from both a text and from papers from the scientific literature. Evaluations will be based on problem sets for each topic and on the design (but not actual construction) of a mu-

seum exhibit addressing some air quality issue. Some background in basic chemistry is desirable but not essential. Level: Intermediate.

### **ES 3068: Environmental Chemistry: Water**

Faculty: Cass, Don

Meets the requirement(s): ES

Billions of years ago, ancient water molecules traversed a Goldilocks-like walk through our slowly condensing solar system, looking for a home. Mercury and Venus were much too hot. Mars and the outer planets were much too cold. Earth seemed 'just right.' With conditions capable of sustaining all of water's phases, Earth became the 'water planet.' The solid surface of the earth became sculpted by water. The composition and temperature of the earth's atmosphere became largely determined by its water. All life (that we know) came to be based upon water. It is within the water of its cells that the machinery of life grinds away and it is into water that life disposes of what it finds un-useful. Many life-forms live their entire existence bathed in water as we are bathed in air, and even we who live surrounded by air require more water every day than any other foodstuff. As such, it is appropriate to look at how our water is doing these days. Students will be evaluated on their participation in class discussion of the readings, problem sets, and participation in field studies focused on monitoring and modeling the conditions of local waters. Level: Intermediate. Lab fee: \$50.

### **ES 4010: Biomechanics**

Faculty: Hess, Helen

Meets the requirement(s): ES QR

Why do we get shorter and wrinklier with age? Were dinosaurs warm-blooded? How do grasshoppers hop? These diverse questions are all within the realm of biomechanics. A knowledge of biomechanics, or the ways in which plants and animals cope with the laws of physics, can promote an understanding of organisms at all levels of organization, from molecules to ecosystems. In this course we explore several areas of physical science, including mechanical engineering, materials science, and fluid dynamics, as a means of gaining insight into the biological world. Students attend two lecture sessions per week and one three-hour lab session for discussions of current research in biomechanics, review of homework assignments, and laboratory observations or demonstrations. Evaluations are based on participation in discussions, weekly problem sets, two term papers, and a final exam. Level: Intermediate/Advanced. Prerequisites: One



college-level course in Biology and one college-level course in Math or Physics or signature of instructor. Offered every other year. Class limit: 16. Lab fee: \$15.

### **ES 4012: Winter Ecology**

Faculty: Ressel, Steve

Meets the requirement(s): ES

In higher latitudes and higher altitudes of the world, up to nine months of each year can be spent locked in winter. Although migratory species appear to have a selective advantage over non-migratory species during the winter season, year-round resident animals have evolved a remarkable array of physiological, morphological, and behavioral adaptations that allow them to cope with potentially lethal environmental conditions. In this course, we focus on the special challenges of animals wintering in northern latitudes. Some of the topics that we address are: the physical properties of snow and ice, general strategies of animals for coping with sub-freezing temperatures, life in the subnivean environment, animal energetics and nutrition, physiological acclimatization, and humans and cold. There are two discussions/lectures and one field exercise every week, as well as two weekend field trips. Students should be prepared to spend a significant amount of time outdoors in winter conditions. Students are evaluated on class participation, exams, and a student term project. Level: Intermediate/Advanced. Prerequisites: Permission of instructor. Class limit: 14. Lab fee \$150.

### **ES 4018: Human Anatomy and Physiology I**

Faculty: Anderson, John

Meets the requirement(s): ES

This is the first course in a two term sequence designed for students interested in pursuing medicine or biomedical research examines aspects of human anatomy and physiology, with particular emphasis on the digestive system, reproductive physiology, the circulatory system, immune response, and elements of nutrition and neurophysiology. This course will emphasize the relationships between anatomy and physiology and will focus on basic principles of biochemistry, the Musculoskeletal system, digestion, nutrition, osmoregulation, and circulation. Readings include a standard pre-medical text and some primary literature. Evaluation is based on a number of in-class quizzes a term paper, participation in discussion and a final exam. Level: Intermediate/Advanced. Prerequisite: Biology course work, some background in chemistry and permission of Instructor. Students are strongly encouraged to take both terms. Class limit: 15. Lab fee: \$30.

### **ES 4022: Biogeography**

Faculty: Rajakaruna, Nishi

Meets the requirement(s): ES

What we currently see in nature is only a snapshot of a constantly varying assortment of plants and animals that are and have been responding to an endless sequence of biotic and abiotic change. Biogeography is the study of plants and animals in space and time and is concerned with the analysis and explanation of patterns of distribution, both local and global, that have taken place in the past and are taking place today. Biogeography is also a predictive science enabling us to predict how biota might behave in the future under a given set of circumstances. As students of biogeography we will attempt to tackle questions such as why are there so many different species of animals and plants? Why are some species so common, others so rare? Why do some species show extremely local distributions while others are cosmopolitan? Why are some parts of the world more diverse than others? How have these unique patterns of distribution come about? What are the factors involved in the evolution as well as the extinction of species? Evaluations are based on class participation, bi-weekly presentations of research papers dealing with biogeography, final paper and its presentation. Level: Intermediate/Advanced. Prerequisites: Ecology or Evolution. Class limit: 15. Lab fee: \$40.

### **ES 4026: Cross Kingdom Interactions**

Faculty: Morse, Suzanne

Meets the requirement(s): ES

This course focuses on the ecological and evolutionary consequences of associations formed between organisms that are markedly different in form and function. A diverse array of interactions ranging from pollination and termite digestion to hitch-hiking mites are examined in order to explore the role of symbioses in biological systems. In this context we explore the changing conceptions of the major divisions of life; current models for explaining the origin of eukaryotes, angiosperms, and two sex systems; coevolution; keystone species, and models for assessing mutualism and parasitism within an ecological context. Evaluations are based on ability to read and critique primary scientific literature, class participation, and the completion of a term project. Level: Intermediate/Advanced. Prerequisite: Biology I and II and Ecology. Class limit: 15. Lab Fee: \$25.

### **ES 4028: Plants with Mettle: Lives of Metallophytes**

Faculty: Rajakaruna, Nishi

Meets the requirement(s): ES

The course deals with the biology and applied ecological aspects of a unique flora, the metallophytes. Metallophytes are plants that are tolerant of and restricted to areas that are high in heavy metals, either naturally or due to anthropogenic activities. We will discuss a wide range of topics relating to metallophytes including natural history, phytogeography, systematics, physiology, evolution, ecology, and how these plants may help us clean vast and growing areas of heavy metal contaminated sites found all over the world. You will become involved in research at two heavy metal-rich sites in Hancock County—nickel and chromium-rich on Deer Isle and the copper, zinc-rich Callahan Mine in Harborside, ME. Both sites offer excellent opportunities to examine the role extreme soil conditions play in generating and maintaining plant diversity as well as examine the potential for phytoremediation. The course is directed at students with interests in plants, their environment and green technologies. Evaluations are based on a mid-term exam, a group project, and a final class presentation. Level: Intermediate/Advanced. Prerequisites: an intermediate or advanced course in botany or the consent of the instructor. Class limit: 15. Lab fee: \$60.

### **ES 4030: Costa Rican Natural History & Conservation**

Faculty: Anderson, John; Ressel, Stephen

Meets the requirement(s): ES

This team-taught, intensive, field-based course examines the ecology and biotic diversity found at several sites within Costa Rica and the implications of this diversity on concepts of conservation biology. Whereas primary emphasis will be placed on Central American herpetofauna and avifauna, we will also discuss and examine issues of botanical, mammalian, etc. diversity and abundance, and the significance of the full array of species in more general studies of land-use and protective strategies. Students will meet during the winter term to discuss a range of articles and book-chapters dealing with aspects of conservation biology and Costa Rican natural history and culture during the winter term but the major emphasis of the course will be a two-week immersion in key habitats within Costa Rica itself during the March break. Non-travel days will consist of early to late-morning fieldwork, afternoon lectures/presentations followed by early evening to late night fieldwork. The course is based out of three field sites: lowland Caribbean slope rain-forest at Tirimbina ecological reserve in north

central Costa Rica, montane forest of the Arenal and Tenorio volcanic region, and Pacific slope dry forest of the Nicoya Peninsula. Evaluation will be based on detailed field journals, course participation, and a series of examinations testing student's knowledge of species and concepts. Level: Intermediate/Advanced. Prerequisites: Permission of instructor. Course fee \$1000.00 (covers food, transport and lodging in Costa Rica, students provide airfare to Costa Rica). Class limit: 15.

### **ES 4034: Topics in Biomedical Research**

Faculty: Petersen, Chris

Meets the requirement(s): ES

This course covers a broad range of topics in genetics, cellular and molecular biology, and human and public health. Research scientists from the Jackson Laboratory, Mount Desert Island Biological Laboratory, as well as clinical researchers will each run a week of the course. The format will include two meetings per week; each visiting instructor will give a general seminar on their area of expertise and then lead a discussion on their specific research topic and recent papers from the primary literature. Assessment will be based on a series of short summaries of papers during the term and a term paper on an area of interest to the student. The seminar will be supervised on campus by Helen Hess. Level: Intermediate/Advanced. Prerequisites: Genetics, Molecular Evolution Genetics, or Cellular and Molecular Biology or the permission of the instructor. Course limit: 10.

### **ES 4036: Wildlife Ecology**

Faculty: Anderson, John

Meets the requirement(s): ES QR

This course is intended to complement the overall sequence of classes developed with a focus on the landscape and ecology of the Northeast Creek Watershed and is intended to provide students with practical skills in observation, data collection, analysis and presentation. It is particularly suitable for students wishing to pursue careers in field biology with federal or state agencies or land conservation NGOs. We will examine measures of distribution and abundance in animals and relate these to quantitative and qualitative measures of habitat complexity. Much of this class will be field based. Students will work in teams collecting data on vegetation structure and topography, trapping small mammals and estimating abundance through mark/re-capture techniques, radio telemetry and game cameras. Data will be analyzed using simple statistics including ANOVA, regression analysis, and



means-separation tests. Spatial components will be included in an on-going GIS for the watershed region. Readings will come from a text and primary sources. Students should expect to spend significant amounts of time outside of formal class meetings in data collection, analysis and write-up. Assessment will be based on participation, a number of quizzes, and an end-of term team report/presentation. Level: Intermediate/Advanced. Prerequisites: Biology and Ecology and permission of the instructor. Critical Zone 1, GIS, Statistics strongly encouraged. Class limit: 10. Lab fee: \$50.

### **ES 4038: Ecology and Natural History of the American West**

Faculty: Anderson, John

Meets the requirement(s): ES

The American West has played a key role in the development of modern ecology and in our overall understanding of the Natural History of North America. Researchers such as Joseph Grinnell, Starker Leopold, Ned Johnson, Phillip Munz and Jim Patton contributed enormously to our understanding of the interactions, distribution and abundance of the enormous range of plants and animals occupying the western states, while the incredible variety of topography found between the Pacific slope and Great Basin Desert, containing both the highest and lowest points in the Lower 48, has provided an ideal setting for both observation and experimentation. This intensive field-based course will provide students with the opportunity to examine first-hand some key habitats within Nevada, California, and New Mexico, and to conduct a series of short projects on the fauna and flora in select sites. Areas to be examined will include terminal saline lakes, open deserts, montane meadows, pine forest, riparian hardwoods, wetlands, and agricultural landscapes. Readings will include primary sources and more popular accounts of both locations and the peoples who have lived in these lands over the past several thousand years. Evaluation will be based on class participation, a series of individual research projects and presentations, a detailed field journal, a mid-term and a final exam. This course will be integrated with and requires co-enrollment in Reading the West and Wilderness in the West. Level: Intermediate/Advanced. Prerequisites: Permission of instructor. Class limit: 9.

### **ES 4040: Animal Behavior**

Faculty: Anderson, John

Meets the requirement(s): ES

This course reviews how simple and stereotyped actions may be built into complex behaviors and even into apparently sophisticated group interactions. Emphasis is placed on contemporary understanding of Darwinian selection, ethology, behavioral ecology, and sociobiology. There are two classes a week. Extensive readings are chosen from a text and articles from scientific and popular periodicals. Evaluations are based on participation in discussions and several quizzes. Level: Intermediate/Advanced. Requires a previous intermediate-level course in species zoology, and signature of the instructor. Offered every other year. Class limit: 10. Lab fee \$10.

### **ES 4042: Ecological Research in Aquatic Ecosystems**

Faculty: Petersen, Chris

Meets the requirement(s): ES

This course is an intensive field course that focuses on research design, collaborative fieldwork, and data analysis and interpretation for ecological studies done in local aquatic ecosystems. Within the broad category of aquatic habitats the course focuses on intertidal mudflats and streams. Both of these habitats have ongoing field research and restoration work where faculty and students can make substantial contributions to local applied research while learning methodologies and rationale for various types of research. Potential project partners and collaborators include Acadia National Park, Maine Department of Marine Resources, Maine Department of Inland Fish and Wildlife, Somes-Meynell Sanctuary, Town of Bar Harbor Marine Resources Committee, Frenchman Bay Regional Shellfish Committee, Frenchman Bay Partners, the George Mitchell Center at the University of Maine, and Maine Coast Heritage Trust. This class meets twice weekly with an additional lab period that will include some weekend days. Evaluation will be based on homework, short-answer essays, and work with 1-2 other students as co-leaders on one of the small-group projects in the class. Level: Intermediate/Advanced. Prerequisites: At least two classes in ecology, evolution, or biology and a course in chemistry or geology, and permission of instructor. Class limit: 14. Lab fee: \$40.

### **ES 5010: Biochemistry I**

Faculty: Cass, Don

Meets the requirement(s): ES

This course's goal is to develop the student's ability to understand the biochemical literature and

to relate the structures of biological chemicals to their properties and by surveying the aims and designs of the most important, basic metabolic processes. Emphasis is on features common to all pathways (enzyme catalysis and regulation) and purposes unique to each (energy extraction, generation of biosynthesis precursors, etc.) Most of the course looks at processes that most organisms have in common; some attention is paid to how these processes have been adapted to meet the demands of unique environments. This course should be especially useful to students with interests in medicine, nutrition, physiology, agriculture, or toxicology. The class meets for three hours of lecture/discussion each week. Evaluations are based on a midterm exam and a final paper. Offered every other year. Level: Advanced. Prerequisites: At least one term of organic chemistry.

#### **ES 5012: Conservation Biology**

Faculty: Anderson, John

Meets the requirement(s): ES

This course examines the causes, extent, and ecological significance of the endangered species "crisis." We examine the role of extinctions in evolutionary history and compare "natural" extinctions to current events in the Neotropics, Orient, and Oceania. We also discuss the significance of successful introductions of exotic species into different regions and their effects on native forms. Changes in land use patterns and the science of Landscape Ecology are investigated. Finally, we examine current conservation techniques in an effort to establish a workable synthesis for specific case histories. There are two lectures/discussions per week, occasional evening lectures. Level: Advanced. Pre-requisites: One intermediate Ecology course and/or signature of instructor. Class limit: 15. Lab fee: \$10.

#### **ES 5014: Organic Chemistry II**

Faculty: Cass, Don

Meets the requirement(s): ES

This class will continue to discuss the occurrence and behavior of additional functional groups not covered in Organic Chemistry I. Meeting twice a week, we will work our way through the remainder of the fall text and then apply the material by reading articles from the current literature of environmental organic chemistry. Assessment will be based on keeping up with the reading, class participation, and three take-home problem sets. Level: Advanced. Prerequisite: Organic Chemistry I. Offered every other year. Lab fee: \$50.

#### **ES 5016: Plant Systematics**

Faculty: Cass, Don

Meets the requirement(s): ES

This course is aimed at those interested in exploring the taxonomy of non-woody plants of New England and learning the science of plant systematics. Lectures will cover aspects of taxonomy and topics of systematics, including botanical nomenclature, methods and principles of plant systematics, classification systems of flowering plants, advances in molecular systematics, plant evolutionary process, phylogenetic relationships of flowering plants, and specimen preparation and identification. Laboratories will introduce students to plant families of the region including species-rich families such as Asteraceae, Poaceae, and Cyperaceae. Evaluations are based on the identification and preparation of 50 plant specimens belonging to 25 plant families, 5 quizzes, and a 20-minute presentation of a final project. Level: Advanced. Pre-requisites: ES 421–Trees and Shrubs of Mount Desert Island or an intermediate/advanced course in Botany, Signature of Instructor. Class limit: 12. Lab fee: \$40.

#### **ES 5024: South American Earth Systems**

Faculty: Hall, Sarah

Meets the requirement(s): ES

This course will explore a number of Earth Systems shaping a portion of the longest mountain belt on the planet. We will discuss processes forming the Andes Mountains on timescales spanning millions of years to tens of years! Some of these processes include plate tectonics, erosion (glacial, wind, river), active faulting, regional climate patterns (ENSO, glacial cycles), land use (agriculture, water and mining), and geohazards (earthquakes, volcanoes, and landslides!) This course will involve multiple case studies focused in the Cordillera Blanca region of northern Peru. Students will read primary scientific literature and become "experts" in some area that fascinates them. The course capstone (although not required to take the course) will be a 14-day field trip to the Cordillera Blanca of Peru where the students will have a chance to see and explore the environments they studied so intensely during the term. The program fee for students wishing to participate in the trip covers all in-country costs (plane ticket not included). Who should take this course: You must have taken at least one of the other geology courses (or equivalent) to take this course. In this course we will attempt to synthesize various Earth System datasets focused on a specific location. The field component of this course is an opportunity to 1) practice basic geology field tools, 2) experience world-class

geological and ecological field sites, and 3) enjoy a cultural experience (practice your Spanish!). The field trip will not be a vacation. It will be physically, mentally, and emotionally demanding! Level: Advanced. Prerequisites: at least one geology course (or equivalent). Class limit: 10. Lab fee: \$1,500 for students wishing to participate in the trip to Peru.

### **ES 5030: Energy and Technology**

Faculty: Demeo, Anna

Meets the requirement(s): ES

This is an advanced energy course that expands on basic energy principles to take a more in-depth look at several sustainable energy technologies. This will be a project-centered course with a focus on renewable energy and conservation efforts on campus and within the community. Students will examine energy issues from several perspectives, determine possible solutions and formulate a plan to collect needed data, secure funds and work with stakeholders. Over the course of the term students will learn about technologies such as heat pumps and energy storage devices as well as conservation methods and the power grid. The overarching goal of this course is to develop the skills needed to orchestrate a successful renewable energy endeavor, taking into account time, cost, social, logistical and technological constraints.

Students will be graded on homework assignments, class participation, presentations and a final report. This course will be integrated with and requires co-enrollment in Impact Investing and Islands: Energy, Economy and Community. Level: Advanced. Prerequisites: Instructor Permission and at least one of the following: Math and Physics of Sustainable Energy (preferred), Energy Practicum, Financials, Business Nonprofit Basics, Sustainable Strategies or Launching a New Venture. Class limit: 10 (COA students and 5 Islanders).

### **ES 5040: Fractals and Scaling**

Faculty: Feldman, David

Meets the requirement(s): ES QR

This course will give students a modern overview of the mathematics and statistics of fractals and scaling and their interdisciplinary applications. We will begin with mathematical fractals and use them to define several different notions of dimension, standard ways for describing the nature of fractals' self similarity. Students will then learn modern statistical techniques for reliably estimating fractal dimensions and power law exponents. We will also look more generally at "fat-tailed" distributions, a class of distributions of

which power laws are a subset. Next we will turn our attention to learning about some of the many processes that can generate fractals. Finally, we will critically examine some recent applications of fractals and scaling in natural and social systems, including metabolic scaling, finance, and urban studies. These are, arguably, among the most successful and surprising areas of application of fractals and scaling; they are also areas of current scientific controversy. This course can thus serve as a case study of the promises and pitfalls of interdisciplinary mathematical research.

Students who successfully complete this course will gain: a thorough, mathematically grounded understanding of fractals and scaling; increased skills in applied mathematics; experience using modern statistical techniques (maximum-likelihood estimators and goodness-of-fit-tests for discrete and continuous data); and experience reading and critiquing current literature in applied mathematics. Course evaluation will be based on several problem sets, participation in seminar-style class sessions, a final pedagogical presentation, and a short final report and annotated bibliography. Some computer work in R will be required, but no prior R experience is necessary. Level: Advanced. Prerequisites: Calculus II or the equivalent, and at least one of the following: Linear Algebra, Differential Equations, programming experience. A class in statistics will be helpful, but is not required. Permission of instructor. Class size: 10.

## **HUMAN ECOLOGY CORE COURSE**

### **HE 1010: Human Ecology Core Course**

Faculty: Staff

Meets the requirement(s): HE

Human Ecology is the interdisciplinary study of the relationships between humans and their natural and cultural environments. The purpose of this course is to build a community of learners that explores the question of human ecology from the perspectives of the arts, humanities and sciences, both in and outside the classroom. By the end of the course students should be familiar with how differently these three broad areas ask questions, pose solutions, and become inextricably intertwined when theoretical ideas are put into practice. In the end, we want students to be better prepared to create your own human ecology degree through a more in depth exploration of the courses offered at College of the Atlantic. We will approach this central goal through a series of directed readings and activities. Level: Introductory. Lab fee: \$25.

**HS 1011: Environmental History**

Faculty: Little-Siebold, Todd

Meets the requirement(s): HS HY

How has human history shaped and been shaped by “the environment”? Environmental history is one of the most exciting new fields in history. In this course we examine world history from Mesopotamia to the present to see the role such things as resource scarcity, mythology, philosophy, imperialism, land policy, theology, plagues, scientific revolutions, the discovery of the new world, the industrial revolution, etc. on the natural, social, and built environments. Level: Introductory. Class limit: 20.

**HS 1012: Introduction to the Legal Process**

Faculty: Cline, Ken

Meets the requirement(s): HS

The “law” affects every aspect of human activity. As human ecologists we must garner some basic understanding of how law is used (or misused) to shape society and human behavior. This course examines two aspects of the American legal system: 1) the judicial process or how we resolve disputes; and 2) the legislative process or how we enact policy. Course readings cover everything from classic jurisprudence essays to the daily newspaper. We use current environmental and social issues to illustrate specific applications of the legal process. Legal brief preparation, mock courtroom presentations, lobbying visits to the Maine legislature, and guest lectures are used to give a practical dimension to course subjects. Students analyze Federal Election Commission documents to understand the impact of campaign financing on public policy and look closely at other current issues facing the legislative and judicial systems. Evaluation is based upon two papers and several other exercises. Level: Introductory. Offered every other year. Class limit: 30. Lab fee: \$20.

**HS 1013: From Native Empires to Nation States**

Faculty: Little-Siebold, Todd

Meets the requirement(s): HS HY

This course is a history of Latin America from Native American contact cultures through the contemporary period covering socio-political processes. An emphasis is placed on the fusion of pre-contact societies into a new socio-cultural formation in the colonial period, and then the shared yet divergent history of the region after the collapse of colonial rule. In the second half the class emphasizes the rise of the nation state in Latin America with particular emphasis on dictatorship and rebellions. The course uses traditional texts, novels, and film to explore this huge

geographical and chronological expanse. Level: Introductory. Class limit: 20.

**HS 1014: Feminist Theory in a Transnational Frame**

Faculty: van Vliet, Netta

Meets the requirement(s): HS

This course introduces students to some of the central texts and genealogies of feminist thought, with a focus on transnational feminist theory. We will address periods of feminist thought that have been significant in shaping the concerns of transnational feminisms, including 1970s U.S. feminism, French feminism, postcolonial theory, and Marxist thought. Over the course of the term, we will consider how differences across national borders have informed discussions about transnational feminist solidarity. We will examine how feminist theory can help us think about the following: kinship; reproduction; the law and justice; human rights discourse, political economy, racialized and other forms of difference; existence and the subject; the relation between individual and group; the relation between terms such as “gender” and “sex;” and the varied currencies the terms “queer” and “feminist” have carried in different national and transnational contexts.

The course will explicitly address debates in feminist theory about the following topics: the “sex/gender distinction;” histories and politics of the term “rape;” political representation, the juridical and the nation-state in the contexts of religious and cultural differences around practices such as veiling, circumcision/genital mutilation; and questions of labor, prostitution, and sex work. The course draws on work in French Feminist Theory, Queer Theory, Postcolonial Studies, Psychoanalysis, Continental Philosophy, Cultural Anthropology, and Diaspora Studies. Readings will include texts by Gayle Rubin, Luce Irigaray, Elizabeth Grosz, Simone de Beauvoir, Ranjana Khanna, Monique Wittig, Judith Butler, Gayatri Spivak, Sigmund Freud, Friedreich Engels, Shulamith Firestone, Alexandra Kollontai, Emma Goldman, bell hooks, Karen Engle, Catherine McKinnon, Drucilla Cornell, Ratna Kapur, Sarah Franklin, Daniel Boyarin, Henry Louis Gates, Anne Fausto-Sterling, Shoshana Felman, Saba Mahmood, Diana Fuss, and Chandra Mohanty. Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: \$15.

**HS 1015: Introduction to Global Politics**

Faculty: Stabinsky, Doreen

Meets the requirement(s): HS

This is an introductory level course that will expose students to basic concepts and controversies in international politics and serve as back-



ground for more advanced work in the area of international studies. Through historical readings and current events discussions we will answer questions fundamental to understanding global politics today, such as: What are the different roles that nation-states and non-governmental organizations play in international politics? How important are various international institutions (the United Nations, the World Trade Organization, the World Bank and the International Monetary Fund ) in shaping the global political landscape? What exactly is civil society? Inequity defines many political relationships between actors in the global system: between developed and developing countries; between the rich and poor within those countries; between autonomous political groups and the nation-states in which they reside. To more deeply understand these relationships, we will examine some of the processes that have led to inequities in the current world political economy, touching on such topics as: colonialism and national liberation movements of the 20th century, the debt crisis, and the formalization of the international trading system. We will consider the topics from a variety of disciplinary and interdisciplinary perspectives, including political ecology, international political economy, and economic geography. Evaluation will be based on participation in class discussions, several short and long papers written over the course of the term, and a final project and its presentation to the class. Level: Introductory. Lab fee: \$20.

### **HS 1019: Beginning Spanish I**

Faculty: Peña, Karla

This course is for students who have had no contact with Latin American culture, do not possess basic Spanish language structures and expressions, and have no Spanish vocabulary. The emphasis is on development of the basic skills required in any language—listening, speaking, writing, and reading comprehension. Objective: Students will be able to express themselves orally and through writing, using vocabulary and simple construction of Spanish in the indicative tense. This includes present tense study, vocabulary, numbers, proper nouns, salutations and presentations, present perfect tense, action verbs, the usage of “to be” and “is”, future tense, vocabulary, and some usage of “for”. Evaluation Criteria: two Compositions, two auditory tests, two writing tests covering grammar, two oral tests, assignments/ homework, class participation. Level: Introductory. Offered every fall. Class limit: 10. Lab fee: \$20.

### **HS 1020: Beginning Spanish II**

Faculty: Peña, Karla

This course is intended for students with a basic knowledge of grammar, using common vocabulary that is needed for every day situations. Objective: The students will be able to express themselves orally and through writing using subject-verb agreement, basic form in the indicative tense, and an introduction to the imperative moods. It includes a review of the present and future tenses, study of the imperfect tense, action verbs, direct object, proper nouns, the indicative tense, the use of the “to be” and “is” verbs, and an introduction to prepositions. Evaluation Criteria: two Compositions, two auditory tests, two writing tests covering grammar, two oral tests, assignments/ homework, class participation. Level: Introductory. Offered every fall. Class limit: 10. Lab fee: \$20.

### **HS 1021: History of the American Conservation Movement**

Faculty: Cline, Ken

Meets the requirement(s): HS HY

This course provides students with an overview of the American conservation movement from the 1600s through the present. Through an examination of historical accounts and contemporary analysis, students develop an understanding of the issues, places, value conflicts, and people who have shaped conservation and environmental policy in the United States. They also gain an appreciation for the relationship between the conservation movement and other social and political movements. Students should come away with a sense of the historical and cultural context of American attitudes toward nature. We also seek to apply these lessons to policy debates currently underway in Maine. Working from original writings, students do indepth research on a selected historical figure. Evaluation is based on problem sets, group activities, participation, and a final paper. Level: Introductory.

### **HS 1024: Debate Workshop**

Faculty: McKown, Jamie

Meets the requirement(s): HS

This class will be conducted as a workshop with an emphasis on providing students with an opportunity to engage in various forms of public debate and argumentation. The majority of work related to the class will be spent participating in “hands on” debate and argument practice. Students will get the chance to take part in wide



array of debate formats covering a broad spectrum of topics and themes. In many instances decisions about topics will be student driven and guided by events external to the class. Along with the instructor, students will work together to refine argument structure, strategic argument selection, research practices, presentation skills, and audience analysis. In addition, students will also examine various historical accounts of academic debate practices and the theoretical/social context that gave rise to them. Previous debate and/or public speaking experience is not required. Students of all academic interests and backgrounds are encouraged to participate. Students will be evaluated on their participation in class, completion of process-based assignments, collaboration on team projects, and several individual reports that require outside research. At no point will the final evaluation of students be tied to any standard of what constitutes a “good” debater in a competitive sense. Students who feel that they are less proficient in the areas of argument and public communication should not be worried that this would somehow disadvantage them in terms of grading. While there is no set “lab”, this class will require a good deal of time commitment outside of the traditional “classroom” environment. This includes research on the debate topics as well as actual performance time. Level: Introductory. Class limit: 10.

#### **HS 1025: Business and Non-Profit Basics**

Faculty: Friedlander, Jay

Meets the requirement(s): HS

Anyone who is involved with for profit or non-profit enterprises needs to understand a wide variety of interdisciplinary skills. This introductory course will introduce students to marketing, finance, leadership, strategy and other essential areas of knowledge needed to run or participate in any venture. This course is meant to build basic skills and expose students to a variety of business disciplines and is required for all future business courses. Level: Introductory. Class limit: 18.

#### **HS 1026: The Renaissance & the Reformation**

Faculty: Little-Siebold, Todd

Meets the requirement(s): HS HY

This class is an introductory exploration of the transformations in Europe from roughly 1400 to the sixteenth century wrought by the changing religious, political, and social thought. Taking as its point of departure the transformation of European society provoked by the “new” ideas of the Renaissance, the course will focus on the phenomena of humanism and the challenges to religious orthodoxy and political hierarchies it

represented. The course will use a wide range of secondary and primary sources to examine the social, spiritual and political implications of the challenges to the Catholic Church’s preeminence in the Christian west. We will examine the idea of the Renaissance and its various expressions in the world of ideas, art, and the emergent practice of “science.” Student will develop an understanding of Catholic theology and the various Protestant challenges to it as well as developing a sense of the political reworking of Europe provoked by the theological debates. We will read social histories of the period, use films to provide context, and read primary texts by thinkers such as Erasmus of Rotterdam, Jean Calvin, Martin Luther, Teresa of Avila, Galileo, and Bartolome de las Casas. Students will be evaluated on mastery of readings, class discussions, short essays, and a final project. Level: Introductory.

#### **HS 1028: Introductory French I**

Faculty: Staff

This course helps beginners develop basic proficiencies in all four skill areas—listening, speaking, reading and writing—using a workshop format drawing on the internet resources and pedagogical methods of the French language institute at CAVILAM in Vichy, France. In addition, through readings and discussions, students will learn some fundamental concepts about the cultures and literatures of French-speaking areas of the world. The class meets four times a week for 1.5 hours each day. Class time will be devoted to lectures, pair work, small- and large-group discussions, use of internet resources, and extensive written and oral practice of structure and vocabulary. Students will be evaluated through written and oral tests, class participation, short papers, and oral presentations. Level: Introductory. Prerequisite: Placement exam required to confirm level. Class limit: 15. Course fee: \$25.

#### **HS 1029: Climate Justice**

Faculty: Stabinsky, Doreen

Meets the requirement(s): HS

Climate change is one of the largest and most difficult challenges faced by contemporary societies. The challenge has multiple facets: environmental, social, political, economic—each with its own complexities. This course focuses primarily on the social, political, and economic components of the climate problem, framed by the concept of climate justice. In the introductory section of the course students are introduced to basic conceptions of justice, the latest findings of climate science and possible impacts on regional scales, as well as the ongoing intergovernmental climate negotiations under the UN Framework Conven-

tion on Climate Change. The main body of the course is dedicated to understanding the concept and implementation of climate justice: how the costs of climate change impacts and efforts to address climate change could or should be distributed between rich and poor, global north and global south, and what are the possible means whereby those costs might be collectively addressed through an intergovernmental agreement. Students will be evaluated based on regular quizzes, several short papers, class participation, and a final synthetic paper or project. Level: Introductory. Lab fee: \$10.

### **HS 1030: Ethnographic Fieldwork**

Faculty: Cabot, Heath

Meets the requirement(s): HS

Ethnographic research, which uses methods involving conversation with and participation among other people, has very particular dilemmas. How can we, as both researchers and fellow human travelers, navigate the ethical and emotional complexities of doing research with and about people? How can we navigate the problems of power and trust that arise? And what kinds of usable knowledge can we acquire through the fluidity of our own experiences and encounters “in the field”? This course will provide students with a theoretical and practical toolbox for designing, conducting, and writing up ethnographic research projects. Students will design research questions centered on a particular local site, which they will examine outside of class through a variety of ethnographic techniques. We will give particular attention to questions of ethical practice, note taking and documentation, and finally, data analysis. Readings will supplement theoretical and ethical discussions and will illustrate the possibilities and limits of various methods. Evaluation will be based on class participation, a range of assignments throughout the term, and a final paper and presentation reflecting cumulatively on the project and students’ own experiences as ethnographers. Class-time will consist of instruction, discussion, and “labs,” in which we will workshop individual projects. Level: Introductory. Class limit: 12.

### **HS 1031: Blood: Substance and Symbol**

Faculty: Cabot, Heath

Meets the requirement(s): HS

Blood is a substance with profound imaginative and social power. It ties people together, even when it is spilled. And just as blood produces social bonds, it also divides people and groups according to notions of family, race, and nation-

hood. Blood both sacralizes and pollutes, entices and disgusts. Blood infects; it also makes people swoon. It also—these days—guarantees instant bestsellers. How can this fluid (mostly water, as we know) do such important social and symbolic work? This course takes blood as a thematic through which students can begin to explore topics that have long been (and continue to be) at the center of cultural and social theory: kinship and blood ties, race, nationhood, pollution, infection and contamination, and rituals of incorporation and transformation (including, perhaps, the current fascination with vampires). Due to the course’s theoretical focus, class will be structured around close readings of major contributions to these topics, as well as films. Readings will represent a range of disciplinary approaches, including anthropology, political philosophy, cultural studies, and even classics. Students will be asked to engage carefully with the material both through participation in class and through outside written assignments. Evaluation will be based on class participation (which includes attendance), a presentation, and on assignments conducted outside of class. The course is open to all students, but participants should be prepared to read complex material with care and attention, and should be comfortable in constructing written analyses based on multiple readings. Level: Introductory. Class limit: 20.

### **HS 1032: Acadia: Exploring the National Park Idea**

Faculty: Cline, Ken

Meets the requirement(s): HS

Using Acadia National Park as a case study, this course will explore the various facets of “the national park idea” and what it means for Americans in terms of history and identity. Through direct experiences in one of the “crown jewels” of the park system, the class will examine the historical, ecological, cultural, social, legal, economic, and spiritual context in which national parks are formed and continue to exist in the 21st century. We will work with National Park Service professionals to look at various aspects of park management and day-to-day challenges of implementing the “national park idea.” Through weekly field trips, journaling, service learning opportunities, and projects, we will be immersed in the management and experience of Acadia. We will explore, through reading and writing, the broader themes of wilderness preservation, attitudes toward nature, the history of conservation, and the commodification of nature. This experiential class is specifically geared toward first Year students and they will be given preference

for enrollment. Assignments will include journal writing, short exercises, a group project/service learning opportunity, short presentations, and papers. Level: Introductory. Class limit: 24. Lab fee: \$40.

### **HS 1033: Political Persuasion and Messaging Fundamentals**

Faculty: McKown, Jamie

Meets the requirement(s): HS HY

This class will provide a broad introductory overview of the history, practice, and core concepts that encompass political messaging and persuasion through an empirical examination of grounded applications of such strategies. In order to capitalize on the saliency of the fall election cycle, the course materials will be based on a series of historical case studies directly tied to American presidential campaigns. Instead of studying various theories of political persuasion in the abstract, we will extract principles that commonly appear in political messaging from these case examples. In addition, students will participate in two collaborative projects. The first will involve tracking political persuasion techniques in campaigns that are occurring in real time during the term. The second will involve students working in teams to produce their own political messaging materials for a hypothetical campaign. The overall goals of the course are three-fold. First, to provide a broad survey of the history of political campaign communication and advertising as it has developed in the United States. Second, to confront some of the pragmatic issues that go into producing messaging strategies for electoral candidates. Third, to help students cultivate a more critical approach to analyzing the political messages that they confront in their daily lives. The class will be highly interactive with discussion being the primary mode of instruction. However, there will also be lecture components that provide the historical basis for the case studies we are examining. Final evaluation will be based on a combination of class participation, several take home essay assignments, the contemporary tracking assignment, and a final creative project in which student produce their own campaign materials. The class is open to all students regardless of their experience in politics or their knowledge of American history. It is well suited for introductory students who are interested in politics, human persuasion, and mass communication. However, it is also equally valuable for advanced students seeking to deepen their understanding of political persuasion. Level: Introductory. Prerequisites: None. Class limit: 20. Lab fee: \$25.

### **HS 1037: The Middle Ages: Power, Religiosity and Everyday Life**

Faculty: Little-Siebold, Todd

Meets the requirement(s): HS HY

The Middle Ages, affectionately known as the "Dark Ages" by people who did not live in them, was a crucial period in the social, political, and cultural development of what we now call Europe. The course will provide an overview of the major trends in the Mediterranean World and Northern Europe from the fall of Rome to the fifteenth century. We will focus on religiosity and the changes in popular forms of religious belief as well as the everyday workings of the political, economic and social order. The course will be a survey class that includes project-based learning that seeks to cover the period in a synthetic way. A major theme will be the way that in the Middle Ages religion was the arbiter of truth in ways almost incomprehensible in the modern secular world. The main thematic thrust of the course is to explore the fragments of classical philosophical problems and new streams of religious orthodoxy as they collide in a series of intellectual and pragmatic struggles in the period. By using heretics and saints as emblems of the contours of the debate about truth and knowledge, this class explores the early tremors of the clash between faith and reason that would rock the western world, and shape it, between roughly 1000 AD and the beginnings of the Renaissance in the fourteenth century. Students will read primary and secondary literature covering various aspects of the period. There will be a mid-term take home exam and a final project paper dealing with an institution, a person, a religious or philosophical school or movement or an idea. Level: Introductory. Class limit: 25.

### **HS 1039: Writing Seminar I: Exposition**

Faculty: Mahoney, Dan; Turok, Katharine

Meets the requirement(s): W

Designed to serve the overall academic program, this course focuses on formal writing based on rhetorical principles of exposition and concentrates on the writing process: prewriting, writing, and rewriting. Assigned readings both illustrate how to use these principles and develop students' analytical skills. Through a research paper or case study, this course introduces students to library research and documentation of an academic paper. Each section emphasizes peer review, revision, regular conferences, and some class presentations. Writing Seminar I is offered with Credit/No Credit grading option only. Level: Introductory. Class limit: 12.

### **HS 1040: Public Speaking Workshop**

Faculty: McKown, Jamie

Meets the requirement(s): HS

This class will be conducted as a workshop with an emphasis on students producing increasingly advanced speeches for public performance and/or consumption. 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. Class limit: 10.

### **HS 1042: Globalization/Anti-Globalization**

Faculty: van Vliet, Netta

Meets the requirement(s): HS

The terms globalization and anti-globalization are often used to refer to increasing cultural homogeneity across the globe, but also to growing familiarity with multiple forms of diversity and intercultural exchange. These terms also reference notions of progress and development, but also increasing poverty and inequality. In this course, we will look at how historical perspectives of the forces of globalization—including capitalism, European modernity and its colonial histories—shape contemporary understandings of and debates over immigration, labor, gender and ethnic difference, national boundaries and their transgression, the law, justice, and human rights. We will think critically about concepts such

as agency, freedom, and even the notion of the human itself. Relatedly, this course will challenge you to think about the implications of how difference—national, gender, ethnic, and otherwise—is understood in terms of globalization for political problems such as war, poverty, environmental destruction, sexual violence, imperialism, and freedom of movement and expression. Over the course of the term, we will examine how human relations in specific locales are shaped through economic and cultural exchanges, mass media, different forms of representation and changing means of mobility. To this end, we will draw on specific examples from African, European, Middle Eastern, and Latin American contexts. This is an interdisciplinary course that draws on the fields of anthropology, literature, feminist theory, and postcolonial studies. In addition to academic texts, we will be reading from novels, engaging with film, and listening to music. Evaluation of students will be based on the following: informal reading responses, one mid-term paper and one final paper, and class participation. Level: Introductory. Pre-requisites: None. Class Limit: 15.

### **HS 1045: Politics of Israel**

Faculty: van Vliet, Netta

Meets the requirement(s): HS

This course focuses on the concept of Israel as a Jewish state and as a liberal democracy. This means that we will both be examining what is singular about Israel, and addressing concepts of the nation-state and liberal democracy more broadly. How can thinking about Israel help us think about the relationship between the nation-state and the concept and treatment of difference? Asking this question through the example of Israel will put other terms into question, including citizen, origin, genocide, value, rights, equality, individual, sovereignty, and subjectivity. As we examine these concepts, we will address gender, ethnic, national, economic, and linguistic difference in the contexts of Zionism, Israel, and the Israeli-Palestinian conflict. Thus, while the course does not focus explicitly on the Israeli-Palestinian conflict, by the end of the semester students should have gained critical thinking skills with which to analyze it should they be so inclined.

The goal of this course is not to convince students to be more or less sympathetic to any of the myriad political positions that exist with regard to Israel/Palestine. Rather, the aim of this course is to provide conceptual tools with which students can think critically about the concepts through which Israel/Palestine is not only represented but also through which the place and the



people who live there come into being in all of their materiality and affect. In particular, we will pay attention to questions of origin, representation, and how the relation between individual and group is understood. Hopefully, such critical thinking skills will serve students well not only in efforts to understand the different forms of violence through which Israel is defined, but also in addressing questions of intellectual, social, and political significance other than those directly related to Israel/Palestine. This is an interdisciplinary course, and we will be drawing on work in anthropology, feminist theory, literature, psychoanalysis, postcolonial studies, political theory, and history. We will also be reading from novels, listening to music, and watching films.

The course is divided into three sections. The first section is focused on the political context of 1890s-1930s Europe. We will situate the development of the Zionist movement by thinking about it in relation to psychoanalysis and in relation to the different forms of socialism and international feminisms emerging at the time. The second section is focused on World War II and its immediate aftermath. We will address the event of the Holocaust, political and philosophical responses to it, questions of origin, representation, the law and justice. The third section focuses on the concept and contexts of Israel post-1948. We will ask about the significance of different forms of difference both in terms of Israel's contemporary contexts and in terms of the weight of their genealogies. Students will be evaluated based on attendance, in-class participation, one letter to the editor, reading responses, and two short analytical essays. Level: Introductory. Prerequisites: None. Class limit: 15.

#### **HS 1046: Introduction to Economics & the Economy**

Faculty: Taylor, Davis

Meets the requirement(s): HS QR

This course provides students with an introduction to both economic theory and the historical and institutional background needed to understand the context, functioning, and trajectory of 21st Century economies. On the theoretical side, students will be introduced to explanations of the economic behavior of individuals and firms (microeconomics) and the workings of national economies and money (macroeconomics), including economic development and international topics such as trade and exchange rates. In addition to the standard neoclassical approaches to these topics, we will also introduce behavioral, feminist, Marxist, and ecological economics perspectives. Complementing these theoretical approaches will be a rich immersion in historical and institutional

themes such as the history of capitalism, the rise of corporations, the institutional background of markets for stocks, bonds, and derivatives, inequality and poverty, state-led capitalism (e.g. as seen in China and Brazil), and the events that led up to recent financial crises in the United States and Europe. Evaluation will be based on bi-weekly problem sets, a final exam, and various forms of classroom participation. Learning will be facilitated by a weekly lab session that will be scheduled the first week of the term. Level: Introductory. Prerequisites: none. Class limit: 15. Lab fee: \$15.

#### **HS 2010: Literature, Science, and Spirituality**

Faculty: Waldron, Karen

Meets the requirement(s): HS

A survey of Anglo-American literature from the Scientific Revolution to the present. Focuses on the ongoing debate about the role of science in Western culture, the potential benefits and dangers of scientific experimentation, the spiritual, religious, social and political issues that come about with the Ages of Discovery and Reason, and their treatment in literature. Specific debates include concerns over what is "natural," whether knowledge is dangerous, the perils of objectivity, and the mind/body dichotomy; works include Shelley's *Frankenstein*, Ibsen's *An Enemy of the People*, Brecht's *Galileo*, Lightman's *Einstein's Dreams* and Naylor's *Mama Day* as well as short stories and poems. Writing-focus ed option. Level: Introductory/Intermediate. Prerequisite: Writing Seminar I. Offered every two or three years. Class limit: 15. Lab fee: \$10.

#### **HS 2011: Nineteenth Century American Women**

Faculty: Waldron, Karen

Meets the requirement(s): HS

This course studies the American novel as written by women of the nineteenth century. It focuses on how women's issues and styles change over the course of the century, with its revolutionary economic, technological, social and political shifts, as well as on enduring questions. As we read from among the wide selection of nineteenth-century American women novelists (who outnumbered and outsold male authors)—such as Rowson, Foster, Child, Cooke, Fern, Stowe, Phelps, Jewett, Chopin, and Gilman—we consider how they have shaped the tradition of the novel and social values Americans encounter today. Level: Introductory/Intermediate. Prerequisites: Writing Seminar I or signature of the instructor. Offered every other year. Class limit: 15.



**HS 2012: Personality and Social Development**

Faculty: Borden, Richard

Meets the requirement(s): HS ED

This course, part of the education sequence, provides a theoretical and practical look at the emotional, cognitive, social, and behavioral development of humans. It covers the full life span of human development with some special concentration on school-age children. Topics of prenatal development and personality disorders are also presented. In addition, the course focuses on several of the more popular learning, social-learning, and educational theories. During the first part of the course, readings are selected from original sources and discussed (i.e. Erikson, Freud, Adler, Gilligan). Later the discussions become directed more toward specific social and development issues (i.e. sex roles, the family, education, personal growth, death and dying). Participation in the discussions and three papers are required. Level: Introductory. Prerequisites: none. Offered every year. Class limit: 15.

**HS 2013: Philosophy of Nature**

Faculty: Visvader, John

Meets the requirement(s): HS

Because of the number of serious environmental problems that face the modern world, the theories and images that guide our interaction with nature have become problematic. This course examines various attempts to arrive at a new understanding of our role in the natural world and compares them with the philosophies of nature that have guided other peoples in other times and other places. Topics range from taoism and native american philosophies to deep ecology and scientific ecological models. Readings include such books as *Uncommon Ground*, *Walden*, and *Practice of the Wild*. Level: Introductory/Intermediate. Offered occasionally. Class limit: 20.

**HS 2016: Chinese Philosophy**

Faculty: Visvader, John

Meets the requirement(s): HS

This is a course in the study of Chinese philosophy and culture. The philosophies of Confucianism, Taoism, and Buddhism are examined in detail and their influence on the arts and culture of China is explored. Eastern and western views on nature, human nature, and society are compared and contrasted. Level: Introductory/Intermediate. Offered every other year. Class limit: 20.

**HS 2017: City/Country: Literary Landscapes 1860-1920**

Faculty: Waldron, Karen

Meets the requirement(s): HS

This class focuses on American fiction from the realist/naturalist period (roughly 1860-1920), a time when enormous changes were occurring in and on the American landscape. Increasing urbanization, immigration, and industrialization corresponded both with a desire for 'realistic' fiction of social problems, and nostalgic stories of a more 'realistic' rural life. For the first time there was a national literature, resulting from the capabilities of large publishing houses, urban centers and mass production—but this national literature was acutely self-conscious of regional differences, and especially of the tension between city and country. As writers tried to paint the American landscape in literature, their works subsumed major social issues to place and formal arguments about the true nature of realistic description. Examining works that portray factory towns, urban tenements, midwestern prairies, New England villages, and the broad spectrum of American landscapes, we look at how a complex, turbulent, multi-ethnic, and simultaneously urban and rural American culture defined itself, its realism, and thus its gender, class, race, and social relations and sense of values, against these landscapes. There are two extra, evening classes during week 7 (Short Fiction Week), and a modest lab fee. Evaluation is based on weekly response papers, two short papers, and a short fiction project, as well as class participation. Level: Introductory/Intermediate. Prerequisite: Writing Seminar I (or the equivalent). Class limit: 15.

**HS 2019: Community Planning and Decision Making**

Faculty: Borden, Richard; Mancinelli, Isabel

Meets the requirement(s): HS

Albert Einstein once observed that "no problem can be solved from the same consciousness that created it. We must learn to see the world anew". If Einstein's idea is accurate about how humans understand the universe, it is likewise true of how we plan and manage our relationships with the environment. One of the primary aims of human ecology is to explore new ways to envision human environment relations. Within its integrative perspective, scientific knowledge and human aesthetics can be combined in ways that enrich human communities as well as value and protect the rest of the living world. The purpose of this course is to provide students with a foundation of theory and practical skills in ecological policy

and community planning. A broad range of ideas and methodologies will be explored. Using real examples of current issues—such as sprawl, smart growth, gateway communities, watershed based regional planning, land trusts, and alternative transportation systems. We will be joined by the actual leaders of these changes locally and state wide in Maine. We will also examine emerging methodologies that emphasize participatory planning, community capacity-building, and empowering marginalized groups. These models and ideas will be further compared with prominent approaches and case studies from elsewhere around the country. As a part of current ideas about community planning and policy, the course also introduces small group collaboration techniques, and the use of computers to enhance complex decision processes. A field component will take advantage of varied external opportunities—including town meetings, conferences, and public events. Evaluations will be based on class participation, several short research papers, and end of term small group projects. Level: Introductory/Intermediate. Class limit: 20. Lab fee: \$40.

### **HS 2020: Geographic Information Systems I: Foundations & Applications**

Faculty: Longworth, Gordon

Ever-rising numbers of people and their impact on the Earth's finite resources could lead to disaster, not only for wildlife and ecosystems but also for human populations. As researchers gather and publish more data, GIS becomes vital to graphically revealing the inter-relationships between human actions and environmental degradation. Much of what threatens the earth and its inhabitants is placed-based. Solutions require tools to help visualize these places and prescribe solutions. This is what GIS is about. Built on digital mapping, geography, databases, spatial analysis, and cartography, GIS works as a system to enable people to better work together using the best information possible. For these reasons, some level of competency is often expected for entry into many graduate programs and jobs, particularly in natural resources, planning and policy, and human studies. The flow of this course has two tracts, technical and applied. The course begins with training in the basics of the technology. Then, skills are applied to projects that address real-world issues. Project work composes the majority of course work and each student has the opportunity to develop their own project. Because GIS provides tools to help address many kinds of issues, GIS lends itself well to the theory of thinking globally and acting locally. Projects often utilize the extensive data library for the Acadia region developed by students since the lab was founded in 1988. The GIS Lab

acts as a service provider to outside organizations and students can tap into the resources of a broad network of groups and individuals working towards a more sustainable future. Course evaluations are partially based on the on-time completion of exercises and problem sets. Most of the evaluation is based on critique of student independent final project work and related documentation. Level: Introductory/Intermediate, Prerequisites: Basic computer literacy. Class limit: 8. Lab fee: \$75.

### **HS 2021: Immersion Practica in Spanish and Yucatecan Culture**

Faculty: Peña, Karla

This course is intended to provide students with an immersion experience in the language and culture of Spanish speakers in the Yucatan Peninsula. The objectives are to increase their abilities to navigate the linguistic and cultural terrain of another society in sensitive, ethical, and effective ways. Class sessions, visiting lecturers, field trips, and readings will provide background on the history and anthropology of Yucatecan culture. Immersion experiences, living with a family, will provide one important source of experiential learning. A second will be provided by an independent project or activity developed for each student based on the student's interests. This independent project will include a practicum experience in some institutional setting that might be a class room (e. g. an art class at the local university), a bakery, an internet café, a church group, or some other place for social service or other work relevant to a student's interests. This practicum experience will involve weekly activities during the term and more intensive work during the last three weeks. Evaluation will be based on participation in weekly class discussions and on weekly reflective papers written in Spanish. Level: Introductory/Intermediate. Class limit: 10. Lab fee: TBA.

### **HS 2022: Introductory French II**

Faculty: Staff

In this course students will continue to develop their proficiency in spoken and written French and will undertake a more sophisticated study of literature and culture. Students will practice all four skill areas—listening, speaking, reading, and writing—during each class meeting. In addition, students will read, discuss and analyze literary texts and cultural readings. Class time will be devoted to lectures, pair work, small- and large-group discussions, and extensive written and oral practice of structure and vocabulary. Students will be evaluated through written and oral

tests, class participation, short papers, and oral presentations. Level: Introductory/Intermediate. Prerequisite: Placement exam required to confirm level. Class limit: 15.

### **HS 2023: Philosophy at the Movies**

Faculty: Capers, Colin; Visvader, John  
Meets the requirement(s): WFO

The enormous success of movies has proven their entertainment value, but movies have also been used to explore concepts and situations that are on the frontiers of imagination and serve as a unique medium for articulating the limits of human possibility. Films can not only be taken as illustrations of various philosophical issues but can also be seen as a unique way of working through philosophical issues that can hardly be stated in other media. This class will examine a series of films that raise issues dealing with the nature and limits of the human and natural worlds. Besides the usual discussion classes, there will be evening “lab” classes each week devoted to screening films of conceptual interest. A series of short analytical papers will be required. May be taken as a Writing Focus course. Level: Introductory/intermediate. Class limit: 20.



### **HS 2024: Introduction to the Philosophy of Mind**

Faculty: Visvader, John  
Meets the requirement(s): HS

Despite the efforts of thousands of years of study and speculation we still do not have a clear and coherent conception of the nature of the mind and its relation to the body. This class serves as a basic introduction to critical thinking by examining in detail several contemporary theories of the mind and the kinds of puzzles and paradoxes they produce. It also serves as a basic introduction to philosophy as the problem of the mental involves issues in ethics, metaphysics, logic, religion as well as the allied sciences of psychology, neuro-physiology and cognitive science. Discussion oriented. Two take home exams and class participation. Level: Introductory/Intermediate. Class limit: 15.

### **HS 2026: Practical Skills in Community Development**

Faculty: Beard, Ron

In rural areas throughout the world, citizens, non-profit leaders, agency staff, and elected officials are coming together to frame complex issues and bring about change in local policy and practice. This course will outline the theory and practice of community development, drawing on the instructor's experience with the Dùthchas Project for sustainable community development in the Highlands and Islands of Scotland, Mount Desert Island Tomorrow, and other examples in the literature. In short, community development allows community members to frame issues, envision a preferred future, and carry out projects that move the community toward that preferred future. Students will gain practical community skills in listening, designing effective meetings, facilitation, framing complex public issues, project planning and development of local policy. Readings, discussions and guests will introduce students to community development theory and practice. Class projects will be connected to community issues on Mount Desert Island including the areas of community design/land use planning, transportation, community health, housing, economic development, the arts and youth empowerment. Short written papers will provide opportunity to reflect on class content, community meetings, newspaper stories and reading assignments. This class is designed to include both COA students and community members. Evaluation will be based on preparation for and participation in class discussion, several short papers, participation in field work, and contribution to a successful group project. Level: Introductory/Intermediate. Class limit: 15.

### **HS 2034: Ethics: The History of a Problematic**

Faculty: Cox, Gray

Meets the requirement(s): HS

This is a course on the history of ethical thinking in the West. It deals with ways that philosophers from Socrates, Plato and Aristotle to Aquinas, Bentham, Kant, Marx, Nietzsche, Kierkegaard, A. J. Ayer, Sartre, de Beauvoir, Sara Ruddick, Gandhi, Nozick, Rawls and Alasdair MacIntyre have addressed questions like the following: What is the best way to live as individuals—and what does this imply about how we should structure our society? Why are there so many types of moral disagreements in modern societies? Why do these disagreements never seem to end but go on indefinitely? Are there ways to resolve these disputes that are persuasive between ethical traditions and across cultures? The central text for the course will be MacIntyre's *After Virtue*, which provides a systematic narrative for the history of Western ethics that claims to diagnose its core problems and provide solutions. Key texts and passages from the philosophers central to that narrative will be examined in detail and interpreted in light of their historical contexts using material from texts such as W.T. Jones *History of Western Philosophy* and Copleston's *History of Philosophy*. Students will develop skills to critically analyze philosophical texts and arguments in both their theoretical and historical contexts through class discussion, role plays, and a series of short papers. There are no prerequisite courses but students must be prepared to deal with complex arguments that move between philosophy, history and other disciplines. Level: Introductory/Intermediate. Class limit: 15. Lab fee: \$25.

### **HS 2038: Gender, Politics & Nature in Folk/Fairy Tales of the World**

Faculty: Turok, Katherine

Meets the requirement(s): HS

Why do fairy tales capture the attention of adults and children all over the world and endure in popular literary and cinematic forms? What do they reveal to psychologists, biologists, historians, linguists, artists, anthropologists, and educators? Do they politicize or de-politicize? socialize or subvert? What is the postfeminist, postmodern response to the Brothers Grimm? What do fairy tales convey about animal behavior, entomology, and cosmology? How might the tales shape human limitations, moral values, and aspirations? This course will explore the storytelling and re-telling of literary, cultural, and scientific stories from a comparative perspective, imagining their interpretations and how they may be re-told with an eye toward new understand-

ings of human interrelationships, of a given sociohistorical moment, the culture of COA, and the larger culture. Students will read fairy tales, view three films—*The Little Mermaid* (USA), *Chunhyang* (Korea), and *Pan's Labyrinth* (Spain)—and discuss academic pieces by writers such as Cristina Bacchilega, Bruno Bettelheim, Ruth Bottigheimer, Michel Butor, Italo Calvino, Claude Lévi-Strauss, and Jack Zipes. Reflections may include distinctions between fairy tale and myth; recurrent motifs and patterns; the history and variations of individual tales and motifs; social, sexual, moral, scientific and political content, with emphasis on race, gender, and class structure; and contemporary works inspired by traditional tales. Students will be evaluated on two short papers; one creative project that may be expressed in writing, visual art, music, or dance; and a final assignment that will take the form of a class project. Level: Introductory/Intermediate. Class limit: 15.

### **HS 2040: Plato and the Footnotes through Foucault**

Faculty: Cox, Gray

Meets the requirement(s): HS HY

Alfred North Whitehead once commented that the safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato. This course will explore Plato's original body of ideas and the methods he used to develop them through careful reading of a large number of dialogues and selections from key philosophers' responses to them. Key themes will include the relationships between ethics, metaphysics and epistemology, the theory of Ideas, the nature of political life, the roles of friendship and Eros in life, philosophy as a way of life, and the figure of Socrates and Socratic method.

Readings will include Plato's *Lysis*, *Meno*, *Laches*, *Euthyphro*, *Apology*, *Crito*, *Symposium*, *Phaedrus*, *Gorgias* and selections from others such as *The Republic*, *Timaeus*, and *Parmenides*. In parallel with these texts we will also read very short selections from thinkers such as the Pre-Socratics, Aristotle, Descartes, Kant, Kierkegaard, Nietzsche, Dewey, de Beauvoir, Foucault, and Alyson Jaggar. For historical context we will also read selections from Pierre Hadot and others and study selections from the art and other key cultural documents including texts by Aristophanes, Xenophon and Thucydides.

By the end of the course students should understand and be able to articulate key ideas and problematics in Plato and place them in their cultural context. They should also be able to critically analyze texts and ideas in oral discussion



and in short written pieces by examining them for internal consistency and the adequacy with which they respond to the challenges presented by the problematics of their own cultural setting as well as the light cast on them by critiques of subsequent philosophers. Students will be evaluated on class participation, a series of short papers providing careful textual analysis, an in-class presentation on one of the dialogues and/or a subsequent philosopher's response to it, and participation in a performance of some portion of one of the dialogues. Level: Introductory/intermediate. Class limit: 15. Lab fee: \$25.

### **HS 2041: Journalism and the New Media**

Faculty: Levin, Robert

Meets the requirement(s): W

This goal of this course is to give students an understanding not only of the principles and structure of journalism but also how news is disseminated and read, watched, or listened to in a new media age. Students will each choose a journalist whose blog, work, and social media they will follow; ideally students will choose a journalist who reports on a major field of interest of the student. Since many COA graduates work for nonprofits where they must frequently write press releases, feature articles, and advocacy alerts, a significant part of the course will focus on how to get the word out. In addition to developing several short pieces, students will also choose an area of interest to report on. Initially they will report on the current conversation about the subject, find a local or state angle, create sources, build the story, and file articles. This work will culminate in a longer piece on the subject that hopefully reveals new information, synthesizes information in a new way, or in some other form or fashion that moves the conversation forward. Throughout the course, students will write regular blog entries exploring facets of their reporting, how reporting is opening their eyes, and perhaps commenting on their own process, what is or is not working for them. Class discussions and peer reviews will be supplemented by guest lectures by experts in the fields of new and old media. Students will be evaluated on the following criteria: participation in class discussions and peer review sessions, quality of their reporting, and the effectiveness of their revisions. Level: Introductory/Intermediate. Prerequisites: none. Class limit: 15.

### **HS 2043: Conflict Resolution Across Cultures**

Faculty: Cox, Gray

Meets the requirement(s): HS

How does conflict arise and how can we best deal with it? This course combines a study of some

major theoretical perspectives with lab work practicing skills and disciplines associated with different traditions of conflict resolution, conflict transformation and peacemaking. We will look at case studies at the intrapersonal and interpersonal through global levels and in a variety of cross-cultural settings. The goals of the course are to help each student: 1. develop the skills to better observe, analyse, participate in and reform practices and institutions that people use to deal with differences. 2. collaborate in teams in doing the research and planning needed to undertake such work effectively, and 3. collaborate in teams to train others in such skills. The formats of the class will alternate between lectures, discussions, films, role plays, group exercises, interviews with guest visitors, and other activities to practice skills and reflect on experiences. Readings for the course will include *Getting to Yes: Negotiating Agreement Without Giving In* by Bruce M. Patton, William L. Ury, Roger Fisher; *Preparing for Peace: Conflict Transformation Across Cultures* by John Paul Lederach and a selection of other short texts. In "methods groups", students will form teams that will study a method of dealing with differences [e. g. mediation, facilitation, non-violent direct action, meditation, nonverbal communication, gaming strategies, etc.] and offer the rest of the class a training session on this. Students will be evaluated on: 1. ways in which class their participation, homework, methods group trainings, personal training manual, and final reflective essay demonstrate progress on the three course goals, 2. the ways they make appropriate use of the theories and methods studied in the course, and 3. the clarity and effectiveness of their oral and written presentations. Level: Introductory/Intermediate. Class limit: 15. Lab fee: \$25.

### **HS 2045: Contemporary Social Movements: Bolivia**

Faculty: Cox, Gray

Meets the requirement(s): HS

Social struggles for human rights, indigenous community autonomy, ecological sustainability, equality, sovereignty and other concerns invoke values, draw on methods and appeal to allies from the larger international context and yet play out with their own very distinctive dynamics at community, regional and national levels. When social movements achieve political power that enables them to use the state in advancing their goals, these dynamics become even more complex. An especially rich and important case study of these complex dynamics is provided by the struggles leading up to the election of Bolivia's first indigenous president, Evo Morales, and the subsequent efforts to establish a pluri-national



state in which rights of Nature (“Pacha Mama”) and of indigenous communities are embedded in a vision of sustainability as “Vivir Bien” (living well as opposed to living “ever better” with more GDP).

The goals of this course are to introduce students to the history and current dynamics of Bolivia with the aim to: a.) develop understanding of development issues as applied to Bolivia’s current context; b.) develop abilities to use theories of social change to interpret and critically analyze cases like Bolivia, and c.) develop their skills in research to generate useful knowledge for activists and change agents. The class format will include readings, discussion, visiting lectures from other COA faculty, short analytical papers, and term long projects in which students will define and pursue research on a specific topic such as the struggles over issues related to water, food, climate change, coca production or indigenous culture. Students will also organize poster presentations as part of the October session of the Society for Human Ecology in which a session on the concept of Vivir Bien in Andean countries is being organized. Evaluation will be based on the extent to which student work in discussion and in these papers, presentations, and other activities provide evidence of achieving the three goals for the course. Readings will include shorter excerpts from texts in general theories of social change by Charles Tilly, Bill Moyer, Paulo Freire and others and extensive readings related to Bolivia’s geography, culture, history, economy and politics. Some summer reading will be assigned as preparation for the course. Level: Introductory/Intermediate. Prerequisites: Permission of the instructor. Class limit: 18. Lab fee: \$35.

#### **HS 2046: La Respuesta: Representation and Literature of Witness**

Faculty: Mahoney, Daniel

With *La Respuesta* (The Answer) Sor Juana Inés de la Cruz, the 17th century Mexican nun, made the case for the intellectual tradition of women and their rights to education. Sor Juana’s was a seminal essay in what would come to be called *testimonio*, a literary genre used by marginal (or “othered”) populations to challenge and deconstruct the official history. In this class we will explore how testimony intertwines with questions of writing and truth in an attempt to posit an ethical response to cultural violence, repression, and (mis)representation. We will look at the history of testimony in Judeo-Christian traditions and how its emergence as a literary genre allows for authorial remembering, renaming, and reclaiming of the past. Among

other topics, this course will focus on Latin American Women’s responses to 20th century violence and repression as well as Israeli/Palestinian responses to the massacres at Sabra and Shatila in Lebanon, 1982. Writers and artists may include: Sor Juana Inés de la Cruz, Julia de Burgos, Claribel Alegría, Julia Alvarez, Frida Khalo, Remedios Varo, Chavela Vargas, Rogoberta Menchu, Inverna Lockpez, Mahmoud Darwish, Adonis, Ari Folman, David Polonsky, Yehuda Amichai, Terry Eagleton, Emmanuel Levinas, and Carolyn Forché. Evaluations based on weekly written responses to material, a midterm essay and a final project. Level: Introductory/Intermediate. Prerequisites: none. Class limit: 14.

#### **HS 2049: Marvelous Terrible Place: Human Ecology of Newfoundland**

Faculty: Todd, Sean

Meets the requirement(s): HS

Where is the largest population of humpback whales in the world, the largest caribou herd in North America, the only confirmed Viking settlement in North America, and Paleozoic water bottled for consumption? The remote Canadian province of Newfoundland and Labrador presents a stunning landscape, an astoundingly rich ecological setting, and a tragic history of poverty amidst an incredible natural resource, the northern cod fishery, that was ultimately destroyed. The province has been alternately invaded or occupied by different groups of Native Americans along with Norseman, Basques, French, British, and the US military, because of its strategic location and rich fishing and hunting grounds. One of the first and one of the last British colonies, this richest of fisheries produced a very class based society, composed of a wealthy few urban merchants and an highly exploited population of fishing families often living on the edge of survival. But within the past 50 years, Newfoundland society has been forced to evolve. The provincial government looks towards oil and mineral exploitation to turn around the economy, while ex-fishermen consider eco- and cultural tourism with growing ambivalence. This then is our setting, and background, for an intense examination of the human ecology of this province; the relationship between humans and their environment, sometimes successful, sometimes otherwise, the struggle between the tenuous grasp of civilization and this marvelous, terrible place. To do this we will discuss various readings, examine case studies and review the natural and human history of this unique province. Our learning will culminate with a two-week trip to Newfoundland to examine its issues firsthand. Evaluation will be based on class and field trip participation, re-

sponses to reading questions, a field journal, and a final project. Level: Introductory/Intermediate. Prerequisites: Signature of Instructor. Lab fee: \$950. Class limit: 15.

### **HS 2051: Agriculture and Biotechnology**

Faculty: Stabinsky, Doreen

Meets the requirement(s): HS

This course will provide an introduction to global issues in agriculture today, with an emphasis on the controversies surrounding the use of genetic engineering in agriculture. We start with a careful study of critical issues facing agriculturalists and, indeed, all of us, to give students a broad overview of food production and agriculture globally. In the first half of the course, we will consider: the Green Revolution and technological developments over the last half-century; global trade in agriculture and impacts of major free trade agreements; famine, food aid, and food sovereignty; and neo-Malthusian perspectives on food production and critiques of those perspectives. In the second half of the course, we turn our attention to the science and politics of the new genetic technologies and potential social, economic, and ecological impacts of their use in agriculture. We will examine socio-political and ecological problems associated with transgenic soy production in South America and cotton production in India and China. We will also explore problems of contamination resulting from imports of transgenic maize into Mexico and canola exports from Canada to Japan. To conclude the course we will consider strategies of resistance throughout the world to the introduction of genetically engineered crops. Evaluation will be based on three written problem sets (8-10 pages each) and class participation. Level: Introductory/Intermediate. Prerequisites: none. Class limit: 20. Lab fee: \$10.

### **HS 2052: Popular Psychology**

Faculty: Borden, Richard

Meets the requirement(s): HS

Humans have an inherent need to make sense of their lives. Their search may be simply to improve everyday experience or it may involve a life-long quest for meaning and wisdom. Nonetheless, in every age, they have found written advice to address these perennial needs: ranging from the Bhagavad-Gita and the Bible, through Marcus Aurelius' Meditations and Ralph Waldo Emerson's Self-Reliance AF to the ever-popular self-help book. In the past half-century of the New York Times' Best Sellers List, there has usually been one or more popular psychology books on the list. Hundreds of millions have been sold and read. Some focus on how to improve rela-

tionships, raise children, or build wealth; others promise ways to discover happiness, expand memory, or find a deeper self. Their authors may be serious scholars, well-known psychologists, insightful leaders, or shallow self promoters. The purpose of this course is to critically examine the literature of popular psychology: to explore why people are or are not so drawn to this literary genre and to analyze its deeper psychological significance. A further goal is to evaluate how and when they do work or why they don't. These questions will be guided by an in depth evaluation of the implicit structure of each book, as well as a comparative mapping of it within the theories and methods of professional psychology. In order to investigate a broad cross-section of styles and themes, we begin with several 'classic' popular books as a common foundation. Thereafter, we move on to more varied approaches within small groups and individually. Evaluations will be based on participation in class discussions, several short papers, shared book reviews, and final paper comparing popular and academic psychology. Level: Introductory/Intermediate. Class Limit: 15. Lab fee: \$25.

### **HS 2053: This Changes Everything: Cases in Futures Studies**

Faculty: Cox, Gray

Meets the requirement(s): HS

This course examines strengths and weaknesses of different ways of dealing with the future by looking in depth at two case studies: climate change and artificial intelligence. When dealing with potential existential threats of these sorts, what are the powers and limits of specific methods for trying to know the future and/or act with regard to it? Of what use, for example, are tools such as trend spotting, extrapolation, quantitative modeling, prediction markets, SWOT analysis, imaging, narrative science fiction, scenario building, or Delphi processes of consensus? And what precisely are they useful for? Learning about the inevitability, probability, or possibility of various futures? Or perhaps learning about ourselves, our societies, and the ways in which reality is currently constructed? And how can we frame meanings for our lives, our work, our communities, and the social movements in which we may participate in order to act with integrity and hope in the face of pressing problems that are "wicked" in character and may call for dramatic transformations? Readings on the climate change case study will focus on Naomi Klein's *This Changes Everything: Capitalism Vs. The Climate* and critics of her work. Readings on artificial intelligence will include, for instance, James Barrat's *Our Final Invention* and

selections by Ray Kurzweil and Peter Bostrum. Readings on Futures Studies as a field of study and the specific methods within it will include, for example, selections from James Dator's anthology, *Advancing Futures: Future Studies In Higher Education*, the Millenium Project's *State Of The Future*, and works by Alvin Toffler, John Naisbitt, Eliezer Yudkowsky and Elise Boulding, as well as articles from *The Futurist*. The course will include a weekend workshop in futures invention using methods developed by Warren Ziegler and Elise Boulding. This workshop will be open to public participation. Members of the COA community interested in renewing the College curriculum are especially encouraged to participate. The course goals are to: 1. increase students' understanding of the possible uses and limitations of the broad range of methods in Futures Studies; 2. develop student's abilities to apply and critically assess others' applications of these methods in substantive cases dealing with wicked problems; and 3. develop students' insight into the complexities and possible ways of addressing issues related to climate change and developments in artificial intelligence. Assignments will include a critical analysis paper on each of the two case studies, an in-class report on a Futures Studies/Action method, a reflective essay on the futures invention workshop, and a problem set on methods and their applications to the two case studies. Evaluation will be based on the extent to which class participation and performance in the assignments demonstrates significant advance in achieving the three core goals of the course. Level: Introductory/Intermediate. Prerequisites: none. Class limit: 15. Lab fee: \$25.

### **HS 2054: Theory and Method in the Study of Religion**

Faculty: van Vliet, Netta

Meets the requirement(s): HS

Religion. What is it? Is it a cultural, sociological, psychological, economic, legal, physiological, or political category? How does the term translate between languages and across time and space? What are the different sets of institutions, practices, belief systems, and contexts within which what we call "religion" is located? How can what we call religion be studied? In this course, we will respond to these questions by looking historically, cross culturally, and cross-disciplinarily as well as inter-disciplinarily at how the term religion and the concepts and practices this term carries with it have been used. We will address questions of epistemology (how do we know what we know), and ask ourselves about the status of knowledge itself in the context of religious studies as a disciplinary formation.

Over the course of the term, we will draw on classic texts in religious studies, as well as from anthropology, history, feminist theory, postcolonial studies, psychoanalysis, and from ethnographic studies of both monotheistic and polytheistic belief systems, and of Western and Eastern religions. In doing so, we will engage some of the key debates about the status of religion in relation to politics, including in terms of armed conflict, colonialism and anti-colonial struggle, European Enlightenment, the notion of secularism, debates about gender and sex, and the place of religion in contexts of liberal democracy and modern nationalisms. We will address concepts such as: the sacred and the profane, totem and taboo, spirit, the divine, sublime, purity, danger, violence, peace, holiness, sacrifice, ritual, superstition, ghosts, faith, evidence, truth, secularism, possession, spirit, prayer, resurrection, messianism, and alterity. Readings will include texts by Benedict Anderson, Talal Asad, Adam Becker, Thomas Beidelman, Walter Benjamin, Maurice Bloch, Daniel Boyarin, Jonathan Boyarin, Jacques Derrida, Mary Douglas, Emile Durkehim, Mircea Eliade, E.E. Evans-Pritchard, Katherine Ewing, Sigmund Freud, Clifford Geertz, Aisha Khan, Sarah Kofman, Claude Levi-Strauss, Emmanuel Levinas, Saba Mahmood, Karl Marx, Amira Mittermaier, Sherry Ortner, Stefania Pandolfo, Ann Pellegrini, Sarvepalli Radhakrishnan, Gershom Scholem, Joan Scott, Ninian Smart, Edward Tylor, Max Weber, and Angela Zito. Students will be evaluated based on attendance, in-class participation, reading responses, and two short analytical essays. Level: Intro/Intermediate. Prerequisites: none. Class limit: 15.

### **HS 2055: Writing Seminar II: Argumentation**

Faculty: Levin, Robert

Meets the requirement(s): W

A logical sequence to Writing Seminar I, this course emphasizes argument and persuasion. The assigned readings show students not only how others passionately and creatively argue points but how argument and persuasion are integral to writing effective papers on topics ranging from the need to diversify the student body to protecting Atlantic salmon. Like Writing Seminar I, this course also requires library research and an understanding of different forms of documentation. Level: Introductory/Intermediate. Prerequisites: none, Offered every year. Class limit: 12.

### **HS 2057: Fail Better: Writing Short Fiction**

Faculty: Mahoney, Daniel

Meets the requirement(s): HS

This course will serve as a workshop both for creating our own short fictions as well as a forum for reading and responding to work by established authors. As a class we will get down to business; we will read and discuss amazing short stories and amazing authors; we will learn how to offer constructive criticism of each other's work; and we will write, we will write, we will write. Class meetings will combine analysis of published work with a discussion of how individual writers approach their craft. We will study the conflict, character, plot and music of prose. The focus of this class will be literary fiction. I define literary fiction as work that is concerned not just with what happened, but why it happened. It is character driven and explores the motivations, desires, drives, and consequences of the complex human experience. It is the stuff of life. Representative authors: Jorge Luis Borges, Julio Cortázar, Amelia Gray, Makoto Kawabata, Gish Jen, Hemingway, Flannery O'Connor, Milan Kundera, Mary Gaitskill, James Baldwin, Junot Diaz. Students are expected to create four shorter and one longer piece of fiction, respond to published writers, lead weekly discussions, participate in class response to fellow writers, and to revise their own work in substantive ways. Level: Introductory/Intermediate: Prerequisites: None. Course limit: 12.

### **HS 2060: Philosophies of Liberation**

Faculty: Cox, Gray

Meets the requirement(s): HS

What is freedom, why might it be of value, how might it be obtained, and what consequences might liberation have for individuals, classes, genders, ethnic groups, races, nationalities, or species? In a wide variety of political, social, religious, and cultural movements, the notion of freedom as achieved by some kind of liberation is a central theme—and an essentially contested concept which means quite different things to different people. This course focuses on the philosophical tasks of sorting out those different meanings and critically analyzing the frameworks of ideas people use to make sense of their notions of freedom and projects of liberation. It will adopt an intellectual history approach that will include placing the texts in their social and historical as well as philosophical contexts. Readings will include works from Gandhi, Paulo Freire, and writers from the open source and creative commons movements as well as selections from feminist, Buddhist, neo-liberal, Marxist, existentialist, and other traditions. Goals of the course are: 1. to develop students' philosophical skills

in the interpretation of texts in their historical context and the critical analysis of frameworks of ideas, 2. to develop their critical understanding of alternative visions of freedom and liberation, and 3. to develop their abilities to communicate sophisticated philosophical analysis in written and oral forms. Evaluations will be based on the demonstration of progress on these goals in class discussion, homework, short and medium sized papers and problem sets. Level: Introductory/Intermediate. Prerequisites: none. Class limit: 15. Lab fee: \$20.

### **HS 2061: Indigenous America**

Faculty: Little-Siebold, Todd

Meets the requirement(s): HS HY

This course will provide an introduction to the history of indigenous peoples in the Americas. Using a seminar style, the class will combine some overview lectures, student-led discussion of books, and project-based learning to provide an initial introduction to the diverse histories of native peoples from Canada to the Andes. The course will focus on both pre-contact societies as well as the processes of interaction between Europeans and indigenous peoples in the Americas. Using a selection of case studies the course will highlight building an understanding of indigenous worldviews as well as socio-political organization and the ways both were transformed by colonialism. A range of books will introduce students to the ethnohistorical literature on native communities from Mesoamerica, North America, and the Andes. A simultaneous component of the course will be students' research projects on a topic of their choosing that explores a dimension of native people's histories. Students will be evaluated on attendance, course participation, short analytical essays, and their final project. Level: Introductory/Intermediate. Prerequisites: none, however, students without any background in history should expect to invest extra time with the readings and writing assignments. Class limit: 15.

### **HS 3010: Autobiography**

Faculty: Carpenter, Bill

Meets the requirement(s): HS

This course uses autobiography as a literary form to examine the lives of certain significant people and then to examine our own lives, concentrating particularly on understanding the effects of early home and community environments. In the first half of the term, students read and report on two autobiographical works chosen from a list including Beryl Markham, Carl Jung, Margaret Mead, Maya Angelou, Leo Tolstoy, Virginia



Woolf, Vincent Van Gogh, W. B. Yeats, and Pete Rose. In the second half, students write their own autobiographies, working in small groups and frequent tutorial meetings with the instructor. The product is an autobiographical examination of the student's own development. This course should consume 15 hours per week outside of class, more at the end of the term when finishing the autobiography. Level: Intermediate. Prerequisite: Course involving literature and writing and Instructor Signature. Offered every other year. Class limit: 8.

### **HS 3011: Bread, Love, and Dreams**

Faculty: Carpenter, Bill

Meets the requirement(s): HS

This course is an introduction to the unconscious. It begins with the problem of knowing something which by definition is unknown. It then proceeds to examine two classic approaches to the unconscious: dreams and love. Students are expected to keep dream notebooks and to recognize their own unconscious life in the light of readings. Readings start with the unconscious in its classical formulation according to Freud and Jung. We read *The Interpretation of Dreams* and *Two Essays in Analytical Psychology*. We consider these themes in fiction using Henry James' *The Beast in the Jungle*. We then move to more contemporary writers, particularly James Hillman's *The Dream and the Underworld*, Michel Foucault's *History of Sexuality*, and finally consider some of the negative implications of the material in Elaine Scarry's *The Body in Pain*. The writing part of this course is done in pairs, with groups of two students cross-examining each other's dream notebooks and self-analysis. Level: Intermediate. Prerequisite: A course in literature or psychology. Offered every other year. Class limit: 20. Lab fee: \$20.

### **HS 3012: Poetry and the American Environment**

Faculty: Carpenter, Bill

Meets the requirement(s): HS

Since Anne Bradstreet in the seventeenth century, American poets have responded to the natural environment and its human transformation. Poets have learned to see by their exposure to nature, then in turn have used their techniques of vision, music and metaphor to teach us how to see who and where we are. This class considers poets of the Romantic and Transcendental movements, spends some time with Walt Whitman and Emily Dickinson, then focuses on the twentieth century, especially T.S. Eliot, Wallace Stevens, Robert Frost, Robinson Jeffers, and Elizabeth Bishop. We end with some contemporaries: Rob-

ert Hass, Charles Simic, Gary Snyder, and Mary Oliver. Students may write either an analytical paper or a collection of their own poetry. Class meetings are supplemented by additional workshop sessions for student poets. Level: Intermediate.

### **HS 3015: African American Literature**

Faculty: Waldron, Karen

Meets the requirement(s): HS

This survey of African American literature from its origins in the slave narrative to the present vivid prose of some of America's best writers considers the impact of slavery and race consciousness on literary form and power. Readings include letters, essays, poems, short stories, and novels of some of the following authors: Phillis Wheatley, Frederick Douglass, Harriet Jacobs, Pauline Hopkins, Langston Hughes, Richard Wright, Zora Neale Hurston, Gwendolyn Brooks, Ralph Ellison, Toni Morrison. Level: Intermediate. Prerequisite: A previous literature course or signature of the instructor. Offered every other year. Class limit: 15.

### **HS 3019: Mountain Poets of China and Japan**

Faculty: Stover, Candice; Visvader, John

Meets the following degree requirements: HS

There was a long standing tradition in both China and Japan of wandering poets and mountain hermits who expressed their experiences in nature in poetic terms. In this class we take an overview of the major styles of poetry in both of these countries and sample some of the work of their major poets. After a brief introduction to the use of dictionaries and various language tools available in books and on the internet, students will be invited to try their hand at translating some of the Chinese poems and rendering them into good poems in English. Level: Intermediate. Students will be expected to take the course on a Pass/Fail basis, with special arrangement made for those needing to take it for a grade. Class limit: 12.

### **HS 3020: Contemporary Social Movement Strategies**

Faculty: Cox, Gray

Meets the following degree requirements: HY HS

When groups organize others to promote social change, what alternative strategies do they employ and how effective are they in varying circumstances? Can any general principles or methods for social change be gleaned from the successes and difficulties encountered in various social movements around the world? We will use Bill



Moyer's Doing Democracy and a series of other theoretical readings to look at general models and strategies. And we will use a series of case studies including, for instance, the Zapatistas, Moveon.org, the liberation of Eastern Europe, the U.S. Civil Rights Movement, the anti-Globalization movement, the Breast Cancer Social Movement and the Gay and Lesbian movement. Students will write a series of short analyses of cases considered in class and do extended case studies on their own. Evaluation will be based on the quality of class participation, research and writing. Level: Intermediate. Class limit: 15. Lab fee: \$25.

### **HS 3022: Intermediate Spanish II**

Faculty: Peña, Karla

This course is for students who use the simple and compound structures of the indicative mood. Objective: The students will express themselves orally and through writing using the appropriate vocabulary and complex sentence structure in the indicative, subjunctive, and imperative moods, adverb clauses and more sophisticated idioms. Evaluation Criteria: two compositions, two auditory tests, two writing tests covering grammar, two oral tests, assignments/ homework, class participation. Level: Intermediate. Class limit: 10.

### **HS 3023: International Wildlife Policy and Protected Areas**

Faculty: Cline, Ken

Meets the following degree requirements: HS

"Save the whales"; "save the tiger"; "save the rainforest"—increasingly wildlife and their habitats are the subject of international debate with many seeing wildlife as part of the common heritage of humankind. Wildlife does not recognize the political boundaries of national states and as a result purely national efforts to protect wildlife often fail when wildlife migrates beyond the jurisdiction of protection. This course focuses on two principal aspects of international wildlife conservation: 1) the framework of treaties and other international mechanisms set up to protect species; and 2) the system of protected areas established around the world to protect habitat. We begin with an examination of several seminal wildlife treaties such as the International Convention for the Regulation of Whaling, CITES, migratory bird treaties, and protocols to the Antarctica Treaty. Using case studies on some of the more notable wildlife campaigns, such as those involving whales and elephants, we seek to understand the tensions between national sovereignty and international conservation efforts. The Convention on

Biological Diversity and its broad prescriptions for wildlife protection provide a central focus for our examination of future efforts. Following on one of the key provisions in the Convention on Biological Diversity, the second half of the course focuses on international and national efforts to create parks and other protected areas. In particular we evaluate efforts to create protected areas that serve the interests of wildlife and resident peoples. Students gain familiarity with UNESCO's Biosphere Reserve model and the IUCN's protected area classifications. We also examine in some depth the role that NGOs play in international conservation efforts. The relationship between conservation and sustainable development is a fundamental question throughout the course. Level: Intermediate. Recommended courses: Use and Abuse of Public Lands, Global Politics and Sustainability, Global Environmental Politics.

### **HS 3026: Whitewater/Whitepaper: River Conservation and Recreation**

Faculty: Cline, Ken

Loren Eisely once remarked, "If there is magic on this planet, it is contained in water." Eisely's observation is an underlying premise of this course—that there is something very special about moving water. This course is taught in a seminar format in which students will read and discuss ecological, historical, sociological, political and legal aspects of river conservation and watershed protection. Special emphasis is placed on understanding the policy issues surrounding dams, river protection, and watershed planning. In conjunction with readings and class discussions, students will use a term-long study of a local stream to learn about the threats facing rivers in the United States and the legal and policy mechanisms for addressing these threats. In addition, the class will take an extended field trip to western Massachusetts to gain first-hand knowledge of the tremendous impact river manipulation can have on a social and ecological landscape. We will spend time looking at historically industrialized and now nationally protected rivers in the region. Through weekly excursions on Maine rivers, students will also develop skills to enable them to paddle a tandem canoe in intermediate whitewater. Evaluation will be based on problem sets, role-playing exercises, contribution to the class, short essays, and paddling skills. Weekly excursions to area rivers entail special scheduling constraints as we will be in the field all day on Fridays. Level: Intermediate. Prerequisite: signature of instructor. Class limit: 11. Lab fee: \$100.

## **HS 3027: Microeconomics for Business and Policy**

Faculty: Taylor, Davis

Meets the following degree requirements: HS, QR

What is the best way to insure that communities can provide dependable, well-paying jobs to their citizens? Why does Coca Cola spend millions of dollars to advertise a product with which most people are already very familiar? What can the game of blackjack tell us about how industries are structured? How can we get coal-burning power utilities to reduce their carbon emissions while they save millions of dollars in the process? How can we provide much better health care to all Americans, at much less cost, while making it easier for small businesses to grow? All of these questions, and many more like them, are answered by microeconomic theory. This intermediate-level course exposes students to basic microeconomic theories, models, and concepts that shed insight on the economic behavior of businesses, individuals, governments and politicians, and international organizations. We will emphasize approaches that have numerous overlapping applications to both business and policy evaluation: markets, pricing, firm structure and decision-making, strategic behavior (using game theory), consumer behavior, externalities (such as greenhouse gas emissions) and the provision of public goods (such as military, education, and environmental conservation). We will pay special attention to the economics of asymmetrical information (adverse selection, moral hazard, and principal-agent situations) that have a wide range of applications, including issues such as the ineffectiveness of the American health care system, the structuring of business finance, and the hiring and paying of employees. This will be a non-calculus course, but will give students exposure to technical economic modeling, with heavy emphasis on graphical modeling of complex social phenomena. We will use a lab period to conduct extensive experiments and games that illustrate or test economic concepts and hypotheses. Level: Intermediate. Prerequisite: signature of instructor or one course in economics or business. Class limit: 15. Lab fee: \$30.

## **HS 3028: The Mystics**

Faculty: Visvader, John

Meets the following degree requirements: HS

Mysticism is an important current in almost all religions and marks an attempt on the part of the mystic to experience a union with the deepest nature of reality. This course offers an examination of the nature and types of mystical experience with a particular emphasis on the paradoxical language that many mystics use. Language is

thought to be inadequate to describe the nature of the real and yet language is the only tool to communicate with others. Contradictory and paradoxical expressions and descriptions are used in an attempt to point beyond language directly at reality. While drawing primarily on Western religions of the Greek, Christian, Islamic and Jewish traditions, questions are raised concerning the degree to which Eastern traditions, such as Buddhism, can be meaningfully regarded as mystical. Some of the mystics examined in detail include Plotinus, Ibn Arabi, Meister Eckhart, Marguerite Porete, St John and St. Teresa. Students will be evaluated on their participation in discussions and the ability to convey their understanding of mysticism in both mid-term and final take-home exams. Level: Intermediate. Class limit: 20.

## **HS 3029: Shakespeare: Character, Conflict, and Cinematography**

Faculty: Carpenter, Bill

Meets the requirement(s): HS

This course will focus on Shakespeare's tragedies as a direct link between the birth of tragedy in ancient Greece and the violence of contemporary cinema. The class begins with a week of Shakespeare's sonnets as an entry into the co-evolution of language, metaphor and human emotion. We'll then compare Hamlet and Sophocles' Oedipus Rex in the light of Freudian theory to shed light on universal issues of incest and domestic violence, and continue with a play every week in two extended evening sessions, 4-9 p.m. Monday and Thursday, with pizza intermission. The Monday sessions will be a complete dramatic reading of the play involving the whole class, stopping to discuss salient points, with the aim of complete understanding of language, structure and meaning. The Thursday sessions will be a single or double feature of contemporary and classic film adaptations, followed by discussion of the relation between play and film. Sample pairings would be Romeo and Juliet with Bernstein's West Side Story; Macbeth with Geoffrey Wright's Macbeth and Kurosawa's Throne of Blood, King Lear with Moorhouse's A Thousand Acres. Two written assignments will involve a choice of structural analysis of a play, re-casting Shakespearean scenes or motifs into original short fiction, or selecting and following a Shakespeare play through all its cinematic variations. Texts will be individual editions of the plays, along with Michael Greer's Screening Shakespeare for individual background. Intermediate: prior writing or literature course recommended. Level: Intermediate. Prerequisites: prior writing or literature course recommended. Class limit: 16. Lab fee: \$10.

### **HS 3031: Our Public Lands: Past, Present, and Future**

Faculty: Cline, Ken

Meets the requirement(s): HS HY

By definition “public lands” belong to all of us, yet public lands in this country have a history of use (and abuse) by special interests and a shocking absence of any coherent management strategy for long-term sustainability. This course is taught in seminar format in which students read and discuss several environmental policy and history texts that concern the history and future of our federal lands. We also use primary historic documents and texts to understand the origins of public ownership and management. We examine the legal, philosophical, ecological, and political problems that have faced our National Parks, wildlife refuges, national forests, and other public lands. An effort is made to sort out the tangle of laws and conflicting policies that govern these public resources. Special attention is given to the historic roots of current policy debates. Evaluation is based upon response papers, a class presentation, participation in class discussions, and a group project looking closely at the historical context and policy implications of a management issue facing a nearby public land unit. Level: Intermediate. Prerequisite: Introductory history or policy class recommended. Class limit: 20. Lab fee: \$15.

### **HS 3032: The Cold War: Early Years**

Faculty: McKown, Jamie

Meets the requirement(s): HS HY

This course provides a broad historical overview of the early years of the “Cold War” period that shaped global politics generally and American foreign policy specifically. Beginning in the 1940's and leading up to Richard Nixon's election in 1968 we will examine the diplomatic relationship between the United States and the Soviet Union and how this relationship has impacted state actors, economic policies, cultural production, and conceptions of identity. While there will be a heavy focus on traditional state-level diplomatic history, students will also explore a broad array of methodological approaches. Class sessions will include a mix of traditional lecture formats, class discussion, and outside presentations. An evening lab is scheduled in order to screen a variety of cultural artifacts from the various periods we will cover. The primary goal is to give students an intensive 10-week crash course into key events, concepts, figures, etc.. that defined the early decades of Cold War diplomacy. At the same time there is also time allocated for students to explore their own independent research interests. Given the far-reaching force of Cold War politics

into everyday life, individuals with widely varying academic interests will find the course informative and productive. Evaluation will be based on a mix of class participation, individual research assignments, and exams. All students, regardless of their backgrounds, previous coursework, or interests are welcome. Level: Intermediate. Class limit: 20. Lab fee: \$20.

### **HS 3034: Conspiracy Theory and Political Discourse**

Faculty: McKown, Jamie

Meets the requirement(s): HS

The fear of the “hidden” enemy that lurks behind the shadows is a narrative theme that appears periodically in the political discourse of all democratic societies. Yet, this narrative of fear (often labeled as conspiracy theory) is regularly criticized as somehow being inherently antidemocratic, irrational, or dangerous. At the same time, this form of argument can also be “mainstreamed” and defended as a legitimate response to the events of the moment. How do we make sense of this tension? If conspiracy theory as a mode of explanation is inherently “irrational,” what does this mean for its enduring presence in our political discourse? Is the only difference between a reasonable claim rooted in fear and the conspiracy theories of “kooks” and “nutjobs” simply a matter of which one is “correct?” This class will address the role fear and anxiety plays in our social and political lives. We will explore a variety of topics related directly to how threats, conspiracies, agents of “evil,” and “otherness” become manifest in public discourse. Specific topics include: the possible tension between “rational” deliberative decision making and the cultivating of anxiety in public governance; why we dismiss some claims as mere conspiracy theory and yet have no problem accepting other similarly formed arguments; what role the “outsider” plays in cementing cohesion within an “in” group; and the disturbing possibility that fear is actually a healthy component of democratic debate. The class will look at both contemporary and historical examples from the United States and around the world. There are three primary goals of the class: first, to expose students to the analysis of primary texts rooted in public fear and anxiety; second, to provoke discussion about the role of conspiracy and threats in democracies; and third, to provide students with a survey of secondary work that seeks to situate and make sense of these topics. Readings will be a combination of primary artifacts for interpretation (such as speeches, manifestos, pamphlets, and movies) as well as secondary analytical readings. In addition to the regular class meeting time, students will be expected to attend a weekly evening lab

session devoted to the screening of visual works and/or presentations by speakers. Evaluation will be based on readings driven discussion as well as individual student writing assignments. Students will produce several short length essay assignments during the term as well as a longer research paper at the end of the term. This class is open to students of all interests regardless of their experience with politics, government, or social theory. Level: Intermediate. Class limit: 15.

### **HS 3035: Sustainable Strategies**

Faculty: Friedlander, Jay

Meets the requirement(s): HS

Business has tremendous societal ramifications. Inventions and industries from the automobile to the internet impact everything from air quality to economic and political freedom. Entrepreneurs, who are often at the forefront of business and thus societal innovation, are changing the way business is conducted by creating businesses that are beneficial to the bottom line, society and the environment. Through cases, projects and present day examples, the course will challenge students to understand the impact of business on society and the challenges and pitfalls of creating a socially responsible venture. In addition, it will offer new frameworks for creating entrepreneurial ventures that capitalize on social responsibility to gain competitive advantage, increase valuation while benefiting society and the environment. The final deliverable for the course is an in-class presentation in which student teams will either: 1. recommend ways to improve the social and environmental impacts of a company, while increasing competitive advantage and bottom line; or 2. benchmark two industry competitors, a socially responsible company versus a traditional company. Level: Intermediate. Class limit: 15.

### **HS 3036: Oceans & Fishes: Readings in Environmental History**

Faculty: Little-Siebold, Todd

Meets the requirement(s): HS HY

This course will explore the rapidly expanding field of marine environmental history and historical studies that focus on fish and fisheries. Recent methodological and conceptual work as well as growing interest in the history of these topics driven by conservation and policy issues has made this an important and innovative field. Using the work of a variety of scholars from different fields the class will explore how historical accounts can be constructed with an emphasis on the types of available sources, the use of evidence, and how each author builds their argument. We will explicitly compare the methods,

use of evidence and other aspects of different disciplinary approaches to the topic to highlight the strengths and limitations of each approach. This dimension of the class is particularly interesting because of the dynamic and interdisciplinary nature of scholarship right now that brings a wide range of research into dialogue. Students will learn about the history of oceans and fishes by looking at how historians and other scholars frame their works and make their arguments. Students will be evaluated on their preparation for discussion, mastery of the material, short written assignments, and a final project made up of a presentation and essay. This course is appropriate for students with interest in history, community-based research, marine studies, and environmental policy. Students who are just curious and interested in lots of things are also most welcome. Level: Intermediate. Class limit: 15. Lab fee: \$75.

### **HS 3038: The Cold War: The Later Years**

Faculty: McKown, Jamie

Meets the requirement(s): HS HY

This course provides a broad historical overview of the early years of the "Cold War" period that shaped global politics generally and American foreign policy specifically. Beginning with the election of Richard Nixon's in 1968 and following up to today, we will focus on the diplomatic relationship between the United States and the Soviet Union/Russia and how this relationship has impacted state actors, economic policies, cultural production, and conceptions of identity. While there will be a heavy focus on traditional state-level diplomatic history, students will also explore a broad array of methodological approaches. Class sessions will include a mix of traditional lecture formats, class discussion, and outside presentations. An evening lab is scheduled in order to screen a variety of cultural artifacts from the various periods we will cover. The primary goal is to give students an intensive 10-week crash course into key events, concepts, figures, etc.. that defined the later decades of Cold War diplomacy. At the same time there is also time allocated for students to explore their own independent research interests. Given the far-reaching force of Cold War politics into everyday life, individuals with widely varying academic interests will find the course informative and productive. Evaluation will be based on a mix of class participation, individual research assignments, and exams. While this class is designed to compliment the topics covered in The Cold War: Early Years, students are not required to have had this earlier class. Both courses are designed as "stand alone." All students, regardless of their



backgrounds, previous coursework, or interests are welcome. Level: Intermediate. Class limit: 20.

### **HS 3039: Communicating Science**

Faculty: Kozak, Anne

Meets the requirement(s): W

This course is designed for science students developing their research skills working on research projects for a principal investigator; specifically this course will improve the students' writing ability and introduce them to writing for the scientific community. The course involves not only learning to write an abstract and literature review but also understanding the protocols for writing a scientific paper based on lab or field data. In addition, students will prepare a power point presentation on their research to present at a meeting or conference such as the Maine Biological Science Symposium or the annual INBRE meeting. In addition to working with the instructor, students will work on the content of their writing with the principal investigator. Offered every other year. Level: Intermediate. Prerequisite: signature of instructor. Class limit: 12. Lab fee: \$20.

### **HS 3040: History of Agriculture: Apples**

Faculty: Little-Siebold, Todd

Meets the requirement(s): HS HY

This course will explore the history of agriculture from the vantage point of Downeast Maine with a focus on apples. The premise of the course is that by exploring this fascinating crop in detail from the local vantage point of Downeast Maine students will be able to grasp the many historical processes at work from the introduction of the fruit in the late sixteenth and early seventeenth centuries to the age of agricultural improvement in the eighteenth on to the rise and fall of commercial orcharding as a major component of Maine's farm economy in the early twentieth century. Using sources ranging from secondary sources, historical Atlases, Aerial Surveys, and diaries, we will explore how the culture of apple agriculture in Maine develops over time as part of an interconnected Atlantic World where crops flow back and forth between Britain and the colonies/US over hundreds of years. Course activities will include fruit exploration fieldtrips to track down and identify antique varieties as well as visits to the local farms where a new generation of apple culture is taking shape. The course will also engage students with the process of cider-making, both sweet and hard, as well as exercises in the preparation, storage, and processing of apples. Students will be evaluated on their participation in discussion, how they collaborate with others in class projects, and a final individual or

collaborative project. This course is designed for students interested in history, farming and food systems, community-based research, and policy/planning issues. It is also very appropriate for students who like apples and just want to know (a lot) more. Level: Intermediate. Limit: 18. Lab fee: \$125.

### **HS 3041: Intermediate Atelier in French Language and Conversation**

Faculty: Staff

This course helps intermediate level students increase proficiencies in all four skill areas—listening, speaking, reading and writing—using a workshop format drawing on the internet resources and pedagogical methods of the French language institute at CAVILAM in Vichy, France. Classes will meet three times a week for 1.5 hours each session and will include discussions, readings, small and large group activities, and a variety of other exercises that draw on authentic language materials. This is for students with sufficient background in French to engage in basic conversations and learn in a workshop format—students who, using the Common European Framework, are at an A2 to B1 level. Students will be evaluated through written and oral tests, class participation, short papers and oral presentations. Level: Intermediate. Prerequisite: Placement exam required to confirm level. Class limit: 15. Course fee: \$25.

### **HS 3042: Advanced Atelier in French Language and Conversation**

Faculty: Staff

This course helps intermediate level students increase proficiencies in all four skill areas—listening, speaking, reading and writing—using a workshop format drawing on the internet resources and pedagogical methods of the French language institute at CAVILAM in Vichy, France. Classes will meet three times a week for 1.5 hours each session and will include discussions, readings, small and large group activities and a variety of other exercises that draw on authentic language materials. This is for students with sufficient background in the French to engage in complex conversations and learn in a workshop format—students who, using the Common European Framework, are at a B1+ level or higher. Students will be evaluated through written and oral tests, class participation, short papers and oral presentations. Level: Intermediate. Prerequisite: Placement exam required to confirm level. Class limit: 15. Course fee: \$25.



### **HS 3043: Democracy: Models, Theories, Questions**

Faculty: McKown, Jamie

Meets the requirement(s): HS

Democracy is a word you hear constantly in contemporary political discourse. Most people seem to think it's a good thing, but they might not always agree on what the "it" is. Perhaps we should take a moment to unpack the idea of democratic governance in our world. What do we mean when we call something a democracy? Why do we naturally assume that democracy is a good thing? Is it? Should we promote it? How is democratic governance conceptualized across various societies and publics, today and in the past? How are these various models of democracy encoded with certain assumptions about the relationship of the individual subject to the world around them? What does the discourse of the democratic mean in contemporary society? This seminar will cover all of these questions and more. We start with some basic definitional questions and from there springboard into a host of challenging topics pertaining to how governance is conceptualized. We will cover theoretical conceptions of governance and power, empirical observations of the functioning of democratic forms, and grounded questions of practice when applied to contemporary problems. Along the way we will draw on concrete examples from the international, national, local, and (not surprisingly) the COA level. Evaluation will be based on engagement with class discussion, short form response papers, literature reviews, and various student led presentations. Students with a wide variety of interests in governance, politics, policy, economy, theory, and other forms of social analysis are encouraged to enroll. Level: Intermediate. Class limit: 15.

### **HS 3046: Macroeconomic Theory**

Faculty: Taylor, Davis

Meets the requirement(s): HS QR

This course seeks to give students knowledge of macroeconomic theories, models, and concepts. Emphasis will be evenly placed on both formal modeling and intuitive approaches to understanding economic phenomena; an understanding of the relatively formal, abstract macroeconomic models of neoclassical economics will be used to provide a framework for discussion about contemporary macroeconomic phenomena and policy responses. Topics will include unemployment and inflation, fiscal and monetary policy, consumption and savings, economic growth, business cycles, monetary theory and banking systems, balance of payments and international macroeconomics, along with topics of student

interest. Evaluation will be based on problem sets, quizzes, and classroom participation. Level: Intermediate. Prerequisites: one term of college economics, or instructor permission. Class limit: 15.

### **HS 3048: Ethnography, Advocacy, and Ethics**

Faculty: Cabot, Heath

Meets the requirement(s): HS

This course considers how ethnographic research and writing can inform and, in turn, be informed by the work of advocacy. Starting from the premise that advocacy is something that we all do, in different ways and at different levels, we will consider what the tools of ethnography can provide us for both furthering, and also critically unpacking, our roles as advocates. We will also consider how we are often called upon to act as advocates through ethnographic fieldwork: to support one cause over another or take a position—even when it might be easier to look away. At the center of our inquiry will be questions of ethics. What does it mean to advocate responsibly and in an ethical manner? How can advocacy help us develop an informed, responsible ethnographic practice? How can ethnography help us understand the effects and (often unintended) consequences of advocacy projects? In addition to articles and primary sources, we will read full-length ethnographies that examine in detail different advocacy projects. Topics may include: health; human rights advocacy around minorities, culture, gender, and food; environmental advocacy; humanitarian and non-governmental interventions; political asylum; local advocacy projects in Maine and on MDI. This intermediate course is intended for students interested in critically examining the work of advocacy and ethnography and who are ready to read and engage intensively both in class and in their writing. Students will be evaluated on class participation and written assignments; there may also be a field component (to be determined in discussion with students). Level: Intermediate. Class limit: 15.

### **HS 3049: City/Country II: American Literary Landscapes 1900–1960**

Faculty: Waldron, Karen

Meets the requirement(s): HS

This course focuses on American fiction of the twentieth century. As those who have taken City/Country I or a U.S. History course should be aware, the late nineteenth and early twentieth centuries were a time of dramatic change in the American landscape. Over the twentieth century, increasing urbanization, immigration and

industrialization, the development of large-scale and industrial agriculture, the construction of a national highway system, and the rise of the suburbs continue this trend. As in the nineteenth-century, “realistic” fiction of social problems and nostalgic stories of a more “realistic” rural life compete to represent the American landscape in literary form. However, along with the Depression there are new elements, representing the intensity of economic and psychological despair not only for the working poor but for the middle and upper classes. During this period the national literature found itself without a religious framework while continuing to be self-conscious of regional differences, especially of the tension between city and country. American literature from the period 1900-1960 shows ever more dramatic realistic representations of the changing social landscape as well as innovative experimental structures aiming to represent the experience of and feeling for place in new, intensely evocative and secular ways. Examining works that portray the broad spectrum of American landscapes, we will look at how a complex, turbulent, multicultural, and simultaneously urban and rural American culture defines itself and its sense of values including those of gender, class, race, and social relations against these landscapes. Authors we may read include: Wharton, Fitzgerald, Yeziarska, Anderson, Cather, Faulkner, Hurston, Glasgow, Dos Passos, Steinbeck, Petry, and O'Connor. There will be two extra, evening classes during week 6 (Short Fiction Week), and a modest lab fee. Evaluation will be based on frequent response papers, two short papers, and a short fiction project, as well as class participation. Preference will be given to those students who have completed City/Country I: American Literary Landscapes 1860-1920. Level: Intermediate. Prerequisite: Signature of instructor required. Offered upon request. Class limit: 15.

### **HS 3051: Belonging, Mobility and Displacement**

Faculty: Cabot, Heath

Meets the requirement(s): HS

What does it mean to belong, or not to belong? What does it mean to be mobile? What is a home, a homeland, home country, or nation? How do experiences of migration, exile, and displacement shift one's understanding of home? New strategies of warfare, statecraft, and political violence, and recent environmental and social disasters, are giving rise to forms of belonging, mobility, and displacement that do not fit within traditional categories. War and political violence destabilize national borders while reinforcing structures of power that bolster or mimic nation-state forms. Environmental disaster and poverty cause displacements that cannot be classified in

terms of either “economic” or “forced” migration, but produce composite categories which, as of yet, have no legal foothold, such as “economic” or “environmental” refugees. While popular culture heralds the rise of multiculturalism in a “globalized” world, there are also alarming signals (surveillance, strategies of “profiling,” increasing militarization of borders, and race-related violence) that suggest that blood, territory, and race continue as powerful delineators of inclusion and exclusion. This course asks how belonging, mobility, and displacement take shape amid political violence; global migrations of people, capital, and ideas; social inequalities; new forms of political organization and governance (international, grass-roots, supranational); and the continued dominance of nation-states. The course will incorporate theoretical, literary, and ethnographic sources. Students should be willing to challenge themselves in a reading intensive course with a seminar format. Evaluation will be based on the quality of participation in class discussions and on written assignments. Level: Intermediate. Prerequisites: Writing requirement must be fulfilled, as well as a reading intensive class in History, Art, or Human Studies. If you feel you can take the class but the above criteria are not fulfilled, speak to the instructor. Class limit: 15.

### **HS 3053: Voyages**

Faculty: Carpenter, Bill

Meets the requirement(s): HS

From prehistoric times the journey into the unknown has been both a reality and a metaphor of human experience. This course will follow the archetype of the voyage through major literary narratives and road movies. Its written and class assignments will draw from students' own experience as travelers. Using Joseph Campbell's *Hero with a Thousand Faces* as a theoretical framework, we'll move on to Homer's *Odyssey* (selections), Melville's *Moby Dick*, Conrad's *Heart of Darkness*, Woolf's *To the Lighthouse*, Peter Matthiessen's *Far Tortuga* and the new “scroll” version of Jack Kerouac's *On the Road*. We'll watch *Apocalypse Now*, *Priscilla Queen of the Desert*, *Stranger than Paradise*, *Powwow Highway*, *Wild at Heart*, *The African Queen*. Assignments will include in-class reports on students' own journeys and a nonfiction creative writing section on travel narrative. Level: Intermediate. Prerequisites: none. Class limit: 16.

### **HS 3055: The Mayas of Yesterday and Today**

Faculty: Cox, Gray

This is a course in the history and culture of the Yucatec Maya offered as part of the College's

Yucatan Program in Mexico. It will cover key features of the Pre-Hispanic, Colonial, and Modern eras. Readings will include classic texts by and about them as well as contemporary studies in archaeology and anthropology. Themes will include social structure, religion, politics, agricultural practices, language, and family life. Homework will include various short writing assignments and oral project reports. Field trips in and around Mérida will be included both to visit archaeological sites of special interest and also to visit contemporary communities of Maya. Each student will do a major final project which will include research in texts and fieldwork which culminate in an extended study on site in a Maya village. This course will be taught entirely in Spanish. Level: Intermediate. Prerequisite: signature of Yucatan program director and co-enrollment in HS6010 Spanish Language and HS2021 Immersion Practica. Lab fee: TBA. Class limit: 12

### **HS 3057: Taking the Waters: The Politics & Culture of Water in France**

Faculty: Cline, Ken

Meets the requirement(s): HS

France is renowned for its waters. Whether it is the spa cities like Vichy where people flocked to “take the waters,” the marketing of Perrier that started the global bottled water craze, the pilgrimages to the sacred waters of Lourdes, the home of global water giants like Suez Lyonnaise des Eaux, or the rivers that define its various regions, water provides a lens through which to understand France. This course will look at the multiple dimensions of water in France and Europe and ultimately at the question of the meaning of water. This class will be taught in conjunction with Doreen Stabinsky's class and the French language course at CAVILAM (Immersion Program in French Language and Culture). The first five weeks of the course will be based in Vichy. Vichy owes its existence to its mineral springs that have drawn people since Roman times to “faire une cure thermal.” Looking at both the mythology and the current practice of thermal medicine, we will examine the use of water for healing and renewal. In addition, we will investigate the conflict between efforts to modify water globally and citizen efforts to build a “water democracy” around the idea of water as a human right. The final three weeks of the course will explore related issues through excursions in France and to Brussels to understand the history of humans’ relationship with water. From ancient Roman water structures, to the engineering marvel of Paris sewers, contested dam sites, and multinational water conglomerates, the class will experience the changes in water paradigms

over time. The class will also seek to assess the success of Europe's continent-wide attempt at holistic water management. The EU Water Framework Directive provides an excellent opportunity to investigate the new federalism of Europe, ambitious efforts to improve water quality, and the strengths and weaknesses of Integrated Water Resource Management. Class readings and discussions will take place in English, though some conversations with outside experts may be in French. Students will be evaluated on response papers, projects, problem sets, and class participation. Level: Intermediate. Prerequisites: At least one policy course, French language course, and permission of instructor. Class limit: 12.

### **HS 3058: French Food, Politics, and European Political Institutions**

Faculty: Stabinsky, Doreen

Meets the requirement(s): HS

France has long been a hotbed of radical food politics. Current day leaders include José Bové and the Confederation Paysanne, Greenpeace France, and the anonymous “faucheurs volontaires” (harvesters) of genetically engineered maize. Yet well before GMOs made French food politics famous around the world, French producers were protecting their local products with designations of Appellation d'Origine Contrôlée, and using international legal accords to prevent the use of the term “champagne” for any sparkling wine produced outside of the region of Champagne. In this course we will explore the history and politics of several contemporary issues of food politics within France and the European Union (EU), such as the GMO debate; laws protecting seeds, cheese, and wines; agriculture linked with climate change politics leading up to COP21 in Paris; and elements of the EU Common Agricultural Policy, through readings and direct interactions with key figures on those issues. Through our study of food politics in France, students will become familiar with the European political institutions, and over the term will learn the workings of and functional relationships between the European Council of Ministers, the European Parliament, and the European Commission. Students will travel to Paris, Brussels, and Marseilles during the last two weeks of the term to meet with key political figures. Readings will be primarily in French. Discussion will involve as much French as the group language capacity allows. Students will be evaluated based on participation in class discussions, regular writing assignments based on the readings, and a final project. Level: Intermediate. Prerequisites: Permission of instructor. Class limit: 12.

### **HS 3059: Native American Literature**

Faculty: Waldron, Karen

Meets the requirement(s): HS

This course is a challenging introduction to several centuries of Native American literature, the relevance of historical and cultural facts to its literary forms, and the challenges of bridging oral and written traditions. Authors include such writers as Silko, Erdrich, Harjo, Vizenor, and McNickle as well as earlier speeches and short stories. We also consider non-native readings and appropriation of Native American styles, material and world views. Level: Intermediate. Class limit: 15.

### **HS 3061: Postcolonial Islands**

Faculty: van Vliet, Netta

Meets the requirement(s): HS

This course focuses on islands—geopolitically and conceptually—to consider the significance of postcolonial difference for contemporary political questions about representation, violence, exile and diaspora, climate change, poverty, racialization, and sexuality. Islands have long been imagined as sites of fantastic possibility and power, as places of refuge and respite as well as places of horror and dread. They are places imagined as home to cannibals and monsters, but also as idyllic vacation spots and safe havens for shipwrecked sailors. Etymologically, the word island carries with it the meaning of both land and water, and islands are defined as fragments of a whole, and simultaneously as whole unto themselves, raising questions about binaries and boundaries between self and other and about the conceptual topographies of territory, land, and water, thresholds between here and there. Islands have been sites ripe for colonial ventures, understood as isolated, insular, and susceptible to translation and appropriation but also as resistant, bounded and singular, fertile sites of diversity. Islands have also been significant in religious understandings of them as sites for communion with God or as final places of burial. This course will examine islands in these terms as they have been articulated in the literary imagination, in postcolonial studies and ethnography, and in political theory. Drawing on examples such as Defoe's *Robinson Crusoe*, J.M. Coetzee's *Foe*, *The Odyssey*, Plato's *Atlantis*, Jonathan Swift's *Gulliver's Travels*, Shakespeare's *The Tempest*, Octave Mannoni's *Prospero and Caliban*, Aime Césaire's *A Tempest*, as well as on ethnography in Island Studies (including classic ethnography such as Malinowski's *Trobriand Islands*, and recent scholarship such as *The Island Studies Journal* and *A World of Islands*), we will consider questions about political representation, language and translation, religious, ethnic and sexual dif-

ference, the definition of the human, mobility and sovereignty, resistance and domination. Students will be evaluated based on attendance, in-class participation, reading responses, one short analytical essay, and a final exploratory research project that examines Mt. Desert Island in the context of course materials. Level: Intermediate. Prerequisites: none. Class limit: 10. Lab fee: \$10.

### **HS 3062: Solutions**

Faculty: Friedlander, Jay

Meets the requirement(s): HS

We live in a world of problems ... global warming, inequality, discrimination, child labor, slavery, waste, species extinction, domestic violence, and a myriad of other issues occupy the headlines and can feel overwhelming at times. Unfortunately, we rarely hear about solutions, let alone have the opportunity to create our own solutions for the issues that concern us and inspire us to action.

Changing the world takes more than a critical eye for what is wrong, proselytizing a good idea, and hope. There are many factors which contribute to creating social change and in this course we explore what it takes to be a successful change maker in our communities, and thus in the world. Reversing the lens we use to approach the problems of the world is part of what a Human Ecologist needs to do to understand our challenges:

"...social entrepreneurs are uniquely suited to make headway on problems that have resisted considerable money and intelligence. Where governments and traditional organizations look at problems from the outside, social entrepreneurs come to understand them intimately, from within." –David Bornstein, *How To Change The World*

In this experiential, project-based course students will select a specific problem they would like to solve. Students will perform thorough research into a problem of their choosing, understanding it from within by identifying root causes and other exacerbating factors as well as investigating positive deviance and what people around the world are doing to solve this issue. Through these projects and other readings, students will examine a myriad of problems around the world and look at different strategies people are using to tackle them and create positive social change. The final project for the course will be a concrete proposal for solving the problem they selected. Students will be evaluated based on their performance, participation, and the quality of the projects they produce over the course of the term. Level: Intermediate. Class limit: 12. Lab fee: \$50.



**HS 4010: Seminar in Human Ecology**

Faculty: Borden, Richard

Meets the requirement(s): HS

This seminar traces the historical development of human ecology. We begin by reviewing the seminal works in human ecology, the contributions from biology, and the development of human ecology as a multidisciplinary concept. Along these lines we compare the various brands of human ecology that have developed through sociology (the Chicago school), anthropology and cultural ecology, ecological psychology, and economics, as well as human ecological themes in the humanities, architecture, design, and planning. This background is then used to compare the COA brand of Human Ecology with other programs in this country and elsewhere around the world. Our final purpose is to look at new ideas coming from philosophy, the humanities, biological ecology, and other areas for future possibilities for human ecology. Evaluations are based on presentations and papers. Advanced. Open only to third and fourth level students. Offered every other year. Class limit: 15.

**HS 4012: Contemporary Women's Novels**

Faculty: Waldron, Karen

Meets the requirement(s): HS

This course selects from among the most interesting, diverse and well-written of contemporary women's fiction to focus on questions of women's writing (and how/whether it can be treated as a literary and formal category), gender identity and women's issues, and the tension between sameness and difference among women's experiences, and narrations of women's experience, around the world. The course begins by examining two relatively unknown yet rather extraordinary novels from earlier in the twentieth century: Alexandra Kollantai's *Love of Worker Bees* (1927) and Sawako Ariyoshi's *The Doctor's Wife* (1967). After these, we read from truly contemporary authors and quite varied authors published within the last twenty years, like Buchi Emecheta, Gloria Naylor, Ursula Hegi, Nawal El Saadawi, Sue Grafton, Graciela Limon, Tsitsi Dargarembga, Barara Yoshimoto, Dorothy Allison, Rose Tremain, Julia Alvarez, Leslie Feinberg, April Sinclair, and Achy Obejas. Students each choose an additional author to study and read a novel outside of class. An extensive list of authors is included in the syllabus. Evaluation be based on class participation, either two short papers or one long paper on works discussed in class, a presentation to the class of the outside novel, and a final evaluation essay. Level: Intermediate/Advanced. Prerequisite: a previous literature course and signature of the instructor. Offered every other year.

**HS 4013: Starting Your Novel**

Faculty: Carpenter, Bill

Meets the requirement(s): HS

This is an intermediate to advanced creative writing class for those interested in an intensive approach to writing longer fiction. It would also be useful to the novel reader as a insider's approach to the structure and purpose of fiction, the relation of author to character, and issues of intentionality. We will be reading first chapters from current novels and studying their opening strategies, then each student will develop plot, character, style and setting ideas for a first novel, followed by writing and revising fifty or sixty pages of their projected work. Other concerns will be narrative viewpoint, handling of time, levels of realism, dialogue techniques, writing habits, motivation & self-discipline, and the relation of fiction to personal experience. Background in creative writing or narrative theory would be helpful but not essential. Evaluation will be based on class participation, strength of the concept, and the quality of the student's writtern work. Level: Intermediate/Advanced. Class limit: 10.

**HS 4014: Contemporary Psychology: Body, Mind and Soul**

Faculty: Borden, Richard

Meets the requirement(s): HS

This course explores current theories, research and ideas in psychology. The core themes of 'body', 'mind' and 'soul' all have a long history of psychological inquiry associated with them. Yet they are every bit as vital and important today. Some of the most influential authors in the field continue to struggle with these classical philosophical questions—and with ways to incorporate state-of-the-art research on them. In this class, we will read and discuss at least one major new book on each theme. Ideas from these perspectives will be compared, contrasted and critiqued. In the final portion of the class, we will look especially at ways in which all three themes can be integrated—not only in academic psychology—but within our own experience. Evaluations will be based on careful reading of all materials, class participation, a series of short papers, and an end-of-term presentation and final paper in each student's area of personal interest. Level: Intermediate/Advanced. Prerequisite: Some background in psychology. Class limit: 15. Lab fee: \$25.



**HS 4015: Creative Writing**

Faculty: Carpenter, Bill

Meets the requirement(s): HS

This class concentrates on the theory and practice of poetry and short fiction, though there will also be a place for “Starting Your Novel” students to finish up. Our goal is to develop the skills of verbal craftsmanship and self-criticism. Class meetings combine the analysis and critique of individual students writing with the discussions of published works by other writers. We also frequently discuss matters of standards, the creative process, and the situation of the writer in the contemporary world. Students are expected to submit one piece each week, to participate in class response to fellow writers, to make revisions on all work, and to contribute their best pieces to the printed class anthology at the end of the term. Level: Intermediate/Advanced. Class limit: 12.

**HS 4016: Ecology and Experience**

Faculty: Borden, Richard

Meets the requirement(s): HS

Ecology is sometimes considered a “subversive” subject: the more humans learn about the living world, the more we are challenged to re-examine many of our fundamental beliefs. According to this perspective, ecology provides a complex mirror for humans. In its reflection we glimpse a different understanding of our place in the world. Age-old concerns return to consciousness: questions about insight and responsibility, the relation of spirit and matter, issues of meaning, purpose, and identity. In short, the science of ecology has given birth to an entirely new approach to psychology. The purpose of this course is to examine a cross-section of new ideas along this interface. Some ideas will draw on clues from deep in our evolutionary past. Other questions will explore what we know from ecology about living more fully in the present—or ways that ecology can enrich our imagination of the future. Readings for this class will be drawn from primary sources in a variety of fields with a pivotal focus on the relationships of mind and nature. The course will be taught in an interactive, seminar style with participants sharing summaries of the readings—individually and in teams. Two short papers and one end-of-term longer paper are required. Preference will be given to students with background or strong interests in psychology and/or ecology. Level: Intermediate/Advanced. Class limit: 15. Lab fee: \$25.

**HS 4017: Philosophy and Cosmology**

Faculty: Visvader, John

Meets the requirement(s): HS

This is a class in the philosophy of science with a special focus on contemporary theories concerning the origin, evolution, and fate of the universe. After an examination of the nature of theories and the structure of laws it will address such issues as why is there something rather than nothing, the origins of the ‘Big Bang’, inflationary theory and multiple universes, the nature of space and time, attempts at developing a Theory of Everything, and the nature and role of consciousness in the universe. Level: Intermediate/Advanced. Prerequisites: Some knowledge of physics will be helpful but not necessary. Class limit: 20.

**HS 4018: Histories of Power: States & Subalterns in Modern Latin America**

Faculty: Little-Siebold, Todd

Meets the requirement(s): HS

This colloquium-style course will provide an intensive examination of the modern political history of Latin America with a particular emphasis on the specific mechanisms of power used by state actors, local communities, and individuals. The course seeks to provide students with appropriate theoretical tools as well as concrete historical cases from which to examine power dynamics in contemporary Mexico, Central America, and the Andes. The course also highlights a concrete set of cases through which students can examine the history of political upheaval, revolution, and contestation that has defined the region since independence. The chronological scope of the class will be from the early nineteenth century up to the late twentieth century. Students will be asked to take theoretical works about state formation, nationalism and power and examine how such questions could be turned into research projects. Students will write a series of analytical essays on the course readings to problematize each author’s treatment of power and the state. A final project on one author’s theoretical and empirical contribution to the field will serve as a capstone. The course will focus on discussion of the texts, and students will be evaluated on their discussion skills, reading notes, and written work. This course is intended for students with prior coursework on Latin American history (i.e. From Native Empires to Nation States, Articulated Identities, and Seminar in Guatemalan History and Culture), and courses in social theory would also be helpful. Level: Intermediate/Advanced. Class limit: 15.

**HS 4019: Technical Writing**

Faculty: Kozak, Anne

Meets the requirement(s): W

This intermediate-to-advanced level course, which is interdisciplinary, teaches students not only to write clear, precise, and unambiguous memos, reports, executive summaries, and National Environmental Policy Act (NEPA) documents, but also to write collaboratively for an actual client. The practice-oriented approach gives students the opportunity to acquire skills they will need as professionals and to learn to communicate data effectively and concisely to specific audiences. Offered every other year. Level: Intermediate/Advanced. Prerequisites: An introductory writing course and signature of instructor. Class limit: 15.

**HS 4022: Launching a New Venture**

Faculty: Friedlander, Jay

This course will cover the process of new venture creation for students interested in creating businesses or non-profits with substantial social and environmental benefit. It is designed for student teams who have an idea and want to go through the formal process of examining and launching the enterprise. Topics covered in this course will include: opportunity recognition, market research, creating a business plan, producing financial projections and venture financing. As part of the course, all students will submit their ideas to the Social Innovation Competition. In addition, students will make a formal business plan presentation. Level: Intermediate/Advanced. Class limit: 15.

**HS 4023: Economic Development: Theory and Case Studies**

Faculty: Taylor, Davis

Meets the requirement(s): HS

Economic growth in the developing world has lifted millions out of poverty at the same time that misguided attempts at widespread application of generic economic development theories has impoverished millions. As a result of this tragedy, new approaches and methodologies to economic development are emerging, and represent some of the most important, dynamic, and controversial theories in all of economics. This course examines these new perspectives on economic development. We will briefly contextualize the new by reviewing "old" economic development, then move on to theories that emphasize very place-based, country-specific approaches to how

economies develop; this will involve examining the specific roles of capital accumulation, capital flows (including foreign exchange, portfolio capital, foreign direct investment, and microfinance), human capital, governance, institutions (especially property rights, legal systems, and corruption), geography and natural resource endowments, industrial policy (i.e. free trade versus dirigiste policies), and spillovers, clustering, and entrepreneurship. The course will involve a rigorous mix of economic modeling, careful application of empirical data (including both historical analysis and cross-sectional studies; students with no exposure to econometrics will receive a brief introduction) and country studies. Evaluation will be based on classroom participation, responses to reading questions, short essays, and a final project consisting of an economic development country study of the student's choice that demonstrates application of theoretical concepts to the real world. Level: Intermediate/ Advanced; Prerequisites: One economics course. Class limit: 15.

**HS 4026: Environmental Law and Policy**

Faculty: Cline, Ken

Meets the requirement(s): HS

This course provides an overview of environmental law and the role of law in shaping environmental policy. We examine, as background, the nature and scope of environmental, energy, and resource problems and evaluate the various legal mechanisms available to address those problems. The course attempts to have students critically analyze the role of law in setting and implementing environmental policy. We explore traditional common law remedies, procedural statutes such as the National Environmental Policy Act, intricate regulatory schemes, and market-based strategies that have been adopted to control pollution and protect natural resources. Students are exposed to a wide range of environmental law problems in order to appreciate both the advantages and limitations of law in this context. Special attention is given to policy debates currently underway and the use of the legal process to foster the development of a sustainable society in the United States. Students are required to complete four problem sets in which they apply legal principles to a given fact scenario. Level: Intermediate/Advanced. Prerequisites: Introduction to the Legal Process or Philosophy of the Constitution strongly recommended. Offered at least every other year. Class limit: 20. Lab fee: \$20.

### **HS 4028: Cross-Cultural American Women's Novels**

Faculty: Waldron, Karen

Meets the requirement(s): HS

This is an intermediate/advanced course in which students will explore in depth the connections between and among modern and cross-cultural women's novels, primarily those written in the now very multi-cultural United States. We will strive to make connections between texts so as to better understand the nature of and any patterns or themes that shape women's and cross-cultural fictional narration. Historical perspective, cultural differences, and gender roles will all be taken into consideration as we analyze relatively recent women's fiction by such authors such as Toni Morrison, Maxine Hong Kingston, Gloria Naylor, Linda Hogan, Julie Shikeguni, Jamaica Kincaid, Nora Okja Keller, Cristina Garcia, Jhumpa Lahiri, and Sigrid Nunez. Participants will read carefully, prepare and ask questions of each other, write frequent response papers, and carry out a sustained independent project to be presented to the group. The outside project will focus on one or more additional texts that may be fictional, theoretical, cultural, or historic. The group presentation will put outside texts into broad cultural and historical perspectives and/or discuss them in terms of trends in women's literature, immigrant literature, women's literature of the United States, multicultural narratives, or some other course theme. Selection of the outside text will give participants the opportunity to fill in perceived gaps in their reading or explore a particular narrative or cultural form in depth. The reading load for this course is relatively heavy. Evaluation will focus on preparation, participation, insight, critical thinking, response papers, and the outside project—both its oral presentation and development in an appropriate form (visual, narrative, analytic, curricular, etc.). Level: Intermediate/Advanced. Prerequisites: a previous literature course and permission of the instructor; Contemporary Women's Novels experience recommended. Class limit: 15.

### **HS 4029: Water Worlds: Culture and Fluidity**

Faculty: Cabot, Heath

Meets the requirement(s): HS

This advanced/intermediate socio-cultural theory course examines human ecological relationships in a variety of watery spaces. In the humanities and social sciences, oceans, seas, rivers, and watersheds have recently emerged as particularly productive units of socio-cultural analysis. In contrast to the boundedness that can pervade area studies, these "water worlds" convey both the fluidity of cultural connections and the

richness and detail of deep historical and ethnographic research. Moreover, water worlds help us consider people in their engagements with eco-systems and geographies. This course centers on a variety of watery regions, including the Mediterranean, the Pacific, river life in the Amazon, The Caribbean, the Black Sea, the Atlantic, the Indian Ocean, and human/microbial relationships under the ocean. Topics addressed will include: the constructing of regions, critical approaches to geography, alternatives to globalization theories, and postcolonial theory. Intended for students who want to hone their chops in social-cultural analysis and/or those interested in the topic itself. All enrolled students MUST be prepared to read and discuss dense, complex material in cultural studies and social theory and should have background in learning to think and write analytically. Students will be evaluated on participation in class discussion and on outside written assignments. Level: Intermediate/Advanced. Prerequisites: Permission of Instructor. Class limit: 15.

### **HS 4031: Power and Governance**

Faculty: Cabot, Heath

Meets the requirement(s): HS

This seminar will explore formations and effects of governance and institutionalized power in the Modern and contemporary worlds. We will consider some of the explicit ways in which power over self and other is enacted (through states, institutions, bureaucracies, law, policing and regulatory practices, and transnational governance bodies). Yet we will also ask how power itself is instituted implicitly in everyday routines and practices, in the way we carry our bodies, live our lives, and undertake our work. We will begin our inquiry with the assumption that power and governance are crucial elements of human social life, productive of social and cultural forms, and that examining how they operate is an important task for human ecologists. What is the relationship between power, social structures, and individual personhood? When and how might one stand outside or contest existing formations of power (if at all)? When does power become violent, or is it inherently so? Who has access to the tools of governance, and for what purposes? This advanced-intermediate class in socio-cultural and political theory will grant students a basic fluency in an array of concepts that are crucial in contemporary social scientific scholarship. Students will also read ethnographic texts to consider how theory is both applied and built in reference to particular case studies. Finally, students will learn to enlist theory to conduct their own analysis of contemporary situations. Students will be expected to take on an active role in defining questions for conversation and in facilitating

discussion among their peers. Evaluation will be based on the quality of participation in discussion (50 percent) and on written assignments (50 percent). Level: Intermediate/Advanced. Prerequisites: Writing requirement must be fulfilled, as well as a reading intensive class in History, Art, or Human Studies. If you feel you can take the class but the above are not fulfilled, speak to the instructor. Permission of the instructor required. Class limit: 12.

### **HS 4034: World Literature**

Faculty: Turok, Katharine

Meets the requirement(s): WFO

Using seminal works by Machado de Assis, Luís de Azevedo, and Rabindranath Tagore as a starting point, this course will present non-English twentieth- and twenty-first-century world literature in the context of its relation to cultural, political, and personal identity. One of the main objectives of the course is to provide students with the critical tools necessary for an informed reading and analysis of texts, especially in light of questions of identity formation, an imagined or remembered sense of home and displacement or exile, and cultural conflict in today's world. Acknowledging and becoming familiar with elements such as genre, period, style, and theme are also goals of the course.

Fiction and nonfiction in translation, with some attention to bilingual and parallel texts, will include short and full-length prose works by writers such as Lu Xun, Naguib Mahfouz, Tadeusz Borowski, Mahasweta Devi, Lydia Chukovskaya, Ingeborg Bachmann, Emile Habibi, Reza Baraheni, Gabriel García Márquez, Nawal el Saadawi, Aimé Césaire, Carlos Fuentes, Christa Wolf, Jaime Manrique, René Alomá, Carme Riera, Alifa Rifaat, Octavio Paz, Abé Kobo, Jack Agüeros, Empar Moliner, Ben-Zion Tomer, Francisco Goldman, Arundhati Roy, Shulamith Hareven, Haruki Murakami, Roya Hakakian, Edwidge Danticat, Pola Oloixarac, Abelardo "Lalo" Delgado, and Susana Chávez-Silverman. Evaluations will be based on discussion, three short papers, and one interpretive essay.

This course may be taken as a writing-focused class. Students who elect this option will have that noted in the first line of the evaluation, and the evaluation will include comments about their writing. The writing-focus option entails one weekly lab, a revision of one of the first two short papers, the choice of either a revision of the third short paper or a new short paper on a different topic, and a preliminary draft of the final essay, along with a conference before or after each revision and the preliminary work for the final essay. Some labs and conferences may be combined. Level: Intermediate/Advanced. Class limit: 15.

### **HS 4036: Native American Literature with a Focus on New Mexico**

Faculty: Waldron, Karen

Meets the requirement(s): HS

This course is part of a three-course sequence entitled "The Unexpected Journey: Art, Literature, and History on the Road in Nuevo Mexico." Several Native American tribes reside in the area of New Mexico we will be visiting for two weeks; many Native writers have written about this landscape; and as the written literature has emerged in a hostile environment, it will be fruitful for students to have a living example of this environment and to experience the land and multiple cultures of this region firsthand. To that end, we will also read literary representations of Native American lives and culture written by non-Native Americans. The course has been designed so as to prepare us to enter the landscape, reflect on it, and read and discuss short works—while placing them in a larger history of the continent and its peoples—while we are away. Each student will write six response papers, keep a journal, research and present an historical issue or event to the class, and write a proposal with bibliography for their final course project. Evaluation will be based on all these components of the course plus class participation as another form of evidence of close and careful reading and engagement in learning to navigate different worldviews and literary conventions.

All three courses must be taken concurrently: Native American Literature: A Case Study of the Development of Literary Traditions with a New Mexico Focus (Waldron), Art and Culture in Northern New Mexico (Clinger), Processing the Unexpected Journey: Aesthetics, Experience, and the Creation of an Interdisciplinary Project (Clinger and Waldron). Level: Intermediate/Advanced. Prerequisites: Permission of Instructor. Class limit: 8.

### **HS 4037: Processing the Unexpected Journey**

Faculty: Clinger, Catherine; Waldron, Karen

Meets the requirement(s): HS

The third course in a three-course sequence entitled "The Unexpected Journey: Art, Literature, and History on the Road in Nuevo Mexico" will provide students concentrated time and attention on classic, contemporary, and innovative texts of aesthetic and place philosophy as well as sustained time devoted to artistic, literary, and/or historical production. This course will include program and project orientation (Spring and early Fall 2013, as well as some summer reading), field trip debriefings while we are on the road in New Mexico, and a sustained period of



study (in the literature of aesthetics), planning, and production of a substantial project centering on the literary and/or visual narrative or series of narratives they have chosen. Components of the course include: providing of faculty-assisted time to prepare for, reflect on, and process what students have seen and experienced; the reading of a variety of texts on both the aesthetics and philosophies of place; workshop time to conceptualize and develop a design for the final project; frequent consultations with the teaching faculty on the project's development; supported studio and/or research time to bring the project to completion; and checkpoints for collaboration and critique. To the extent possible, students will share their projects with the COA community at the completion of the term. Evaluation will be based on all these components of the course including class participation and the final project.

All three courses must be taken concurrently: Native American Literature: A Case Study of the Development of Literary Traditions with a New Mexico Focus (Waldron), Art and Culture in Northern New Mexico (Clinger), Processing the Unexpected Journey: Aesthetics, Experience, and the Creation of an Interdisciplinary Project (Clinger and Waldron). Level: Intermediate/Advanced. Prerequisites: Permission of Instructor. Class limit: 8. Lab fee: \$1,000.

#### **HS 4042: Reading the West**

Faculty: Anderson, John; Cline, Ken  
Meets the requirement(s): HS

The spectacular range of habitats between the Pacific Ocean and the Great Basin and Sonoran Deserts has generated some of the most significant "place based" writing within American literature. In this intensive field-based course students will be required to read a range of materials dealing with key places, people, and events in the western landscape during the summer prior to the formal start of the course. The class will then convene in California and begin a trek eastwards into the Great Basin Desert, south to the Carson/Iceberg Wilderness, Yosemite, the Hetch Hetchy Valley and Mono Lake, and then finally southeastward across the Sonoran desert to Albuquerque, New Mexico, where students and faculty will participate in a conference celebrating the first 50 years of the Wilderness Act. Readings will include work by Muir, Didion, Steinbeck, and Fremont. Evaluation will consist of class participation, a series of essays and journal essays, and a final term paper that will be completed following the end of the field portion of the course. This course will be integrated with and requires co-enrollment in Ecology and Natural History of the American West, and Wilderness in the West. Level: Inter-

mediate/Advanced. Prerequisites: Permission of instructor; camping/backpacking ability. Class limit: 9. Lab fee: \$1,500.

#### **HS 4043: Wilderness in the West: Promise and Problems**

Faculty: Cline, Ken  
Meets the requirement(s): HS

Wilderness has been the clarion call for generations of environmentalists. In a letter in support of the Wilderness Act, writer Wallace Stegner characterized the importance of wilderness as an essential "part of the geography of hope." That single phrase and the current controversy surrounding the concept of wilderness provide the central focus of our explorations of wilderness in western lands. This course examines the question of wilderness from multiple perspectives in the hopes of providing an understanding of both the concept and real spaces that constitute wilderness. Through conversations with wilderness managers, field work, and experience in federally designated wilderness areas in National Parks, National Forests, Wildlife Refuges and on BLM lands, the course will also examine what "wilderness management" means on the ground in the varied landscapes of the western United States. In this context, we look at historical and contemporary accounts of the value of wilderness, ecological and cultural arguments for wilderness, and the legal and policy difficulties of "protecting" wilderness. Considerable time is spent evaluating current criticisms of the wilderness idea and practice. The class will culminate at a week-long national conference celebrating the 50th anniversary of the Wilderness Act. The 50th Anniversary National Wilderness Conference provides an incomparable opportunity for students to hear from and interact with federal management agencies, academics, recreation experts, and environmental advocacy organizations. Presenting their final course work at this conference will also give students an opportunity to share their ideas and to receive valuable feedback from this sophisticated and well-informed audience of wilderness experts. Classwork emphasizes hands-on service-learning projects as well as reading, writing, and theoretical discussions. Students will be evaluated on journal entries, contributions to the class discussions, response papers, engagement in field activities, questions in the field, and contributions to group work. This course will be integrated with and requires co-enrollment in Reading the West and Ecology and Natural History of the West. Level: Intermediate/Advanced. Prerequisites: Ecology, Our Public Lands, and permission of instructor and concurrent enrollment. Class limit: 9.



### **HS 4046: Lincoln Before the Presidency**

Faculty: McKown, Jamie

Meets the requirement(s): HS HY

Perhaps one of the most widely evoked figures in modern history, Abraham Lincoln is frequently written about, quoted, and held up as an iconic example in contemporary public debate. Yet most people know little about Lincoln beyond a summary biographical sketch and a short speech or two. This is especially true as it relates to Lincoln's political life before the presidency despite the fact that these early years that offer us a wealth of moments which speak not only to the issues of the period, but also to broader questions of political action, compromise, and idealism.

This class is an intensive exploration into Lincoln's political career prior to his election to the presidency in 1860. Students will explore Lincoln's activities as they relate to the debate over slavery, the death of the Whig party, and the ascendancy of the newly formed Republican Party. Class reading and discussion will be driven by a threefold examination of broad historical contexts, biographical materials, and public speech texts. Students will spend an extended period of time on the analysis of the 1858 Senate debates between Lincoln and Stephen Douglas. While the class will focus intensely on the political events of the 1850's, the class will simultaneously track broader questions of political action in the context of a democratic society. As a result, students will have the opportunity both to acquire a richer understanding of the historical moment that led to Lincoln's rise to power, as well as an opportunity to reflect on the larger issue of putting "truth" into political practice.

This course is intended for students with an interest in American history, political action, and public debate. Familiarity with these issues is not a prerequisite for the class. The class will be held in a seminar style environment and will be driven primarily by in-class discussion. There will be an intensive reading load as well as an intensive writing component to the class. Final evaluation will be based on a number of writing assignments, participation in class discussion, and an individual class presentation. Level: Intermediate/Advanced. Prerequisites: none. Class limit: 15.

### **HS 4047: Waste**

Faculty: van Vliet, Netta

Meets the requirement(s): HS

The term "waste" has varied definitions; it can suggest excess material not put to use, garbage, time or objects that are not made productive or useful, and that which is thrown away. Waste

is both a verb and a noun, and the term often carries moral or ethical undertones; time should not be wasted, neither should food nor material goods, and of course, life itself should not be wasted. Waste should be reduced or transformed through consumption or recycling. Waste can occasion disgust and outrage, but even if less acknowledged, also fascination, desire, and pleasure. Time spent idle is often time considered "wasted." Waste is also often understood as destructive and as the product of destruction. At the same time, waste can also be a necessary by-product of its opposites. Psychoanalysis has drawn attention to feces association with gold and the notion of the gift of waste in the formation of subjectivity. Political economy, postcolonial studies, anthropology, and feminist theory have all addressed histories of abjection, notions of excrement, disposable populations, and the ways in which humans have dealt with literal waste and those materials and lives that become understood as waste. In this regard, understandings of waste have been central for notions of value, productivity, desire, cleanliness and filth, inside and outside, and the place of difference. In this course, we will examine some of the varied ways in which waste has been understood—in terms of political economy, political theory, postcolonial studies and feminist theory, addressing waste in terms of identity, the natural environment, value, and the formation of what counts as human. Readings will include texts by Karl Marx, Frantz Fanon, Georges Bataille, Julia Kristeva, Sigmund Freud, Dominique Laporte, Mary Douglas, Jacques Lacan, Norman O. Brown, Sophia Stamatopoulou-Robbins, William Rathje and Cullen Murphy, Kathleen Millar, Hannah Arendt, Carl Schmitt, Kevin Bales, Paul Ricoeur, Ranjana Khanna, and Françoise Vergès. Students will be evaluated based on attendance, in-class participation, reading responses, and two short analytical essays. Level: Intermediate/Advanced. Prerequisites: none. Class limit: 10.

### **HS 4048: Politics of World Trade**

Faculty: Stabinsky, Doreen

Meets the requirement(s): HS

Trade has always been an essentially political endeavor, but it seems even more so in the last few decades. Transatlantic trade wars and huge civil society protests around the world have catapulted the global trading system into the public eye and popular discourse. What is this trading system and how exactly do international trading agreements come to have such influence over domestic policymaking?

In this course students will study key components of the global trading regime. We start with

the central institution of international trade, the World Trade Organization (WTO), and the agreements that established the institution. We will study several of the WTO agreements that have been central to controversy and conflict within the body, including the Trade Related Intellectual Property Rights (TRIPs) Agreement, the Agreement on Agriculture (AoA), and the General Agreement on Trade in Services (GATS). We will study the nexus between trade and environment as it plays out through jurisprudence on specific complaints brought to the trade body, including the Shrimp-Turtle, Tuna-Dolphin, and Beef Hormone disputes. We will also study some of the most significant regional trade agreements, such as the North American Free Trade Agreement, and examine a few of the growing number of bilateral agreements.

This is an intermediate-advanced level course for students with some familiarity with international treaties and treaty making. Evaluation will be based on class participation, several class presentations, and a final project. Level: Intermediate/Advanced. Prerequisite: Signature of instructor. Course fee: \$10. Class limit: 15.

#### **HS 4049: Practicing Climate Politics**

Faculty: Stabinsky, Doreen

Meets the requirement(s): HS

In Practicing Climate Politics, students will be active participants in the Paris climate summit, where negotiations at the 21st Conference of the Parties to the United Nations Framework Convention on Climate Change (UNFCCC) are expected to result in a new global treaty to address climate change. In the course, students will learn about the negotiation process leading to the new treaty as well as the substantive content of the treaty. They will learn about the major negotiating blocs and positions they bring to the negotiations and the roles played by non-State actors in contributing to the final outcome. They will also practice climate politics, as members of the youth constituency of the UNFCCC, as members of the student organization Earth in Brackets, and/or as members of the Global Campaign to Demand Climate Justice. During the final week of the course, students will collectively debrief on the results of the summit and critically evaluate what the results mean for global, national, and local politics of climate change post-2015.

The bulk of the course will be taught during the first four weeks of winter break, with two weeks (first and last) of instruction and debrief at Uppsala University in Sweden and the middle two weeks at the COP itself in Paris, France. There will

be weekly preparatory Skype lecture/discussions during the ten weeks of the fall term.

Students will be evaluated based on class participation, regular blog posts prior to and during the COP, and a final essay on post-2015 responses to climate change. Level: Intermediate/Advanced. Prerequisites: Permission of instructor. Class limit: 15. Lab fee: \$700.

#### **HS 4051: American Public Address: Close Readings of Public Texts**

Faculty: McKown, Jamie

Meets the requirement(s): HS HY

This course will provide an overview of the field of public address and rhetorical criticism through an experiential approach. Through an in-depth examination of prominent American political speeches, students will read, examine, and critically evaluate public speeches from a "close analysis" perspective. The primary goal of the class is to introduce students to some of the most well known American orators as well as to stimulate a deeper understanding of the relationship between text, society, and the "public." At the same time, students will come to know these speakers "in their own words" through close textual approach to historical speeches. The course is centered around two "modules" of speech texts, both pertaining to the struggle for "citizenship rights" and beyond. The first grouping of texts are from what has traditionally been called the mid-20th century American Civil Rights Movement and will focus primarily on the advocacy for racial equality and empowerment by Martin Luther King, Malcolm X, Stokely Carmichael, and other activists from the period. The second grouping will cover the first wave of the women's suffrage movement in the United States during the latter half of the 19th century. In this part of the class we will examine speeches by Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, Adelle Hazlett, and others. The class will emphasize analytical writing about the speeches we examine and will require students to demonstrate a critical ability to analyze and write about public speeches. Students will be evaluated on their participation in class discussion, short written response papers, several longer essays, and individual presentations. Level: Intermediate/Advanced. Class limit: 12.

#### **HS 5010: Advanced Composition**

Faculty: Kozak, Anne

Meets the requirement(s): W

This course has two goals: 1. to aid the student in developing and refining a style and 2. to make

the student cognizant of the interaction between style, content, and audience. To achieve these goals, students write several short papers or one or two longer ones, meet regularly with the instructor to go over these, edit and discuss the exercises in *Style: Ten Lessons in Clarity and Grace* by Joseph Williams, and participate in review sessions. Level: Advanced. Prerequisites: Signature of instructor. Offered every winter. Class limit: 12.

### **HS 5013: Methods of Teaching Writing Across the Curriculum**

Faculty: Kozak, Anne

Meets the requirement(s): W ED

This course not only gives students knowledge and understanding of rhetorical theory and practice so they can work effectively with developing writers, but also provides them with a review of grammar, methods of evaluating writing, and strategies for teaching exposition, argument, and persuasion. Students put this knowledge to practical use by working as peer tutors in the Writing Center. Students participate in this course for one academic year and receive one credit. In addition to Williams' *Style: Ten Lessons in Clarity and Grace* and Irmischer's *Teaching Expository Writing*, students read numerous articles from *College Composition and Communication*, *College English*, *The Writing Instructor*, *Language Arts*, and *English Journal*, and *Research in the Teaching of English* as well as a text dealing with teaching writing in their specialty, i.e. *Writing Themes about Literature* or a *Short Guide to Writing about Biology*. Level: Advanced. Prerequisites: Working knowledge of grammar and usage, excellent writing skills, ability to work closely with people, and signature of faculty member in writing or education. Class limit: 15.

### **HS 5014: Austen, Bronte, Eliot**

Faculty: Waldron, Karen

Meets the requirement(s): HS

This is an advanced course which explores in depth the works of three major writers of the Victorian period: Jane Austen, Charlotte Bronte, and George Eliot. The set-up of the syllabus, group meetings, and individual projects require that participants talk about connective factors between texts and the development of women writers' voices and narrative structures during this period. Emphasis will also be placed on the construction of the heroine, the use and manipulation of the marriage plot, developments in linguistic and narrative practice, and developments in each author's work—from the juvenilia to the later fiction. Historical perspectives, gender roles,

and theoretical approaches will all be taken into consideration as we analyze novels such as: *Lady Susan*, *Northanger Abbey*, *Persuasion* (Austen); *The Professor*, *Villette*, and *Shirley* (Bronte); and *The Mill on the Floss* and *Middlemarch* (Eliot). Rather than prepare papers and exams, participants will prepare and ask questions of each other, develop response papers and passage analyses, and carry out a sustained independent project to be presented to the group. The outside project will involve additional research into one of the major authors, to include both the reading of another novel, biographical information, and critical analyses. Projects will give participants the opportunity to explore a particular author, question, or form in depth. The reading load for this tutorial is very heavy. Evaluation will focus on preparation, participation, insight, critical thinking, and the outside project, which will be presented orally and developed in an analytic fashion to be determined by the class. Level: Advanced. Prerequisites: Permission of Instructor. Class limit: 12.

### **HS 5015: Hydro Politics in a Thirsty World**

Faculty: Cline, Ken

Meets the requirement(s): HS

This course will look at the complex issues surrounding the development, distribution, use and control of fresh water around the world. Focusing primarily on developing countries, we will examine three aspects of water use and control. First we will look at the scope and impact of water development projects; second we will examine the conflicts and solutions related to transboundary river basins; and third we will consider the implication of privatization of water resources. By way of background, we will review the variety of demands placed on fresh water and the political institutions related to water development. Students will gain a solid background in international environmental law as it relates to multilateral and bilateral treaties, customary law, multilateral institutions, and the guidance of international "soft law". They will also understand the allocation and equity issues surrounding the privatization of water and the political dimensions of this shift. Ultimately, these issues will give a concrete understanding of some aspects of the concept of sustainable development. Evaluation will be based on class participation, short analytical papers, and a substantial term long assignment. Level: Advanced. Prerequisites: Solid background in international politics, economics, human rights, or development policy through coursework or personal experience. Class limit: 20. Lab fee: \$15.

**HS 5016: Corn and Coffee**

Faculty: Little-Siebold, Todd

Meets the requirement(s): HS HY

This course explores the rich history of Guatemala through the lens of two vital products, corn and coffee. The crops provide insight into the global and local dimensions of both historical and contemporary reality there. The course will cover the history of Guatemala from pre-contact native society through the myriad changes wrought by colonialism, decolonization, the rise of the modern nation state, and the transformations associated with the rise of coffee as a major export crop. Corn and coffee provide a convenient vantage point from which to examine the social, economic, and cultural dynamics of native society on the one hand and the globally-connected production of coffee on the other. The course moves from a broad macro perspective on each crop to an intensive exploration of how both are produced in Guatemala. In this way, class participants will be able to look at how global historical trends in consumption have played themselves out in local communities. The class will simultaneously be able to look at the processes at work in pueblos throughout Guatemala that root the corn economy into rich cultural and social dynamics that are at the core of communal life. Using these two crops as a starting point, the class will allow students to develop a holistic and synthetic understanding how Guatemalans live their everyday lives embedded in intensely local realities even as they experience much larger national and international processes. The course emphasizes attention to the broad global dimensions of corn and coffee's production as well as the fine-grained study of Guatemala's socio-cultural life in historical and anthropological perspective. Through discussions of the books, this seminar-style course seeks to provide students with deep insights into the history of Guatemala while maintaining a sense of the global and regional context. Intensive readings will provide students with a snapshot of trends in both history and ethnography while broader synthetic analyses of both corn and coffee will embody more popular approaches to the topic. Students will lead discussions of the readings, write short synthetic essays, and undertake a research project for the class. Level: Advanced. Prerequisites: Signature of the instructor, any of the following courses: Native Empires to Nation States; Articulated Identities; American Worlds. Class limit: 12. Lab fee: \$50.

**HS 5017: Advanced Spanish I**

Faculty: Peña, Karla

This course is for students who are competent in the principal grammatical forms of Spanish. In this class, students increase their mastery and automatic command of grammar and nuances of idiomatic usages, broaden their vocabulary in general and deepen it in targeted areas, enrich their understanding of multiple dimensions of Hispanic culture, and increase their ability to read, write, hear and speak in a variety of rhetorical forms and genres. Student are evaluated based on class participation, homework and their ability to work effectively with multiple kinds of texts, interviews, conversations, formal interviews, oral presentations, writing exercises in different styles, and non-verbal communication. Typically offered in fall or winter. Level: Advanced. Prerequisites: Permission of instructor. Class limit: 10. Lab fee: \$20.

**HS 5018: The Nature of Narrative**

Faculty: Waldron, Karen

Meets the requirement(s): HS WF

This is an advanced writing focused course in which students practice the human ecology of literary analysis. We explore the 'mind' or consciousness of fictional writing (specifically, novels) by looking at how narratives make meaning, and at how we make meaning from narratives. The course surveys some of the best modern fiction, with a particular focus on works that highlight narrative technique, stretch the boundaries of the imagination, have a rich and deep texture, and push against the inherent limitations of textuality. Students also hone their reading and analytic skills as they work closely with twentieth century texts that broke new literary ground. Some of the authors we may read include: Joseph Conrad, Virginia Woolf, William Faulkner, Monique Wittig, John Dos Passos, Toni Morrison, N. Scott Momaday, Bessie Head, Manuel Puig, and Margaret Atwood. We also study some narrative (and possibly film) theory. Evaluation is based on class participation, frequent short response and passage analysis papers, and an independent project. Level: Advanced. Prerequisite: Signature of Instructor. Offered every other year. Class limit: 15.

**HS 5020: Advanced International Environmental Law Seminar**

Faculty: Cline, Ken

Meets the requirement(s): HS

This course is designed to provide an overview of the use of international law in solving transnational environmental problems and shaping inter-



national behavior. We examine, as background, the nature and limitations of international law as a force for change. The course will then explore customary law, the relationship between soft and hard law, enforcement of international law, implementation mechanisms, and the effectiveness of multilateral environmental agreements. Special attention is given to existing international environmental law frameworks addressing climate change, Arctic and Antarctic development, ozone depletion, biological diversity, forest loss, export of toxic chemicals, and the host of issues raised by the 1992 United Nations Conference on the Environment and Development and subsequent environmental fora. Students will also consider the interface between international environmental law and other important international forces such as the Bretton Woods institutions, human rights frameworks, and international development entities. Students will be evaluated on the quality of their classroom comments and several analytical problem sets given during the term. Students will also be asked to complete a major research project examining the effectiveness of a treaty or a proposed international environmental legal arrangement. Level: Advanced. Prerequisites: Environmental Law and Policy, Global Environmental Politics, or Signature of Instructor. Class limit: 10.

### **HS 5021: Proust, Joyce, and Beckett: The Limits of Language**

Faculty: Capers, Colin

Meets the requirement(s): HS

Samuel Beckett's early studies of the master-works of Marcel Proust (*À la recherche du temps perdu*, translated into English as *In Search of Lost Time*) and James Joyce (*Finnegans Wake*) are a useful starting point for examining the work of these three individuals as a particularly tightly-knit cluster of sensibilities working on the cusp of Modernism's slide into Postmodernism. All three writers were attempting to describe the totality of human existence, as particularly lived and reflected at the times they lived in. For Proust and Joyce this endeavor entailed a precise, expansive, and exhaustive technique, whereas Beckett responded with a contracted use of language reflecting a dwindling human capacity to comprehend our circumstance. All three authors challenged readers' perceptions of form and pushed language to the limits of its potential. In this course we will read extensively from *In Search of Lost Time*, *Ulysses* and *Finnegans Wake* finishing with Beckett's trilogy of *Molloy*, *Malone Dies*, and *The Unnameable*. Several of Beckett's short plays and late prose pieces will also be studied. These readings will be supplemented with critical, cultural, and historical studies by Badiou, Cioran,

Campbell, Pinter, Kristeva, Lukács, Žižek, and others. Level: Advanced. Prerequisites: The Nature of Narrative or signature of instructor. Class limit: 15. Lab fee: \$60.

### **HS 5022: Hatchery**

Faculty: Friedlander, Jay

The Hatchery is applied Human Ecology in action; it offers students a bridge from coursework to actively creating their vision of the future. The Hatchery gives students from across the campus the opportunity to move from ideas to action. Hatchery students work either individually or in teams on a wide array of enterprises. Past projects have included: urban farming; international development; policy and planning; photography and film; alternative transportation; biofuel production; renewable energy; food systems; the arts; furniture production; technology development; social enterprise. Ventures have been for-profit and non-profit, encompassing the range from local businesses to scalable start-ups. Students selected for the Hatchery are required to devote an entire term to launching their venture. Each Hatchery enterprise, whether a team or an individual, must take the course for a minimum of three credits. Along with weekly instructional meetings, students receive office space, supplies, professional services, mentors and potential access to seed capital to develop their ventures. After the initial ten weeks of class, if students decide to continue their enterprises, they have access to the Hatchery space and resources for an additional nine months.

The Hatchery takes place in three phases: 1. Application: Students apply for a position in the Hatchery over winter term; 2. Rapid Prototype: The ten weeks of the Hatchery course. Students create a rapid prototype to test their ventures in the marketplace. These prototypes vary widely depending on the type of ventures; 3. Creating an Enterprise Structure: During the ten weeks of the course, students will have weekly assignments that introduce key elements in an organizational structure and highlight operational considerations that are universal amongst enterprises.

Development: The following 9-months. Students have access to the Hatchery space and resources to continue developing their enterprises. Level: Advanced. Prerequisites: Permission of instructor. Class limit: 12.



### **HS 5026: Advanced Seminar in Ecological Economics**

Faculty: Taylor, Davis

Meets the requirement(s): HS

This seminar explores selected themes in ecological economics, which is both the economics of sustainability as well as a paradigmatic approach distinct from the mainstream neoclassical approach to the study of economic activity. We will use the first several weeks of the term to define and outline ecological economics. We will use the remainder of the term to explore topics of student interest, focusing on three to five major themes; possible themes include methodological issues (post-normal science, transdisciplinarity), biophysical constraints to economic growth (entropy, technological pessimism, capital substitution, critical natural capital, resource peaks), sociocultural impacts of economic growth (consumption, happiness studies), energy and resource flow analysis (entropy), system dynamics (steady state economy, resiliency, degrowth), measurement issues (growth versus development, ecological footprint, Index of Sustainable Economic Welfare), institutional arrangements (adaptations of ideas from Douglass North), trade and development (embodied trade, pollution havens), community sustainability, philosophical issues (Buddhist economics, homo economicus), historical issues of sustainability (Malthusian perspectives, Jevon's Paradox). Evaluation will be via an exam at the end of the introductory phase, article précis, and a final poster presentation. Level: Advanced. Prerequisites: two terms of intermediate neoclassical economics or permission of instructor. Class limit: 12.

### **HS 5028: The Nature of Narrative II**

Faculty: Waldron, Karen

Meets the requirement(s): HS WF

This is an advanced course in which students practice the human ecology of literary analysis. We explore the "mind" or consciousness of twentieth and twenty-first century fictional writing (specifically, novels) by looking at how narratives make meaning, and at how we make meaning from narratives. The course accomplishes this by surveying some of the best and most challenging works of modern fiction, with a particular focus on those novels that highlight narrative technique, stretch the boundaries of the imagination, have a rich and deep texture, and push against the limitations of prose fictional textuality. Students will hone their reading and analytic skills by working closely with texts that broke new literary ground. Authors will include several of the following: Virginia Woolf, William Faulkner, Djuna Barnes, Alain Robbe-Grillet, Toni Morrison, Man-

uel Puig, Italo Calvino, Clarice Lispector, Ishmael Reed, Hélène Cixous, Gerald Vizenor, Jeanette Winterson, Julio Cortazar, as well as others. We will also study some narrative and novel theory. Evaluation will be based on class participation, frequent short response and passage analysis papers, and an independent theory-based research and novel project. Level: Advanced. Permission of instructor required. Class limit: 12.

### **HS 5034: Impact Investing**

Faculty: Friedlander, Jay

Meets the requirement(s): HS

Impact Investing focuses on the emerging field of impact investing, which seeks to generate returns for society, the environment and financial investors. Impact investing seeks to create avenues for private investment to work alongside existing efforts of NGOs and others to help solve global and local problems. Impact investing can be used to fund solutions in areas as diverse as food systems, climate change, poverty, affordable housing and clean technology among other issues.

This course will examine the strategy of various impact investing mechanisms from crowdfunding to localvesting. In addition, students will examine case studies to understand the benefits and pitfalls of different strategies and their potential to create social and environmental change. During the course students will learn how to create financial projections and evaluate the financial returns of enterprises. For their final project, students will have to structure an investment platform that generates returns financially, socially and/or environmentally. Students will be evaluated based on class participation

### **HS 5036: Russia and International Security**

Faculty: McKown, Jamie

Meets the requirement(s): HS

This is a reading intensive course that is tied to the annual "Camden Conference" held in Camden, Maine. This three day conference brings in experts from all over the world to discuss a range of topics related to foreign policy, international relations, and diplomacy. Over the past several years, College of the Atlantic has developed a relationship with the conference that enables our students to engage the various events over the full three days. Every year highlights a particular theme, with a new set of focused panel discussions, speakers, and readings. The topic of the 2015 conference is "Russia Resurgent." Some of the anticipated discussion sessions will involve the following questions: What role will Russia play in global politics in the coming decades? What are the major driving forces that shape Russia's

perceptions of events beyond its borders? Are we entering a new “cold” period in Russian/US relations? Will Russia act as a stabilizing force in helping secure peace in Europe? How can understanding Russian history help inform our view of events today? What is the future of Russian domestic politics and how will this influence its foreign policy?

This class is built to parallel the thematic cornerstones of this year’s Camden topic. It is modeled as a reading-intensive and discussion-based seminar that will include works from both the conference reading list as well as supplemental works. The goals of the class are twofold. First, to prepare students to attend and play an active role in the conference (attendance is a requirement of the class) by providing them a background immersion in the topics that are at the center of this year’s conference. Secondly, to assist students returning from the conference in critically integrating those experiences with the course materials and their own particular research interests. Class discussion will be jointly led by students and faculty. Evaluation will be based on a series of short written assignments, attendance and active participation in class discussion, attendance at the conference, and a final written analysis of a particular topic related to the conference theme. Students interested in international relations, global politics, diplomacy, foreign policy, or economic development/trade policies are especially encouraged to enroll. Prior classes in foreign policy are not required. Students who have taken a previous Camden Conference course can also receive credit for this course and are encouraged to consider enrolling. Level: Advanced. Prerequisites: Permission of instructor. Class limit: 10. Lab fee: \$100.

**HS 6012: Learning a Language on Your Own**  
Faculty: Cox, Gray

The goal of this course to help each student design and implement an effective learning program for the study of a language of her choice at whatever level of learning she is currently at. A very wide variety of general strategies, resources and practical advice for independent language learning are reviewed in weekly class sessions along with progress and reflection reports from each student that can help guide and motivate independent work. The core common text for this work will be Betty Lou Leaver, Madeline Ehrman and Boris Shekhtman’s *Achieving Success in Second Language Acquisition*. The primary focus of the class is on the development and implementation of each student’s individually designed plan for learning a language of their choice. Materials for this will be identified by each student as part

of their work on their chosen language. Progress in these plans are discussed in one on one weekly meetings with the teacher. Plans may include the use of software, peer tutors, Skype, videos, standard texts, flash cards, specialized technical material, music, visual art, field trips, and a wide variety of other materials as appropriate. Evaluation will be based on the clarity, coherence and effectiveness of the student’s developed plan and the discipline with which they actually pursue it and revise it appropriately as the term progresses. Students will be asked to meet with the instructor prior to the start of the term to discuss their motivation, aims, possible resources and possible plans for language learning after the course is over. Level: Variable. Prerequisites: Permission of the instructor. Class limit: 10. Lab fee: \$35.

**HS 6014: Immersion Program in French Language and Culture**  
Faculty: Stabinsky, Doreen

This course is offered through collaboration with CAVILAM as part of the COA program in Vichy, France. Students will take language classes and workshops taught by immersion methods and advanced audio-visual techniques. Students live with host families in homestays and take part in a variety of cultural activities. They are carefully tested and placed at levels appropriate to their ability and are expected to advance in all four language skills—reading, writing, speaking and listening—as gauged by the European Erasmus scale of competency. Level: Beginning to advanced (depending on prior language level). Prerequisites: at least one previous French course and permission of instructor; this course is intended to complement a term of COA instruction in Vichy, France. Class limit: 12. Program fee: \$1,500.

**MD 3010: Biology Through the Lens**  
Faculty: Ressel, Steve

Photography is one of the primary means through which scientific observation and research is conducted and presented to the public. But the most provocative images of the natural world don’t just happen; they are made by individuals skilled in both photography and the life sciences. In this course, student will develop technical, observational, and aesthetic skills to extract relevant information from the natural world and organisms collected from nature. Through acquired skills, students will be expected to conceive methods to document the biological world and communicate concepts using strong visual imagery. Photographic techniques and historical

examples will be learned and applied. Students will be evaluated based on their successful completion of a series of project-based assignments, participation in critiques, and their ability to effectively convey biological principles through photography. Level: Intermediate/Advanced. Prerequisites: Permission of instructor. Students will be expected to provide their own camera for use in the course; a digital camera with interchangeable lenses is recommended. Class limit: 12. Lab fee: \$110.

### **MD 4010: Marine Policy**

Faculty: Cline, Ken

According to the Chair of the Pew Oceans Commission, "America's oceans are in a state of crisis. Pollution, unplanned coastal development, and the loss of fisheries, habitat, and wildlife threaten the health of the oceans and the tens of thousands of jobs that form the backbone of coastal communities." This course will provide a general understanding of both marine resources and current regional, national, and international policy regarding these resources. Because oceans and the life they support transcend national and state boundaries, the course will explore international, national, and local ocean policy-making frameworks, including specific legislation addressing fisheries, coastal development, species protection, pollution, and resource extraction. We will examine some of the controversies that exist in marine environments today using historical case studies of ocean management policy. These case studies include management of Atlantic salmon, tuna-dolphin interactions, off-shore oil drilling, and New England fisheries. Because of the interdisciplinary nature of these problems, it is necessary to understand how scientists and policy makers think about the same issues, how they attempt to solve problems, and how these two views can be brought together successfully. Assessment will include several question sets, a final small group paper and presentation that investigates a current marine policy issue, and class participation. Level: Intermediate/Advanced. Prerequisites: Background in the biological sciences and environmental policy and permission of Instructors. Course fee: \$20.

### **MD 4011: National Park Practicum: Designing the ANP Nature Center**

Faculty: Colbert, Dru

This trans-disciplinary, project-based course is for students interested in imagining creative and effective ways to convey science-based information to a diverse audience. Participants will engage in a collaboration between students, Acadia National Park staff, and COA faculty to

create a conceptual plan for the redesign of the nature center in Acadia National Park. With over 50,000 visitors annually, The Sieur de Monts Nature Center has long served as an important space for natural history interpretation in the park. Students will work both on- and off-campus to examine current research in ecological change over time and concurrently explore innovative approaches in the design of educational environments. Students interested in the life sciences, arts and design, experiential and informal education, and science education/interpretation will work together to outline educational goals, generate ideas and potential plans for exhibits and activities that will shape how visitors perceive and interact with Acadia National Park.

Each student will build on their interests and background while participating in a creative team process that follows national park guidelines for the development of interpretative media. While engaging in this work, students will hone skills in translating research, writing and editing for exhibits, employing visual communication, and designing educational spaces. Evaluation will be based on level of collaboration and class participation; ability to effectively communicate in writing and/or visual terms; on quality of class projects and presentations. Level: Intermediate/Advanced. Prerequisites: permission of instructor and one or more of the following: Curiosity and Wonder; Experiential Education; Creating Effective Environments For Learning; Biology Through the Lens; Advanced Graphic Design; or at least one ES course. Class limit: 12. Lab fee: \$45.

### **MD 5011: Islands: Energy, Economy and Community**

Faculty: Demeo, Anna

This course is focused on developing initiatives in the renewable energy and finance sectors on MDI and Maine Islands and is being offered in conjunction with the Island Institute and the Samsø Energy Academy in Denmark. This will be a comprehensive, intensive, interdisciplinary course. Students and community members from Maine's Islands will learn from the Samsø Island experience of transforming to a carbon negative island through a community driven, grass-roots approach to create investment opportunities for both individuals and businesses in enterprises that developed and scaled, efficiency upgrades, wind, and solar power production and biofuel distributed heating and other elements of a renewable energy portfolio.

Three weeks of the term will be spent at Samsø's Energy Academy learning the community process, investment and engineering strategies that



the small rural farming and tourist community used to transform themselves into an independent energy community and rejuvenate their local economy. The course will push students to identify opportunities within their communities and develop significant energy related ventures accordingly. COA students and island resident participants will use this knowledge to develop plans for adapting and creating appropriate technology, investment platforms or services to reduce energy consumption and to boost renewable energy production here in Maine.

Students will be evaluated based on class participation, written assignments and verbal presentations. This course will be integrated with and requires co-enrollment in Impact Investing and Energy and Technology. Level: Advanced. PRE-REQUISITES: Instructor Permission and at least one of the following: Math and Physics of Sustainable Energy (preferred), Energy Practicum, Financials, Business Nonprofit Basics, Sustainable Strategies or Launching a New Venture. Class limit: 10 (COA students and 5 Islanders). Lab fee: \$500.



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HS 1032	Acadia: Exploring the National Park Idea	Cline, Ken	71
HS 1033	Political Persuasion and Messaging Fundamentals	McKown, Jamie	72
HS 1037	The Middle Ages: Power, Religiosity and Everyday Life	Little-Siebold, Todd	72
HS 1039	Writing Seminar I: Exposition	Mahoney, Dan Turok, Katharine	72
HS 1040	Public Speaking Workshop	McKown, Jamie	73
HS 1042	Globalization/Anti-Globalization	van Vliet, Netta	73
HS 1045	Politics of Israel	van Vliet, Netta	73
HS 1046	Introduction to Economics & the Economy	Taylor, Davis	74
HS 2010	Literature, Science, and Spirituality	Waldron, Karen	74
HS 2011	Nineteenth Century American Women	Waldron, Karen	74
HS 2012	Personality and Social Development	Borden, Richard	75
HS 2013	Philosophy of Nature	Visvader, John	75
HS 2016	Chinese Philosophy	Visvader, John	75
HS 2017	City/Country: Literary Landscapes 1860-1920	Waldron, Karen	75
HS 2019	Community Planning and Decision Making	Borden, Richard Mancinelli, Isabel	75
HS 2020	Geographic Information Systems I: Foundations & Applications	Longsworth, Gordon	76
HS 2021	Immersion Practica in Spanish and Yucatecan Culture	Pena, Karla	76
HS 2022	Introductory French II	Staff	76
HS 2023	Philosophy at the Movies	Capers, Colin Visvader, John	77
HS 2024	Introduction to the Philosophy of Mind	Visvader, John	77
HS 2026	Practical Skills in Community Development	Beard, Ron	77
HS 2034	Ethics: The History of a Problematic	Cox, Gray	78
HS 2038	Gender, Politics & Nature in Folk/Fairy Tales of the World	Turok, Katherine	78
HS 2040	Plato and "the Footnotes" through Foucault	Cox, Gray	78
HS 2041	Journalism and the New Media	Levin, Robert	79
HS 2043	Conflict Resolution Across Cultures	Cox, Gray	79
HS 2045	Contemporary Social Movements: Bolivia	Cox, Gray	79
HS 2046	La Respuesta: Representation and Literature of Witness	Mahoney, Daniel	80
HS 2049	Marvelous Terrible Place: Human Ecology of Newfoundland	Todd, Sean	80
HS 2051	Agriculture and Biotechnology	Stabinsky, Doreen	81

HS 2052	Popular Psychology	Borden, Richard	81
HS 2053	This Changes Everything: Cases in Futures Studies	Cox, Gray	81
HS 2054	Theory and Method in the Study of Religion	van Vliet, Netta	82
HS 2055	Writing Seminar II: Argumentation	Levin, Robert	82
HS 2057	Fail Better: Writing Short Fiction	Mahoney, Daniel	83
HS 2060	Philosophies of Liberation	Cox, Gray	83
HS 2061	Indigenous America	Little-Siebold, Todd	83
HS 3010	Autobiography	Carpenter, Bill	83
HS 3011	Bread, Love, and Dreams	Carpenter, Bill	84
HS 3012	Poetry and the American Environment	Carpenter, Bill	84
HS 3015	African American Literature	Waldron, Karen	84
HS 3019	Mountain Poets of China and Japan	Stover, Candice Visvader, John	84
HS 3020	Contemporary Social Movement Strategies	Cox, Gray	84
HS 3022	Intermediate Spanish II	Pena, Karla	85
HS 3023	International Wildlife Policy and Protected Areas	Cline, Ken	85
HS 3026	Whitewater/Whitepaper: River Conservation and Recreation	Cline, Ken	85
HS 3027	Microeconomics for Business and Policy	Taylor, Davis	86
HS 3028	The Mystics	Visvader, John	86
HS 3029	Shakespeare: Character, Conflict, and Cinematography	Carpenter, Bill	86
HS 3031	Our Public Lands: Past, Present, and Future	Cline, Ken	87
HS 3032	The Cold War: Early Years	McKown, Jamie	87
HS 3034	Conspiracy Theory and Political Discourse	McKown, Jamie	87
HS 3035	Sustainable Strategies	Friedlander, Jay	88
HS 3036	Oceans & Fishes: Readings in Environmental History	Little-Siebold, Todd	88
HS 3038	The Cold War: The Later Years	McKown, Jamie	88
HS 3039	Communicating Science	Kozak, Anne	89
HS 3040	History of Agriculture: Apples	Little-Siebold, Todd	89
HS 3041	Intermediate Atelier in French Language and Conversation	Staff	89
HS 3042	Advanced Atelier in French Language and Conversation	Staff	89
HS 3043	Democracy: Models, Theories, Questions	McKown, Jamie	90
HS 3046	Macroeconomic Theory	Taylor, Davis	90
HS 3048	Ethnography, Advocacy, and Ethics	Cabot, Heath	90
HS 3049	City/Country II: American Literary Landscapes 1900-1960	Waldron, Karen	90
HS 3051	Belonging, Mobility and Displacement	Cabot, Heath	91
HS 3053	Voyages	Carpenter, Bill	91
HS 3055	The Mayas of Yesterday and Today	Cox, Gray	91
HS 3057	Taking the Waters: The Politics & Culture of Water in France	Cline, Ken	92
HS 3058	French Food, Politics and European Political Institutions	Stabinsky, Doreen	92
HS 3059	Native American Literature	Waldron, Karen	93
HS 3061	Postcolonial Islands	van Vliet, Netta	93
HS 3062	Solutions	Friedlander, Jay	93
HS 4010	Seminar in Human Ecology	Borden, Richard	94
HS 4012	Contemporary Women's Novels	Waldron, Karen	94
HS 4013	Starting Your Novel	Carpenter, Bill	94
HS 4014	Contemporary Psychology: Body, Mind and Soul	Borden, Richard	94
HS 4015	Creative Writing	Carpenter, Bill	95
HS 4016	Ecology and Experience	Borden, Richard	95
HS 4017	Philosophy and Cosmology	Visvader, John	95

HS 4018	Histories of Power: States & Subalterns in Modern Latin Ameri	Little-Siebold, Todd	95
HS 4019	Technical Writing	Kozak, Anne	96
HS 4022	Launching a New Venture	Friedlander, Jay	96
HS 4023	Economic Development: Theory and Case Studies	Taylor, Davis	96
HS 4026	Environmental Law and Policy	Cline, Ken	96
HS 4028	Cross-Cultural American Women's Novels	Waldron, Karen	97
HS 4029	Water Worlds: Culture and Fluidity	Cabot, Heath	97
HS 4031	Power and Governance	Cabot, Heath	97
HS 4034	World Literature	Turok, Katharine	98
HS 4036	Native American Literature with a Focus on New Mexico	Waldron, Karen	98
HS 4037	Processing the Unexpected Journey	Clinger, Catherine Waldron, Karen	98
HS 4042	Reading the West	Anderson, John Cline, Ken	99
HS 4043	Wilderness in the West: Promise and Problems	Cline, Ken	99
HS 4046	Lincoln Before the Presidency	McKown, Jamie	100
HS 4047	Waste	van Vliet, Netta	100
HS 4048	Politics of World Trade	Stabinsky, Doreen	100
HS 4049	Practicing Climate Politics	Stabinsky, Doreen	101
HS 4051	American Public Address: Close Readings of Public Texts	McKown, Jamie	101
HS 5010	Advanced Composition	Kozak, Anne	101
HS 5013	Methods of Teaching Writing Across the Curriculum	Kozak, Anne	102
HS 5014	Austen, Bronte, Eliot	Waldron, Karen	102
HS 5015	Hydro Politics in a Thirsty World	Cline, Ken	102
HS 5016	Corn and Coffee	Little-Siebold, Todd	103
HS 5017	Advanced Spanish I	Pena, Karla	103
HS 5018	The Nature of Narrative	Waldron, Karen	103
HS 5020	Advanced International Environmental Law Seminar	Cline, Ken	103
HS 5021	Proust, Joyce, and Beckett: The Limits of Language	Capers, Colin	104
HS 5022	Hatchery	Friedlander, Jay	104
HS 5026	Advanced Seminar in Ecological Economics	Taylor, Davis	105
HS 5028	The Nature of Narrative II	Waldron, Karen	105
HS 5034	Impact Investing	Friedlander, Jay	105
HS 5036	Russia and International Security	McKown, Jamie	105
HS 6012	Learning a Language on Your Own	Cox, Gray	106
HS 6014	Immersion Program in French Language and Culture	Stabinsky, Doreen	106
MD 3010	Biology Through the Lens	Ressel, Steve	106
MD 4010	Marine Policy	Cline, Ken	107
MD 4011	National Park Practicum: Designing the ANP Nature Center	Colbert, Dru	107
MD 5011	Islands: Energy, Economy and Community	Demeo, Anna	107



## INDEX BY COURSE TITLE

Course number indicates level as follows: 1000 Introductory; 2000 Introductory/Intermediate; 3000 Intermediate; 4000 Intermediate/Advanced; 5000 Advanced; 6000 Independent work (Internships, Residencies, Independent Studies); 8000 Graduate.

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HS 1032	Acadia: Exploring the National Park Idea	Cline, Ken	71
AD 4022	Acting Hamlet	Baker, Jodi	44
AD 4013	Activating Spaces: Installation Art	Colbert, Dru	41
AD 2023	Actor Training I	Baker, Jodi	37
ED 4010	Adolescent Psychology	Hill, Ken	47
HS 3042	Advanced Atelier in French Language and Conversation	Staff	89
HS 5010	Advanced Composition	Kozak, Anne	101
HS 5020	Advanced International Environmental Law Seminar	Cline, Ken	103
AD 5013	Advanced Projects: Art Practice and Concepts	Andrews, Nancy	44
HS 5026	Advanced Seminar in Ecological Economics	Taylor, Davis	105
HS 5017	Advanced Spanish I	Pena, Karla	103
HS 3015	African American Literature	Waldron, Karen	84
HS 2051	Agriculture and Biotechnology	Stabinsky, Doreen	81
ES 3010	Agroecology	Morse, Suzanne	56
AD 3020	American Dreaming: Theatre and Activism in the US	Baker, Jodi	40
HS 4051	American Public Address: Close Readings of Public Texts	McKown, Jamie	101
AD 4021	Analog Photography: B&W	Winer, Josh	43
ES 4040	Animal Behavior	Anderson, John	65
AD 3013	Animation	Andrews, Nancy	38
AD 5017	Animation II	Andrews, Nancy	44
AD 3010	Architectural Design Studio	Mancinelli, Isabel	37
AD 4017	Art and Culture in Northern New Mexico	Clinger, Catherine	42
ES 2020	Art and Science of Fermented Foods	Cass, Don	55
AD 3015	Art of the Puppet	Andrews, Nancy	38
HS 5014	Austen, Bronte, Eliot	Waldron, Karen	102
HS 3010	Autobiography	Carpenter, Bill	83
HS 1019	Beginning Spanish I	Pena, Karla	69
HS 1020	Beginning Spanish II	Pena, Karla	69
HS 3051	Belonging, Mobility and Displacement	Cabot, Heath	91
ES 5010	Biochemistry I	Cass, Don	65
ES 4022	Biogeography	Rajakaruna, Nishi	63
MD 3010	Biology Through the Lens	Ressel, Steve	106
ES 1052	Biology: Cellular Processes of Life	Staff	53
ES 1054	Biology: Form and Function	Staff	54
ES 4010	Biomechanics	Hess, Helen	62
HS 1031	Blood: Substance and Symbol	Cabot, Heath	71
HS 3011	Bread, Love, and Dreams	Carpenter, Bill	84
HS 1025	Business and Non-Profit Basics	Friedlander, Jay	70
ES 1024	Calculus I	Feldman, David	51
ES 3012	Calculus II	Feldman, David	57
ES 3028	Calculus III: Multivariable Calculus	Feldman, David	58

ED 1013	Changing Schools, Changing Society	Tai, Bonnie	45
ES 1020	Chemistry I	Cass, Don	50
ES 1030	Chemistry II	Cass, Don	51
ES 1032	Chemistry of Foods and Cooking	Cass, Don	52
ED 1014	Child Development	Alex, Joanne	46
ED 1011	Children's Literature	Ryan, Siobhan	45
HS 2016	Chinese Philosophy	Visvader, John	75
AD 3021	Cities: Past, Present and Future	Mancinelli, Isabel	40
HS 3049	City/Country II: American Literary Landscapes 1900-1960	Waldron, Karen	90
HS 2017	City/Country: Literary Landscapes 1860-1920	Waldron, Karen	75
ES 3044	Climate and Weather	Feldman, David	59
HS 1029	Climate Justice	Stabinsky, Doreen	70
HS 3039	Communicating Science	Kozak, Anne	89
HS 2019	Community Planning and Decision Making	Borden, Richard Mancinelli, Isabel	75
HS 2043	Conflict Resolution Across Cultures	Cox, Gray	79
ES 5012	Conservation Biology	Anderson, John	66
HS 3034	Conspiracy Theory and Political Discourse	McKown, Jamie	87
AD 2013	Constructing Visual Narrative	Colbert, Dru	35
AD 2016	Contemporary Artist as Researcher and Activist	Clinger, Catherine	36
HS 4014	Contemporary Psychology: Body, Mind and Soul	Borden, Richard	94
HS 3020	Contemporary Social Movement Strategies	Cox, Gray	84
HS 2045	Contemporary Social Movements: Bolivia	Cox, Gray	79
HS 4012	Contemporary Women's Novels	Waldron, Karen	94
HS 5016	Corn and Coffee	Little-Siebold, Todd	103
ES 4030	Costa Rican Natural History & Conservation	Anderson, John Ressel, Stephen	64
HS 4015	Creative Writing	Carpenter, Bill	95
ES 3058	Critical Zone II	Hall, Sarah	61
ES 4026	Cross Kingdom Interactions	Morse, Suzanne	63
HS 4028	Cross-Cultural American Women's Novels	Waldron, Karen	97
AD 2014	Curiosity and Wonder: Design & Interpretation in the Museum	Colbert, Dru	35
ED 5010	Curriculum Design and Assessment	Tai, Bonnie	48
HS 1024	Debate Workshop	McKown, Jamie	69
HS 3043	Democracy: Models, Theories, Questions	McKown, Jamie	90
ES 3022	Differential Equations	Feldman, David	57
AD 3012	Documentary Video Studio	Andrews, Nancy	38
AD 1031	Drawing I	Foley, Sean	34
AD 2017	Drawing Mineral and Botanical Matter in the Forest of Maine	Clinger, Catherine	36
ES 4042	Ecological Research in Aquatic Ecosystems	Petersen, Chris	65
ES 3014	Ecology	Anderson, John	57
HS 4016	Ecology and Experience	Borden, Richard	95
ES 4038	Ecology and Natural History of the American West	Anderson, John	65
ES 2010	Ecology: Natural History	Ressel, Steve Swann, Scott	54
HS 4023	Economic Development: Theory and Case Studies	Taylor, Davis	96
ES 2016	Edible Botany	Rajakaruna, Nishi	54
ED 1015	Educational Innovation	Fuller, Linda	46
ES 5030	Energy and Technology	Demeo, Anna	67
ES 3046	Environmental Chemistry	Cass, Don	59

ES 3067	Environmental Chemistry: Air	Cass, Don	62
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HS 1011	Environmental History	Little-Siebold, Todd	68
HS 4026	Environmental Law and Policy	Cline, Ken	96
ES 3030	Environmental Physiology	Ressel, Steve	58
HS 2034	Ethics: The History of a Problematic	Cox, Gray	78
ES 3026	Ethnobotany	Rajakaruna, Nishi	58
HS 1030	Ethnographic Fieldwork	Cabot, Heath	71
HS 3048	Ethnography, Advocacy, and Ethics	Cabot, Heath	90
ES 3024	Evolution	Petersen, Chris	58
ED 1010	Experiential Education	Tai, Bonnie	45
HS 2057	Fail Better: Writing Short Fiction	Mahoney, Daniel	83
ED 3011	Femininity and Masculinity go to School: Gender, Power & Ed	Tai, Bonnie	46
HS 1014	Feminist Theory in a Transnational Frame	van Vliet, Netta	68
AD 4015	Film Sound and Image	Andrews, Nancy Cooper, John	42
AD 2022	Film Theory	Capers, Colin	37
AD 1019	Four-Dimensional Studio	Andrews, Nancy	33
ES 5040	Fractals and Scaling	Feldman, David	67
HS 3058	French Food, Politics and European Political Institutions	Stabinsky, Doreen	92
HS 1013	From Native Empires to Nation States	Little-Siebold, Todd	68
ES 1014	Gardens and Greenhouses: Theory/Practice of Organic Gardening	Morse, Suzanne	49
HS 2038	Gender, Politics & Nature in Folk/Fairy Tales of the World	Turok, Katherine	78
ES 3032	Genetics	Hess, Helen	58
HS 2020	Geographic Information Systems I: Foundations & Applications	Longworth, Gordon	76
ES 1042	Geology and Humanity	Hall, Sarah	53
ES 1038	Geology of Mt. Desert Island	Hall, Sarah	52
HS 1042	Globalization/Anti-Globalization	van Vliet, Netta	73
AD 2011	Graphic Design Studio I: Visual Communication	Colbert, Dru	34
AD 4014	Graphic Design Studio II: Digital Projects	Colbert, Dru	41
HS 5022	Hatchery	Friedlander, Jay	104
ES 3018	Herpetology	Ressel, Steve	57
HS 4018	Histories of Power: States & Subalterns in Modern Latin America	Little-Siebold, Todd	95
HS 3040	History of Agriculture: Apples	Little-Siebold, Todd	89
AD 1027	History of Filmmaking I (1895-1945)	Capers, Colin	34
AD 3018	History of Filmmaking II (1946-Present)	Capers, Colin	39
AD 2020	History of Photography	Winer, Josh	36
HS 1021	History of the American Conservation Movement	Cline, Ken	69
AD 1020	History of Western Music	Cooper, John	33
ES 4018	Human Anatomy and Physiology I	Anderson, John	63
HE 1010	Human Ecology Core Course	Staff	67
HS 5015	Hydro Politics in a Thirsty World	Cline, Ken	102
HS 2021	Immersion Practica in Spanish and Yucatecan Culture	Pena, Karla	76
HS 6014	Immersion Program in French Language and Culture	Stabinsky, Doreen	106
HS 5034	Impact Investing	Friedlander, Jay	105
AD 4010	Improvisation in Music	Cooper, John	40
HS 2061	Indigenous America	Little-Siebold, Todd	83
HS 1046	Introduction to Economics & the Economy	Taylor, Davis	74
ED 5015	Integrated Methods I: Gr. 5-8 Reading and Writing	Fuller, Linda	49

ED 5014	Integrated Methods I: Gr. K-4 Reading and Writing	Moody, Paula	49
ED 5011	Integrated Methods II: Science, Math, and Social Studies	Fuller, Linda	48
ED 3013	Intercultural Education	Tai, Bonnie	47
HS 3041	Intermediate Atelier in French Language and Conversation	Staff	89
HS 3022	Intermediate Spanish II	Pena, Karla	85
AD 4012	Intermediate Video: Studio and Strategies	Andrews, Nancy	41
HS 3023	International Wildlife Policy and Protected Areas	Cline, Ken	85
AD 1011	Introduction to Arts and Design	Mancinelli, Isabel	32
ES 1026	Introduction to Chaos and Fractals	Feldman, David	51
HS 1015	Introduction to Global Politics	Stabinsky, Doreen	68
AD 1018	Introduction to Guitar	Cooper, John	33
AD 1012	Introduction to Keyboard/Piano	Cooper, John	32
ES 1022	Introduction to Oceanography	Todd, Sean	50
AD 1026	Introduction to Photography	Winer, Josh	34
ES 2012	Introduction to Statistics and Research Design	Todd, Sean	54
HS 1012	Introduction to the Legal Process	Cline, Ken	68
HS 2024	Introduction to the Philosophy of Mind	Visvader, John	77
ES 2022	Introductory Entomology	Graham, Carrie	55
HS 1028	Introductory French I	Staff	70
HS 2022	Introductory French II	Staff	76
ES 3020	Invertebrate Zoology	Hess, Helen	57
MD 5011	Islands: Energy, Economy and Community	Demeo, Anna	107
AD 1013	Jazz, Rock, and Blues: From Their Origins to the Present	Cooper, John	32
HS 2041	Journalism and the New Media	Levin, Robert	79
HS 2046	La Respuesta: Representation and Literature of Witness	Mahoney, Daniel	80
AD 3016	Land Use Planning I	Longsworth, Gordon Mancinelli, Isabel	39
ES 2028	Landforms and Vegetation	Rajakaruna, Nishi	55
AD 3011	Landscape Architecture Design Studio	Mancinelli, Isabel	38
HS 4022	Launching a New Venture	Friedlander, Jay	96
HS 6012	Learning a Language on Your Own	Cox, Gray	106
HS 4046	Lincoln Before the Presidency	McKown, Jamie	100
HS 2010	Literature, Science, and Spirituality	Waldron, Karen	74
HS 3046	Macroeconomic Theory	Taylor, Davis	90
ES 1028	Marine Biology	Petersen, Chris	51
ES 2030	Marine Mammal Biology I	Todd, Sean	56
ES 3060	Marine Mammal Biology I: Field Studies	Todd, Sean	61
MD 4010	Marine Policy	Cline, Ken	107
HS 2049	Marvelous Terrible Place: Human Ecology of Newfoundland	Todd, Sean	80
HS 5013	Methods of Teaching Writing Across the Curriculum	Kozak, Anne	102
HS 3027	Microeconomics for Business and Policy	Taylor, Davis	86
ES 3065	Molecular Genetics Workshop	Petersen, Chris	62
ES 3047	Morphology and Diversity of Plants	Morse, Suzanne	60
HS 3019	Mountain Poets of China and Japan	Stover, Candice Visvader, John	84
AD 1025	Movement Training Basics	Baker, Jodi	33
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AD 1014	Music Fundamentals: Intro to Reading/Hearing/Writing/Playing	Cooper, John	32
MD 4011	National Park Practicum: Designing the ANP Nature Center	Colbert, Dru	107
HS 3059	Native American Literature	Waldron, Karen	93

HS 4036	Native American Literature with a Focus on New Mexico	Waldron, Karen	98
ES 1040	Natural Resources	Hall, Sarah	53
HS 2011	Nineteenth Century American Women	Waldron, Karen	74
AD 4020	Object and Performance	Andrews, Nancy Baker, Jodi	43
HS 3036	Oceans & Fishes: Readings in Environmental History	Little-Siebold, Todd	88
ES 3050	Organic Chemistry I	Benson, Cristy	60
ES 5014	Organic Chemistry II	Cass, Don	66
ES 1016	Ornithology	Swann, Scott	50
HS 3031	Our Public Lands: Past, Present, and Future	Cline, Ken	87
HS 2012	Personality and Social Development	Borden, Richard	75
HS 2060	Philosophies of Liberation	Cox, Gray	83
HS 4017	Philosophy and Cosmology	Visvader, John	95
HS 2023	Philosophy at the Movies	Capers, Colin Visvader, John	77
HS 2013	Philosophy of Nature	Visvader, John	75
ES 1034	Physics and Mathematics of Sustainable Energy	Demeo, Anna Feldman, David	52
ES 1018	Physics I: Mechanics and Energy	Benson, Cristy	50
ES 1044	Physics II	Benson, Cristy	53
ES 5016	Plant Systematics	Cass, Don	66
ES 4028	Plants with Mettle: Lives of Metallophytes	Rajakaruna, Nishi	64
HS 2040	Plato and "the Footnotes" through Foucault	Cox, Gray	78
AD 3022	Play Production Workshop	Baker, Jodi	40
HS 3012	Poetry and the American Environment	Carpenter, Bill	84
HS 1033	Political Persuasion and Messaging Fundamentals	McKown, Jamie	72
HS 1045	Politics of Israel	van Vliet, Netta	73
HS 4048	Politics of World Trade	Stabinsky, Doreen	100
HS 2052	Popular Psychology	Borden, Richard	81
HS 3061	Postcolonial Islands	van Vliet, Netta	93
HS 4031	Power and Governance	Cabot, Heath	97
HS 2026	Practical Skills in Community Development	Beard, Ron	77
HS 4049	Practicing Climate Politics	Stabinsky, Doreen	101
ES 3056	Practicum in Renewable Energy	Demeo, Anna Feldman, David	60
ES 2018	Probability and Statistics	Petersen, Chris	55
HS 4037	Processing the Unexpected Journey	Clinger, Catherine Waldron, Karen	98
HS 5021	Proust, Joyce, and Beckett: The Limits of Language	Capers, Colin	104
HS 1040	Public Speaking Workshop	McKown, Jamie	73
HS 4042	Reading the West	Anderson, John Cline, Ken	99
ES 2032	Rocks and Minerals	Hall, Sarah	56
HS 5036	Russia and International Security	McKown, Jamie	105
ED 5012	Secondary Methods: Life Science, Social Studies and English	Fuller, Linda	48
ES 3063	Seminar in Climate Change	Hall, Sarah	61
HS 4010	Seminar in Human Ecology	Borden, Richard	94
HS 3029	Shakespeare: Character, Conflict, and Cinematography	Carpenter, Bill	86
ES 3048	Soils	Cass, Don	60
HS 3062	Solutions	Friedlander, Jay	93
AD 3014	Soundscape	Andrews, Nancy	38



ES 5024	South American Earth Systems	Hall, Sarah	66
HS 4013	Starting Your Novel	Carpenter, Bill	94
AD 5025	Strangers and Performance	Baker, Jodi	44
ED 5013	Student Teaching	Fuller, Linda	49
AD 4019	Studio Printmaking	Clinger, Catherine	43
ED 3012	Supporting Students with Disabilities in the Reg. Classroom	Sanborn, Kelley	47
HS 3035	Sustainable Strategies	Friedlander, Jay	88
HS 3057	Taking the Waters: The Politics & Culture of Water in France	Cline, Ken	92
HS 4019	Technical Writing	Kozak, Anne	96
HS 3032	The Cold War: Early Years	McKown, Jamie	87
HS 3038	The Cold War: The Later Years	McKown, Jamie	88
ES 3036	The History of Natural History	Anderson, John	59
AD 1017	The History of Rock	Cooper, John	33
HS 3055	The Mayas of Yesterday and Today	Cox, Gray	91
HS 1037	The Middle Ages: Power, Religiosity and Everyday Life	Little-Siebold, Todd	72
HS 3028	The Mystics	Visvader, John	86
HS 5018	The Nature of Narrative	Waldron, Karen	103
HS 5028	The Nature of Narrative II	Waldron, Karen	105
HS 1026	The Renaissance & the Reformation	Little-Siebold, Todd	70
AD 2021	The Science of Comedy	Baker, Jodi	37
AD 4016	The Wilderness in Landscape Art I: Proto-Ecological Visions	Clinger, Catherine	42
HS 2054	Theory and Method in the Study of Religion	van Vliet, Netta	82
ES 3052	Thermodynamics	Feldman, David	60
HS 2053	This Changes Everything: Cases in Futures Studies	Cox, Gray	81
ES 4034	Topics in Biomedical Research	Petersen, Chris	64
ES 2014	Trees and Shrubs of Mount Desert Island	Rajakaruna, Nishi	54
ED 3010	Understanding and Managing Group Dynamics	Tai, Bonnie	46
HS 3053	Voyages	Carpenter, Bill	91
HS 4047	Waste	van Vliet, Netta	100
HS 4029	Water Worlds: Culture and Fluidity	Cabot, Heath	97
HS 3026	Whitewater/Whitepaper: River Conservation and Recreation	Cline, Ken	85
HS 4043	Wilderness in the West: Promise and Problems	Cline, Ken	99
ES 4036	Wildlife Ecology	Anderson, John	64
ES 4012	Winter Ecology	Ressel, Steve	63
HS 4034	World Literature	Turok, Katharine	98
AD 1016	World Percussion	Bennett, Michael	32
HS 1039	Writing Seminar I: Exposition	Mahoney, Dan	72
		Turok, Katharine	
HS 2055	Writing Seminar II: Argumentation	Levin, Robert	82

## DATES AND DEADLINES FOR 2015–2016

### TERMS

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WINTER 2016

SPRING 2016

FALL 2016

### DATES

First day of class	9/10/15	1/4/16	3/28/16	9/8/16
Last day of class	11/20/15	3/11/16	6/3/16	11/18/16
Commencement			6/4/16	

### BUSINESS OFFICE

Online statements available	7/10/15	11/6/15	2/19/16	
Payment due dates	8/10/15	12/2/15	3/14/16	
Course withdrawal (no refund)	10/9/15	1/29/16	4/22/16	

### REGISTRAR

Registration	10/19/15 – 10/23/15	2/8/16 – 2/12/16	5/2/16 – 5/6/16	
Add/drop	9/16/15	1/8/16	4/1/16	
Independent study proposals	9/16/15	1/8/16	4/1/16	
Residency applications due		10/23/15	2/12/16	5/6/16
Advising forum	10/14/15	2/3/16	4/27/16	
Student self-evaluations	12/4/15	3/25/16	6/17/16	
Faculty grades & evaluations	12/11/15	4/1/16	6/24/16	
Summer 2015 registration due date (2015–2016 academic year)				5/6/16

### INTERNSHIP COMMITTEE

Proposals	9/1/15	11/18/15	3/9/16 (6/1/6 summer)	9/1/16
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### ACADEMIC AFFAIRS COMMITTEE

Group study proposals	10/14/15	2/3/16	4/27/16	
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### SENIORS

Watson Fellowship intent form	9/15/15			
Human ecology essay draft	10/23/15			
Final signed human ecology essay copy		2/19/15		
Senior project proposal		10/23/15	2/12/16	5/6/16
Senior project, completed			5/27/16	
2016 to graduate or stand				
Completed: internships, degree certification form, community service, incompletes, standing contract, transfer credit, extensions, writing portfolio				4/22/16

### SUMMER 2016 BUSINESS OFFICE (2015–2016 Academic Year)

Bills available online		6/29/16		
Bills due			7/15/16	



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