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Fall Term: Monday, September 14 — Friday, November 20, 2020

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Commencement: Saturday, June 5, 2021

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COA does not discriminate on the basis of race, color, gender, sexual orientation, gender identity or expression, disability, religion, ancestry or national origin, age, marital status, genetic information, or veteran's status. COA operates in accordance with federal and state laws regarding nondiscrimination.

It is the most complete representation of the current academic offerings and policies available. The college reserves the right to make changes in course offerings, degree requirements, regulations, procedures, and charges as new needs arise.

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HUMAN ECOLOGY 3
• WHAT YOU SHOULD LEARN AT COA 3
INTRODUCTION 3
• MISSION & VISION 4
ACADEMIC PROGRAM AND POLICIES 4
• DEGREE REQUIREMENTS 4
  First-Year Requirements 4
  Resource Area Requirements 4
  Internship 5
  Senior Project 5
  Additional Non-course Requirements 5
• COMPONENTS OF THE CURRICULUM 5
• FIRST YEAR REQUIREMENTS 5
• RESOURCE AREA REQUIREMENTS 5
• SELF-DIRECTED STUDIES 6
  Group Study 6
  Residency 7
• TUTORIALS 8
• INTERNSHIP 8
• SENIOR PROJECT 9
• ETHICAL RESEARCH REVIEW BOARD 10
• WRITING REQUIREMENT 10
• HUMAN ECOLOGY ESSAY 11
• COMMUNITY SERVICE 12
• REVIEW AND APPEALS 12
• ADVISING 12
• CAREER SERVICES 12
STUDENT RESPONSIBILITY 13
• CLASS ATTENDANCE 13
• ACADEMIC INTEGRITY 13
• DEGREE PROGRESS 13
• REGISTRATION: CONTRACTS AND SIGNATURES 13
• COURSE/FACULTY EVALUATIONS 13
• ACCOMMODATING STUDENTS WITH DISABILITIES 14
• RECORDS AND EVALUATIONS 14
• TRANSCRIPTS 14
• PRIVACY 15
• INSTRUCTOR EVALUATIONS 16
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 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 resource area 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. Courses that fulfill degree requirements must earn a grade of C or higher.

First Year Requirements
• Human Ecology Core Course (HE)
• one writing (W) class, a college seminar, or two writing-focused (WF) courses in the first year of attendance
• one history (HY) course within 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:
• 8 weeks full time or
• for credit: full-time enrollment, one term, 11 weeks, earns three credits

(Note: Both options require a proposal and approval by the Internship Committee prior to starting. The internship, whether for credit or not, must be followed by at least one term of enrollment on campus.)

Senior Project
• three credits, either in a single term or split over multiple 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.

FIRST-YEAR REQUIREMENTS
The Human Ecology Core Course (HE) is a requirement for all first-year students. Additional requirements include one writing (W) course or two writing-focused (WF) courses which should be taken in the first year as well as one history (HY) course and one quantitative reasoning (QR) course which should be taken in the first two years of attendance. Please refer to the Writing Requirement section for more information. These requirements apply to all first-time first-year students and transfer students entering with less than the equivalent of 9 COA credits, and are waived for transfer students entering with 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 enables 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 requirements: 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 with 9 or more COA credits are permitted to take two independent studies per year starting from the first year they enroll at COA. Every independent study must have a project director. An on-campus faculty 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.

Students must be in good academic standing with no prior incomplete coursework. 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.

Proposals must document 150 academically engaged hours; this can include such activities as meetings with the director, reading, research, studio work, laboratory time, writing, etc. In addition, proposals should include educational goals; methodology; bibliographic and other resources; background/current level of competence; anticipated level of competence at end of study; final product; 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. A cover sheet must be submitted with the proposal, and requires the following 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 sponsor (required when the director is not a member of the COA faculty)
- advisor
- 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 Provost and the Academic Probation Officer review 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 of five and maximum of eight active participants
- 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 and 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 persons
- identify a student administrator
- 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 provost by the published deadline (Friday of 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 provost.

Students may not take two group studies in the same term or 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. A maximum of 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), or remotely by phone, email or internet. 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 down-
loaded 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 academic degree requirement. Internships have always been site-based supervi-
sed work experiences in a field compatible with a student's academic and/or career interest. The
goals of the internship program are for students to make professional connections away from campus
and gain work experience. Internships have typically been off campus and on-site and working with
professionals that students are not already familiar with. Students are encouraged to begin early by
meeting with the internship program director to define their interests and potential sponsors.

Due to the recent (2020) Covid-19 pandemic, students are now able and encouraged to work remotely
from their homes or another off-site location. On-site internships can still be done but the protocol is
restrictive with required health and safety guidelines with the employers’ acknowledgment and sup-
port.

Internships allow students to apply their knowledge and skills to the job market, develop new skills,
clarify future goals, and establish important career contacts. Internships offer students opportuni-
ties to engage in identifying and seeking employment, developing resumes and support materials,
interviewing successfully and making informed decisions. Returning to a former employer, worksite,
or working with relatives is not an option. Interns are encouraged to take part in onboarding, training,
meetings, and workshops, held at their worksite or virtually.

Students are encouraged to meet with their advisor and the director of the internship program as they
begin planning for their internship. Students must be enrolled for at least one full year on campus
prior to doing an internship. Transfer students should consider meeting with the internship program
director as soon as they arrive on campus. A student must be in good academic standing and have no
outstanding account balances or coursework extensions prior to enrolling for an internship.

In order to integrate the internship with later academic experiences, an internship cannot be during
the final term of enrollment. If you are graduating in 2021, please check in with the internship program
director as soon as possible regarding your internship intentions. A student must spend at least one
term enrolled (for at least one credit) following the internship and prior to graduation. The following
term may be the senior project.

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 is
available to help students take advantage of the resources of the office, including resume and cover
letter writing, portfolio development, seeking and contacting appropriate employers, and supporting
their internship. Faculty advisors have contacts that may produce internships in their fields.

Students may elect to do an internship for credit or non-credit. The successful completion of either an
eleven-week, full-time (440 hours total) credit internship or an eight-week, full-time (320 hours total)
non-credit internship satisfies the degree requirement. After accepting an internship, the student
develops a proposal and resume and obtains a letter of commitment from the internship sponsor/
supervisor, which is submitted to the internship committee for review. Once approved by the commit-
tee, the student may begin the internship. Within three weeks from the start of the term following the
internship, the student must submit an internship report and an evaluation from the sponsor/supervi-
The internship director compiles a written evaluation for the student’s transcript which includes excerpts from the proposal, report, and the sponsor’s evaluation. All internship documentation is filed in the internship office.

Current guidelines for writing proposals, resumes, and reports are available in the internship office and on the college’s website.

In certain instances students may complete up to two three-credit or non-credit internships. Students wishing to take a second for-credit internship must have strong support from their advisors, a strong rationale for the need of a second internship, and an approved proposal. 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 one term, earning three credits. 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. Many approved senior projects take place primarily off campus.

With the exception of the spring term 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 and with one year to complete the project.

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. Non-COA project directors are eligible for a $400 honorarium.

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.

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 must be included 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;
- documentation of how the student will achieve 450 academically engaged hours;
- 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 completed 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. 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.

Students must also 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.

ETHICAL RESEARCH REVIEW BOARD (ERRB)

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 provost 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 provost 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: This is one of the First Year requirements for all students entering with fewer than nine COA credits. Students must take either one writing class, a college seminar, or two writing-focused classes within their first year at COA. Writing courses are designated W in the course description; writing-focused classes are designated WF and classes with a writing-focused option are designated WFO. Students who have scored a four or higher on the AP English exam or a six or higher on the IB English A HL exam, or who have taken a college-level writing course may be exempted from this requirement; determination for an exemption is made by the Writing Program Director.

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 entering as first-year students, or transfer students with fewer than nine credits, must submit a writing portfolio once they have completed eighteen COA credits. 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.

The portfolio should be submitted to the faculty assistant at 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
- 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
- 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. When the students turns in their first draft of the essay, they must specify the names of their two readers to the Faculty Assistant along with the draft. 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. It is the student’s responsibility to submit drafts to both readers and find out their readers’ schedules for commentary no later than six weeks before the deadline for final approval (approximately the first of January). 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 is due toward the beginning of the fall term of the student’s senior year, and the final draft is due in mid-February. Both the initial draft and the final draft must be submitted to the faculty assistant and the two readers by the appropriate deadlines. The student’s advisor oversees the human ecology essay process and ensures that deadlines are met.

Students who fail to meet human ecology essay deadlines will jeopardize their ability to graduate or stand in June. Essays that are submitted after the deadline will not be eligible for inclusion in the human ecology essay publication.
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 course 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, and 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 provost.

CAREER SERVICES

The Office of Internships and Career Services reflects the college’s mission by guiding students to be empowered through the mastery of intellectual and practical skill development. Students enrolled at the college have selected human ecology as the lens through which they explore the world by recognizing its problems, studying the issues, and being motivated to make the world a better place. Career guidance is an integral part of a student’s experience at COA. Career development services for students and alumni include:
• Labor market information
• Resume and cover letter guidance
• Alumni mentors, friends of the college, referrals
• One-on-one career coaching (in person, by phone or by zoom)
• Searchable databases, mock interviews
• Employment guides
• Graduate school information, scholarships and fellowships, relocation strategies

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 provost 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 provost 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.

ACCOMMODATING STUDENTS WITH DISABILITIES

To ensure that programs, activities and services are accessible to all matriculating students, College of the Atlantic is committed to providing reasonable accommodations for students with documented disabilities. Documented disabilities may include, but are not limited to: a learning disability; attention deficit disorder; a visual, auditory, or mobility impairment; a physical or mental health illness.

COA’s policy and practice comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the state and local requirements regarding students with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of the College of the Atlantic.

In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities. A reasonable accommodation is one that is consistent with the academic standards of the college and does not fundamentally alter the nature of the course or program. COA works directly and individually with students throughout the accommodation process. Final authority for determining the most reasonable and effective accommodation rests with the college and is based on the nature of the course or program and the individual student’s disability-related need(s). A qualified individual is a person who, with or without reasonable accommodations, can perform the essential functions of a program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

COA’s designated Disability Support Services are located within the offices of Student Life in Deering Commons. From this office students needing accommodation will be directed to academic, programmatic, or campus mobility specialists for assistance. Students are encouraged to meet with a Disability Support Services professional to develop a plan for their academic accommodations. A request for accommodation is deemed reasonable if it is based on documented individual needs and does not compromise essential requirements of a course or program, does not pose a threat to personal or public safety, and does not impose undue financial or administrative burden.

Students seeking reasonable accommodations must provide current documentation of the disability either before or at the time they request accommodations. It is the responsibility of the student to work with appropriate staff or faculty each term to ensure that appropriate accommodations are put in place at the start of the term. COA does not provide assessment services for documentation of Learning Differences—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; COA has partnered with Parchment to deliver secure official transcripts.
either electronically or in paper format. All transcripts must be ordered online at www.coa.edu/transcripts, even those that will be picked up in the Registrar’s Office. Processing time is 2-5 business days. Current students can print unofficial transcripts directly from their student portal.

Transcripts will not be released if the student has overdue bills in the Business Office and/or Thorndike Library. 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, provosts, 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 (campus, email), phone number, 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 registrar is notified otherwise.

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 overdue bills in the Business Office and/or Thorndike Library).

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. 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. 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. Students who believe that their rights have been abridged may file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education, and Welfare, Washington, D.C. 20201, concerning the alleged failures of the college to comply with the act.
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 (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.

- **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.
- **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 a GPA based only on courses for which the student received letter grades, 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, it is required for 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 for submitting self-evaluations 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 provost 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 receives a completed extension form, s/he may either 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 within three weeks from 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 and must not be on Academic Probation.

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.
Students who receive a D, F, an NC, (fails to receive credit in a class taken credit/no-credit) in a given term or have two or more extensions are automatically 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 or the Provost 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. Failure to attend a probation meeting will result in blocked registration for the upcoming term. 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, residencies, 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.

The academic probation officer is appointed by the provost. 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 provost or her/his designee, whose decision is then final.

In order to be removed from academic probation, a student must pass his or her classes with a C or higher in the subsequent term with no extensions.

**After three consecutive terms on academic probation, or accumulating a total of five Fs, students will be suspended from the college for one academic year.**

**Students who return from the one year academic suspension will be on Level Three Probation. Failure to receive grades of C or above and any course extensions will be expelled.**

**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 3.3 semester hours or five quarter hours. Work at another accredited institution is transferable with a grade of C or above and approval by the Registrar, and will appear on the COA transcript with a grade of CR. 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 transfer student bringing 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.

First-time freshman students who have taken college courses while enrolled in high school may elect to transfer in these credits after they have earned 9 COA credits. This transfer of credits does not exempt them from the First Year requirements.

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 eligibility for transfer. 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 (AP OR IB) OR MILITARY EXPERIENCE

A maximum of one term (three credits) may be given for credit by examination or military experience. Advanced Placement, International Baccalaureate and other successful examinations may also serve as prerequisites for COA courses. AP and IB credits cannot be used to meet HY, QR or Resource Area requirements. Students entering as first-time freshmen must earn 9 COA credits before AP or IB credits may be applied to their COA transcript. Any AP or IB credits must be transferred by the end of the student’sJunior year.

**Advanced Placement (AP):** Scores of four or higher on AP exams are acceptable for transfer.

**International Baccalaureate (IB):** Scores of five or higher on IB Higher Level exams are acceptable for transfer. Standard Level exam scores are not eligible for transfer.

**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:** 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 provost 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 stand if they have not completed their human ecology essay, writing portfolio, community service or their internship.

The provost 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 one term. 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. 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 provost 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 provost. 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. Medical leaves are not possible after week 8 of the term.

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 provost 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

STUDY ABROAD

Study abroad or study away opportunities allow students to take classes outside of COA for up to 18 credits. Students take courses in language studies, international public health, culture and ethnic studies, and other academic fields at accredited institutions within the United States or elsewhere around the world. Students can begin to plan ahead with support from their advisor, guidance from the internship and career education office about funding sources, and the college's financial aid office, in addition to the registrar's office for approval of transfer credits outside of COA. International students should speak with the coordinator of international student services. Students must be in good academic standing and have the appropriate documentation completed in advance of a term/semester away. Some programs such as School for International Training, Semester, SEA Education, and Center for Ecological Living and Learning offer programming and scholarship assistance to COA students. These are just a few of the options available for study abroad and students are encouraged to contact the internship program director.

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 Exchange: 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, New College of Florida, 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 (one year) at the host EcoLeague institution during their sophomore or 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.

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 (15 semester credits, equivalent to 4.5 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, involving nine credits of course work (from upper level courses in the integrated curriculum and nine credits of thesis research). The Graduate Committee, composed of the director of the graduate program and faculty representatives from each resource area is responsible for administering the MPhil program; the director reports to the president and provost. 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 director of the graduate program 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 identified at the time of acceptance into the program and keenly interested in the student’s research topic, plus at least one other COA faculty member, 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 graduate program director.

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 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, independent studies. 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: A maximum of three of the nine course credits may be transfer credits. All transfer of credit is subject to approval by the thesis committee and director of the graduate program. Credits from prior academic work 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. Transfer of credits during graduate enrollment must be approved in advance.

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 also meet regularly with other members of their committee. 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, endnotes, 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 invited participants.

**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, Td or TDaP (diptheria/tetanus) within the last 10 years**

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.

**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. Late payment policies do not apply to students receiving VA benefits.

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 an outside agency, 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 up through 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 Course Withdrawal/Financial Considerations 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 the provost. Withdrawals are not permitted after week eight.

Auditors

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 prerequisites 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 per student 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 June, July, November, and February, and must be paid by the specified due date. The total annual undergraduate tuition for 2020-2021 is $42,993. Tuition is charged at a flat rate of $4,777 per credit or $14,331 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 $54,969.

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 $14,331; 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 student services fee.

Full-time graduate tuition rates are $9,555 per term. Additional associated fees and penalties apply as outlined for undergraduates. Hancock County rates do not apply for graduate students.

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 are not 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 12, 2020
• Winter: December 7, 2020
• Spring: March 19, 2021
• Summer 2021: July 7, 2021
• Fall 2021: August 11, 2021

COA accepts payment plans with an outside agency, however, the approved plan must be in place and remain current. The college is able to assist students and/or their parents in working out a payment plan. College of the Atlantic accepts MasterCard 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. Online payments may be made through TMS at (https://coa.afford.com). 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 one week before the student leaves for the program. International and special deposits are non-refundable.

A late payment fee of $300 will be assessed on overdue accounts and on delinquent payment plans. Students will not be allowed to register for the next term if there is an outstanding balance on their account. If a student has had a late payment in a prior term, COA may un-enroll the student from the upcoming term if that payment is not paid by the due date. Transcripts, grades, or diplomas will not be released until the student account is paid in full. Late payment policies do not apply to students receiving VA (Veterans Administration) benefits.

HOUSING AND DINING

The fee for a room in COA housing is $6,210 per year. There is a non-refundable $100 housing application fee charged to all students living in housing. The full meal plan is $3,537 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 they must choose from: ten meals/week for $2,667, five meals/week for $1,494, or a $100 declining balance card. Meals/week plans are not transferable from term to term. Declining meal plan balances can be used from term to term but expire at the end of the academic year.

STUDENT ACTIVITIES FEE

A $183 student services fee is charged each term for every enrolled student, whether the student is on campus or not. This covers the cost of visits to the campus health clinic (lab work or other tests are not covered by the fee) and helps fund student activities. The fund is managed by Student Activities Committee.

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 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.

COURSES WITHDRAWALS/FINANCIAL CONSIDERATIONS

Full Course Withdrawal: Students who register for a term but withdraw from all courses, either for medical or non-medical reasons, by 4:00 p.m. on the add/drop deadline will receive a full reversal except for program fees, which are not refundable (and see health insurance below). Additionally, a prorated charge for any days of on campus room and board will be assessed. Students who withdraw from all classes in weeks two through week five will receive a daily prorated refund based upon the cash amount paid for the current term. No additional billing adjustments are computed for housing and meals as they are already included in the amount paid. There are no reversals after week one for the student services fee, program fees or lab fees (and see health insurance below). In the rare case of a student staying on campus for more than one night after dropping all classes, COA will assess a prorated charge for room and board. Federal Aid adjustments and outside scholarships will be adjusted per the laws of such aid.

If a student is enrolled in a COA sponsored international or off campus program and drops the program after the deposit deadline but before the program begins, a $500 fee will be assessed. If a student drops the program once the program begins, the standard reversal policy above applies.

Health Insurance when taking a full course withdrawal: Except in the case of a medical leave of absence due to sickness or injury, any student who withdraws from all courses during the first 31 days of classes, will not be covered under the insurance plan. A full refund of the Premium will be made, minus the cost of any claim benefits paid since the effective date. If a student withdraws from all classes after the 31 days, they will remain covered for the term purchased and no refund will be allowed. For additional information please visit your student health insurance website.

Partial Course Withdrawal: Dropping one or two courses (partial drop): Students who drop one or two courses will receive credit toward tuition for a future term based upon the chart below. This credit must be used within the next four consecutive terms and will be factored into computing that term’s financial aid award. The student may not apply the credit to a prior term balance. All balances must be paid prior to application of this credit.

Reversal credit schedule per courses dropped:

Add/drop deadline: Full tuition and lab fee reversal, excluding non-refundable program fees
Week 2: $4,000 credit toward tuition for a future term
Week 3: $2,500 credit toward tuition for a future term
Week 4: $1,500 credit toward tuition for a future term
Week 5: $500 credit toward tuition for a future term
Weeks 6–10: No credit or reversal

The date that is used to determine the reversal amount is the date the completed paperwork is turned into the Registrar.

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. 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 generally not eligible to receive institutional 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 and on the COA website.

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.
COA FACULTY MEMBERS 2020—2021

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

Chien, Ming-Tso: Pre doctoral Fellow, PhD Candidate, University of Maine; MA, International Communication Studies; BA, Foreign Languages and Literatures, advocacy and education, language learning and teaching, transnational education

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

Collum, Kourtney: BS, Western Michigan University; MS, University of Maine; PhD, University of Maine. food systems and sustainable agriculture

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

Cox, J. Gray: BA, Wesleyan University; PhD, Vanderbilt University. philosophy, peace studies and language learning

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

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

Gatti, Daniel: BA, Georgia Institute of Technology; MS, PhD, University of North Carolina. computer science

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

Hudson, Reuben: BA, Vassar College; PhD, McGill University. chemistry

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

Lakey, Heather: BA, MPhil, College of the Atlantic; PhD, University of Maine. women, gender, and sexuality studies

Letcher, Susan: BA, Carleton College; PhD, University of Connecticut, Storrs. plant biology

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. ichthology, marine ecology

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

Schrade, Daniel Kojo: MA, Academy of Fine Arts, Munich, Germany. drawing, painting, multimedia

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

Tai, Bonnie: BA, Johns Hopkins University; EdM, EdD, Harvard University. educational theory, research, and practice

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

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

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

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

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

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

Lerner, Susan: BA, University of Cincinnati; California Institute of Arts. women’s studies

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

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

LECTURERS

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

Donovan, Martha: BA, Williams College; MA, Middlebury College. English, literature and writing

Levin, Rob: Levin, Rob: BA, Goddard College. Journalism

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

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

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

LECTURERS EMERITUS

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

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

ADJUNCT FACULTY

Alex, Joanne: BA Colby College; MEd, University of Maine. education

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

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

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

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

Gagnon da Silva, Pamela: MS Southern New Hampshire University. Integrated community mental health and substance abuse counseling

Graham, Carrie: BS, University of Michigan; MS, University of Maine, Orono. entomology, museum studies, exhibit/design, resource ecology and management.

Greenberg, Arielle: BA, Purchase College; MFA, Syracuse University. women's studies, drama, creative writing

Heckscher, Philip: BA, Harvard. literature, French history, calligraphy

Lepcio, Andrea: BA, College of the Atlantic; MFA, Carnegie Mellon University. writing, plays, theatre

McDonald, Richard: BA, State University of New York ornithology, nature studies

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

Mann, Rocky: BA, University of New Hampshire Pottery, art

Moody, Paula: BA, Johnson College; MEd University of Maine, Orono. primary and special education

Morrell, Hale: BA College of the Atlantic; MS, Yale University School of Forestry. forest science, silviculture, land conservation

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

Perrin, Linda: BA, University of Wisconsin-Madison. glassblowing, glass sculpture
Poier, Salvatore: LLM, Facoltá di Giurisprudenza, Università degli Studi Di Trento, Italy; MA, the International Institute for the Sociology of Law; PhD, Università degli Studi di Milano, Instituto di Filosofia e Sociologia del Diritto. Law

Rand, Kendra: BA, Western Washington University; MA, University of Maine. speech communication, writing, public speaking

Rock, Jenny: BA, College of the Atlantic; PhD, University of Otago (NZ). science and art integration, science communication

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

Shaw, Matt: BA, College of the Atlantic; MFA, University of Illinois at Chicago. image, film studies, media

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

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

FACULTY ASSOCIATES

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

Connery, Bruce: Biologist, Acadia National Park

Demeo, Anna: BS, University of Colorado; MS, PhD University of Maine

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

Guenther, Carla: BS, Worcester Polytechnic Institute; PhD, University of California, Santa Cruz

Harris, Tanner: BA, College of the Atlantic, MS, University of Massachusetts, Amherst

Hazan Connery, Judy: Biologist, Acadia National Park

Heth, Giora: BS, MS, PhD, The Hebrew University of Jerusalem; chemical communication, evolution of behavior, olfactory neuroscience

Jacobi, Charles: BA, Middlebury College; MS Virginal Tech. natural resources

Jones, Leslie: BA, College of the Atlantic; MS/ JD, Vermont Law School. natural resources, land conservation and the environment

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 A&M. Chief, Division of Resource Management, Acadia National Park

McGreavey, Bridie: BA, Bates College; MS Antioch University of New England, PhD, University of Maine, Orono; communication and sustainability science

Negoita, Luka: BA, College of the Atlantic.

O'Keefe, Susan: BA, Saint Petersburg; MS, Oxford University; conservation and policy.

Rajakaruna, Nishanta: B.A. College of the Atlantic; M.Sc. The University of British Columbia; Ph.D. The University of British Columbia, botany and ecology

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

Springuel, Natalie: BA, College of the Atlantic; MS, Antioch New England. environmental studies and communication, forest practices

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

Todrank, Josephine: BA, College of the Atlantic; MTS, Boston University School of Theology; MA and PhD, University of Pennsylvania; evolution of behavior, olfactory neuroscience.

Vaux, Peter: BS, University of London; PhD, University of California, Davis; Aquatic ecology, limnology, landscape theory

Watts, Diana: MA, John Hopkins University; PhD, University of California, Berkeley; business administration

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

Zoidis, Ann: BA, Smith College; MS San Francisco State University; behavioral observations and data collections of several avian and mammalian species
OFFICE OF THE PRESIDENT
Darron Collins: President
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Christopher Petersen: Director of Graduate Program
Bonnie Tai: Associate Dean for Learning and Teaching

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Kristina Swanson: Academic Grants Program Manager

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Donna McFarland: Associate Director of Admission & Student Services
Todd Miner: Assistant Director of Admission
Sydnie White: Admission Assistant

ALLIED WHALE
Tom Fernald: Allied Whale Research Associate
Lindsey Jones: Stranding Coordinator
Rosemary Seton: Allied Whale Research Associate, Marine Mammal Stranding Coordinator

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David Levinson: Farm Manager
Wayne Biebel: Assistant Farm Manager

BOAT CAPTAIN
Toby Stephenson: Captain of the M/V Osprey

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Donald Bareiss: Night Security
Robert Colson: Custodian
Russell Holway: Head Custodian
Barbara Meyers: Gardener
Robert Nolan: Building Systems

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Dan Mahoney: Editor, COA Magazine

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Eric Johnson: Desktop Support Manager
Sean Murphy: Assistant Director of Information Technology

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Kenyon Grant: Director of Creative Services
Jennifer Hughes: Manager of Alumni Relations
Caitlin Meredith: Capital Campaign Assistant
Amanda Mogridge: Manager of Advancement Services
Wes Norton: Manager of Donor Engagement

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Linda Black: Director of Financial Aid
Amy McIntire: Assistant Director of Financial Aid
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Lise Desrochers: Co-Director of Food Services
Ken Sebelin: Co-Director of Food Services
Conor O’Brien: Baker

GEOGRAPHIC INFORMATION SYSTEMS
Gordon Longsworth: 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

PEGGY ROCKEFELLER FARMS
C.J. Walke: Farm Manager

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Mindy Viechnicki: Assistant Registrar

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Sarah Luke: Dean of Student Life
Dianne Clendaniel: Coordinator of International Student Services
Barbara Conry: Director of Student Support and Wellness
Ingrid Hill: Operations Manager
Nick Jenei: Coordinator of Community Engagement
Sarah Keeley: Residence Life Supervisor

SUMMER PROGRAMS
Laura Johnson: Director of Summer Programs
Renee Duncan: Director of Summer Field Studies

SUSTAINABILITY & ENERGY
Spencer Gray: Sustainability Coordinator

THORNDIKE LIBRARY
Jane Hultberg: Director of the Thorndike Library
Trisha Cantwell Keene: Associate Director of the Thorndike Library
Wendy Kearny: Weekend Supervisor (nights)
Catherine Preston-Schreck: Library Assistant/Work Study Student Coordinator
Hannah Stevens: Library Specialist for Archiving and Cataloging
Zach Soares: Audio-Visual Technology Specialist

WRITING CENTER
Blake Cass: Assistant Director of the Writing Center
AD1011 Introduction to Arts and Design
Mancinelli, Isabel
This course is the fundamental course for students pursuing studies in Arts and Design, offering insights into a range of issues addressed in the arts and design curriculum. This course includes studio, field, historical, and theoretical components. Students learn how basic design principals are applied in garden design, historic architectural styles, and planning. They also examine the history and application of perspective drawing and color theory. Students are expected to observe, document, analyze, and make recommendations for improvement of the designed world. Studio work involves both individual and team efforts which are presented for class critique. Learning to give constructive critique is an essential skill and an integral part of many arts and design courses. The last two weeks are dedicated to final projects where students delve deeper into any aspect of the course. Students are expected to complete each project, read assigned books and excerpts, and participate in class discussions and critiques. All work is submitted at the end of term and evaluations are based on attendance, participation, and submitted work. Offered every fall. Level: Introductory. Prerequisites: None. Class limit: 25. Lab fee $30. Meets the following degree requirements: ADS

AD1012 Introduction to Keyboard/Piano
Cooper, John
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. Prerequisites: none. Class limit: 15. Lab fee: $20. Meets the following degree requirements: ADS

AD1013 Jazz, Rock, and Blues: From Their Origins to the Present
Cooper, John
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 principal 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. Meets the following degree requirements: HY, AD

AD1014 Music Fundamentals: Intro to Reading/Hearing/Writing/Playing
Cooper, John
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. Prerequisites: none. Class limit: 20. Lab fee $20. Meets the following degree requirements: ADS

AD1016 World Percussion
Bennett, Michael
This is a “hands on” class for learning and performing conga, snare drum, drum set, 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. *ADS*

AD1017 The History of Rock
Cooper, John
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 inva-
AD1018 Introduction to Guitar
Cooper, John
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 (acoustic or electric). Class limit: 20. Lab fee: $10. Meets the following degree requirements: ADS

AD1019 Four-Dimensional Studio
Andrews, Nancy
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. Lab Fee $30.00. Class limit: 12. Meets the following degree requirements: ADS

AD1024 Watching Globally: Intro to Contemporary Cinema of the World
Capers, Colin
What happens to us when we walk into a movie theater? What are our expectations? To what degree are we prepared to be challenged or confronted by something new or different? Of approximately 5000 films produced yearly worldwide, fewer than 5% are given a general U.S. theatrical release. Of these 250, fewer than 30 come from outside the Hollywood system. There are wonderful, unique movies being made every day that most of us will never know exist. This is largely due to entrenched ideas of how to play it commercially “safe,” but also has a great deal to do with a national isolationism which Hollywood films support and perpetuate. What are filmmakers in other countries focusing their attentions on? What stylistic choices are they making? How does one find out about these other films, let alone see them? In this class we will watch movies made within the last twelve years in Austria, Belgium, Burkina Faso, Canada, China, Greece, Hungary, Iran, Russia, Taiwan, Thailand and many other countries—films made by directors the rest of the world acknowledges as masters but who are virtually unknown in the U.S. Critical and theoretical essays from a variety of sources will offer detailed readings on the individual films as well as give a clear picture of how Hollywood functions to silence other voices and the ramifications of these practices on world finance and culture. Among topics covered will be: new media, the digital revolution, the changing face of copyright law, how movies can mask cultural assumptions and reinforce stereotypes or reveal new ways of seeing/perceiving. Evaluation will be based on class participation, weekly response papers, and a final paper/presentation. Level Introductory. Prerequisites: none. Class limit: 15. Lab fee: $45. Meets the following degree requirements: AD

AD1025 Movement Training Basics
Baker, Jodi
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. Prerequisites: none. Course limit: 15. Lab fee: $20. Meets the following degree requirements: ADS

AD1026 Introduction to Photography
Winer, Joshua
Photography is a common language spoken across cultural, economic and geographical boundaries - used in news 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. Prerequisites: none. Lab Fee: $100. Meets the following requirements: ADS

AD1035 Introduction to Documentary Photography
Winer, Joshua
This course is an exploration into the history of the still image in reportage style work. We'll explore the ways news-gathering techniques, ethical considerations and the impact of the image itself have changed over time. We'll look at the work of iconic documentary image-makers and read critical writings about the social, economic and other forces at work. We'll also look at the power relationships established my market forces and political climates that influenced what stories were told and by whom. We'll also explore the evolution of documentary work in the contemporary world of the citizen journalist and the so-called "hypermedia" environment. There will be considerable reading, looking at the work of historical and contemporary practitioners and weekly shooting assignments. One longer, final project will be expected. Level Introductory/Intermediate. Prerequisites: Introduction to Photography or similar experience. Class limit: 12. Lab fee: $100. Meets the following degree requirements: AD

AD1038 History of Video Art
Capers, Colin
Today, many use the words ‘film’ and ‘video’ interchangeably. In fact, these words refer to different mediums which evolved at different times, in different circumstances, and whose languages and practices originally developed around very different sets of concerns and purposes. In what ways is the distinction still useful in the digital age? This course will critically interrogate the ways humans use moving images to mediate our world, and the repercussions of these uses on individuals, culture, and the contents/subjects of the mediated messages. Many early video artists sought to distinguish the medium from film in that they wanted to create viewers who were active participants rather than passive recipients. In this class we will explore the political and self-expressive impulses in video art, and trace its history from 1965 - the year in which previously established artists Andy Warhol and Nam June Paik first publicly exhibited video work - through to the current moment when film is almost extinct and video has become the world's dominant moving image medium. We will look at video art's ties to performance art and activism, and examine how many multimedia artists have situated their use of video in the context of their other practices. Artists whose work and writing about their work will be explored include: Vito Acconci, John Baldessari, Dara Birnbaum, Tony Conrad, Hermine Freed, Joan Jonas, Miranda July, Mariko Mori, Bruce Nauman, Pipilotti Rist, Bill Viola, and William Wegman. We will also examine the role and work of artists' collectives including Ant Farm, Broadsie TV, Optic Nerve, and Video Free America. Through secondary sources we will look at the range of historical methodologies and critical theories that have been brought to bear on the works viewed. Evaluation will be based on participation in class discussions and two research papers. Students who come to class with experience working in video will have the opportunity to create their own original work in lieu of one of the two papers. Level Introductory. Prerequisites: None. Class limit: 18. Lab fee: $35. Meets the following degree requirements: AD

AD1039 Ceramics I
Mann, Rocky
This beginning course in ceramics will explore the making of objects with clay by using the potter’s wheel, slab roller, coils and press molds. We will explore surface design using slips, under glazes and glazes and patterns. Through these methods we will incorporate wax resist, tape resist, plastic resist, sgraffito, slip and glaze trailing. Six hand-built and twenty wheel-thrown works are required, with reviews taking place during week five and week ten. Level Introductory. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: $95. Meets the following degree requirements: AD

AD1041 Art Since 1900: Harmony and Conflict
Clinger, Catherine
The artworks of Pablo Picasso and Hannah Höch; both the well-known and lesser-known artist made paintings and sculptures that facilitate our understanding of how people experienced the twentieth century. Cubism, Surrealism, Expressionism, Constructivism, Arte Povera, Social Realism, among others — these artist movements were initiated through group declarations of common aesthetic purpose. Variance within artist conventions and procedures accelerated during moments of unrest and social progression thus providing a range of counter-narratives to canonical histories of the period. The last quarter of the twentieth century was one in which new discourses informed creative production and art mono-cultures gave way to intersectional experience. Theories advanced by Edward Said, Frantz Fanon, Linda Nochlin, Griselda Pollock, and Judith Butler offered
new networks with which to understand how art operates as both a reflection and critique of culture. This art history survey looks at how different artists engaged with theories of the unconscious, radical political programs, social upheaval, gender politics, and scientific advances; and, how diverse receptions of human experience were expressed through artistic production. Anxiety, joy, curiosity, and activist predilection combine to formulate a rich amalgam of fresh and challenging visions of the world. Students will be evaluated based on class participation, reading notes, a descriptive analysis, and final essay. Level Introductory. Prerequisites: none. Lab fee: $50. Class Limit: 18. Meets the following degree requirements: AD, HY

AD1042 Introduction to Glass Blowing and Sculpture
Perrin, Linda
This hands-on course will introduce the student to glass as an artistic material. The weekly schedule includes a lecture on campus and a four-hour lab off campus at a professional art glass studio. Work in the studio will focus on learning the basic skills necessary to complete simple blown glass forms. Students will learn basic glass blowing techniques including gathering glass from the furnace, using hand tools, and creating different shapes on the blowpipe. An ongoing emphasis on shop safety will be maintained during demonstrations of the proper use of equipment and tools. In addition to glass blowing, students will be instructed to complete projects using slumping and enameling kilns, diamond lapidary saws, a sand blasting cabinet, and water fed grinders. The weekly lecture will focus on the historical evolution of glass working methods, from the first hollow core vessels to contemporary art glass by Dale Chihuly or Beth Lipman. Students will be evaluated based on attendance, regular reviews of the student's sketchbook, the ability to make five basic vessel shapes, and a final sculptural project. Level Introductory. Prerequisites: none. Class limit: 12. Lab fee: none. Meets the following degree requirements: ADS, HY

AD1047 Modes of Perception and Strategies in Picturing Nature
Clinger, Catherine
Challenging conventions governing what constitutes wilderness and/or landscape and how artists have shaped our perception of these are among the topics which we will consider. Landscapes contain life that seems to fluctuate between haggard or feral states of nature. We will investigate how some artists create distinctions between that which is cultivated and that which is ‘natural’; what images evoke nostalgia for a lost past; suggest the preference for a human dominance over those origins we have isolated ourselves from; and, other emergent, more radical topics. Although we look at ecologies through the eyes of artists, students interested in the science, history, and literature are encouraged to take the course. This course is concerned with the visualization of what is in the landscape. There will be an observational drawing module within the course. The majority of the course will center around visual material curated and presented to you on-line. Course readings will engage with a variety of texts written by artists, art historians, geographers, historians, writers, and cultural theorists that address the invention of the modern idea of wilderness and landscape -- and these will be set in context with works that engage with the visual and phenomenological reception of the artist’s mind. Viewed as a regular practice, the descriptive power of drawing can intensify the experience of observational fieldwork, provide the draughtsman with a richer understanding of the cycles within a landscape, and deepen our relationship with the natural world. We will seek to learn and understand the strategies of others through reading, study, and at-home studio practice. Level Introductory. Prerequisites: None. Class limit: 12. Lab fee: 50. Meets the following degree requirements: ADS, HY

AD1049 Scenes and Songs
Fingerhut, Larrance
This class will offer the student a chance to learn the history and repertoire of American Music Theater. We will assign and direct students in scenes and songs from the classics of Broadway Musicals and explore some new works as well. The course will focus on duets but may include some solo songs and/or larger ensemble numbers. Evaluation will be based on the successful rehearsal process and performance of three different scenes/monologues and songs. Students will be required to read the entire works that songs and scenes are culled from and clearly demonstrate an understanding of the full text and its historical significance. Students will also be required to keep a performance work log that includes all notes given in class and the response/plan of action to the notes. Level Introductory. Prerequisites: None. Class limit: 10. Lab fee: 50.

AD2011 Graphic Design Studio I: Visual Communication
Colbert, Dru
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, expositional 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: 14. Lab fee: $85. Meets the following degree requirements: ADS

AD2012 3D Studio: Introduction to Three-Dimensional Art and Design
Colbert, Dru
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. Meets the following degree requirements: ADS

AD2013 Constructing Visual Narrative
Colbert, Dru
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. Prerequisites: none. Class Limit: 15. Lab Fee: $85. Meets the following degree requirements: ADS

AD2014 Curiosity and Wonder: Design & Interpretation in the Museum
Colbert, Dru
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
AD2015 The Reality Effect: Art and Truth in the 19th Century
Clinger, Catherine

There are myriad realities described by artists and authors. This course concerns itself specifically with the development of visual Realism from 1800-1945 in Europe and America. We will examine the origin of artist methodologies of production as they relate to modernity. Our concerns will include the relation of art to significant political, sociological, and psychological programs of the nineteenth and early twentieth centuries. The new realities created through revolutions in political and social structures, and in our understanding of the physical composition of the world itself are made evident in art that pictures social class, large historical moments, and a specific instant of time in a way that changes how we visualize reality and challenges our understanding of actuality. Students will be evaluated based on class participation, class discussion leadership, reading notes, and written paper. Level Introductory/Intermediate. Prerequisites: none. Class limit: 16. Lab Fee: $30. Meets the following degree requirements: ADS

AD2017 Drawing Mineral and Botanical Matter in the Forest of Maine
Clinger, Catherine

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. Lab fee: $120. Class limit: 12. Meets the following degree requirements: ADS

AD2020 History of Photography
Winer, Joshua

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. Prerequisites: none. Class Limit: 15. Lab Fee: $30. Meets the following degree requirements: HY, AD

AD2022 Film Theory
Capers, Colin

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/filmmakers 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. Meets the following degree requirements: AD

AD2023 Actor Training I
Baker, Jodi
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. Prerequisite: none. Course limit: 12. Lab fee: $50. Meets the following degree requirements: ADS

AD2025 Principles of Comedic Improvisation
Fingerhut, Larrance
This course teaches the underlying principles of improvisational comedy. Improv at its most basic level is about agreement, cooperation, and collaboration towards a common goal. Improvisers must offer their support/agreement in a very real and active way by listening to their fellow performers and by offering their own ideas/initiatives/creativity. In this way people work together to build a scene/story out of nothing but pure creativity and the willingness to support and agree with one another. The most fundamental idea of improvisational comedy is captured in the phrase "Yes, and...." Every improviser is responsible for saying "Yes..." to every idea he or she receives and to add her or his own input and ideas. Students will be taught the basic principles of improvisation and will get a chance to improvise in each class. Classes will consist of ensemble building warm-ups, theatrical improvisational games, and improv scene work that will encourage each participant to offer their ideas without judgment. We will also explore The Harold which is the classic Chicago long form structure. Level Introductory/Intermediate. Prerequisites: none. Class limit: 15. Lab fee: none.

AD2026 Illustration
Colbert, Dru
Illustrating magazines or books, envisioning scientific ideas, inventing characters and imaginary worlds, representing natural subjects; this intermediate studio arts course in visual communication engages you in examining and creating images that depict ideas, stories and information. Through lectures and assignments students will investigate the history of illustration, view the work of contemporary illustrators, and be instructed in traditional and digital illustration techniques. Students will be encouraged to explore a variety of mediums and develop a unique and personal approach to image making. Class members will learn and practice the process of researching and developing ideas from rough sketches to finished artwork that is publication-ready. Emphasis is on the elements that form strong visual ideas. Exercises and workshops will introduce techniques in various mediums including gouache, watercolor, colored pencil, scratchboard, and ink. Instruction will include, and encourage, a wide variety of experimental hand-generated techniques on a range of surfaces. Students will also be instructed in the basics of digital applications for image generation, assembly and alteration. A final project will afford students an opportunity to define their own content focus. Evaluation will be based on attendance, participation in discussions and critiques, timely completion of assignments, quality of work produced, and their ability to clearly communicate ideas through illustration. Offered in alternate years. Level Introduction/Intermediate. Prerequisites: Introduction to Drawing, Painting 1, Printmaking, or Graphic Design, and signature of instructor. Class limit: 15. Lab fee: $100. Meets the following degree requirements: ADS

AD2028 Plants in the Campus Landscape
Mancinelli, Isabel
This course adopts a workshop format, focusing on the management of living plant collections on the COA campus. Emphasis will be on planting and maintenance of woody plants, but some attention will be paid to perennial herbaceous ornamentals. Class activities will include hands-on projects, e.g.
pruning campus trees, shrubs, and vines, planting new accessions for the campus-wide arboretum, identifying and labeling plants, developing a map and tour guide for campus plants, studying planting design principals and site requirements, and developing a plan for future additions to the campus-wide arboretum, strategies for dealing with invasive exotics, and replacement of specimen trees. This course may be especially appropriate for those interested in horticulture and landscape architecture. There are no course prerequisites, but some background in design or horticulture is helpful, such as a prior course in plant taxonomy, gardening, arts and design, or architecture. Students will be evaluated on class participation, completion of assignments and an individual project. Level Introductory/Intermediate. Prerequisites: None. Class limit: 16. Lab fee: $40.

AD2029 Contemporary Artist as Researcher and Activist
Clinger, Catherine
The student will be introduced to a contemporary stream of visual culture that places nature, ethos, competing ideologies, and our relationship to these within the context of emergent forms of art activism. In response to environmental and social crisis, theory and praxis figure significantly in the work of artists and artist collectives from around the globe whose practice manifests as socially engaged art (SEA) defined by Pablo Helguera; data/information reimagined as by Mona Hatoum and Trevor Paglen; or examinations of reconciliation and mass trauma in the work of Doris Salcedo and Kara Walker. In some cases, artworks engage with nature/culture by their placement in site-specific locations, through new modes of picturing, and/or through the appropriation of hypothetical scientific musings or emerging technologies (e.g., Ed Atkins, fictionalized genetic hybridization and subversion of surveillance tools). Many of the artists we examine make use of new tools designed for industrial purpose, medical, agricultural, or scientific research. Others further participatory dialogues within anti-racist, de-colonizing, and queer-centred discursive practices. This work is inherently transdisciplinary and human ecological in disposition and character. Many of these producer-artists appropriate the role of “researcher” in order to bring attention to ecologies that human beings have disrupted or will disrupt. Doris Salcedo, Tacita Dean, Kara Walker, Mark Dion, Shirin Neshat, Ai Weiwei, Andra Ursuta, Karim Ben Khelifa, Raven Chacon, Frances Alys, Natalie Jeremijenko, Guillermo Galindo, among others, will be considered. Evaluation is based on class participation, evidence of completion of weekly readings, a final paper, and a class presentation. Level Introductory/Intermediate. Prerequisites: None. Lab fee: $50. Class limit: 15. Meets the following degree requirements: AD HY

AD2031 Scavenging Color & Light: Introduction to Painting
Schrade, Daniel Kojo
This course will introduce students to the fundamentals of painting, such as composition, light, and color. Students will learn about material and the technical matters of painting. Students will work with oil based paint, experiment with water based alternatives to acrylic mediums and learn to prepare their own canvases. Besides creating individual paintings, students will collectively work on large-scale canvases. This course will develop from individual representational set-ups towards collective, abstract work. Regular class critiques will assist in examining formal composition principles. While we will discuss historic work examples from a post-colonial perspective, the course will focus on the work of contemporary non-western artists. Readings and artist presentations will be assigned. Assignments require students to work independently outside of class. Evaluation will be based on painting projects, participation in class discussions, critiques and artist presentation. Level Introductory/Intermediate. Prerequisites: Drawing I or permission of instructor based on portfolio review of independent work. Class limit: 12. Lab fee: $120. Meets the following degree requirements: ADS

AD3011 Landscape Architecture Design Studio
Mancinelli, Isabel
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. Prerequisites: Introduction to Arts and Design, Two-Dimensional Design, Trees and Shrubs, or signature of instructor. Offered every other year. Class limit: 11. Lab fee $40. Meets the following degree requirements: ADS

AD3012 Documentary Video Studio
Andrews, Nancy
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
AD3013 Animation
Andrews, Nancy
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 animated 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. Lab fee: $50. Class Limit: 12. Meets the following degree requirements: ADS

AD3014 Soundscape
Andrews, Nancy
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. Meets the following degree requirements: ADS

AD3015 Art of the Puppet
Andrews, Nancy
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 $60. Meets the following degree requirements: ADS

AD3016 Land Use Planning I
Mancinelli, Isabel/Longsworth, Gordon
In this course we examine what key physical aspects make communities desirable places to live, work, and visit. New development is often seen as undermining the sense of place and posing threats to environmental resources such as water quality or agricultural soils but alternative approaches may enhance and protect these same qualities. Working on real projects, the class provides assistance to community groups by providing information, analyzing the natural resources, cultural history, scenic quality and the built environment, and providing a range of options for them to consider. Knowing how to effectively apply information available through GIS (Geographic Information Systems) is generally an integral part of land use planning. In this class students learn how to run ArcGIS software and to extract, analyze, and present pertinent information to inform land use decisions.
decisions. Students who have already taken GIS are given more advanced assignments. The class will culminate in a presentation prepared for local community decision-makers. Given the online nature of this course the format of the final presentation is yet to be determined however it is dependent on everyone working together for a successful outcome. Level Intermediate. Prerequisites: Previous coursework in GIS is not required. Class limit: 12. Lab Fee: None. Meets the following degree requirements: AD

AD3020 American Dreaming: Theatre and Activism in the US
Baker, Jodi
The course focuses on dramatic literature connected to historically relevant political and social issues in the U.S. Students will read ??plays and study a variety of artists that have used theatre as a viable force for change over the last century. Together we’ll explore the mechanics and dynamics of particular performances as well as the cultural context in which these works 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 emergence of the AIDS epidemic, the attack on the World Trade Center and the economic crash of 2007-08 - and we will explore the impact of these events on this particular form. Research will include Circuit Chautauqua, Pat Chappelle, Hallie Flanagan and The Federal Theatre Project, Susan Glaspell, Clifford Odettes, Arthur Miller, Lorraine Hansberry, The Living Theatre, The Open Theatre, Adrienne Kennedy, Marie Irene Fornes, The Wooster Group, Anna Deavere-Smith, Luis Valdez, Tony Kushner, Suzan-Lori Parks, Young Jean Lee, Brandon Jacob Jenkins, The TEAM, Radiohole and more. 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 literary course. Course limit: 12. Lab fee: $75. Meets the following degree requirements: AD HY

AD3025 Special Topics in Production
Baker, Jodi
This course provides practical experience in the processes required to build a theatrical production. Because each rendition of the class focuses on new source material, new production methods and concepts, students may receive credit for this course multiple times. Students research, rehearse, and produce a performance for the public in collaboration with a faculty director. The material and pedagogical focus of the course changes with each successive rendition. The number of students enrolled in the course varies depending upon the demands of the project. Students with any or no experience in theater are welcome but priority is based on seniority and/or specific academic investment in the given project, process or subject matter. 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, dramaturgy etc.) are especially encouraged. The course meets four days a week and those enrolled must be available for a certain amount of additional collaborative work outside class time (extra rehearsals, construction and tech work, plus final performance dates and strike). A production schedule will be available by week one. Evaluation is based on demonstrated commitment to the process as well as a final reflective paper based on the experience. Default grading option is Credit/No Credit. Level Intermediate. Prerequisites: none. Class Limit: 12. Lab fee: $75. Meets the following degree requirements: ADS

AD3032 Intermediate Ceramics
Mann, Rocky
This is a ceramics course for students with intermediate levels of skill. This course will focus on hand-building, clay slab construction and advanced throwing techniques. A basic level of skill on the potters wheel is required. Glazing and decorating processes, alternative firing techniques and ceramic technology will be introduced, as well as artistic concepts and design principles relevant to artistic expression in the ceramic medium. Historical and contemporary ceramic works and artists will be studied. Students will be evaluated on class attendance, participation, completion of assignments and sketch book entries. Level Intermediate. Prerequisites: Ceramics I, a similar course in another college or high school, or permission of instructor. Class limit: 12. Lab fee: $95. Meets the following degree requirements: ADS

AD3035 Visual Communication Projects
Colbert, Dru
This project-based studio course offers students an opportunity to create visual communication projects such as interpretive exhibitions, environmental graphic design projects in wayfinding and placemaking, product and package design, and investigations into identity systems and branding. Intensive study to develop and implement a ‘real world project’ forms the basis of coursework. Specific projects are designed to cross disciplinary lines - between science, the humanities, or environmental studies - in the development of intellectual content. Students will work closely with each other, and will collaborate with community members at COA and beyond, in research and design processes. Project content will vary each time the course is offered to focus on the communication of contemporary social and environmental issues through image, text, three dimensional form, and “experiential devices” such as audio-visual elements or hands-on interactives. Students are challenged to design effective communication through the careful selection and implementation of appropriate media and modes. Students will be evaluated on participation in class and group activities and
discussions, evidence of reading and research, originality and effectiveness of design solutions, effectiveness of visual/oral presentations, and timely completion and quality of assigned projects. The focus topic for visual communication projects will be announced prior to registration at the beginning of each term it is offered. Students may also see the instructor for detailed information. This course is particularly suited for students interested in the communication of information through visual and experiential devices. One or more courses in the following areas are strongly recommended as foundational experience: communication design (including any graphic design course); two dimensional design; three dimensional design; education; museum studies/exhibition design; landscape architecture and/or land-use planning. Level Intermediate. Prerequisite: Permission of instructor. Class limit: 12. Lab fee: $65. Meets the following degree requirements: ADS

AD4010 Improvisation in Music
Cooper, John
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. Lab fee: $20. Meets the following degree requirements: ADS

AD4012 Intermediate Video: Studio and Strategies
Andrews, Nancy
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. Pre-requisites: Documentary Video Studio, or Introduction to Video Production. Class limit: 12. Meets the following degree requirements: ADS

AD4013 Activating Spaces: Installation Art
Colbert, Dru
“space in active dialogue with the things and people it contains...” - RoseLee Golberg, 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. Meets the following degree requirements: ADS

AD4014 Graphic Design Studio II: Digital Projects
Colbert, Dru
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, environment 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. Meets the following degree requirements: ADS

AD4017 Art and Culture in Northern New Mexico
Clinger, Catherine
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 (e.g. 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 Jóse), 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 Meets the following degree requirements: AD HY

AD4019 Studio Printmaking
Clinger, Catherine
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: $200. Meets the following degree requirements: ADS

AD4020 Object and Performance
Andrews, Nancy/Baker, Jodi
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, and permission of either instructor. Class limit: 12. Lab fee: $50. Meets the following degree requirements: ADS

AD4021 Analog Photography: B&W

Winer, Joshua

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 emphasize 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. Meets the following degree requirements: ADS

AD4027 Film Production: Haunting

Andrews, Nancy

The haunted house story, nestled as a sub-genre of ghost stories within horror, is often psychological and supernatural. It almost always features a dissolving of boundaries—of the living and dead, the normal and the paranormal, the mind and the exterior world. In stories, ghosts often haunt, but they stand for memories and past events, and the spaces they inhabit are often charged with meanings and emotions. A house can be a metaphor for the body, the mind, for comfort or for patriarchal oppression. Rooms can hold secrets. This genre relates to the psychology of the self, memory, isolation, the uncanny and mysteries of the relationship of body and spirit. This course is part of a three-credit program centered on the production of a short narrative film. Students will study various texts, films, and theoretical writings, concerning topics to include: haunting, spaces of house and home, identity, paranormal, and memory. We will explore some Maine connections to the genre. There are rich associations with houses and other spaces as demonstrated in the work of Gaston Bachelard, Carl Jung, Shirley Jackson and Toni Morrison. Whether literary (Turn of the Screw, The Tell Tale Heart, The Haunting of Hill House) theatrical (séances, Haunted Hotel) or cinematic (Us!, Hausu), we will use texts—books, plays, movies, poems—as research to better understand the movie(s) we are creating. Students will be asked to respond and utilize texts in various ways ie. creating mood boards, improvisational scenes, drawing or design responses, filming scenes, short responses films, or response papers. Students will be responsible for participating and contributing to discussions and class blog. Students will be evaluated on written responses, in-class activities and effective participation. Level Intermediate/Advanced. Prerequisites: Co-enrollment in Making a Low-Budget Movie and Lights, Camera, Action, Wrap!; permission of instructor. Class limit: 15. Lab fee: None. Meets the following degree requirements: ADS

AD4028 Film Production: Making a Low-Budget Movie

Andrews, Nancy

What does it take to make a movie outside of the Hollywood system? How do independent films get made? What are the roles in a production team? How do you plan a production? Budget? Fundraise? Create breakdown sheets? Make Contracts? Storyboard? Rehearse? This course is part of a three-credit program centered on the production of a short narrative film. The students in this course will work to prepare for the film/video production of a screenplay. Roles for our production will be defined, and students will perform the tasks of pre-production. Students will be evaluated on their work and completion of their roles, their collaboration and contribution to the overall pre-production of the project. Level Intermediate/Advanced. Prerequisites: Co-enrollment in Haunting and Lights, Camera, Action, Wrap!; permission of instructor. Class limit: 15. Lab fee: None. Meets the following degree requirements: ADS

AD4029 Film Production: Lights, Camera, Action, Wrap!

Baker, Jodi/Nancy Andrews+D65

This course is part of a three-credit program centered on the production of a short narrative film. In this course we will create elements, shoot and record scenes of a film based on a script and storyboard. With the guidance of faculty and professionals in the field (sound mixer and cinematographer) students will complete the production through the performance of roles on set and behind-the-scenes. Roles will include acting, production design/art direction, costuming, producing, directing, animation and special effects, script supervision, cinematography/lighting, sound recording/mixing and music. Students will be evaluated on their work and successful completion of their assigned roles, their collaboration and contribution to the overall production. This course will be focused primarily on production process. Editing and post-production will be in rough cut form. Level Intermediate/Advanced. Prerequisites:
transdisciplinarity. The course proposes that the sites of a particular pictorial kind of representational will narrow the scope by focusing on certain works as scholastic art, literature, and music is enormous, the course scholarly work that studies the interstices of Roman- enlightenment aesthetic theories and provide impetus forms of printed matter, which effectually capsize En visual arts, as well as images embedded in various works of art not acknowledged in the canon of the celebrated illustrations found in scientific treatises and critiques of rationality; however, it is the less cel- movement have been understood as fundamental literary and philosophical texts associated with the German Romanticism. Taken together, many of the 1840 in Europe, with an emphasis placed largely on rents of intellectual thought during the period 1780- in relationship to both major trends and minor cur- studies, critical and historical analysis. Divergent body of Romantic Art through thematic enquiry, case 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 size: 12. Lab fee: $80. Meets the following degree requirements: ADS

**AD5023 Romanticism: The Triumph of the Imagination over Reason?**

Clinger, Catherine

Scholar Isaiah Berlin considered Romanticism to be “the greatest single shift in the consciousness of the West.” This advanced course will consider the diverse body of Romantic Art through thematic enquiry, case studies, critical and historical analysis. Divergent aesthetic ideologies in Romantic Art will be examined in relationship to both major trends and minor currents of intellectual thought during the period 1780-1840 in Europe, with an emphasis placed largely on German Romanticism. Taken together, many of the literary and philosophical texts associated with the movement have been understood as fundamental critiques of rationality; however, it is the less celebrated illustrations found in scientific treatises and works of art not acknowledged in the canon of the visual arts, as well as images embedded in various forms of printed matter, which effectually capsize Enlightenment aesthetic theories and provide impetus to the development of Realism. Although the body of scholarly work that studies the interstices of Romantic art, literature, and music is enormous, the course will narrow the scope by focusing on certain works as sites of a particular pictorial kind of representational transdisciplinarity. The course proposes that the widespread interconnectedness within the fine and popular arts, through aesthetic and material production, inform the conceptualization of Romantic imagery. Excellent evaluations will be based on a high level of class participation, a consistent demonstration of the close reading of assigned texts, and a commitment to generous listening during group discussions - along with timely submission of two short essays and a final research paper. Level Advanced. Prerequisites: A minimum of one history, anthropology, or literature course and permission of instructor. Class limit: 12. Lab fee: $30. Meets the following degree requirements: ADS

**AD5017 Animation II**

Andrews, Nancy

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-prog-ress 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 prefer-ence 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 size: 12. Lab fee: $250. Meets the following degree requirements: ADS, HY

**AD5025 Strangers and Performance**

Baker, Jodi

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 emerg- ing 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 move-ment, art history, design and social theory is strongly encouraged. A written expression of interest in the course is required. Class limit: 10. Lab fee: $150. Meets the following requirements: ADS
AD5029 The Range of Sublimity in the Artist Mind
Clinger, Catherine
Edmund Burke's chief contribution to aesthetics is his exegesis on the contrary states that define the Beautiful and the Sublime: these are the regular and irregular, binaries of pleasure and pain, appeal and terror, knowingness and not-knowing. Burke encourages the viewer of a 'place' to distance herself from the natural agencies that incite emotional response to landscapes. In keeping a distance; however, we risk participating in a lifeless, hegemonic practice that colonizes nature and hinders aesthetic engagement. Proximity to nature (rather than detachment from it) makes visible the consequences of eighteenth-century imperial and nineteenth-century nationalist missions masked in many of the works of the Hudson River School. Non-native forces in the Western Hemisphere took ownership of humans, places, resources, and in the process, devastated whole peoples and ecologies. Through travel, study, research and creative activity, students will learn to see and appraise the transformation of peripatetic practice into art; as well as witness how art can both reveal and conceal the nature of place. How have the varied notions of sublimity affected artist practice over the past 250 years? What are artists making now that counters a narrative that privileges detachment over intimacy and counters modernity's embrace of indifference? This course will consider the concept of sublimity, both as subject and agent, in the work of visual artists during the aforementioned epochs and the present one. Students will be evaluated on class participation, annotated bibliography, and research paper. This course requires concurrent registration with AD5030 Artist/Naturalist/Visionary (Foley) and AD5031 Journey into Substance (Clinger/Foley). Level Advanced. Prerequisites: An art history, anthropology, or literature course, and permission of instructor. Class limit: 12. Lab fee: $100. Meets the following degree requirements: AD, HY

AD5032 Advanced Studio Printmaking
Clinger, Catherine
This art studio course is a continuation of the introductory course Studio Printmaking. A print mirrors the surface of its matrix and presents 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 advanced studio course will explore ways to address this aesthetic challenge through printmaking by experimenting with conventional and non-traditional ways of creating a range of matrices. Students will acquire skills as printmakers with an emphasis on multiple-plate, collagraph, and other advanced techniques. Students will develop a deeper understanding of the history of prints; how they have functioned to communicate, document, and transmit information through images on paper – engaging with more complex discourses of representation. 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 Advanced. Prerequisites: Studio Printmaking and at least one drawing class; permission of instructor. Class limit: 8. Lab fee: $150. Meets the following degree requirements: ADS

AD5033 Making Art: Effort, Resilience, Persistence
Andrews, Nancy
In this advanced art practicum and seminar, students will pursue the development of a body of art work or series of art works. Through practice, critique, discussion, readings, and interactions with artists and those involved in supporting and presenting artists, students will gain a better understanding of art as an ongoing pursuit, beyond classes and assignments. What does it take to maintain and fertilize the long-term project or a life's work? How can a creative process be carried on, maintained and sustained? The primary goal of this course is for each student to develop their art practice, better understand their creative processes, and show evidence of these developments. This course is an excellent lead-up to a senior project in the arts. Students may work in any medium, but should already have the basic skills required for their chosen project(s)/body of work. This course requires significant dedication outside of class to make artworks. Students are expected to possess and/or extend their ability to be self-directed and motivated. Students will be evaluated on their progress towards their goals, and participation in discussions and critiques; pass/fail grade encouraged. Level Advanced. Prerequisites: multiple previous art classes and permission of instructor. Class limit: 12. Lab fee: $80. Meets the following degree requirements: ADS

AD5036 Tutorial: Methods of the Edition in Intaglio Workshops
Clinger, Catherine
This course is an advanced tutorial in the creation of fine art print editions in Intaglio and Relief. Students will acquire the skills in order to produce professional quality small editions according to contemporary standards of production as understood by IFPDA (International Fine Print Dealers Association) and SGC International. Awareness of their own aesthetic practice and how this informs the application of specific handprint processes will figure significantly as a feature within the context of the group critique. The printmaker will be responsible for the maintaining of the workshop and the design of workflow in the creation of print cycles, and, will be expected to engage in the discourses of the Fine Art Printmaking as they relate to global practices. Students will be evaluated on their quality of their work, participation in critiques, level of engagement with materials, and ability to work in a collaborative studio. Level Advanced. Prerequisites: Studio Printmaking and Advanced Printmaking. Class limit: 5. Lab fee: $200.
AD5037 Adaptation
Baker, Jodi
This course will look closely at a small selection of plays adapted from other works. At its core this is a dramaturgical practice and methods course. Students will investigate impulses and processes for re-envisioning, re-working, re-purposing another's text. We will read and discuss some theories of adaptation (mostly, but not exclusively, as they pertain to collaborative art making practices) as well as a sampling of contemporary criticism. A central goal of the course will be to better understand how the term adaptation is understood across disciplines and to fuel a complex discussion about what might make a theatrical adaptation feel relevant or effective in a given context. We will also look closely at moments in history that have instigated a serious 'looking back', spurring a collective creative impulse to re-visit and re-invent previously established works. One could argue that we are currently living in such a cultural moment. Please note: this course requires a significant reading load. Students will be required to close read/view all adapted texts, all original source materials and a variety of supporting texts (as described above). We will also draw from film, visual art and music for this study. Evaluation will be based on a sequence of short practical assignments and demonstrated engagement with the course materials through live discussion and a shared class blog. Level Advanced. Prerequisites: Permission of instructor required; previous coursework in literature, creative writing, art history and/or theatre studies is strongly advised. Class limit: 10. Lab fee: $100. Meets the following degree requirements: AD

AD6010 Tutorial: Individual Music Instruction
Cooper, John
This tutorial offers small group instruction in a defined musical or media discipline. It involves at least one 1 1/2 hour weekly meeting with the instructor, and independent or group time of at least 8-10 hours weekly, with more time for advanced work. Requirements include an end of term project or performance. Level Variable. Offered upon demand. Lab fee: $20. Meets the following degree requirement: ADS

ED1011 Children's Literature
Sweeney, Meryl
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, 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*

ED1010 Experiential Education
Tai, Bonnie
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. Evaluation 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. Lab fee: $100. Class limit: 15. Meets the following degree requirements: HS ED
reflective writing, service learning, and group projects and presentations. Level Introductory. Class limit: 15. Offered every other year. Lab fee: $20. Meets the following degree requirements: HS, ED

**ED1014 Child Development**  
Alex, Joanne
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. Meets the following degree requirements: ED

**ED1015 Educational Innovation**  
Fuller, Linda
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

**ED1016 Introduction to Adolescent Psychology**  
Hill, Kenneth
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 Introductory. Prerequisite: None. Class limit: 16. Meets the following degree requirements: HS ED

**ED1017 Young Adult Literature**  
Ryan, Siobhan
Students will learn about the history of and current trends in Young Adult Literature. Young adult literature is one of the strongest areas of publishing in America currently. For example in 2014 The Fault in Our Stars was the best selling print and ebook work in America. Exposure to young adult literature will allow pre-service teachers to have an overview of current titles that can be used in or out of class, while students not interested in teaching will have opportunities to stretch their reading and writing canon. Assignments will include reading both academic and trade books as well as articles. Students will learn through a variety of methods from class discussion to preparing class lectures. They will be in touch with professional young adult writers, and they will also have choice in a term-long project that will be done throughout the trimester. Evaluation is on a continual basis as the course is structured to allow students to demonstrate growth over the course of the trimester. There will be rubrics for class participation and assignments, and students will complete self-evaluations. Level Introductory. Prerequisites: None. Class limit: 12. Lab fee: $10.
ED1019 Advocacy and Education for English Learners
Chien, Ming-Tso
Cultural and linguistic diversity in the classroom is becoming increasingly prevalent around the world. In the United States, for example, approximately ten percent of all students in public schools are English learners (ELs), i.e., students who are in the process of acquiring English as an additional language. ELs enjoy valuable opportunities with their additional set of cultural and linguistic resources, but they may also face discrimination as a result of racism, linguicism, and/or xenophobia. These forms of discrimination, along with other systemic barriers, can negatively affect ELs’ academic achievement and sense of belonging in their schools and communities. This course, based on a framework of culturally and linguistically responsive pedagogy, has two overarching goals. First, it aims to equip aspiring educators with the tools to recognize and respond to bias and inequity in the education of ELs. Second, it aims to introduce these future educators to the fundamental principles and techniques for teaching and advocating for culturally and linguistically diverse students. Human ecologists planning to work as educators in the school or the communities to serve ELs and their family will find this course helpful. Students who take this course will learn through active and critical engagements with readings and audio-visual materials, whole-class and group discussions, reflective and analytical writings, lesson planning, micro-teaching, and project planning. They will be evaluated through weekly responses to course materials as well as individual and team project-based assignments, such as interviews with ELs or current EL educators, advocacy projects targeting issues affecting ELs, outreach initiatives that build partnerships and/or enhance cross-cultural understanding. Level Introductory. Prerequisites: None. Class limit: 15. Lab fee: None.

ED2010 Disability Rights in Education
Rabasca, Adam
Across the country, varying state regulations and practices call into question the manner with which students with disabilities are taught, served, and prepared for the future in an economically and socially challenging community and environment. Their rights are governed by the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. Course participants will learn how students with disabilities are ensured their rights to access and a free appropriate public education as well as how this translates into post-secondary education, employment, and society. Students will be evaluated on synthesis of information in written format and in visual presentation and on in-class multi-modal engagement. Students will also be expected to complete an independent research project evaluating the manner in which disability rights are ensured within the very community and environment in which we live. Level Introductory/Intermediate. Prerequisites: None. Class Limit: 15. Lab fee: none.

ED3010 Understanding and Managing Group Dynamics
Tai, Bonnie
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 weight 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 (e.g., 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 be made for those needing to take it for a grade. Level Intermediate. Class limit: 15. Lab fee: $50. Meets the following degree requirements: HS ED

ED3012 Supporting Students with Disabilities in the Reg. Classroom
STAFF
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. Class limit: 15. Meets the following degree requirements: ED

ED3014 Negotiating Educational Policy
Fuller, Linda
Public schools are everyone’s concern. Shared ownership by diverse stakeholders often brings strong interest in school policies. This course will explore issues under debate by state and local policy-makers through readings, full class and small group discussions, guest speakers, and an extended simulation.
We will also examine Maine’s Civil Rights Act and its implementation in various school districts. Our driving questions include: what are the ways parents, teachers, business people and interested community members might influence school policies given the common constraints of limited time and energy? How do policy-makers sort through various opinions and facts to create legislation? How do those who implement policy integrate context and experience with the spirit of an official state statute? With the objective of understanding and negotiating critical school policy issues that impact the nation and beyond, evaluation will be based on class participation (including one of two field trips), reflection journal entries, a group interview and presentation, and a final personal analysis paper based on one of the bills under deliberation by Maine legislators this session. Level Intermediate. Prerequisites: Changing Schools, Changing Society and/or a prior policy course or strong interest in policy recommended. Class Limit: 15. Lab Fee: $10

ED4012 Integrated Methods IA: Gr. K-4 Reading and Writing

STAFF
This course is designed to prepare prospective teachers with methods necessary to implement a comprehensive literacy program for grades K-4 to include all aspects of literacy acquisition. Major areas of focus will include oral, visual and technological communication, shared and interactive strategies, phonics, word study and spelling, independent and guided reading, writing workshop and writing in all content areas. 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 fieldwork component of 50 hours for this ten-week course. For example, three classroom observations for two hours each for a total of six hours per week, excluding school vacation week and week 10. There will be a weekly one-hour lab, shared with Integrated Methods IA: Gr K-4. 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 fieldwork and required readings. Level Intermediate/Advanced. Pre- or co-requisite: Permission of instructor, Child Development, Integrated Methods IA: Gr K-4 Reading and Writing, and, if possible, Children’s Literature. Class limit: 12. Lab fee: $20. Meets the following degree requirements: HS ED

ED5010 Curriculum Design and Assessment

Tai, Bonnie
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. Meets the following degree requirements: HS ED

ED4013 Integrated Methods IB: Gr. 5-8 Reading and Writing

Fuller, Linda
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 through knowledge of language, vocabulary acquisition and use, and working with a variety of text; teaching critical, creative, and collaborative technology use; using multiple tools 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, lesson design, questioning techniques, and formative and summative assessment. Learning objectives address Maine’s teaching standards, the Common Core State Standards for students, and the Maine Learning Results. There is a field studies component of 50 hours for this ten-week course. (For example, three classroom observations for two hours each for a total of six hours per week, excluding school vacation week and week 10.) There will be a weekly one-hour lab, shared with Integrated Methods IA: Gr K-4. 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 fieldwork and required readings. Level Intermediate/Advanced. Pre- or co-requisite: Permission of instructor, Child Development, Integrated Methods IA: Gr K-4 Reading and Writing, and, if possible, Children’s Literature. Class limit: 12. Lab fee: $20. Meets the following degree requirements: HS ED
ED5011 Integrated Methods II: Science, Math, and Social Studies
Fuller, Linda
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 course 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 teaching methods and learning technologies, and assess student learning. Learning objectives include all eleven of Maine’s teaching standards as well as a working knowledge of the Parameters for Essential Instruction (PEI) for Math, Science, and Social Studies. Students will participate in a ten-week field work practicum observing and participating in elementary classrooms as well as planning and teaching weekly in a lab environment. Readings, discussions, and experiential learning in class will complement the field work component. Evaluation will be based on reflection on fieldwork, participation in discussions of readings and field work, curriculum and assessment design and implementation, and professional performance in lab school and at the practicum site. Level Advanced. Prerequisites: Supporting Students with Disabilities in the Regular Classroom, Integrated Elementary Methods I: Reading and Writing, and permission of instructor. Class limit: 12. Lab fee: $25. Meets the following degree requirements: ED HS

ED5012 Secondary Methods: Life Science, Social Studies and English
Fuller, Linda
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. Meets the following degree requirements: ED

ED5013 Student Teaching
Fuller, Linda
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. Meets the following degree requirements: ED

ES1014 Gardens and Greenhouses: Theory/Practice of Organic Gardening
Morse, Suzanne
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. Meets the following degree requirements: ES

ES1016 Ornithology
Swann, Scott
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. Requirements: Permission of instructor. Lab fee: $75. Class limit: 12. Meets the following degree requirements: ES

ES1018 Physics I: Mechanics and Energy
Feldman, David
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: $40. Meets the following degree requirements: ES QR

ES1022 Introduction to Oceanography
Todd, Sean
Planet Earth is misnamed. Seawater covers approximately 70% of the planet's surface, in one giant all-connected ocean. This ocean has a profound effect on the planet's climate, chemistry, ecosystem, and energy resources. Billions of years ago life began there, in what 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

ES1024 Calculus I
Feldman, David
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: none. Lab fee: $5. Meets the following degree requirements: QR

ES1026 Introduction to Chaos and Fractals
Feldman, David
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 project. Level Introductory. Prerequisite: A high school algebra course or signature of instructor. Lab fee: $20. Class limit: 15. Meets the following degree requirements: ES QR
**ES1028 Geology of Mt. Desert Island**

Petersen, Christopher

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: $80. Meets the following degree requirements: ES

**ES1030 Chemistry II**

Hudson, Reuben

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. Class limit: 30. Lab fee: $60. Meets the following requirements: ES, QR. Offered every year.

**ES1038 Geology of Mt. Desert Island**

Hall, Sarah

This course is designed to introduce students to geologic concepts, tools of the trade, and to the geological history of Mount Desert Island. Throughout the course, students will learn skills (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. Prerequisites: none. Class limit: 16. Lab Fee: $100. Meets the following degree requirements: ES

**ES1040 Natural Resources**

Hall, Sarah

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. Prerequisites: none. Class limit: 16. Lab fee: $60. Meets the following degree requirements: ES

**ES1041 Fire: Science, Policy and Practice**

Carroll, Matthew

This course is designed to engage students in a student-centered, active learning environment focused on learning about wildland fire management. Classes will be a mix of lecture, discussion and hands-on practice with the tools and techniques of wildland fire management. Field trips to view prescribed fire operations and prescribed fire unit preparation will take place if/when opportunities and conditions permit. Assigned readings will be a basis for class discussion. Students are expected to keep up with assigned readings and come to class prepared to discuss them. Assessment will be in the form of basic comprehension tests, a midterm problem set and a more extensive final project. Opportunities for students to build upon this class are plentiful given wildland fire's ecological, social and political importance. Level Introductory. Prerequisites: None. Class limit: 15. Lab fee: None.

**ES1042 Geology and Humanity**

Hall, Sarah

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 historical 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. Prerequisites: none. Limit: 16. Lab fee: none. Meets the following degree requirements: ES

ES1054 Biology: Form and Function
STAFF
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 phyloge-netic 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 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 prerequisite for the other. Level Introductory. Offered every year. Lab fee $40. Binoculars and a good pair of walking boots strongly advised. Meets the following degree requirements: ES

ES1056 Physics and Mathematics of Sustainable Energy
Feldman, David
In this course students will learn content and skills so that they can participate effectively in sustainable energy projects, make personal and community decisions that reduce carbon emissions, and work in ventures in sustainable energy. Additionally, this course will be useful for those interested in energy and climate policy, either internationally or domestically. We will begin with a quick overview of current CO2 emissions levels and look at how this is related to energy use. We will then turn our attention to basic ideas from physics, including the definition of energy and the difference between energy and power. The bulk of the course will consist of a survey of different forms of energy consumption and generation. Throughout, we will quantitatively analyze technology from both a local and global point of view. For example, we will calculate how much electricity one can generate on a rooftop, and we will also examine the role that solar PV could play toward the goal of eliminating fossil fuel use worldwide. In a unit on financial mathematics, students will learn about the time value of money and several ways of quantifying investments, including ROI (return on investment) and IRR (internal rate of return). Students will apply these financial tools in several short case studies. If time permits, we may also cover negative emissions technologies and the electrical grid, including grid stability issues and the potential of smart-grid technology. This will be a demanding, introductory, class. Evaluation will be based on weekly problem sets. Level Introductory. Prerequisites: None. Class Limit: 30. Lab fee $5.00 Meets the following degree requirements: QR ES

ES1062 Introduction to Botany
Letcher, Susan
Green plants power the Earth's ecosystem and make possible the existence of life as we know it. Because they lack obvious movement, it is easy to dismiss plants as passive beings without behavior or intelligence. Yet plants integrate environmental
signals and respond in subtle, remarkable ways that increase their Darwinian fitness. Understanding plant behavior and plant intelligence requires a shift of perspective into the world of plants. This class explores their evolutionary origins, metabolism and physiology, anatomy and morphology, life cycles, and their modern-day diversity. The last third of the class focuses on the ecological roles of plants and their relationships with other organisms in their environment. Designed for students with no science background beyond high school biology, this course offers an overview of important topics in the study of plants and a window into their fascinating lives. Through lab work and field trips, we will explore the diversity of plants and the structures and adaptations that allow them to thrive in an enormous range of environments. Students will be evaluated based on quizzes and take-home exams, a brief in-class presentation, and a field/lab notebook. Level Introductory. Prerequisites: None. Class limit: 20. Lab fee: $40. Meets the following degree requirements: ES, QR

ES1064 Data Science I
Gatti, Daniel
Data Science is an interdisciplinary field that encompasses data exploration, statistical modeling, and visualization. Data Science has broad applicability to the natural and social sciences and can be used to guide health and policy decisions. Students interested in analyzing data from the natural or social sciences should take this course. Students who complete this course will be able to: 1. organize data to be correctly read by computer software; 2. subset, transform and summarize data to understand its structure; 3. explore relationships in data through creative visualization; 4. ask questions of the data by fitting the appropriate statistical models; and 5. produce clear and convincing visualizations that support major conclusions from the data. Most classes will be taught through live coding exercises in which students will write code simultaneously with the instructor. The course will emphasize rigorous practices that lead to reproducible research by scripting analyses and versioning of data and results. Students will be encouraged to bring data from their own interests to the class. Students who do not have data will be able to select from several data sets from the social and physical sciences. Examples of data sets might be: temperature change over time, animal population data, election results or wage and income data. No prior programming experience is required. Students will need to use either their personal laptop or a COA loaner laptop for class and programming exercises. Evaluation will be through class participation, quizzes, homework and a final project. Level Introductory. Prerequisites: None. Class limit: 15. Lab fee: None. Meets the following degree requirements: ES, QR

ES1066 Chemistry I
Hudson, Reuben
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 atomic and molecular structure relates to the physical properties of materials and their reactivity. The course explores the reasons, rates, and outcomes of chemical reactions. 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. Evaluations are based on class participation, lab reports, and quizzes. Level Introductory. Lab fee: $75. Meets the following requirements: ES, QR.

ES1068 Programming with Python I
Gatti, Daniel
This course will cover the fundamentals of computer programming, using the Python language. Students interested in obtaining basic programming skills that will prepare them to do more advanced work or learn other programming languages will benefit from this course. This course is designed for students interested in using programming in a wide range of areas, including research in the natural and social sciences, web programming and computer art. Students will learn how to develop an algorithm by breaking a problem into discrete parts, devising a solution to each part, and integrating the parts into a single solution. We will begin with basic data types, variables and expressions. We will then learn to write functions to encapsulate tasks that may be performed more than once and to understand the importance of variable scope. We will progress to looping and more advanced data structures such as lists and dictionaries. We will study how Python uses objects to encapsulate data and methods that act on data. We will then learn to use existing Python libraries that assist with data processing, visualization, and other tasks. The concepts of encapsulation, abstraction, and code reuse will be reinforced throughout the course. Students who complete this course will be able to write programs to automate repetitive tasks, manipulate and analyze numerical and textual data, and perform simulations. These skills will be essential for students who wish to analyze data, write computer games, or cell phone apps, or create generative art. No prior programming experience is required. Students will need to use either their personal laptop or a COA loaner laptop for class and programming exercises. Evaluation will be through class participation, quizzes, homework and a final project. Level Introductory. Prerequisites: None. Class limit: 15. Lab fee: None. Meets the following degree requirements: ES, QR

ES1070 Calling Bullshit: Critical Data Literacy in the 21st Century
Gatti, Daniel
Charlatans and hucksters have always been with us. But the age of computers and big data has increased the quantity of information that is thrown at us and it is increasingly difficult to separate the wheat from the chaff. While fake news has been a focus of recent
debate, it is easy to refute outright lies. However, there are more insidious ways of influencing debates that mix truth with sloppy reasoning. In this course, we will study common, and often subtle, methods of bullshit used by people who wish to influence our thinking and behavior. We will begin with a taxonomy of bullshit and will learn to spot common techniques such as using logical fallacies, misrepresenting numerical data, and presenting partial truths. We will discuss the difference between anecdotes and data in supporting policy decisions. We will also cover how to clearly and quantitatively explain which parts of each example are nonsense, deceptive, or simply bullshit. We will also survey current news and events to identify and analyze examples of bullshit in the wild. We will focus on examples of bullshit that relate to questions of public health and environmental, economic, and racial justice. Students interested in becoming critical consumers and producers of information will benefit from this course. Students who complete this course will be able to identify bullshit, determine what is false or deceptive about the bullshit and offer a clear and persuasive refutation of the bullshit. As part of this process, students will learn to seek out relevant data, calculate and interpret averages, ratios and variances, and make simple graphics to examine the relationship between variables. Students with both technical and non-technical backgrounds will be valuable members of the class; the most important prerequisite is a desire to think critically. Evaluation will be through class participation, problem sets, and several short projects in which students will detect, dissect, and refute bullshit. Level Introductory. Prerequisites: None. Class limit: 20. Lab fee: None. Meets the following degree requirements: ES

ES1074 Sensors, Controllers and Robots
Gatti, Daniel
Robots and microcontrollers are devices that autonomously perform repetitive tasks which are becoming an increasingly common part of our lives. The “internet of things” is all around us, in watches, glasses, refrigerators and radios. How do these devices work? How do they sense the world around them and how do they respond to it? How can you make your own devices? In this course, we will learn to build and program simple but useful devices. We will begin by creating devices that perform simple tasks and move on to using devices that sense and respond to their environment. Examples might include temperature or gas sensors that sound an alarm when levels are too high. We will then move on to build and program devices that collect and store data, such as a weather station or a motion-activated camera. We will discuss more complex topics such as sensing and manipulating the external world and will construct automated robots that can carry out simple tasks. Students who are interested in learning about electronic hardware and software, deploying remote sensors or controlling robots will benefit from this course. Previous programming experience will be helpful for more advanced projects, but is not required for this course. We will use devices such as Arduinos, Raspberry Pis or other devices. Evaluation will be through quizzes, homework and projects. Level Introductory. Prerequisites: Permission of instructor. Class limit: 15. Lab fee: $100. Meets the following degree requirements: ES, QR.

ES1075 Geology of National Parks
Hall, Sarah
In this introductory geoscience course students will learn foundational principles and concepts such as plate tectonics, geologic time, climate and weather, rocks and minerals, and surface processes through an exploration of some of the National Parks of the United States. Through virtual field trips of various parks, students will visualize how regional climate and surface processes such as rivers, glaciers, and wind interact with the bedrock and surficial materials to produce some of the most iconic landscapes. While Acadia National Park offers a view of an ancient and eroded supervolcano, Yellowstone offers a glimpse of a dynamic landscape built on a modern supervolcano. While a few glaciers still cling to the high peaks of Glacier National Park, Yosemite hosts steep glacially carved valleys and polished domes reminiscent of a glaciated past. Class time will be used for lectures, discussions of readings, and labora-
 Infectious diseases have had profound impacts on human history. Bacteria and viruses have an effect on their hosts that far outweighs their microscopic size. In this course, we will study the fundamentals of bacterial and viral replication, and their effects on hosts and society. We will begin with the biology and life cycle of bacteria and viruses and how they infect their hosts. We will then look at how infectious agents affect their hosts and at how they spread. We will study several famous historical pandemics and look at their effects on society. We will then look at specific diseases in detail; these might include tuberculosis, HIV, malaria, smallpox, polio measles or others. We will then study how public health measures have been implemented to prevent infectious diseases and will study the role of sanitation, vaccination and supportive nursing care in reducing morbidity and mortality. Students will also keep a journal of events as they experience them during the current coronavirus pandemic. Students interested in understanding the biology and history of infectious diseases, and the role of public health in prevention and management of infectious diseases will benefit from taking this course. Evaluation will be through on-line class discussions, written tests, narrative journals, papers and a final project. Level Introductory. Prerequisites: None. Class limit: 25. Lab fee: None. Meets the following degree requirements: ES, HY

ES2012 Introduction to Statistics and Research Design
Letcher, Susan/Todd, Sean
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
ES2014 Trees and Shrubs of Mount Desert Island
Weber, Jill
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: 16. Lab fee: $40. Meets the following degree requirements: QR

ES2020 Art and Science of Fermented Foods
Morse, Suzanne
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 foodway 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.) Meets the following degree requirements: ES

ES2030 Marine Mammal Biology I
Todd, Sean
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: Form and Function, Biology: Cellular Processes of Life, and a writing-focused class or permission of instructor. Class limit: 15. Lab fee: $200. Meets the following degree requirements: ES

ES2034 Weed Ecology
Morse, Suzanne
This is a broad course covering the biology of plants that follow humans and often flourish in disturbed habitats. The aim of this course is to gain an appreciation and understanding of the natural history and ecology of Maine’s weedy flora, from the coast to fields and forests. Laboratories will focus primarily on...
agricultural weeds found on our farms and gardens and will include weed identification, experimental approaches for the analysis of weed-crop interactions, ecological approaches to the management of “unwanted plants” and field trips. Evaluations are based on the quality of participation in class, in-class practical exams, a plant collection, one paper, and an oral presentation. Level: Introductory/Intermediate. Prerequisites: introductory biology suggested. Class limit: 15. Lab fee $25. Meets the following degree requirements: ES

ES2037 Introductory Entomology
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. Meets the following degree requirements: ES

ES2041 Physics II: Relativity
Feldman, David
This version of Physics II covers Einstein’s theory of special relativity. Topics covered include the principle of relativity, spacetime intervals and proper time, coordinate transformations, Lorentz contraction, and relativistic energy and momentum. We will start with first principles and carefully build toward key results, allowing students to see how relativity---one of the pillars of modern physics---was constructed and how it coheres as a mathematically consistent and experimentally verified theory. To gain a sense of the scientific, social, and material context in which the theory of relativity was developed, we will read Einstein’s Clocks and Poincaré’s Maps: Empires of Time, by Peter Galison. This class makes extensive use of algebra. Students should be comfortable working with mathematical abstraction. Evaluation based on weekly problem sets, class participation, several short writing assignments, and a final exam or project. Level: Introductory/Intermediate. Prerequisites: Comfort with high-school level algebra. Class limit: 40. Lab fee: $25. Meets the following degree requirements: ES, QR

ES2043 Interpreting Maine’s Changing Landscape
Hamley, Kit
This course will examine the last 20,000 years of Maine’s climate and human history. 20,000 years ago Maine was completely covered by the Laurentide Ice Sheet (LIS) rendering the landscape uninhabitable to plants and animals alike. Shortly following the recession of the LIS, humans entered the scene and for thousands of years modified the landscape to better suit their needs. With the arrival of European colonizers came great cultural and biological upheaval: the Great Dying of America’s indigenous populations, introductions of invasive species, and novel agricultural practices. Through the lens of paleoecology, we will explore how Maine’s biological, geological, and cultural landscapes have responded to perturbations through time. This course explores these changes within a place-based experience on a farm on Marsh Stream in Monroe, Maine. Topics for this course include past environmental change and ecological responses in species, populations, and ecosystem processes; common methods and proxies in paleoecological analyses; ecological principles applied to past organisms; paleohuman influences on the landscape; impacts of European colonization and the pristine myth; and the role of paleoecology in modern conservation efforts. The class will include weekly lectures, discussion sections, and labs. Labs will include collecting a sediment core, examining different proxies from that core (ie. charcoal, macrofossils, sediment type), identifying evidence of glaciation, examining forest succession, and mapping the historic agricultural landscape. Students will generate and analyze data for a collaborative original research paper and results will be written up in the form of a manuscript for publication. Students will be evaluated based on discussion leadership for two classes, a lab/field notebook and research updates (including group presentations), a collaborative, publishable-quality manuscript of all research findings, and a final outreach project to share the findings of the semester long study with the broader COA community. Level Introductory/Intermediate. Prerequisites: Permission of instructor; co-enrollment in ES1072 Chemistry and Biology of Food and Drink, and ###. Class limit: 8. Lab fee: TBD.

ES3010 Agroecology
Morse, Suzanne
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 production, and a final paper. Level Intermediate. Prerequisites: Signature of the instructor and one of the following: Biology: Cellular Processes of Life, Plant Biology, Ecology, or Economics. Class limit: 13. Lab fee: $40. Meets the following degree requirements: ES

ES3012 Calculus II
Feldman, David
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. Lab fee $10. Meets the following degree requirements: QR ES

ES3014 Ecology
Anderson, John
This course examines ecology in the classic sense: the study of the causes and consequences of the distribution and abundance of organisms. 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, note-taking and the appropriate collation and storage of field data. Although this course is NOT a course in Conservation Biology, we examine how ecological principles are applied to conservation questions. Readings include selections from the primary literature. Students are evaluated on the basis of class participation and two in depth problem sets, drawing extensively on the primary literature. Level Intermediate. Prerequisites: Biology: Form and Function or signature of instructor. Class limit: 12. Lab fee $75. Meets the following degree requirements: ES

ES3018 Herpetology
Ressel, Stephen
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. Class limit: 12. Offered every other year. Lab fee: $75. Meets the following degree requirements: ES

ES3020 Invertebrate Zoology
Hess, Helen
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: Form and Function or signature of instructor. Offered every other year. Class limit: 16. Lab fee $25. Meets the following degree requirements: ES

ES3022 Differential Equations
Feldman, David
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, natural, 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. Lab fee: none. MEETS THE FOLLOWING DEGREE REQUIREMENTS: ES, QR

ES3024 Evolution
Petersen, Christopher
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: Form and Function and Biology: Cellular Processes of Life, or equivalent. Offered every other year. Class limit: 20. Lab fee: $50. Meets the following degree requirements: ES

ES3028 Calculus III: Multivariable Calculus
Feldman, David
The functions studied in Calculus I and II are one-dimensional. But the universe of everyday experience is, at minimum, three-dimensional. In this course we explore how Calculus can be extended so as to apply to functions of more than one variable, and thus apply to the three-dimensional world. We will begin by reviewing vectors and functions of several variables. We will then learn about partial derivatives and gradients and how apply these tools to multivariable optimization. Turning our attention to integral calculus, we will next cover double and triple integrals and their applications. We will conclude with a treatment of line integrals, flux integrals, the divergence and curl of a vector field, and Green's, and Stokes's theorems. Evaluation will be based on class participation and lengthy weekly problem sets. To enroll in Calculus III students must have a background in single-variable calculus. Students who have done IB maths at either the standard or higher level, or either the AB or BC Advanced Placement Calculus tests, are ready for Calculus III, as are students who have had Calc I and II here, or at another college. Calc III re-visits topics from Calc I and II and extends them to multivariable functions and vector fields. This is a great class for students who want to review their calculus and take their math to the next level. Level Intermediate. Prerequisites: Calculus II or the equivalent or signature of instructor. Lab fee: none. Meets the following degree requirements: QR

ES3030 Environmental Physiology
Ressel, Stephen
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: Form and Function and Biology: Cellular Processes of Life, or equivalent. Class limit: 15. Lab fee: $65. Meets the following degree requirements: ES

ES3032 Genetics
Hess, Helen
This course will explore the many roles that genes play in the biology of organisms, the molecular basis of gene function, and the methodologies 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: Cellular Processes of Life or permission of instructor. Class limit: 16. Meets the following degree requirements: ES

ES3036 The History of Natural History
Anderson, John
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 herbas 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. Prerequisites: none. Class limit: 12. Lab fee: $50. Meets the following degree requirements: ES

ES3044 Climate and Weather
Hall, Sarah
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. Meets the following degree requirements: ES

ES3050 Organic Chemistry I
Hudson, Reuben
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: 14. Lab fee: $60. Meets the following degree requirements: ES

ES3052 Thermodynamics
Feldman, David
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. Lab Fee: None. Meets the following degree requirements: QR ES

ES3060 Marine Mammal Biology I: Field Studies
Todd, Sean
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 two weeks prior to the start of the fall term 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: $600. Meets the following degree requirements: ES

**ES3080 Environmental Chemistry**

Hudson, Reuben

This course is an introduction to the field of environmental chemistry, an exploration of chemicals and their reactivity/effect on the atmosphere, as well as aquatic and terrestrial ecosystems. Specifically, we will examine the sourcing, transport, and fate of specific chemicals in the context the following issues: air pollution, climate change, water pollution, hazardous organic compounds, soil health and waste disposal. Generally, environmental chemistry focuses on these two questions: 1) What is in the environment? and 2) What are the effects? The related question of how we design safer materials and products so that harmful chemicals don’t end up in the environment in the first place is covered in the follow-up course, Green Chemistry. There are two classes per week, as well as a field-based laboratory section. Evaluation is based on participation in discussions, exams, and group laboratory reports. Level Intermediate. Prerequisites: Chemistry I/II. Class limit: 12. Lab fee: $100. Meets the following degree requirements: ES, QR

**ES3082 Data Science II**

Gatti, Daniel

This course is a continuation of Data Science I. Publicly available data is often of great use, but is rarely offered in ready-to-use formats and requires “data wrangling” before it is ready to be analyzed. We will begin with advanced data wrangling of publicly available data from the social and natural sciences. We will then progress to critical evaluation of the data and develop the skills to generate reproducible analysis reports. Students interested in analyzing data from the social or natural sciences should take this course. Students who complete this course will be able to:
1. perform advanced data wrangling of publicly available data sets,
2. build custom functions to streamline data analysis,
3. perform simulations to explore how small changes in variables affect the results,
4. make code used for data analysis publicly available,
5. produce a final report that integrates explanatory text with computer code that transforms data, fits models to the data and visualizes the results. The course will emphasize rigorous practices that lead to reproducible research through scripting of analyses and versioning of data and results. The course examples will use publicly available data. Students will be encouraged to bring data from their own research to the class. Students who do not have data will be able to select from several data sets from the social and physical sciences. Students will need to use either their personal laptop or a COA loaner laptop for class and programming exercises. Evaluation will be through class participation, quizzes, homework and a final project. Level Intermediate. Prerequisites: Data Science I. Class limit: 15. Lab fee: none. Meets the following degree requirements: ES, QR

**ES3083 Linear Algebra with Applications to Differential Equations**

Feldman, David

The first half of this class will consist of a rapid tour of the key elements of linear algebra. We will cover vector and matrix algebra, linear vector spaces and subspaces, basis and dimension, the determinant, and eigenvalues and eigenvectors. We will then consider first-order linear differential equations — first scalar equations and then systems of equations. We will see that linear algebra is an indispensable tool for solving systems of linear differential equations and understanding the geometric structure of their solutions. In addition to covering basic theory, we will consider a handful of case studies that illustrate the power of the mathematical techniques we are learning. These case studies will be drawn from across the sciences. The particular case studies we examine will depend on student interests. Students who successfully complete this course will gain a solid introduction to the calculational techniques and key constructions and ideas of linear algebra. Students will also learn techniques for solving and understanding systems of linear differential equations. Additionally, this course serves as an introduction to formal mathematics; students will gain experience working at a level of generality and abstraction a bit above that encountered in a typical introductory calculus sequence. Evaluation will be based on weekly problem sets. Level Intermediate. Prerequisites: Calculus I and II, or the equivalent. Class limit: none. Lab fee: none. Meets the following degree requirements: QR

**ES3085 Watersheds**

Hall, Sarah

In this course students will learn the basic field and quantitative methods used to characterize watersheds. The course will focus mainly on watersheds of Mt Desert Island and some of the larger rivers in Maine and will build upon foundational concepts in Earth Science. The course will feature field, lab, and lecture components. Students will conduct geomorphic mapping (field and GIS), surveying, stream discharge measurements, pebble counts, and other common tools and methods to conduct a term-long field study of multiple island watersheds. Upon returning from the field, students will use their data to calculate flows and sediment loads associated with less frequent flood events. Large magnitude flow events tend to shape stream channels and have implications for human infrastructure and intertidal zone dynamics. Students will be evaluated based on weekly assignments, quizzes, presentations, and the term-long project. Students will work in teams to complete a basin-wide study of one of the island watersheds of interest to community partners for long-term monitoring. The field project will culminate in a written report and presentation. They will work on their project report throughout the term with opportunities for peer review and revision. It is strongly recommended that students have taken high school math courses (algebra and geometry), at least 1 introductory Earth Science course, and are comfortable using Excel. Level Intermediate. Prerequisites: HS2020 Introductory GIS. Class limit: 16. Lab fee: $100. Meets the following degree requirements: ES, QR.

**ES3089 Tutorial: Geoheritage of coastal Maine**

Hall, Sarah

A “Geopark” is a designated area that features internationally significant sites of interest which highlight connections between geology and cultural heritage. Geoparks exist in over 40 countries, but currently there are none in the US. At present, a steering committee is in the planning stages of proposing one for our area of Coastal-Downeast Maine. Within this area there will be multiple “geosites”, chosen for their geology, cultural history, proximity to existing infrastructure, and potential for community engagement, will each feature interpretive signs and/or other materials enabling visitors to experience aspects of the geoheritage. To develop each geosite and educational materials, expertise is needed from multiple fields: geology, hydrology, geomorphology, human history, wildlife and plant biology, art history, and more. In this tutorial, students will work together with students in the Museum Practicum class to design one or more geosites for one of ~5 zones of coastal Maine stretching from Pemaquid Point in mid-coast Maine (southwest) to Cobscook Bay State Park near the Canadian border (northeast). Through individual meetings with instructors, small group meetings between students with and without instructors, and larger group meetings/presentations with instructors and visitors, students from both classes will be engaged with the overarching Geopark project throughout the term. The tutorial students will first research the local geology, biology, and human history and then synthesize and organize the information to highlight site-specific connections. The Museum Practicum students will consider site-specific characteristics and educational content suggested by the tutorial students to suggest options and prototypes for interpretive materials such as
signs or online content. While each group of students will have separate topics to focus on, this will be very much a collaboration between the tutorial students and Museum Practicum students with one overarching objective to produce prototypes of the educational materials at geosites. Students in this tutorial will be assessed based on the quality and thoroughness of the topics researched and synthesized as well as their participation in the collaborative project with Museum Practicum students. Level Intermediate. Prerequisites: Introductory geology class and/or course in human history relevant to coastal Maine recommended but not required; permission of instructor. Class limit: 8. Lab fee: none.

**ES3090 Practicum in Sustainable Energy**

Carroll, Bryan

This is a hands-on, project-based class in which students will collaboratively plan for and participate in all aspects of renewable energy projects on College of the Atlantic's campus. Examples of projects include installation of a solar photovoltaic array, air-sealing and insulating one of the college's buildings, or planning and installing a greenhouse heating system. 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). 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 short presentations, problem sets, and active and effective participation in all aspects of the project. Default grade is Credit/No Credit. Level Intermediate. Pre-requisites: Permission of instructor; Physics and Mathematics of Sustainable Energy is strongly recommended. Class limit: 10. Lab Fee: $50.

**ES4010 Biomechanics**

Hess, Helen

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. Class limit: 16. Offered every other year. Lab fee: $15. Meets the following degree requirements: QR ES

**ES4012 Winter Ecology**

Ressel, Stephen

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: 10. Lab fee $165. Meets the following degree requirements: ES

**ES4016 Island Life**

Anderson, John

Islands have played a major role in the development of ecological and evolutionary theory. Most recently, islands have served as an important metaphor in the development of conservation biology. Maine is blessed with a plethora of islands - between 4500 and 6000 at the last count - and the history and pre-history of these islands is intimately entwined with that of the continent itself. This course examines historical and current interpretations of island biogeography and the interplay between natural and human history and human ecology. The class will be taught as a combination of term-time seminar and in the field, based on the College's field station on Great Duck Island and the College's research vessel. During the Spring term we will be meeting regularly to examine the theoretical basis of Island Biogeography and islands as the subject of scientific and literary discussion since Aristotle. Readings will include Darwin, Alfred Russell Wallace, and contemporary authors. In late August we will re-convene for the field component of the class. During the first
half of this component, we will be focusing primarily on Great Duck island and its immediate surroundings, learning and applying theoretical approaches to islands’ landscapes, with extensive reading from the primary literature. During the second half of the class, we will move further afield, exploring a variety of islands in eastern Maine, and relating our observations to theoretical predictions. Ultimately we hope to travel to Grand Manan Island in the Bay of Fundy to observe a large island community, see the traditional weir fishery, and observe firsthand migrating right and humpback whales, and northern seabirds. Evaluation based on participation, quizzes and a term project. Level Intermediate/Advanced. Prerequisites: Permission of instructor; knowledge of boat-handling and/or significant experience on the water is recommended. Class limit: 8. Lab fee: $500, which helps cover food and travel for the field component of the course. Meets the following degree requirements: ES

ES4018 Human Anatomy and Physiology I
Anderson, John
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. Students are strongly encouraged to take both terms. Class size: 15. Lab fee: $30. Meets the following degree requirements: ES

ES4026 Cross Kingdom Interactions
Morse, Suzanne
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; co-evolution; 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: $25.00. Meets the following degree requirements: ES

ES4038 Ecology and Natural History of the American West
Anderson, John
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, Philip 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. Lab fee: none. Meets the following degree requirements: ES

ES4040 Animal Behavior
Anderson, John
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. Meets the following degree requirements: ES

ES4041 Seeds
Morse, Suzanne
Over 90% of today's terrestrial flora are seed plants and provide the majority of the ecological energy across the world. Today the majority of the human population is dependent on the energy and nutrients stored in the seed of a remarkably few crops that arose through the breeding and saving of seeds.
Today this critical interdependence is rich with questions and at are at the center of the food security and food sovereignty debates. Some questions of this human-plant co-evolutionary story to be addressed in this course are: How is crop breeding done in different parts of the world? What are the techniques for breeding, seed saving, and storage? What traits are selected for in traditional and modern breeding? What role do seed banks and libraries play in our common future? What are the current laws governing seed quality and ownership? How do these laws and treaties structure corporate consolidation, community initiatives, and possible mechanisms for developing crops in the face of global climate change? What is the “free the seed movement” and why might it be important? The second major debate to be explored will be the ethical and ecological implications of the “assisted migration” of wild plants as a means of conservation and adaptation to global climate change and the replacement of horticultural materials with wild plants as means for expanding native habitat corridors. We will contextualize these two major themes with an in-depth look into the biology of seeds as well as the ecological and evolutionary significance of seeds. In preparation for required attendance at the Organic Seed Alliance conference, laboratory exercises will cover seed dormancy and germination, and build skills in hand pollination and trait selection. Evaluation will be based on class participation, leadership in seminar discussions, quizzes, a group report on the Organic Seed Alliance Conference, and the development of a final project based on one or both of themes in the course. Level Intermediate/Advanced. Prerequisites: Strong understanding of botany (at least two botany courses); one course with an introduction to some kind of policy theme (at least one law course); and a willingness to grapple with mathematical thinking. Students will be evaluated based on participation in class discussions, a series of problem sets, and a final paper. Knowledge of algebra is necessary, along with relevant background knowledge and curiosity. Students will be evaluated based on participation in class discussions, a series of problem sets, and a final paper. Knowledge of algebra is necessary, along with relevant background knowledge and curiosity. Some questions of this class include exponential vs. logistic population growth, competition, predator-prey interactions, metapopulation dynamics, stochastic vs. deterministic processes, optimal foraging theory, succession, and behavioral ecology. This course will be useful for students who are considering graduate school in ecology and related disciplines, and it is open to anyone with relevant background knowledge and curiosity. Students will be evaluated based on participation in class discussions, a series of problem sets, and a final paper. Knowledge of algebra is necessary, along with a willingness to grapple with mathematical thinking. Knowledge of calculus and linear algebra is helpful but is not required. Level Intermediate/Advanced. Prerequisites: At least one intermediate course in ecology and a knowledge of algebra; permission of instructor. Class limit: 10. Lab fee: $800. Meets the following degree requirements: ES

ES4050 Population and Community Ecology
Letcher, Susan
Ecology, in the narrowest sense, is the study of the distribution and abundance of organisms on the earth. This class focuses on ecology as a science, and particularly the intellectual tradition within ecology that has sought to develop simple mathematical descriptions of complex phenomena. Population ecology studies the growth and decline of populations (i.e., groups of organisms of the same species), while community ecology studies the interactions among populations. We will study classic models in population and community ecology, developing the models from first principles, applying them to real data, and critically examining the shortcomings of the modeling approach. Concepts to be covered in the class include exponential vs. logistic population growth, competition, predator-prey interactions, metapopulation dynamics, stochastic vs. deterministic processes, optimal foraging theory, succession, and behavioral ecology. This course will be useful for students who are considering graduate school in ecology and related disciplines, and it is open to anyone with relevant background knowledge and curiosity. Students will be evaluated based on participation in class discussions, a series of problem sets, and a final paper. Knowledge of algebra is necessary, along with a willingness to grapple with mathematical thinking. Knowledge of calculus and linear algebra is helpful but is not required. Level Intermediate/Advanced. Prerequisites: At least one intermediate course in ecology and a knowledge of algebra; permission of instructor. Class limit: 16. Lab fee: none. Meets the following degree requirements: ES, QR

ES4048 Biostatistics
Letcher, Susan
This course will provide students with a toolbox of techniques in statistical analysis, with a focus on the biological sciences. Students will learn how to choose and apply a variety of widely used statistical tests, how to design experiments and studies with statistical analysis in mind, and how to use a range of specialized statistical approaches for data types frequently encountered in the biological sciences. The methods we will cover include parametric and nonparametric tests; approaches designed for categorical, ordinal, and continuous data; biodiversity statistics and ordination methods; Bayesian vs. frequentist inference; and robust experimental design. The class will highlight the assumptions involved in statistical inference and the conditions that must be met in order to use statistical tests appropriately. In the lab, students will use the statistical programming language R to explore, display, and analyze data using the methods covered in class. By the end of the term, students should be able to choose appropriate analytical methods for a wide range of data types, design statistically valid experiments, and write code for basic statistical tests in R. Students will be evaluated based on daily homework assignments, weekly lab work, several take-home exams, and a final group presentation based on an original analysis of an archived data set chosen by the students. Note: each student should have a laptop for lab (PC preferred; limited support will be provided for Mac users). Contact the instructor if you do not have your own laptop. Level Intermediate/Advanced. Prerequisites: An introductory course in statistics (Intro to Statistics and Research Design, Probability and Statistics, or equivalent), and permission of instructor. Class limit: 15. Lab fee: None. Meets the following degree requirements: QR

ES4052 Bioinformatics
Gatti, Daniel
Biology has undergone a revolution due to the maturation of high-throughput RNA and DNA sequencing technologies. RNA sequencing can quantify the expression levels of thousands of genes, proteins or metabolites and produce terabytes of data. This data can be combined with millions of DNA sequencing reads to identify genetic mutations that affect gene
or protein levels. How can we determine the quality of large data sets? How can we make sense of such vast data to prioritize genes or genetic variants that may help us to treat human diseases? How can we protect ourselves from spurious and irreproducible results? In this course, we will learn fundamental techniques of data analysis for RNA and DNA sequencing data. The course will begin by surveying the technology behind high-throughput sequencing and will progress to alignment of RNA reads to a reference genome. We will then learn how to identify differentially expressed genes using methods that correct for potential biases and correlation structure in the data. Next, we will combine DNA sequences with gene expression data to understand how genetic variation produces differences in gene expression levels. Students interested in learning widely applicable bioinformatics techniques will benefit from this course. Students who complete this course will be able to read and assess the quality of high-throughput sequencing data, to align RNA or DNA reads to a reference genome, to quantify differences in gene expression between groups, and how to associate DNA sequence variation with gene expression variation. We will use the R programming language and Bioconductor libraries. Evaluation will be through quizzes, homework and a final project. Level Intermediate/Advanced. Prerequisites: Biology I: Cellular Processes of Life or equivalent, and either Python I or Data Science I. Class limit: 15. Lab fee: None. Meets the following degree requirements: ES, QR

**ES4053 Ecosystem Ecology**

Letcher, Susan

Ecosystem ecology is the branch of ecological science that considers the large-scale transfer of matter and energy among different living and non-living compartments in ecosystems. Thinking about the natural world with this level of abstraction has provided critical insights into the processes that support life on Earth, the feedbacks that connect the geosphere and atmosphere to the biosphere, and the ways life is likely to respond to large-scale perturbations such as climate change. In this course, we will explore the deep history of life on earth and how living things have transformed the chemistry of the planet. We will study how energy flows and nutrients cycle in present-day ecosystems, and how these processes are coupled and regulated by the actions of living organisms. Using examples from terrestrial, freshwater, and marine systems, we will study how to quantify fluxes of energy and matter. We will analyze the factors that affect rates of ecosystem processes such as plant growth and decomposition in different ecorregions. We will explore the feedbacks that link living and non-living matter into a single complex network. The drivers and ramifications of climate change will be a recurring theme throughout the term. This course will be useful for students interested in global change research, particularly those who plan to pursue graduate degrees in related fields. Students will be assessed based on class participation, a research paper and presentation, and a project on communicating scientific information. Level Intermediate/Advanced. Prerequisites: Cellular Processes of Life (or equivalent) AND Ecology. Class limit: 20. Lab fee: none. Meets the following degree requirements: ES

**ES4055 Climate, Culture and the Biosphere**

Hamley, Kit

This interdisciplinary course explores the coupled dynamics of humans and the biosphere through time, from hominid evolution more than 2.5 million years ago to the present era. Topics of discussion include, among others, human evolution and climate change; domestication, agriculture, and the Anthropocene; the roles of climate, culture, and the environment in the collapse of civilizations; and sustainability, resilience, and the paleorecord. The curriculum draws from anthropology, geography, paleoecology, and the climate sciences to inform on the integrated relationship between humans and their environment in the context of global change. One class session each week will include a deep dive into the topics that we need to understand the assigned scientific readings for that week. The other session will be dedicated to an in depth student-led discussion of the scientific manuscripts assigned for that topic. Students will be evaluated on their participation in weekly discussions and completion of assignments, including a final paper on a topic of their choosing. Level Intermediate/Advanced. Prerequisites: Introductory Biology and/or a course that deals with human prehistory and/or The Anthropocene and/or Intro Geology, and permission of instructor. Class limit: 15. Lab fee: none.

**ES5012 Conservation Biology**

Anderson, John

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: Any one of Ecology, Restoration Ecology, Environmental Law, Public Lands, International Environmental Law or equivalent, or signature of instructor. Class limit: 15. Lab fee $10. Meets the following degree requirements: ES

**ES5014 Organic Chemistry II**

Hudson, Reuben

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
ES5038 Tutorial: Ecology and Evolution of Parasites
Hess, Helen
Parasites live on the surface or within the bodies of a host, feeding off host fluids or tissues. Because parasites do not directly kill the host, a parasitic infection may persist indefinitely, sometimes decades in the case of long-lived hosts. Parasites include tiny, single-celled organisms as well as worms that can reach many meters in length. This course will explore the biology of parasites, with a focus on those species that affect humans and domestic animals. Some of the most prevalent human diseases, such as malaria and schistosomiasis, are caused by parasites. Students will learn about the evolution of complex life histories and the various means of evading the host’s immune system employed by parasites. We will meet twice a week for lecture and discussion of reading from the primary literature as well as the popular literature. Students will take turns presenting material on specific issues and examples they have researched. Evaluation based on quality of contribution to class discussions, presentation, and several short written assignments. Level Advanced. Pre-requisite: Invertebrate Zoology and signature of instructor. Class limit: 6. Lab fee: none.

ES5041 Forest Ecology
Letcher, Susan
Forests hold a large fraction of the world’s biodiversity and store immense reserves of carbon. This course will focus on understanding forests at the population, community, and ecosystem scales. We will study woody plant taxonomy; the way that forests are defined and understood by ecologists; the factors that influence plant distributions at large and small scales; the biotic and abiotic controls on tree growth and productivity; the cycling of carbon, nitrogen, and phosphorus in forests; the life history strategies of different functional groups of trees; the population and community dynamics of trees, including forest succession; the ecological interactions between trees and other organisms in the forest; and forest diversity across the globe. The course will focus primarily on Maine forests, with field trips to Acadia National Park and the surrounding area, but we will also take a global perspective and study forest ecosystems from the taiga to the tropics. Fieldwork will cover woody plant taxonomy, forest inventory methods, and forest ecosystem assessment. Students will be evaluated based on class participation, dendrology quizzes, a field/lab notebook, and final project reports (written and oral). Level Advanced. Prerequisites: ES3014 Ecology AND Trees and ES2014 Shrubs of MDI (or equivalent exposure to local plant taxonomy), and permission of instructor. Class limit: 12. Lab fee: $100. Meets the following degree requirements: ES

Hudson, Reuben
The main goal of this tutorial is to give students significant experience tackling open-ended problems in computational chemistry, origin of life questions, theoretical physics, computer science and/or applied mathematics. In this tutorial students will carry out research on a topic of their choosing, most likely focusing on some mathematical model. Students may examine mathematical properties of the model, or may look to apply the model to phenomena in the natural, physical, or social world. The class will meet together once a week, and in small groups several times a week. At these meetings we will discuss journal articles and book chapters on topics and methods relevant to the students' projects. Students will also meet weekly with the instructor to discuss details of their independent project. At the end of the term, students will give an oral presentation giving background in their topic and presenting their results. Students will also write a final report on their project. It is expected that the results of some of these projects may also be presented at research conferences and/or submitted to peer-reviewed journals. Evaluation will be based on participation in weekly discussions, the progress made on the project, and the final presentation, and the final report. Level Advanced. Prerequisites: Permission of instructor; course background needed will vary depending on the student's project area. Class limit: 6. Lab fee: none.

HE1010 Human Ecology Core Course
STAFF
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 their 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: $30. Meets the following degree requirements: HE
HS0955 Writing for Yourself: An Introduction to Technique
Cass, Blake
Good writing comes from a desire to communicate; great writing comes from a desire to connect. Far from being a removed activity without consequences, writing offers us the chance to encounter the world, better understand others, and reflect on who we are. Starting with descriptive writing, students will write in a variety of genres, including narrative nonfiction and the analytical essay. No matter the genre, students will be expected to put the full force of themselves into their writing; an analytical essay is, though in a much different way, as much an exploration of the self as a memoir. In his epistolary book, Between the World and Me, Ta-Nehisi Coates wrote, “You are growing into consciousness, and my wish for you is that you feel no need to constrict yourself to make other people comfortable.” Coates’s advice to his son could serve as the mantra for students in this course. In other words, write for yourself, write to explore who you are and what you think, write to live more fully. Using The Best American Nonrequired Reading 2018, a multi-genre anthology of work by contemporary writers, students will gain an understanding of defining, comparing and contrasting, classification and division, and writing process analysis. To improve grammar and syntax, each student will receive an individualized grammar plan. In addition to our two weekly classes, we will meet on Wednesdays to either work on grammar exercises or venture into Acadia for some place-based writing. In short writing assignments, students will apply the four fundamentals of good writing—crafting concise sentences, ordering words for emphasis, choosing strong verbs, and using active voice. In addition, students will complete four major writing assignments that allow them to develop their voices and experiment with structure. Evaluation for the course is based on the quality of writing, improvement of rewrites, and overall diligence and effort. This course carries only institutional credit. Level Introductory. Prerequisites: Permission of instructor. Class limit: 10. Lab fee: none.

HS1012 Introduction to the Legal Process
Cline, Ken
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. Meets the following degree requirements: HS

HS1013 From Native Empires to Nation States
Little-Siebold, Todd
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. Prerequisites: none. Class limit: 20. Lab fee: none. Meets the following degree requirements: HY HS

HS1011 Environmental History
Little-Siebold, Todd
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. Prerequisites: None. Class limit: 20. Lab fee: none. Meets the following degree requirements: HS HY

HS1014 Feminist Theory in a Transnational Frame I
van Vliet, Netta
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
economic, 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, Friedrich 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. Meets the following degree requirements: HS

**HS1015 Introduction to Global Politics**

Stabinsky, Doreen

This is an introductory-level course that will expose students to basic concepts and controversies in international politics and serve as background 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. Class limit: 20. Lab fee: none. Meets the following degree requirements: HS

**HS1019 Beginning Spanish I**

Pena, 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.

**HS1020 Beginning Spanish II**

Pena, 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”, 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.

**HS1021 History of the American Conservation Movement**

Cline, Ken

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 in-depth research on a selected historical figure. Evaluation is based on problem sets, group activities, participation, and a final paper. Level Introductory. Prerequisites: none. Class limit: 20. Lab fee: none. Meets the following degree requirements: HS, HY

HS1025 Business and Non-Profit Basics
Friedlander, Jay
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. Level Introductory. Class limit: 18. Meets the following degree requirements: HS

HS1026 The Renaissance & the Reformation
Little-Siebold, Todd
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. Prerequisites: none. Class limit: 20. Lab fee: none. Meets the following degree requirements: HS, HY

HS1027 Intensive Yucatec Maya
Pena, Karla
This will be an intensive Yucatec Maya language course taught by a Maya linguist. Students will have roughly forty contact hours with their language teacher over the course of a month-long language course reinforced and enhanced by homestays with Yucatec-speaking families. The overall goal will be to help students develop the intercultural facility to undertake independent research. The course will emphasize helping students develop the culturally-appropriate methods of addressing community members with whom they will undertake research. Students will engage in intensive level-appropriate discussion on politics, Maya cultural activism, and the socio-cultural dimensions of Yucatec communities. Students will be evaluated based on their completion of language exercise, mastery of basic Yucatec Maya, and a presentation of a portion of the student’s research project in Maya. Level Introductory. Limited to students participating in the College’s Yucatan Program.

HS1032 Acadia: Exploring the National Park Idea
Cline, Ken
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. Prerequisites: none. Class limit: 24. Lab fee: $40. Meets the following degree requirements: HS

HS1039 Writing Seminar I: Exposition
Turok, Katharine
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. Level Introductory. Class limit: 12. Meets the following degree requirements: W

**HS1045 Politics of Israel**
van Vliet, Netta
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 relationship 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. Lab fee: None. Meets the following degree requirements: HS

**HS1046 Introduction to Economics & the Economy**
Taylor, Davis
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. Meets the following degree requirements: HS, QR

**HS1053 Intimate Partner Violence: Dynamics and Community Response**
Gagnon da Silva, Pamela
From a historical perspective domestic violence has been noted as primarily a “women’s issue”. We now recognize the misuse of power and control in relationships as a complex and prevalent social issue that profoundly impacts our society as a whole. To address the complexity of domestic violence we must strive toward changing the belief systems that allow this problem to exist. Together we will explore these belief systems by examining the aspects of culture that shape and support domestic violence on individual, community, institutional, and global levels. We will review the history of the domestic violence movement, including its roots in the women’s movement and how that movement grew into a network of victim-centered services and community-based advocacy responses. As a student you will learn how best to respond to victims of intimate partner violence, and how to apply the core principles of individual, community, institutional, and social change advocacy. You will be challenged to consider and reflect upon your own beliefs and cultural lenses throughout the
course. The class format includes lectures, role-plays, media presentations, interviews with guest speakers, group work, and discussions. Opportunities will be provided for students to reflect upon experiences, to practice skills, and apply new learning through community and cultural change projects. Students will be evaluated on their critical thinking, analysis, and synthesis of the course goals and objectives as demonstrated by participation in class activities (responsiveness to required and suggested readings and materials, guest and peer generated discussion), personal culture analysis (personal reflection, self-evaluation). Level Introductory. Prerequisites: None. Class limit: 15. Lab fee: $10.

HS1054 Climate Justice
Stabinsky, Doreen
Climate change is one of the biggest 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 course students are introduced to basic conceptions of justice, the latest findings of climate science and possible impacts on regional scales, and the global politics of climate change, principally in the context of the UN Framework Convention on Climate Change. Climate justice and its operationalization is the principal organizing theme for work over the term, addressing questions such as: 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 addressed through collective action at various levels: local, national, and global. Students will be evaluated based on regular quizzes, several short papers, class participation, and a final synthetic paper or project. Level Introductory. Prerequisites: None. Class limit: 25. Lab fee: $10. Meets the following requirements: HS

HS1062 Problems and Dilemmas in Bioethics
Lakey, Heather
Bioethics studies ethical problems that occur in medical practice and the life sciences. Contemporary bioethics is an expansive and fundamentally interdisciplinary field, but this course will consider key dilemmas in bioethics from a philosophical perspective. We will begin by reviewing dominant ethical frameworks, including teleological ethics, deontological ethics, utilitarianism, natural law theory, and virtue ethics. Next, we will discuss specific ethical issues such as, abortion, euthanasia and physician-assisted suicide, life-sustaining treatments, resource allocation, cloning, biotechnologies, animal research, and informed consent and the doctor-patient relationship. In particular, we will consider how different ethical frameworks shape our assessment of specific ethical dilemmas. My goal in this course is to introduce students to the principles of ethical thinking, to familiarize students with pressing debates in bioethics, and to consider how ethical thinking impacts our response to issues that are politically and socially contentious. Course requirements include class participation, an in-class presentation, a midterm exam, and a final paper. Level Introductory. Prerequisites: none. Class limit: 15. Lab fee: $30. Meets the following degree requirements: HS

HS1063 Public Speaking Workshop
Rand, Kendra
This class will be conducted as a workshop with an emphasis on students producing increasingly advanced speeches for public performance and/or consumption. 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: 12. Lab fee: none.

HS1064 College Seminar: Practical Skills in Community Development
Beard, Ronald
In rural areas throughout the world, citizens, nonprofit leaders, agency staff, and elected officials are coming together to frame complex issues and bring about change in local policy and practice. This course outlines 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, envi-
HS1065 Philosophies of Good and Evil
Lakey, Heather

Good and evil are timeless topics and they have motivated centuries of philosophical thinking. Although the terms “good” and “evil” are commonly used across a range of discourses, they are ambiguous, equivocal, and contested concepts. In an effort to clarify our ideas about good and evil, this course provides a broad overview of the issues, arguments, and debates that shape philosophical ethics. Guiding questions include the following: What are the origins of good and evil? What makes an action right or wrong? Why do we act morally? What should we do with someone who commits a horrific act? Who decides what counts as a horrific act? Is evil an outdated or relevant concept? Do the concepts of good and evil help or hinder moral thinking? To critically explore the concepts of rightness, wrongness, goodness, and badness, we will move between fiction and philosophical treatises. We will read works by key thinkers including St Augustine, Niccolo Machiavelli, Immanuel Kant, Friedrich Nietzsche, Hannah Arendt, Jean-Paul Sartre, Simone de Beauvoir, Flannery O’Connor, James Baldwin, William Golding, Sherman Alexie, Rosalind Hursthouse, and Cornel West. Along the way, we will study deontology, utilitarianism, natural law ethics, virtue ethics, ethical relativism, feminist ethics, existentialism, and nihilism. In addition, we will unpack the ethical arguments that orbit concrete topics such as execution, murder, abortion, moral character, racial injustice, pornography, prostitution, duties to animals, and our duties to one another. This course will familiarize students with the influential frameworks of moral philosophy, and it will encourage students to apply these frameworks to specific moral problems. Students will be evaluated on class participation, weekly writing assignments, a midterm exam, a final paper, and a presentation. Level Introductory. Prerequisites: None. Class limit: 12. Lab fee: None. Meets the following degree requirements: W

HS1071 Fixing Elections: Workshopping Democratic Solutions
McKown, Jamie

This course will be an in-depth exploration of contemporary flashpoint issues involving the design, administration, and regulation of politics and elections in the United States. We will examine a series of contemporary controversies by examining their history, the stakeholders involved, and the pros and cons of the relevant alternative reform measures that have been proposed. Topics covered in a given term will vary based on changing external factors such as the timing of elections as well as student interests. Likely areas that may be covered include: campaign finance reform, gerrymandering, instant runoff voting, election technologies, voter suppression, alternative governmental models, the electoral college, party primaries, campaign communication regulation, government funding of elections, nationalization of election standards, etc. While the emphasis of the class will be on the US context, we will often draw on international case studies as comparative reference points to assist in evaluating possible policy alternatives. The course will follow a collaborative laboratory model with students dividing into teams to research and present briefings throughout the term. In addition to this workshop emphasis there will be a common weekly discussion of a salient election related topic or theme. Students will be evaluated based on their participation in and engagement with the solutions workshop, the various presentations and written reports produced by their team, short form individual response papers related to the common discussion topics, and required meetings with the instructor. The course is open to students of all interests, and familiarity with the US political system is not a prerequisite. Students should see this course as a good starting point to both familiarize themselves with various aspects of American politics while also providing them the opportunity to work on crafting a focused policy proposal that responds to a contemporary political controversy. It also serves as an excellent building block for students wishing to take more advanced classes in the areas of politics, policy, law, and advocacy. Level Introductory. Prerequisites: None. Class limit: 14. Lab fee: None. Meets the following degree requirements: HS

HS1072 Political Communication
McKown, Jamie

This course will provide a broad introductory overview of the history, practice, and core concepts that encompass political communication through an empirical examination of grounded applications of such strategies primarily in electoral contexts. In order to capitalize on the salience of the Fall election cycle, the course materials will be based on a series of studies directly tied to electoral campaigns in the United States. Instead of studying various theories of political persuasion in the abstract, we will extract principles that commonly appear in political messaging from both contemporary and historical examples.
In addition, we will examine current controversies in the field of political communication related to both ethical and legal considerations. Beyond their engagement with class sessions, 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 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: 15. Lab fee: none. Meets the following degree requirements: H5

HS1073 Beginning Spanish I with Vocabulary
Pena, Karla
This course is for students who have some acquaintance with general ideas, basic expressions, and vocabulary of the Spanish language but lack grammatical structures and development of the basic language abilities of speaking, writing, and listening comprehension skills. Objective: Students will express themselves orally and through writing, using vocabulary and simple construction of Spanish in the indicative tense. It includes present tense study, vocabulary, numbers, proper nouns, salutations and presentations, present perfect tense, action verbs, the use of “to be” and “is”, future tense, vocabulary, and some use 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.

HS1075 Animals and Ethics
Lakey, Heather
This discussion-based course will explore philosophical and ethical questions pertaining to the relationship between humans and non-human animals. We will read a wide range of fiction, philosophical essays, and ethical arguments in order to articulate and unpack our beliefs, assumptions, and understandings of animals, human-animal relations, and the implications and consequences of the human-animal binary. This course will focus on a wide range of theoretical approaches, including the tradition of animals rights and animal liberation as articulated by thinkers such as Peter Singer, the growing field of animal studies as represented by thinkers like Donna Haraway and Kari Weil, as well as texts rooted in the tradition of Continental philosophy which includes thinkers like Derrida, Agamben, and Irigaray. This course is premised on the following questions: What are our moral obligations to other animals? Should non-human animals have legal rights and moral standing? If so, on what basis? How does the moral treatment of animals change across the contexts of food, research, captivity, and the home? Do we have different ethical obligations to wild and domestic animals? Historically, western philosophers construct the “animal” in opposition to the human. Why? What is an “animal” and why is the “human” contrasted with it? How do we use the concept of the “animal” to delimit our concept of the “human”? How does language shape and produce our relationships with animals? Upon complete of the course, students will have refined their understanding of the concept of the “animal” and they will be familiar with the key legal and ethical debates regarding human-animal relationships. Course requirements include class discussion, weekly writing exercises, a midterm exam, and a research project focusing on a human-animal relationship somewhere in Maine. Students should come to this class prepared to engage challenging philosophical essays and to share their ideas with others. Level Introductory. Prerequisites: None. Class limit: 12. Lab fee: $30. Meets the following degree requirements: H5

HS1076 College Seminar: Truth
Cox, Gray
What is the opposite of “fake news”? Does science have the power – or the right -- to tell us where we came from or what the future of our climate will be? Are there such things as universal human rights or ethical norms that are independent of the prejudices of individual people or cultures? Do intuitions or emotions give us higher truths than rationality? Can computers with Big Data discover truths that are inaccessible to mere humans? This course will explore these and related questions about what “truth” might mean, what forms it might take, how we might arrive at it, and how it might inform our public politics and private lives. It will look at a mix of classic and contemporary short texts that exemplify good writing about these general questions. It will also look at current cases and applications of these ideas in the news of the day. Using a College Seminar format, the course will emphasize the writing process to practice skills to formulate, thoughtfully analyze,
HS1077 Ethnographic Writing  
van Vliet, Netta  
Ethnographic writing, literally the “writing of a people,” is anthropology’s primary disciplinary mode of representation, based on participant-observation fieldwork. Early ethnographies were usually written by European and American anthropologists about people they had studied in far away places. In the 1970s and on, critical questions about representation began to challenge assumptions about ethnographic work, raising questions about objectivity, transparency, and the relationship of the ethnographer to the people and place about which he or she is writing. This class will introduce students to a range of ethnographies in the discipline of anthropology, as well as to the political, cultural, and intellectual contexts in which these ethnographies were produced. At the same time, we will consider epistemological, ethical, philosophical and methodological issues that such writing involves, including questions about representation and interpretation. In addition to classic ethnographies, we will also read some fiction, travel writing, and journalism. We will consider questions about how ethnographic knowledge is authorized, how assumptions about interpretation shape ethnographic writing, and the relationship between author and reader. Students will be asked to experiment with ethnographic writing themselves, through a series of short writing assignments as well as a final project. The course is designed to allow students to workshop their own writing. Students will be evaluated on the development and improvement of their own writing over the course of the term, as well as on their ability to critically evaluate and closely read ethnographies as texts, and on their engagement with their peers’ writing, considering elements such as authorial voice, the nature of characterization, and the overall movement of a text. Level Introductory. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: $15. Meets the following degree requirements: HS, W

HS1078 College Seminar: Truth and Alternative Facts  
Mahoney, Daniel  
“Alternative facts” and “fake news” have fueled growing concerns that we are living in, what playwright Steve Tesich called (in 1992!), a “post-truth” society. With the rise of media outlets, the postmodernist take on the death of objective truth, and the sound bite culture we live it, “post-truth” seems inevitable. But what exactly is truth in the first place, and why should we care about it? We will address this question over the course of this term by examining contemporary views on the role of truth in meaning and communication, challenges to these views from uncertainty and subjectivity, and arguments for and against different conceptions of truth. For example, the first lines of Charlotte Delbo’s memoir “Auschwitz and After” reads, “Today I am not sure that what I wrote is true. I am certain it is truthful.” As contemporary writers and thinkers, how can we reckon with such a statement? Is there a difference between the truth of a writer and the truth of a politician? How can we ever know if anything is true or false if it’s all relative? In short: what hath postmodernism wrought? Using a college seminar format, the course will emphasize the writing process - prewriting, writing, and rewriting; course assignments will include short papers and one longer research paper. Students will be evaluated not only on their participation in class discussions, peer reviews, and writing workshops but also on their overall improvement in writing. Level Introductory. Prerequisites: None. Class limit: 12. Lab fee: None. Meets the following degree requirements: HS, W

HS1079 College Seminar: History of the American Conservation Movement  
Cline, Ken  
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. By using writing as process - prewriting, writing, and rewriting - students, working from original writings, do in-depth research on a selected historical figure. Evaluation is based on problem sets, group activities, participation, and a final paper. This class meets the first-year writing course requirement. Level Introductory. Prerequisites: none. Class limit: 12. Lab fee: none. Meets the following degree requirements: HS, HY, W
HS1080 Tutorial: Introduction to French Grammar and Conversation  
Stabinsky, Doreen  
This tutorial is designed for students who have little or no prior knowledge of French language and will be subsequently enrolling in an immersion program in France. The course includes a mix of independent learning activities and group conversations facilitated by a peer tutor. Students will be evaluated based on: completion of all exercises in their grammar textbook; regular quizzes on grammar and verbal communication; writing exercises and a simple journal to be kept; and a final examination of oral communication and listening competency. Level Introductory. Requirements: Permission of instructor. Class limit: 5. Lab fee: none.

HS1081 US Presidential Elections: From Whistle Stops to Digital Flo  
McKown, Jamie  
This online course will provide a survey of American Presidential elections dating back to the rise of televised advertising in 1952. We will cover each campaign since, looking at the candidates, the issues, the major campaign themes, messaging, and persuasion vehicles. There will be a heavy emphasis placed on unpacking the various forms of mass communication that each candidate employed. This might mean television, radio, direct mail, social media, etc. The class will be taught entirely online in a primarily asynchronous format. Students will watch short videos from the instructor accompanied by secondary readings and a host of digitized primary artifacts for them to explore. The goal of the course is to acquaint students with the history of presidential elections in the United States while also giving them the opportunity to critically evaluate how political communication and messaging is expressed through various mass communication mediums. In addition, there will be regularized real time virtual discussion sessions with the instructor and other members of the class, as well as a more asynchronous message board for group posting. There will be multiple such sessions per week, and the timing will vary in order to accommodate student scheduling. Students will be expected to participate in a minimum number of these sessions. There will be a midterm and final analytical essay assignment, both of which will synthesize themes across the various campaigns we will be studying. Evaluation will be based on completion of the midterm and final essay, engagement with the discussion sections, and a final virtual “debriefing” with the instructor. No prior knowledge of U.S. political history is required. This class is ideal for students who are looking for a “crash course” in the history of American politics and Presidential elections more specifically. Level Introductory. Prerequisites: None. Lab fee: None. Meets the following degree requirements: HS and HY

HS1084 College Seminar: Utopia/Dystopia  
Lakey, Heather  
The practice of social dreaming has a long history in philosophical thinking, stretching back to Hesiod and Plato. What constitutes a perfect or ideal society? Or, if no such place is possible, what makes for a well-functioning society? Likewise, what constitutes a terrible society? What kind of places and spaces do we want to avoid? These are important questions for human ecologists to ask as we seek to improve our relationships with our natural, social, and technological environments. To explore questions of ideal and flawed places, this course studies the concepts of utopia and dystopia across a range of philosophical, political, and literary writings. Although we will focus our attention on theoretical literature, we will read several novels and short stories, and students will present research on a work of utopian or dystopian fiction. Additional course questions include: What motivates us to envision utopias and dystopias? Does political philosophy require a utopian vision? What do utopias and dystopias tell us about social fears, anxieties, and hopes? Course readings will focus on classical Greek thought, Enlightenment thought, political theory, and critical theory. Texts may include Plato's Republic, Thomas More's Utopia, Marx and Engels' Communist Manifesto, William Godwin's Enquiry Concerning Political Justice, Sigmund Freud's Civilization and Its Discontents, Charlotte Perkins Gilman's Herland, Octavia Butler's Blood Child, Ursula K. LeGuin's The Ones Who Walk Away From Omelas, Hannah Arendt's The Origins of Totalitarianism, George Orwell's Nineteen Eighty-Four, and selections from The Utopian Reader by Gregory Claeys and Lyman Tower Sargent. Since this course is being offered as a college seminar and will meet the first-year writing requirement, we will focus on writing as process—prewriting, writing, and rewriting. As students draft bi-weekly writing assignments, they will meet with the professor or TA either individually or as part of a weekly writing lab. Papers will be peer reviewed and each student will be expected to revise each paper. In addition to bi-weekly papers, there will be an in-class presentation, a midterm exam, and a final paper. Level Introductory. Prerequisites: None. Class limit: 12. Lab fee: $30. Meets the following degree requirements: HS, W

HS2010 Literature, Science, and Spirituality  
Waldron, Karen  
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. Lab fee: $10. Class limit: 15. Meets the following degree requirements: HS

HS2011 Nineteenth Century American Women
Waldron, Karen
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. Meets the following degree requirements: HS

HS2015 The Age of Reason and the Enlightenment
Little-Siebold, Todd
This course represents a contextual approach to the study of the history of philosophy and combines the critical evaluation of philosophical theories with an examination of the cultural conditions which either influence or are conditioned by them. The course examines the crucial role played by the philosophies and institutions of 17th and 18th century Europe in forming the nature of the modern world and focuses in particular on those aspects of the culture that are of special concern to contemporary critics of modern culture. The work of Bacon, Hobbes, Descartes, Locke, Berkeley, Hume, and Kant are examined in the context of the development of the scientific, industrial, and democratic revolutions. Level Introductory/Intermediate. Class limit: 20. Meets the following degree requirements: HS HY

HS2017 City/Country: Literary Landscapes 1860-1920
Waldron, Karen
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. Introductory/Intermediate. Prerequisite: Writing Seminar I (or the equivalent). Class limit: 15. Meets the following degree requirements: HS

HS2020 Geographic Information Systems I: Foundations & Applications
Longsworth, 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 GIS provides tools to help address real-world issues. Project work combines 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. Pre-requisites: Basic computer literacy. Class Limit: 8. Lab Fee: $75.

**HS2021 Immersion Practica in Spanish and Yucatecan Culture**

Pena, 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 and 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: 12. Lab fee: TBA

**HS2026 Practical Skills in Community Development**

Beard, Ronald

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 guest lectures 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. Lab fee: none.

**HS2034 Ethics: The History of a Problematic**

Cox, Gray

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. Prerequisites: none. Class limit: 15. Lab fee: $25. Meets the following degree requirements: HS

**HS2038 Gender, Politics & Nature in Folk/Fairy Tales of the World**

Turok, Katharine

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 understandings of human inter-relationships, of a given sociohistorical moment, the culture of COA, and the larger culture. Students will read folklore and fairy tales, view several films, and discuss essays by writers such as Cristina Bacchilega, Bruno Bettelheim, Ruth Bottigheimer, Michel Butor, Italo Calvino, Robert Darnton, Claude Lévi-Strauss, Maria Tatar, and Jack Zipes. Contemporary works by writers, visual artists, and musicians inspired by traditional tales will also be explored. Writers may include Margaret Atwood, A.S. Byatt, Angela Carter, Robert Coover, Michael Cunningham, Neil Gaiman, Tanith Lee, Naguib Mahfouz, Haruki Murakami, Helen Oyeyemi, Ludmilla Petrushevskaya, Francine Prose, and Anne Sexton. Reflections may center on recurrent motifs and patterns; and social, sexual, moral, scientific and political content, with emphasis on race, gender, and class structure. 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 written assignment in any genre—poems, plays, fiction or nonfiction. Level Introductory/Intermediate. Class limit: 15. Meets the following degree requirements: HS

HS2043 Conflict Resolution Across Cultures
Cox, Gray

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, and 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 their class 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. Prerequisites: none. Class limit: 15. Lab fee: $25. Meets the following degree requirements: HS

HS2049 Marvelous Terrible Place: Human Ecology of Newfoundland
Todd, Sean/Springuel, Natalie

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 U.S. 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, responses to reading questions, a field journal, and a final project. Level Introductory/Intermediate. Prerequisites: Signature of Instructor. Lab fee: $850. Class limit: 14. Meets the following degree requirements: HS

HS2050 Religious Intolerance in the United States
Wessler, Stephen L

This course will examine bias directed at religions in the contemporary United States. In this course we will examine our own religious identities as well as the stereotypes we have about religions. We will also probe the level and impact of bias toward a number
of religions in the US, including Jehovah’s Witnesses, members of the Church of the Latter Day Saints, Catholics, members of new religious movements, Jews and Muslims. This course will address timely and controversial issues including the relationship between religion and laws and policies affecting the LGBTQ population, immigration and terrorism. Finally, conflict resolution efforts both in Kosovo, aimed at resolving tensions and violence between Albanian Muslims and Serbian Orthodox Christians, and in Northern Ireland, addressing animosity and violence between Catholics and Protestants, will prompt a discussion of approaches for reducing anti-religious bias. Students will be evaluated on 3 papers (a paper on each student’s religious or non-religious identity, a research paper on a topic chosen by each student and an opinion editorial), class discussion and short written assignments relating to the readings for the course. Level Introductory/Intermediate. Prerequisites: none. Class limit: 15. Lab fee: none.

HS2055 Writing Seminar II: Argumentation
STAFF
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. Meets the following degree requirements: W

HS2056 Constitutional Law: Civil Rights and Liberties
Seddig, Robert
This course on U.S. constitutional interpretation focuses on civil rights and liberties especially since the “Due Process Revolution of the 1960s” and will emphasize the Bill of Rights and the 14th Amendment using landmark Supreme Court decisions. Topics include: speech, press, expressive conduct, religious liberty, race-based and gender-based discrimination, personal autonomy (such as privacy and right to die), and reproductive rights, marriage equality, and the rights of the accused. With sufficient enrollment, all students will participate in a moot court (simulated Supreme Court) decision, arguing a case currently pending before the U.S. Supreme Court. Student evaluation will be based upon written quizzes, short papers, case briefing (case summary writing), and the moot court decision (either a lawyer’s brief or justice’s opinion). This course is appropriate for students interested in rights advocacy, rights activism, diversity studies, public policy, and legal studies. Level Introductory/Intermediate. Prerequisites: none. Class limit: 15. Lab fee: none.

HS2057 Fail Better: Writing Short Fiction
Mahoney, Daniel
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 Kawa-bata, 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. Lab fee: none. Meets the following degree requirements: HS

Mahoney, Daniel
This course is an investigation of how we consume and are consumed by music. Topics include youth and subcultures of music, power and identity, the politics of location, and fan cultures. We will listen to punk rock, hip hop, riot grrrl, shoegaze, noise, psych, death metal, doom drone, post rock, grindcore and pop (among others); we will analyze visual artists who come to represent musical movements (such as Raymond Pettibon & Winston Smith, Fab 5 Freddy & Cey Adams) and we will read socio-cultural criticism of the times and places from which these artists sprang (Joan Didion, Steve Waksman, Theodor Adorno, Tobi Vale, Kathleen Hanna and Kevin Young). The class will explore analogue artifacts from the 70s, 80s & 90s (posters, zines, fine art, videos) and compare them to digital artifacts found today on the internet. Students are required to attend all weekly film screenings and sound sessions. Evaluations will be based on regular critical responses, a final project and participation in discussion and class activities. Level Introductory/Intermediate. Prerequisites: none. Class limit: 15. Lab fee: None. Meets the following degree requirements: HS

HS2060 Philosophies of Liberation
Cox, Gray
What is freedom, why might it be of value, how might it be obtained, and what consequences might libera-
tion 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. Meets the following degree requirements: HS

HS2061 Indigenous America
Little-Siebold, Todd
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 student's 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, student without any background in history should expect to invest extra time with the readings and writing assignments. Class limit: 15. Lab fee: none. Meets the following degree requirements: HS, HY

HS2063 Hate Crimes in the Contemporary US and Europe
Wessler, Stephen L
Students will learn what causes bias motivated violence in schools and communities, how to develop effective prevention strategies, how to reduce police violence toward traditionally targeted groups, and why hate crimes have such destructive impacts on individuals and communities. The course will focus on hate crimes and police and community response in the US and in Europe. The students will examine their own ethnic, racial, gender, sexual orientation and religious identities as victims and/or perpetrators of bias and violence. The course will examine bias and violence in Europe toward traditionally targeted groups such as LGBTQ, Muslim, Jewish, migrant and Roma people. Finally, the course will examine approaches to reducing bias motivated violence by police toward groups such as blacks, Muslims and Roma. Students will be evaluated based on short written responses to readings, in-class discussion, two papers and a final project. The final project will explore some aspect of bias motivated violence through persuasive writing, fiction, poetry, art, photography/film, advocacy or interviews. Course readings will include scholarly writing, reports from human rights NGOs, first person accounts and one novel. Class sessions will involve discussions led by me and at times by students, small group discussions between students and occasional guest presenters. The class will travel to Portland or Lewiston to meet with refugees from places in which bias motivated violence has been significant. Level Introductory/Intermediate. Prerequisites: None. Class limit: 15. Lab fee: none.

HS2067 Journeys in French Film and Culture
Capers, Colin
This course will use the theme of the journey to select French language films for study that span the history of filmmaking. We will use these films and accompanying readings to study the ideas of crossing cultures and geographies (real or imagined). Particular focus will be given to films which look at events and themes which are historically and culturally important for the regions in which we will be studying. This portion of the class is designed to help students understand the new contexts in which they find themselves. Students will also explore the form and nature of the illustrated travel journal, or carnet de voyage, and create a personal record of their travel abroad. We will survey the illustrated travel journal as an art, and as a record of cultural interaction through historic and contemporary examples shown in class, and through first-hand observation in museums and other cultural institutions in France. Readings will include criticism pertaining to representations of culture. This portion of the class is designed to enable students to reflect on changes in themselves as they adapt to new locations and circumstances. Additionally, each student will choose a term-long research topic; they will process and share their research through several short papers and a final in-class
HS2070 Transforming Food Systems
Collum, Kourtney
This course centers on the questions: How do we provide equal access to healthy, safe, and affordable food for all people? What does sustainability and social justice look like in the context of food? Through the lens of food justice, this course explores possibilities for transformative change throughout local and global food systems. The first part of the course critically examines contemporary food systems—including food production, distribution, and consumption—with particular attention to the ways culture and politics shape our interactions with food. Through readings and films we explore issues such as worker safety, food security and access, contested agricultural and land use policies, food sovereignty, and consumer and community health. The second part of the course examines case studies of transformative food movements from around the world, from Growing Power in Milwaukee, Wisconsin, to La Via Campesina global campaign for agrarian reform. The final third of the course focuses on transformative work in Maine and at COA. Students take multiple field trips to participate in local food movements inaction, and to learn about these movements’ philosophies, objectives, and activities. Students are evaluated based on participation in class discussions and field trips, a series of brief reflection papers, and a final class project on a local “transformative food” project of their choice. Level Introductory/Intermediate. Prerequisites: None. Class limit: 14. Lab fee: $40. Meets the following degree requirements: AD

HS2071 Little Magazines: Seminar in Contemp. Literary Publishing
Mahoney, Daniel
This course is an introduction to literary magazines and the work of editing. We will examine the history of “little” magazines from the mid-nineteenth century to the present day. We will investigate the impact of literary magazines on literary culture in America and the world. This class will also be dedicated to surveying the current literary landscape, both print and digital, with special emphasis on BATEAU, the new literary magazine being published at College of the Atlantic. Through the production of BATEAU, the course will offer practical experience in literary publishing; students will gain experience in editing, layout and production, as well as publicizing and promoting the finished product. Students will be expected to respond to course readings on literary magazines and culture as well as keep detailed response notes to submissions to the magazine. Student editors will recommend pieces for publication, rejection, and/or further consideration. In addition to editorial duties, students will be expected to complete a midterm and a final project. Level Introductory/Intermediate. Prerequisites: Writing Seminar, a creative writing or literature class. Class limit: 12. Lab fee: none.

HS2072 Sex, Gender, Identity and Power
Lakey, Heather
This course offers an overview of feminist and queer thinking. The purpose of this course is two-fold. First, it will provide a snapshot of the ideas, traditions, and debates that shape feminist and queer philosophy. Second, this course will teach students to critically interrogate the meaning of sex, gender, sexuality, power, and oppression. Along the way, we will consider a host of arguments regarding the sources of sexism, racism, and heteronormativity, the grounds of sexual dimorphism, and the relationship between subjectivity and oppression. Although this course will stress the many ways feminist theory and queer theory overlap, we will also consider the emergence and development of queer philosophy as a distinct and unique discipline. Some of the principal questions for this course include: Which categories are used to study the human being and when are these categories potentially oppressive or violent? When is language a mechanism for social and political oppression and when does language facilitate liberation? How do multicultural, intersectional, transgender, and queer approaches inform feminist politics? How do queer philosophers challenge the theoretical orthodoxies of identity, gender, and sexuality? Students will be evaluated on weekly writing assignments, a presentation, a midterm exam, and a final paper. This will be a discussion-driven course and students should be prepared to engage and discuss philosophical literature. Level Introductory/Intermediate. Prerequisites: None. Class limit: 15. Lab fee: $25.

HS2074 Philosophy of Death and Dying
Lakey, Heather
This course philosophically explores the concepts of death, dying, killing, and life. Topics include the soul, the afterlife, euthanasia, physician-assisted suicide, evolving medical definitions of life and death, hospice
and end-of-life care, the ethics of killing, biotechnologies, and cross-cultural conceptions of death and grief. Although this course is primarily grounded in the Western philosophical and bioethical traditions, we will also consider non-Western perspectives in an effort to both clarify and complicate our conceptions of death and dying. The purpose of this course is not to articulate conclusive answers, but rather to compel students to think philosophically about the many profound questions that arise in the face of death. This is a discussion-based course and students should be prepared to engage and discuss challenging philosophical literature. Students will be evaluated on the basis of weekly writing assignments, a midterm, a final, and class participation. Level Introductory/Intermediate. Prerequisites: None. Class limit: 15. Lab fee: $30. Meets the following degree requirements: HS

HS2075 The Anthropology of Food
Collum, Kourtney
Food is inextricably linked to cultural systems. Indeed, the agricultural anthropologist Robert Rhoades wrote that “few realms of human life touch more components of culture—technological, economic, political, social and religious—than agriculture and its products.” This course uses food as a tool with which to explore human origins, cultural diversity, social structure, and human/environment interactions. Through academic articles and films, the course aims to expose students to the different ways in which anthropologists think about food and how they use different anthropological frameworks to answer questions concerning the human experience. The course will also engage other disciplinary perspectives such as those from history, economics, and political ecology so as to make larger connections between food and society. These perspectives will help foster students’ understanding of the ways in which social, political, and economic processes shape our interactions with food. Designed as a survey course to introduce students to the broad and dynamic subfield of food anthropology, the course is organized around four themes. The first theme—human origins, diets, and biocultural evolution—explores the uniqueness of cooking to the human species, and how the evolution of human diets and culture has shaped different groups’ dietary needs and restrictions. The second theme—globalization and international trade—looks at the flow of foods and food practices around the world, from sugar to sushi. The third theme—hegemony and difference—considers the ways in which race, gender, and class are constructed and expressed through food. The final theme—consumption and embodiment—considers the relationship between eating and the body; readings in this section focus on body image, eating practices, and critical studies of the rhetoric around obesity. Students will be evaluated based on class participation, a recipe analysis, a dietary analysis, and a final class project. The final project will be a shared meal. As a class students will develop a menu including dishes that represent regional food traditions and students’ individual backgrounds. Students will then form small groups and select a dish to prepare. They will work with staff at Blair Dining Hall to prepare their dishes and present their meal. Level Introductory/Intermediate. Prerequisites: none. Class limit: 20. Lab fee: $30. Meets the following degree requirements: HS

HS2076 Life Stories: Memory, Family, and Place
Donovan, Martha
One of the deepest human instincts is to tell our life stories, to figure out who we are. This course will use a workshop approach with a particular focus on memoir writing rooted in an exploration of family and place. We will study the writing process and matters of craft by reading and responding to memoirs by contemporary writers (e.g., Terry Tempest Williams’ When Women Were Birds: Fifty-Four Variations on Voice), practical guides to memoir writing (e.g., Bill Roobach’s Writing Life Stories), and essays on memoir and memory (e.g., Patricia Hampl’s I Could Tell You Stories: Sojourns in the Land of Memory). Class time will include discussion of readings, writing exercises designed to help students with matters of language and technique in their own writing, and group critiques of work-in-progress. Student work will be publicly shared through a reading and exhibit on campus. Students will be evaluated on the effort and quality of their writing, their commitment to the writing process, their participation in peer review and workshops, a final portfolio of all their writing, and a public presentation of their finished work. Level Introductory/Intermediate. Prerequisites: None. Class limit: 12. Lab fee: $20.

HS2078 College Seminar: City/Country in U.S. Literature 1860-1920
Waldron, Karen
This class focuses on U.S. fiction from the realist/naturalist period (roughly 1860-1920), a time when enormous changes were occurring in and on the U.S. 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. Examining works that portray factory towns, urban tenements, midwestern prairies, New England villages, and the broad spectrum of U.S. landscapes of the period, we look at how a complex, turbulent, multi-ethnic, and simultaneously urban and rural American culture defined itself, and thus its gender, class, race, and social relations, and sense of values, against these landscapes. There is a strong emphasis on reading, writing, and discussion. Students will write and revise three critical analyses over the course of the term. Given that the class covers a lot
of intellectual and historical ground, students will also do a short fiction project and develop a research paper on their author, landscape, and historical moment. Evaluation will be based on class participation, the writing process for the critical analyses, and the proposal, presentation, and research paper for the short fiction project. Level Introductory/Intermediate. Prerequisites: None. Class limit: 12. Lab fee: none. Meets the following degree requirements: HS, W

**HS2079 Plato and the Origins of the West**

Cox, Gray

Alfred North Whitehead once commented that the “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, “philosophia” as a way of life, and the figure of Socrates and Socratic method. Readings will include Plato’s LYSIS, MENO, LACHES, EURYPHRO, APOLLOGE, 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 Aristotle, 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. Prerequisites: None required. Class limit: 15. Lab fee: $25. Meets the following degree requirements: HS HY

**HS2082 Choice, Chance, and Tragedy**

Lakey, Heather

What makes a human life good? In this course we will consider how Plato and Aristotle’s competing epistemologies produce different answers to this question, and we will debate the relationship between human character and “moral luck,” or the elements of human existence that humans do not control. In addition, we will read the tragedies of Aeschylus and Sophocles, as well as Martha Nussbaum’s more modern text The Fragility of Goodness to explore ancient Greek responses to the question of human goodness. This course will familiarize students with major trends in Greek philosophy and Greek ethics, and it will provoke students to consider the relationship between ancient Greek thought and contemporary ethical problems. Students will be evaluated on the basis of weekly writing assignments, a midterm exam, and a final exam. Level Introductory/Intermediate. Prerequisites: None required, but

**HS2081 Postcolonialism and Psychoanalysis**

van Vliet, Netta

The course considers the definition of the human by bringing together the field of postcolonial studies with the field of psychoanalysis. Both postcolonial studies and psychoanalysis engage questions of sexualized and racialized difference in the context of 20th century Europe and the legacies of colonialism. Postcolonial studies and psychoanalysis both also contend with notions of individual and collective well-being, with belonging and exclusion. Psychoanalysis is a colonial discipline which produced a form of analysis that emerged in the time of colonialism. As such, psychoanalysis contributed to colonial notions of civilized and primitive, of man and woman, of normal and abnormal, of Europe and its others. At the same time, however, contexts of anticolonial struggle in turn shaped psychoanalytic thought. By examining texts central to these two fields, this course considers how psychoanalytic thought can help us understand the processes through which individuated subjects become defined in terms of collective groups of belonging such as the nation, and how filiation and family is connected to affiliation and nation, through relations of affect and concepts of representational politics. We will begin with an introduction to the inception of psychoanalysis in Europe, and examine how it travels and is taken up in Europe’s colonies. Drawing on postcolonial theory and literature, we will learn about the historical emergence of the term “postcolonial,” the political and disciplinary debates to which the term gave rise, and its relation to ideas of nationalism, diaspora, Orientalism. Geographically, we will examine examples of anticolonial struggle in Algeria, India, and Palestine/Israel. Readings will focus on texts by Sigmund Freud, Jacques Derrida, the Subaltern Studies group, and scholars who directly engage with these thinkers, including Jacques Lacan, Frantz Fanon, Edward Said, and Gayatri Spivak. Students will be evaluated based on class participation, reading responses, a mid-term essay and final paper. Level Introductory/Intermediate. Prerequisites: Prior coursework in Literature, Anthropology or related fields recommended; permission of instructor required. Class limit: 12. Lab fee: $10. Meets the following degree requirements: HS
HS2083 Introduction to Journalism: Telling the Story
Levin, Robert
The main goal of this course is to guide students to produce interesting, accurate, well-written, compelling articles about people, processes, and events. The course aims to give students an understanding of the principles of journalism, the structure of journalistic writing, the techniques for identifying, sourcing, and gathering information, and insight into how news is disseminated and read, watched, or listened to in the digital age. Students will produce a number of short articles for the course, learning the basics of story development, interviewing, research, and covering meetings and events. Students will be tasked with thinking critically, understanding and using news judgment, working collaboratively and on their own, and developing skills for efficiency and self-critique. They will be introduced to the history of journalism, the ethics and laws specific to the field, and the modern media landscape. Students will also learn about visual journalism and will incorporate both photography and videography into their work. Areas covered will include public relations, broadcast media, print and online journalism, and social media. A final project in the course will include significant research, along with the other skills in interviewing, observation, and documentation learned over the term. The course will include as guests professional journalists, photographers, social media experts and others. Students will be evaluated on the following criteria: participation in class discussions and peer review sessions, the quality of their reporting, and the effectiveness of their revisions. Level Introductory/Intermediate. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: none. Meets the following degree requirements: W

HS2084 European Political Institutions
Stabinsky, Doreen
The European Union is a fascinating, ongoing experiment in international cooperation. Currently twenty-eight countries have joined together in a supra-national political and economic union, creating a political entity unique to a world of sovereign individual nation-states. This course focuses on understanding this complex and evolving union through study of its main political institutions: the European Council of Ministers, the European Parliament, and the European Commission. We will look at the workings of and functional relationships between these institutions through readings, meetings with politicians, bureaucrats, and NGOs involved in European-level politics, and visits to each of the institutions during two weeks in Brussels. We will also spend some time in the course looking at the broader political and cultural context in which the institutions operate, through examination of several important current topics in European politics. Topics could include: refugees and migrants in Europe, the reauthorization of the Common Agricultural Policy, Brexit, the rise of right-wing movements across countries in the EU. Students will be evaluated based on participation in class discussions, a reflective journal kept during their time in Brussels, and a presentation and final essay on a current EU-relevant political issue of their choosing. Level Introductory/Intermediate. Prerequisites: Prior French language instruction, permission of instructor, and co-enrollment in 2-cr HS6015 Immersion Program in French Language and Culture. Class limit: 12. Lab fee: 0. Meets the following degree requirements: HS

HS2085 Writing Seminar II: Argumentation
STAFF
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. This course is linked to and requires co-enrollment in HS1012 Introduction to the Legal Process. Like Writing Seminar I, Writing Seminar II also requires library research and an understanding of different forms of documentation. Level Introductory/Intermediate. Prerequisites: None, offered every year. Class limit: 12. Meets the following degree requirements: W

HS2086 Politics and the Supreme Court
Seddig, Robert
The U.S. Supreme Court has been called “the most powerful court in the world,” and yet the founders regarded the judiciary as “the least dangerous branch” of government, exercising “neither force nor will, but merely judgment.” (Alexander Hamilton) This seminar will examine the three branches of the U.S. national government, with its primary focus on the Supreme Court. We will assess the relations among the branches at the beginning of the twenty-first century, asking whether separation of powers and ‘checks and balances’ exist today. Added focus on executive authority (including the increased use of executive orders by the President) and legislative powers (often under conditions of stalemate). Is the Supreme Court supreme in its power? What does it do? Does the Supreme Court “interpret the law”? Does it, in fact, make public policy, by mediating conflicts over values and power at the national level? Was Hamilton “wrong” in his projection of its role in American national government? The Supreme Court in recent years has been at the “storm center” of protracted disputes on segregation, abortion, affirmative action, marriage and partnering, free exercise of religion, and the death penalty. Can the Court resolve these national disputes more easily than other governmental institutions? And, if so, why? Is the Supreme Court
resolution of disputes circumventing our “democratic” institutions? This seminar seeks to improve our understanding of how the Supreme Court functions and to develop our analytic skills about rival claims of liberal or conservative ideologies at work. Main topics include: judicial politics and appointments, jurisdiction, standing, collegial decision-making, adhering to or undermining key precedents, judicial activism and restraint, and the impact of judicial holdings. Evaluation will be based upon class participation, two short papers, and a research-based term paper. Level Introductory/Intermediate. Prerequisites: None. Class limit: 15. Lab fee: none.

HS2087 Transforming Food Systems
Collum, Kourtney
This course explores possibilities for transformative change across local and global food systems. The course centers on the questions: What would it take to ensure access to healthy, safe, affordable, culturally appropriate foods for all people? The first part of the course critically examines capitalist food systems with particular attention to the ways culture, politics, and economics shape our interactions with food. Through readings and exercises, we explore issues such as nutrition, worker safety, contested agricultural and land use policies, hunger, and environmental and community health. The second part of the course examines case studies of transformative food movements around the world, from the Zero Hunger programs in Belo Horizonte, Brazil, to La Via Campesina global campaign for agrarian reform. We focus particularly on food sovereignty and agroecology movements. The final third of the course focuses on transformative work in Maine and at COA. Students take multiple field trips to participate in local movements and to learn about their philosophies, objectives, and activities. By the end of the course, students will be able to analyze how power shapes food systems and articulate a theory of change for addressing a food systems problem of their choice. Students are evaluated based on participation in class discussions and field trips, a series of reflection papers, and a final project including a paper and an audio-visual presentation. Level Introductory/Intermediate. Prerequisites: None. Class limit: 12. Lab fee: $10. Meets the following degree requirements: HS

HS2090 Postcolonial Studies and Psychoanalysis II
van Vliet, Netta
This course considers the definition of the human through a focus on scholarship in postcolonial studies that has been informed by psychoanalysis. The course is the second in a sequence, following Postcolonial Studies and Psychoanalysis I. While the latter served as an introduction to the ways in which Postcolonial Studies and Psychoanalysis have been brought to bear on one another, this course will go in depth to focus on the thought of a select group of thinkers in postcolonial studies (e.g. Gayatri Spivak, Jacques Derrida, Frantz Fanon), whose work has been shaped by psychoanalysis. In so doing, this course will bring questions about sexual difference to bear on considerations of colonial and postcolonial difference. Both postcolonial studies and psychoanalysis engage questions of sexualized and racialized difference in the context of 20th century Europe and the legacies of colonialism. Postcolonial studies and psychoanalysis both also contend with notions of individual and collective well-being, and with belonging and exclusion. Psychoanalysis is a colonial discipline which produced a form of analysis that emerged in the time of colonialism. As such, psychoanalysis contributed to colonial notions of civilized and primitive, of man and woman, of normal and abnormal, of Europe and its others. At the same time, however, contexts of anticolonial struggle in turn shaped psychoanalytic thought. By examining texts in postcolonial studies that are informed by psychoanalysis, this course considers processes through which individuated subjects become defined in terms of collective groups of belonging such as the nation, and how filiation and family is connected to affiliation and nation, through relations of affect, sexual difference, and concepts of representational politics. Students will be evaluated based on class participation, reading responses, a midterm essay and final paper. Level Introductory/Intermediate. Prerequisites: Students do not need to have taken Postcolonial Studies and Psychoanalysis I to take this course, but prior coursework in Literature, Anthropology or related fields is necessary; permission of instructor required. Class limit: 12. Lab fee: $10. Meets the following degree requirements: HS

HS2091 Forms of Poetry
Mahoney, Daniel
This class is a study of, and a writing workshop in, poetic forms. We will look at constraints, techniques, and directions of contemporary poetry through intensive reading, writing, and criticism of our own poetic work. This background is useful and significant for the study of poetry at any level, and is especially helpful in light of the fact that free verse technique has dominated poetry in the twentieth century. This course is valuable for practiced poets, emerging poets, and prose writers alike; the knowledge of poetic forms will help students develop voice and lyrical content in their own writing. We will look at many forms in this course and practice writing in a handful of them. The forms we will concentrate on during this workshop will be the Sonnet, Ghazal, Villanelle, Pantoum, Renga, Zuihitsu, and the prose poem. Yes, the prose poem! You might be thinking: Why write in these old-tyme poetic forms? That is a good question, one we will address on a weekly basis. Over the last seventy years, the debates over form have been shaped in visceral ways, from “raw” versus “cooked,” “academic” verses “beat,” “formal” verses “antiformal.” This class is designed to deepen your knowledge of these debates and to inspire you to draw upon a variety of modes in your own writing. Evaluations: Students will be expected to contribute to a
class blog, write several poems a week, revise poetic output, participate in class workshop, and hand sew a chapbook of their own revised, creative work. Level Introductory/Intermediate. Prerequisites: none. Class limit: 12. Lab fee: none. Meets the following degree requirements: HS

HS2092 Race and Racism in America: A Very Short History
Little-Siebold, Todd
This readings seminar will explore the history of race thinking and structural forms of power in America from the earliest settlement of the hemisphere by Europeans to the twentieth century. We will emphasize the specific mechanisms of power used to produce and reproduce the ideas and institutions that oppressed African Americans, Native Americans, and "ethnics" over the course of the country's history. As a nation built on slavery, racial discrimination, and white supremacy, the United States provides a unique vantage point from which to examine the workings out of the strange ideologies of difference that took root in the New World. The class will explore a wide range of histories from the origins of slavery in the seventeenth century as a solution to the "the problem of the poor" to the inclusion of Irish, Jewish and others in the category of "White" in the twentieth. A key aspect of the course will be examining the construction and workings of Whiteness. The seminar will be based on discussion of key texts in the scholarship of race and racism in the United States, and students will lead those discussions. Other core work of the class will be mastering the complex arguments and evidence used to reveal the inner workings of white supremacy through readings, analytic writing, and an independent project. The course is intended for a wide range of students willing to dig in to the work of reading extensively about a contentious topic to form their own historical analysis of the past. Evaluation will be based on discussion, mastery of the readings, short analytic writing, and a final project. Level Introductory/Intermediate. Prerequisites: None. Lab fee: None. Class limit: 15. Meets the following degree requirements: HS

HS2093 Strategies for Social Change
Cox, Gray
People organize to bring social change for many reasons – e.g. to end oppression, bring peace, prevent ecological collapse, promote cultural survival or advance sectarian interests. The character and success of strategies depend on social and historical contexts. People typically alternate between – or combine – varied approaches including: social movements, electoral politics, lobbying, nonviolent (or sometimes violent) struggle, technological innovation, social entrepreneurship and community organizing. This course uses theories of social movements as a starting point to look at strategies for social change and criteria for evaluating them. The course assumes it is important to understand views and strategies we disagree with respectfully and with careful analysis. The class combines readings in history and theories of social change, and diverse case studies from both the left and the right. It looks both at classic cases (e.g. Gandhi, King) and a variety of efforts from recent years and the present (e.g. Indivisible, the Tea Party, #MeToo, Zapatistas, 350.org. Black Lives Matter, Cambridge Analytica, and alternative food system entrepreneurship). This is a course for students who want to develop skills for doing critical analysis of society, for developing effective plans to create social change, and for applying strategies to implement those plans. Evaluation will be based on progress in developing those skills as demonstrated in homework and class participation, short papers, and a term project developing a sample strategy document for a viewpoint of the student's choice. Level Introductory/Intermediate. Prerequisites: None. Class limit: 15. Lab fee: None. Meets the following degree requirements: HS

HS2094 College Seminar: Literature, Science, Spirituality
Waldron, Karen
It's not just modern science fiction that concerns itself with the impact Western scientific thought has had on human communities and spirits. Reason and revelation have been in tension, as modes of seeking knowledge or truth, since classical times and they remain so today. Furthermore, the literary imagination has made "fictions" about science and scientists for as long as the terms have had cultural meaning (in English, since the 14th century). This course will examine some of these fictions, moving from past to present. We will look at how "science" became a topic for Western literature and how that literature, especially over the last three hundred years, has considered and reflected scientific thought. We will notice how scientists have been treated in imaginative works ranging from celebration to satire. We will think about how and when intelligence and knowledge came to be associated with the scientist rather than the artist or theologian, despite science's initial alliance with art, and whether that association is changing. Students will participate actively in the seminar and will also write and revise four short critical analyses. There will be a final take-home examination. This course meets the first-year writing requirement. Level Introductory/Intermediate. Prerequisites: Students will benefit from having some experience of writing about literature. Class limit: 12. Lab fee: none. Meets the following degree requirements: HS, W

HS2096 Nature, Humans, and Philosophy
Lakey, Heather
According to CoA's website, Human Ecology studies the relationship between humans and their natural, cultural, built and technological environments. But what do we mean by "nature" and what distinguishes a natural environment from a cultural one? Moreover, what kind of relationships should we cultivate
with our natural environments? This discussion-based course offers a philosophical and ethical exploration into the concept of nature. We will draw on a variety of readings from environmental ethics, ecofeminism, deep ecology, American philosophy, Taoism, and Post-Structuralism in order to critically interrogate our understanding of nature, as well as our ethical beliefs regarding human responsibility to the natural world. We will read selections from thinkers such as Aristotle, Carolyn Merchant, Ralph Waldo Emerson, Ramachandra Guha, Aldo Leopold, John Muir, Arne Naess, Val Plumwood, Kate Soper, Mark Sagoff, Vandana Shiva, Gary Snyder, Henry David Thoreau, Lao Tzu, Terry Tempest Williams, and others. In the first half of the course, we will examine different philosophical frameworks that theorize the idea of nature and environmental responsibility. Guiding questions include the following: What is “nature”? How is the concept of nature politicized and socially constructed? Do we have moral obligations to nature? How should humans relate to nature? What assumptions drive the conceptual distinction between humans and nature? During the second half of the course, we will pivot our attention to specific ethical topics such as: control over natural resources, environmental justice, the land ethic, rights for non-human objects, wilderness, and sustainability and consumption. Throughout the course, we will revisit questions pertaining to philosophy and environmental activism, and we will consider how philosophy can help us to articulate our ethical responsibilities to our natural environments. Upon completion of this course, students will have gained a richer philosophical understanding of the idea of nature and they will be familiar with key debates in environmental ethics. Course requirements include weekly writing assignments, a midterm exam, a final paper, and class participation. There are no prerequisites, but students should arrive to this class prepared to engage difficult philosophical texts and to share their ideas with others. Level Introductory/Intermediate. Prerequisites: None. Class limit: 15. Lab fee: $30. Meets the following degree requirements: HS

HS2097 Fiction Writing: Crafting Believable Characters
Cass, Blake
By gaining exposure to theatrical techniques, students will learn how to craft bold works of fiction with rich, believable characters. Drawing on the work of theater practitioners such as Sanford Meisner and Viola Spolin, this activity-based course will involve daily individual and collaborative writing exercises that teach students to orient themselves within fictional worlds through heightened sensory awareness and instill a practice of exploring character through desires and objectives. The goals are to provide a set of tools that enable students to express the inner complexity of a wide-range of characters through action and nuanced, realistic dialogue. This is a writing-intensive course. Short writing assignments will challenge students to put into practice the techniques we have experimented with in class, and each student will craft two short stories that will be workshopped and revised. In addition, we will read between 10-15 short stories, and students will compose weekly reading responses that allow them to examine how character development relates to other fictional strategies such as plot, backstory, point of view, and tone. Evaluation is based on participation in class activities, successful completion of all minor and major writing assignments, and the ability to provide constructive feedback during workshop experiences. Level Introductory/Intermediate. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: None.

HS2099 Green New Deals
Stabinsky, Doreen
Since U.S. Representative Ocasio-Cortez and Senator Markey introduced a Green New Deal resolution into the U.S. Congress in 2019, political jurisdictions from individual cities to the supra-national European Union have debated what their own Green Deal might look like. In the course, we explore the elements of Green New Deals across a range of cities, U.S. states, the original Green New Deal resolution, the EU’s Green Deal, and international solidarity proposals towards a global Green New Deal. Emphasis in the course will be placed on understanding links between climate change, poverty, social inequality, and racial discrimination, in particular how these manifest in urban areas, and the policy proposals being advanced to address them. Sources for our study will include primary legislation, lectures and other public events that can be found online, academic articles, policy analysis, and a broad range of commentary. Evaluation in the class will be based on several problem sets, a PowerPoint presentation on one element of Green New Deals, and a final group project to design a Green New Deal for a political jurisdiction of their choice. Level Introductory/Intermediate. Prerequisites: Students should have some background in policy, politics, economics, and/or climate justice. Class limit: 25. Lab fee: none. Meets the following degree requirements: HS

HS2101 Latin American Literature: Border Stories
Mahoney, Daniel
Since 1848, the border between the United States of America and Mexico has posed a cultural enigma. The literature of the people inhabiting this area reflects the diverse and complex society that has evolved over a period spanning almost 200 years. We will begin by reading selections from Neil Foley’s Mexicans in the Making of America and Gloria Anzaldúa’s Borderlands/La Frontera in order to locate ourselves geographically. We will then read a variety of contemporary Mexican and Latinx writers, whose work confronts the border from different perspectives and literary genres which may include: Octavio Paz, Ada Limón, Natalie Scenters-Zapico, Yuri Herrera, Carlos Fuentes, Tomás Rivera, Gloria Anzaldúa,
HS2103 Writing for Nonprofits
Lewis, Rhiannon
This course is designed for students who are interested in nonprofit organizations and want to become strategic and effective communicators in this setting. We will learn to compose clear, concise, and compelling materials that meet the varied communication needs typical of nonprofits. Through analyzing the writing of nonprofits, investigating case studies and sector trends, and producing a portfolio of original materials, we will gain an understanding of the common genres of nonprofit writing and develop skills needed to support a successful mission-driven organization. In addition to writing for multiple audiences and communication channels, students will practice selecting appropriate imagery and creating content collaboratively. Students are encouraged to pursue a service-learning opportunity by working with a local nonprofit organization. Evaluation is based on class participation and successfully completing four short writing assignments (options include a mission statement, case for support, fundraising letter, brochure, talking points, press release, and content marketing piece) and one longer project, such as a grant proposal, report, or study. Level Introductory/Intermediate. Prerequisites: Permission of instructor. Class Limit: 12. Lab fee: none. Meets the following degree requirements: W

HS2104 A History of God: Mysticism, Metaphysics, Politics & Nature
Cox, Gray
Religious experiences and concepts have been central in history. They have informed ideas of self, community and nature as well as practices of science, technology and politics. This course provides an intellectual history of the concepts of god or gods and related notions and practices. While it will focus on Mesopotamia, Greece and the evolving traditions in Judaism, Christianity and Islam we will also look briefly for comparative purposes at other traditions in China and India. The course will use secondary materials like Karen Armstrong’s A History of God and Peter Adamson’s A History of Philosophy Without Any Gaps to follow threads of the story from early polytheism up through the present day. It will also focus on a series of short selected primary sources including sacred texts like the Bible and Quran and writings by philosophers, theologians and mystics. Class format will be a mixture of lecture and discussion. Students will be evaluated on their participation in discussions and their ability to convey their understanding of material in short homework assignments, two problem sets and two papers analyzing the historical connections between one or more texts and their contexts. Level Introductory/Intermediate. Prerequisites: None. Class limit: 20. Lab fee: none. Meets the following degree requirements: HS, HY

HS2105 Writing for Social Change
Cass, Blake
Designed to meet the first-year writing requirement, this course gives students the opportunity to explore rhetorical strategies of writing for social change. Beginning with writing that emerged in the wake of George Floyd’s death, we will read and analyze articles and essays that deal with a range of contemporary social issues. By examining the principles of exposition and argumentation, students will develop their analytical skills. Students should expect to spend a significant amount of time on sentence-level construction. Grammar and syntax are powerful tools that can be used to craft persuasive, moving arguments. Grammar and syntax can also be used to mislead and manipulate an audience. Understanding grammar and syntax is essential for reading and writing well. But whose grammar and syntax are we talking about when we say “writing well”? Standard American English or Edited American English is the written language taught in most American schools and used in much of the media that we consume. But it is not the only English available to us. By de-penalizing and making space for “nondominant Englishes” (Asao B. Inoue), we will explore how “language functions within and from various cultural perspectives” (Vershawn Ashanti Young). By practicing the art of code-meshing, students will explore “the connection between language and identity” (Neisha-Anne S. Green) and develop “critical awareness of choices that are rhetorically more effective” (Suresh Canagarajah). Classes will focus on both writing activities that teach students to explore and strengthen their prose, and discussion and analysis of the works we read. Two short academic papers will help students develop a writing process that works for them. Additionally, students will engage in activist writing throughout the term, allowing them to put the writing strategies they have learned into action. The culmination of the term will be a research project on a social issue of their choosing that will test their ability to put rhetorical strategies to effective use. Evaluation is based on engagement in class discussions and successful completion of all writing assignments (weekly activist writing, two analytical papers, and a final writing project). Level Introductory/Intermediate. Prerequisites: None. Class limit: 20. Lab fee: none. Meets the following degree requirements: W
HS3015 African American Literature
Waldron, Karen
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. Class limit: 15. Offered every other year. Meets the following degree requirements: HS

HS3016 Global Environmental Politics: Theory and Practice
Stabinsky, Doreen
This course will cover the politics and policy of regional and global environmental issues, including many of the major environmental treaties that have been negotiated to date (Montreal Protocol, Framework Convention on Climate Change, Convention on Biological Diversity). Students will gain both practical and theoretical understandings of how treaties are negotiated and implemented, through case studies of the climate change convention and the Cartagena protocol on biosafety. We will draw on both mainstream and critical theories of international relations when analyzing these negotiations. Students will become familiar with the range of political stances on different treaties of various nations and blocs, and the political, economic, cultural, and scientific reasons for converging and diverging views. We will pay special attention to the growing role played by nongovernmental organizations in global environmental politics. We will conclude the course with discussions of some current controversial areas in international environmental politics. Level Intermediate. Class limit: 15. Lab Fee $10.00 Meets the following degree requirements: HS

HS3021 Intermediate Spanish I
Pena, Karla
This course is for students who are competent in the use of basic Spanish structures, of the simple and compound of the indicative tenses, and some forms of the imperative tense. Objective: The students will be able to express themselves orally and through writing using a variety of vocabulary, the indicative and imperative moods, and some applications of the subjunctive mood. This includes a review of the present, preterite, future imperfect, preterite imperfect tenses, pronouns of object direct and indirect, imperative mood, expanded use of the “to be” and “is” verbs, the prepositions and simple conditional, the study and practice of the compound tenses of the indicative mood, present perfect, plus perfect, and future perfect. They will also study the subjunctive mood and verbs that express emotion. Evaluation Criteria: two compositions, two writing tests covering grammar, two oral tests, assignments/homework, class participation. Level Intermediate. Offered every fall. Class limit: 10. Lab fee: $20

HS3022 Intermediate Spanish II
Pena, 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 writing tests, two writing tests covering grammar, two oral tests, assignments/homework, class participation. Level Intermediate. Class limit: 10.

HS3023 International Wildlife Policy and Protected Areas
Cline, Ken
“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 human-kind. 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 principle 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 NGO’s 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. Meets the following degree requirements: HS

HS3026 Whitewater/Whitepaper: River Conservation and Recreation
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.

HS3027 Microeconomics for Business and Policy
Taylor, Davis

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. Meets the following degree requirements: HS, QR

HS3031 Our Public Lands: Past, Present, and Future
Cline, Ken

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. Meets the following degree requirements: HS HY

HS3032 The Cold War: Early Years
McKown, Jamie

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
primary goals of the class: first, to expose students to United States and around the world. There are three contemporary and historical examples from the possibility that fear is actually a healthy component of cohesion within an “in” group; and the disturbing consequences; what role the “outsider” plays in cementing no problem accepting other similarly formed arguments; 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: 30. Lab fee: none. Meets the following degree requirements: HY HS

HS3034 Conspiracy Theory and Political Discourse

McKown, Jamie

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. Prerequisites: none. Class limit: 10. Lab fee: none. Meets the following degree requirements: HS

HS3035 Sustainable Strategies

Friedlander, Jay

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.

HS3036 Oceans & Fishes: Readings in Environmental History

Little-Siebold, Todd

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: $125.00 Meets the following degree requirements: HS HY

HS3038 The Cold War: The Later Years
McKown, Jamie
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 complement 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. Lab fee: none. Meets the following degree requirements: HS HY

HS3039 Communicating Science
Kozak, Anne
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 and the lay public. 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. Meets the following degree requirements: W

HS3040 History of Agriculture: Apples
Little-Siebold, Todd
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/U.S. over hundreds of years. Course activities will include fruit exploration and 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: $125.00. Meets the following degree requirements: HS HY
HS3041 Intermediate Atelier in French Language and Conversation

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.

HS3055 The Mayas of Yesterday and Today

Pena, Karla
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 Merida 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

HS3059 Native American Literature

Waldron, Karen
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. Lab fee: none. Meets the following degree requirements: HS

HS3060 Financials

Friedlander, Jay
Business, like all disciplines, has its own language. Being able to speak the language of business is critical for activists, social entrepreneurs and business owners alike. Financial statements are a key component of this language. These statements measure the fiscal health of both non-profit and for-profit organizations. They provide insight into all areas of the company. They are a powerful tool for determining investments, competitive positioning and have extraordinary impacts on all of an organization's stakeholders. Unfortunately, most people, including many who run a wide variety of organizations, fail to grasp this language. In doing so, they undermine their organization's opportunity for success, as well as create obstacles to using business as a means of social change. Without guidance, looking at these financial statements is similar to examining hieroglyphics for the first time. Starting from a basic level and layering in complexity, the course will seek to demystify these statements in a way that is informative and un-intimidating. In addition, time will be spent advancing students' understanding and familiarity with spreadsheets. Topics of the course will include: Creating and analyzing cash flow statements, profit and loss statements, balance sheets, as well as common sized income statements; Differentiating between each type of financial statement; Relating these statements to each other, tying them together and varying statements depending on business models; Comparing non-profit and for-profit financial statements and approaches; Examining key financial ratios and how they are different for different businesses; and Spreadsheet management and design. By the end of the class students will create their own financial statements and analyze a business through various financial statements. This class is positioned within the business program to provide the students' skills for business plan projections, exploring investing, general management, leadership or other finance courses. Students will be evaluated on class participation, projects, presentations and other criteria. Level Intermediate. Class limit: 15. Lab fee: $30. Meets the following degree requirements: QR

HS3061 Postcolonial Islands

van Vliet, Netta
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 vacations 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 them-
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, courses and can feel overwhelming at times. Unfortunately, we rarely 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: 15. Lab fee: $50. Meets the following degree requirements: HS

**HS3064 Possession and the Human**
van Vliet, Netta

This course examines the concept of the human through an exploration of the concept of possession. Contemporary understandings of the human have been influenced by the political frameworks of European modernity and its philosophical roots, all the way back to Aristotle's claim that what differentiates the human from other animals is the capacity for speech, which is also what, he argued, makes the human a “political animal.” Within this history, categories of difference internal and external to European political community, including women, colonized, slaves, homosexuals, Jews, and the insane, have been considered as less than fully human. In contrast, the fully human has been historically defined in terms of possession of one's self through the possession of reason, property, territory, autonomy and the capacity for self-representation through language. Over the course of the term, we will examine how those who have been defined as less than fully human challenge oppositions through which the idea of the self-possessed, autonomous human has been defined – oppositions of mind and body, reason and madness, thought and emotion, masculine and feminine, object and subject, religious and secular, and thus also human and animal. Doing so will allow us to rethink concepts such as “rights,” “consent,” “self-representation,” “value,” “autonomy,” “transparency,” “equality,” “freedom,” and “community.” What might it mean to rethink political claims made in the name of “humanity” in terms of notions of dispossession and being possessed (by language, madness, desire, divine forces or other forms of difference)? What might it mean to think about relating to others and the self through difference rather than sameness? What might it mean for our understandings of the relation between art and politics if we think about politics as based on translation rather than on self-representation and inclusion? Drawing on psychoanalysis, anthropology, postcolonial studies, political economy, literature, religion and feminist theory, this course considers states such as hysteria, melancholia, speaking in tongues, and ecstasy, as well as states...
of slavery, colonialism, and poverty to consider the political, social and environmental implications of how we define the human. Students will be evaluated based on attendance, in-class participation, weekly reading responses, and two short analytical essays. This is an intermediate level course. Prior work in at least one human studies or related arts course is strongly recommended. Level Intermediate. Prerequisites: Prior coursework in Human Studies or related Arts courses is strongly recommended. Class limit: 15. Lab fee: $10. Meets the following degree requirements: HS

HS3068 Linguistics, Language & Culture: Human Ecological Approach
Cox, Gray
This course explores the basic questions concerning the origins, nature, history, functions and philosophical significances of human languages. Comparisons to other species and to machine languages will also be examined. Readings will include classics texts by Chomsky and others as well selected materials from diverse disciplines such as linguistic anthropology, psychology, ethology, aesthetics, history of languages, and philosophy. Class sessions will include a mix of discussion, lecture, and visiting speakers. Each student will undertake a term-long project examining some topic of interest and examine it from the point of view of the different disciplines and theories covered in the course. Project topics might include, for example: the development of identity, the articulation of gender, forms of representation, the expression of emotion, concepts of rationality, relations between meaning and truth, and communication in an age of artificial intelligences. The goals of the course are: 1) to familiarize students with the range of phenomena associated with language and the principal questions they raise and the theories used to interpret them and 2) to develop skills in researching interdisciplinary questions. Assignments will include two problem sets, a series of weekly homework exercises, and the term project which must be presented both orally and in a major paper due at the end of the term. Evaluation will be based on the extent to which in-class participation and work on the assignments demonstrates substantive progress on the two goals of the course. There are no specific prerequisites, but students will be expected to be able to contribute insights, information and questions from previous work in relevant disciplines and/or studies of languages, undertake challenging readings, and pursue a major independent project. Level Intermediate. Prerequisites: None. Class limit: 20. Lab fee: $35. Meets the following degree requirements: HS

HS3072 Macroeconomics: Theory and Experience
Taylor, Davis
This course seeks to give students knowledge of macroeconomic theories, models, and outcomes. 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, monetary theory and banking systems, balance of payments and international macroeconomics, exchange rate determination, financial crises and bubbles, along with topics of student interest. Evaluation will be based on problem sets, a final exam, and classroom participation. Level Intermediate. Prerequisites: one term of college economics, or instructor permission. Class limit: 15. Lab fee: none. Meets the following degree requirements: HS, QR

HS3073 Bees and Society
Collum, Kourtney
In the last decade the plight of wild and domesticated bees has pervaded the media and public discourse,
yet bees remain largely misunderstood in our society. This course examines the interconnected relationship between humans and bees and asks what bees can teach us about ourselves and our food systems. Through readings, fieldtrips, and guest lectures, students will examine the social, economic, and political dimensions of human-bee interactions, investigating topics such as: historical and contemporary beekeeping practices; the political economy of honey; the role of pollination in agriculture and agroecosystems; domestication and human-animal relationships; biodiversity loss in agricultural systems; pollinator conservation and policy; and cooperation and decision-making in human and bee societies. A truly human-ecological course, Bees & Society integrates the humanities, natural sciences, and social sciences to examine the applied problem of protecting pollinators in a time of abrupt environmental change. Students will be evaluated based on: (1) participation in class discussions, fieldwork, and field trips; (2) a series of short reflection papers; and (3) a final class project. For their final project, students will develop two native bee conservation workshops—one for elementary school students and one for farmers and gardeners—and host the workshops at COA’s farms. Level Intermediate. Prerequisites: None. Class limit: 14. Lab fee: $60. Meets the following degree requirements: HS

**HS3074 Mapping the Ocean’s Stories**
Little-Siebold, Todd

This course will examine how members of Maine’s remote coastal and islands communities live in relationship to the ocean. Their connection to the nearby and distant waters is defined by everyday uses such as fishing, lobstering, and wrinkle harvesting as well as deeper historical relationships rooted in many generations of people doing everything from sailing schooners around the world to harvesting shellfish in the same cove over centuries. This class will teach students how to use multi-disciplinary research methodologies to document, map, and analyze both contemporary and historical uses of the ocean. Using coastal and island communities as sites for collaborative community-based research the class will contribute to wider discussions about a process known as Ocean Planning that seeks to create processes to plan how communities, stakeholders, industry and the government build a long term vision of how the spaces of the Gulf of Maine might be used. Students will work in teams to produce a geo-referenced story about a particular place in the ocean off the coast of Maine that has meaning and an emotional connection to a community told in an interesting and compelling way. This information will help give island communities a stronger voice in ocean policy and in decision making processes for siting large scale projects in the nearby ocean environment. The class will draw on methodologies developed around North America to document the everyday uses and interactions people have with the local environment using oral historical and biographical mapping to provide a sort of snapshot of current uses as well as soliciting histories of how those patterns have changed over time. The class will include a substantial fieldwork and field trip component that will require additional times outside of the class schedule. Students will be evaluated on class participation, active engagement in field research settings, short assignments as well as a final project. The class is appropriate for students with a range of backgrounds, however, experience with historical or community-based research or GIS mapping would be helpful. Level Intermediate. Prerequisites: Preference will be given to students who have previous community-based research experience or other academic background directly relevant to the course. Class limit: 15. Lab fee: $150. Meets the following degree requirements: HS

**HS3076 U.S. Farm and Food Policy**
Collum, Kourtney

This course offers a broad introduction to food and farm policy in the United States. Food and farm policy encompasses laws, regulations, norms, decisions, and actions by governments and other institutions that influence food production, distribution, access, consumption, and recovery. This course focuses on the policy process and two major policy tools: the U.S. Farm Bill and U.S. Dietary Guidelines for Americans. The course begins with an overview of the evolution of food and farming technology in the United States. Students are then introduced to the concepts, institutions, and stakeholders that influence farm and food policy, and examine examples of some of the most salient contemporary issues. Topics covered include: food production and the environment; farm-based biodiversity conservation; international food and agricultural trade; food processing, manufacturing, and retail industries; food safety; dietary and nutrition guidelines; food labeling and advertising; food and biotechnology; food waste and recovery; food advocacy and activism; and food insecurity and the Supplemental Nutrition Assistance Program (SNAP). Through case studies and exercises students examine the policymaking process at the local, state, and federal level and learn to evaluate various policy options. Finally, the course compares and contrasts international perspectives on farm and food policies and programs. Students are evaluated based on participation in class discussions, a series of op-ed essays, in-class briefs and debates, and a policy recommendation report on the upcoming U.S. Farm Bill. Level Intermediate. Prerequisites: Must have taken at least one course in food systems, economics, or global politics. Class limit: 15. Lab fee: $10. Meets the following degree requirements: HS

**HS3079 College Seminar: The Anthropology of Food**
Collum, Kourtney

This course uses food as a lens to explore human origins, cultural diversity, social structure, and human/environment interactions. Through academic articles
and films, the course exposes students to the different ways anthropologists think about food and the frameworks they use to answer questions concerning the human experience. The course also engages other disciplinary perspectives—including history, economics, and political ecology—to make larger connections between food and society. This course uses food as a lens to explore human origins, cultural diversity, social structure, and human/environment interactions. Through academic articles and films, the course exposes students to the different ways anthropologists think about food and the frameworks they use to answer questions concerning the human experience. The course also engages other disciplinary perspectives—including history, economics, and political ecology—to make larger connections between food and society. Designed as a survey course, this course introduces students not only to writing as process—prewriting, writing, and rewriting—but also to the broad and dynamic subfield of food anthropology. The course is organized around four themes. The first—human origins, diets, and biocultural evolution—explores the uniqueness of cooking to the human species, and how the co-evolution of human diets and culture has shaped different groups' dietary needs, practices, and restrictions. The second—globalization and international trade—looks at the flow of foods and food practices around the world, from sugar to sushi. The third—hegemony and difference—considers how race, gender, and class are constructed and expressed through food. The final theme—consumption and embodiment—considers the relationship between eating and the body; readings in this section focus on body image, eating practices, and critical studies of the rhetoric around hunger and obesity. Students are evaluated based on class participation, a series of reflection papers, a dietary analysis, and a recipe project involving a prepared meal, an audio-visual presentation, and a critical analysis paper. This course meets the first-year writing requirement. Level Intermediate. Prerequisites: None. Class limit: 12. Lab fee: $20. Meets the following degree requirements: HS, W

**HS3083 Feminist Theory in a Transnational Frame II**
van Vliet, Netta

This course covers 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. Through seminar discussion about a variety of texts and films, 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. This course builds on Feminist Theory in a Transnational Frame, and while prior coursework in feminist and sexuality studies is beneficial, it is not necessary. Ideally, students in the course will have varied degrees of familiarity with the central questions of the course. This should allow for substantive discussion and opportunities to both formulate and respond to questions posed by class material. This class builds on work done in other courses that address questions of feminist thought, but also is intended to include students with a range of backgrounds. Students will be evaluated based on class participation, weekly reading responses, a mid-term and a final essay. Level Intermediate. Prerequisites: Prior coursework in the fields of feminist thought, sexuality and gender studies is useful, but not necessary; permission of instructor required. Class limit: 12. Lab fee: $10. Meets the following degree requirements: HS

**HS3085 College Seminar: Nutritional Anthropology**
Collum, Kourtney

Eating is both a biological need and an intensely social activity. This course examines the evolution, diversity, social significance, and health consequences of the human diet across time and space. Designed as a college seminar, this course introduces students to writing as process—prewriting, writing, and rewriting—and the broad and dynamic subfield of nutritional anthropology. Through academic articles, films, and guest lectures, the course weaves together the biological and cultural threads of anthropology to consider human nutrition in all its complexity. The course is designed to complement The Anthropology of Food by focusing in on biocultural approaches to the study of human diets. The course covers foundations and theories of nutritional anthropology, the evolution and adaptation of human diets, dietary transitions and globalization, and under- and over-nutrition. Students are evaluated based on class participation, a series of synthesis papers, a critical analysis paper, and a research project including a paper and an audio-visual presentation. Level Intermediate. Prerequisites: None. Class limit: 12. Lab fee: $10. Meets the following degree requirements: HS, W

**HS3086 Sustenance**
Friedlander, Jay

Sustenance is defined as the maintenance or support of someone or something. It can also be defined as food and drink as a source of strength or nourishment. This course embraces both definitions as it delves into case studies of food enterprises across Maine’s agri-food value chain. Two central questions frame the course: 1) What does it take to sustain Maine’s food system? 2) How do food systems entrepreneurs pursuing their passion sustain themselves?
Through academic articles, guest lectures, case studies, and field experiences, students will learn about the physical, political, economic, and social infrastructure that supports Maine's food system. In addition, they'll learn about the benefits and challenges faced by those dedicating their lives to food systems ventures. Highlighting the essential links that exist between farm and table, professional and personal, and idea and implementation, students will examine enterprises ranging from slaughterhouses and breweries to seaweed drying facilities and wholesale food distributors. Students will be evaluated based on class participation, a series of reflection papers, and a final project. Level Intermediate. Prerequisites: None. Class limit: 12. Lab fee: $40. Meets the following degree requirements: HS

**HS3090 Homesteading: Theory and Practice**  
Collum, Kourtney/Taylor, Davis

This course examines homesteading as an economic and cultural practice. Maine is a center of homesteading activity in the United States and an ideal place to study the theory and practice of homesteading. From a food systems perspective, homesteading represents a means of divesting from the global food system through the practice of subsistence agriculture and food preservation. Viewed from an anthropological perspective, homesteading raises interesting questions about why some individuals eschew conventional lifestyles and seek significant degrees of self-sufficiency, various forms of intentional living, and commitments to non-commodified production. A critical examination of homesteading raises questions about privilege and the benefits and limits of social movements founded on personal choice and private property. And viewed through economics, homesteading can be seen as a choice to resist the intrusion of market-based relationships into social life and an attempt to restore social relationships and normative values other than efficiency to production and consumption. Applying these lenses, this course will examine the conditions that influence contemporary homesteading practices. Three key questions frame the course: (1) What motivates self-identified homesteaders to resist normative lifestyles and seek self-sufficient, non-commodified ways of living? (2) How do variables such as class, education, race, geographic location, and property-ownership shape homesteading practices? (3) What are the benefits and limits of homesteading as a form of resistance to commodified production and consumption? Through readings and fieldwork, students will attempt to answer these questions. Readings will include personal and ethnographic accounts of homesteading as well as critical studies of non-commodified living. Fieldwork will include four daytrips to homesteads. Students will be evaluated based on participation, interviewing exercises, a field journal, and a series of reflection papers. Level Intermediate. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: $50. Meets the following degree requirements: HS

**HS3092 Tutorial: Writing about Science**  
Kozak, Anne

This tutorial will improve students' writing ability and introduce them not only to writing academic papers in the sciences but also writing for the lay public. An essential component of this course is writing text for exhibits for the George B. Dorr Natural History Museum proposed. The course also involves learning to write an abstract, literature review, critiques, technical reports, and text for a poster. All students will present a poster or power point at the end of the term. In addition to working with the instructor, students will often work on the content of their writing and grammar with tutors in the writing center. As we develop texts for some exhibits, we will also work with museum staff. Evaluation will be based on the students' participation in class discussions and peer review sessions, quality of power-point and/or poster presentations, effectiveness in revising writing to meet the standards of the instructor and, if appropriate, the research sponsor, and writing a piece specifically for the lay public. At the end of the term, the students should hand in a portfolio containing all drafts as well as a printout of the power point and/or poster. Level Intermediate. Prerequisites: Permission of instructor. Class limit: 5. Lab fee: none. Meets the following degree requirements: W

**HS3094 Immigration, Anti-Immigrant Bias & Other Barriers**  
Wessler, Stephen L

This course will examine immigration, anti-immigrant bias and other barriers to immigration currently and in the past in the United States. We also will examine immigration and barriers in one or two other countries, such as the United Kingdom and Hungary. Our primary focus, however, will be on the USA. We will probe the pros and cons of allowing immigrants to come to the USA or other countries. We will explore the reasons why leaders and citizens are hostile to immigrants and we will examine strategies for reducing anti-immigrant bias and violence. We will examine how governments and non-governmental organizations (NGOs) are addressing the large number of migrants who come to the USA or to European countries without permission and without legal documentation. Students will gain skills for analyzing the approaches of governments to immigration and the responses and initiatives of immigrant rights NGOs. Readings will range from articles or books, investigative pieces written by journalists, reports from non-profit organization and novels. We will hear in class, on field trips or via Skype from immigrants, activists and investigative journalists. Students will be evaluated on short written responses to readings and guest presenters, two papers, in class participation and a final project. The final project will explore the topics in the course through fiction, poetry, art, film, advocacy, interviews or other forms of expression. Level Intermediate. Prerequisites: None. Class limit: 15. Lab fee: $25.
HS3095 Nutritional Anthropology
Collum, Kourtney
Eating is both a biological need and an intensely social activity. This course examines the evolution, diversity, social significance, and health consequences of the human diet across time and space. Through academic readings, discussions, and guest lectures, the course weaves together the biological and cultural threads of anthropology to consider human nutrition in all its complexity. The course is designed to complement The Anthropology of Food by focusing in on biocultural approaches to the study of human diets, but the content is unique and one is not a prerequisite for the other. The course covers foundations and theories of nutritional anthropology, the evolution and adaptation of human diets, dietary transitions and globalization, and under- and over-nutrition. Students are evaluated based on participation, a series of short papers, and a literature review. Level Intermediate. Prerequisites: None. Class size: 20. Lab fee: none. Meets the following degree requirements: HS

HS3096 Cold War Flashpoints: Exploring Case Studies
McKown, Jamie
This online course will explore a series of “flash points” or case studies from across the entirety of the Cold War period. Some of these case studies will be prominent and well known to students, while others may be more obscure. Topics covered may include, but are not limited to, the Cuban Missile Crisis, the Berlin Airlift, Kennedy and the construction of the Berlin Wall, NSC 68, Operation Popeye, the Greek Civil War, Able Archer, the “New Look” Doctrine of the Eisenhower administration, the Soviet invasion of Afghanistan, and the development of space-based weapons during the 1980s. The actual cases covered will vary depending on the term and student interests. This class will be offered in a non-linear and asynchronous online format. Students will tackle each case study as an individual module. Each module will include an overview from the instructor, readings, and an assignment relevant to that module. Depending on the module, these assignments might involve reflective writing responses, primary document analysis, virtual archival work, or some other form of creative expression. Students will be able to select the modules they are most interested in from a series of options. They can explore them in whatever order they choose and on their own timeline for completion. In addition, there will be regularized real time virtual discussion sessions with the instructor and other members of the class as well as a more asynchronous message board for group posting. There will be multiple such sessions per week, and the timing will vary in order to accommodate student scheduling. Students will be expected to participate in a minimum number of these sessions. Final projects for the class will involve individual students selecting a case study of their own and building their own “module” that might be used by students in a future course. This includes recording (audio or video) a short overview, curating a series of readings, and also developing an assignment. This final project will likely involve undertaking additional primary and secondary research, including potentially mocking up FOIA requests for documents. Evaluation will be based on completion of the various module assignments, engagement with the discussion sections, and the final project. This course is ideally suited for students who have taken either of our existing Cold War offerings (early or later years). However, those students who have not taken either of these classes, but who have a background or interest in the topics we are covering are also welcome. In the latter case, they should contact the instructor directly to determine if the class is well suited for them. Level Intermediate. Prerequisites: None. Lab fee: None. Meets the following degree requirements: HS and HY

HS3097 AI: Futures Studies and Philosophy of Technology
Cox, Gray
This is a course in future studies and political philosophy focusing on the nature of artificial intelligence (AI) and its implications for human ecology in the modes of thought, forms of collaborative decision-making and in the structures of institutions, societies and culture in US and around the globe in the coming decades. We will critically examine a series of prominent models for understanding different ways artificial intelligence works and is transforming our societies and landscapes. We will critically examine and experiment with some key methods in futures studies to look at possible futures, assess their attractiveness and probability, and consider what steps might be taken to promote or prevent them. Methods considered will include, for instance: variations of extrapolation techniques, futures markets, scenario building, the Delphi process of consensus and futures imaging. A weekend workshop on futures imaging will be included as part of the course. Texts will include materials from Yuval Harari’s Homo Deus, Nick Bostrom’s Superintelligence, and a wide variety of short essays and website materials. Assignments will include short homework exercises, two problem sets, and a series of short papers building to a final project on a topic of the student’s interest. Topics could include, for example, the impact of drones and cyber warfare on the national security state system, the role of automated and/or distance learning in transforming education, the use of AI to monitor and manipulate environmental systems or transformations of health care or food systems in light of AI. When combined with nanotechnology, genetic modification or big data. Student work will be evaluated on the extent to which it demonstrates the development of skills for critically understanding, assessing and appropriately using the theories and methods covered in the course both in written projects as individuals.
and in collaborative discussions and workshop activities. Level Intermediate. Prerequisites: A readiness to engage with theoretical models, methodological techniques and philosophical questions in disciplined and critical ways. Class limit: 15. Lab fee: $35. Meets the following degree requirements: HS

**HS4012 Contemporary Women's Novels**

*Waldron, Karen*

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 Dangarembga, Barara Yoshimoto, Dorothy Allison, Rose Treman, 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. Meets the following degree requirements: HS

**HS4022 Launching a New Venture**

*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 make a formal business plan presentation. Level Intermediate/Advanced. Class limit: 15

**HS4026 Environmental Law and Policy**

*Cline, Ken*

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 $10. Meets the following degree requirements: HS
literature course and permission of the instructor; Contemporary Women's Novels experience recommended. Class limit: 15. Lab fee: none. Meets the following degree requirements: HS

HS4036 Native American Literature with a Focus on New Mexico
Waldron, Karen
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. Lab Fee: $1000 Meets the following degree requirements: HS

HS4037 Processing the Unexpected Journey
Waldron, Karen/Clinger, Catherine
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: $1000 Meets the following degree requirements: HS

HS4042 Reading the West
Anderson, John/Cline, Ken
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 south-eastward 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 Intermediate/Advanced. Prerequisites: Permission of instructor; camping/backpacking ability. Class limit: 9. Lab fee: $1500. Meets the following degree requirements: HS

HS4043 Wilderness in the West: Promise and Problems
Cline, Ken
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. Lab fee: none. Meets the following degree requirements: HS HY

HS4047 Waste
van Vliet, Netta
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, 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 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: 8. Lab fee: none. Meets the following degree requirements: HS HY

HS4046 Lincoln Before the Presidency
McKown, Jamie
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. 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 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: 8. Lab fee: none. Meets the following degree requirements: HS HY
and Francoise 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. Lab fee: None. Meets the following degree requirements: HS

HS4052 Economic Development: Theory and Case Studies
Taylor, Davis
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 (e.g., 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. Lab fee: None. Meets the following degree requirements: HS, QR

HS4053 Economics of Cooperation, Networks & Trust
Taylor, Davis
Economics is slowly expanding from equilibrium-based, atomistic optimization, through dyadic strategic interaction, to the consideration of networks and complexity. At the same time, it is beginning to incorporate more complex human motivations beyond simple optimization as means of explaining economic outcomes. This course captures these trends by the study of the economics of cooperation, networks, and trust. We will focus on four major ways of understanding cooperation: individual optimization, strategic optimization, institutions, and embedded social relationships (networks), and we will apply cooperation to the contexts of commonly held resources (such as fisheries and climate), networks and strategic alliances, and formal economic organizations (cooperatives). After an introduction to the relevant issues and an examination of the standard neoclassical approach of optimization (with cooperation as part of the choice set), we will enrich our understanding of group cooperation through the examination of social capital, tacit knowledge, and common pool resources. We will then have a brief exposure to game theoretic approaches to conceptualizing strategic behavior, along with graph theory as a means of conceptualizing networks. With these tools in hand, we will examine the role of networks in economic contexts such as the networks of Emilia Romagna, the Mondragón complex, and worker-owned businesses in the United States and Canada. This course will be of interest to students interested in business and organizational management, natural resource management, sociology, community development, globalization, social movements, economic democracy, and a host of other topics. Evaluation will be based on participation in classroom discussions, several major assignments, and responses to reading questions. We will collaboratively decide on a final project; possibilities poster presentations, a community presentation, or a jointly produced research or policy paper. Level Intermediate/Advanced. Prerequisites: One course in college or IB economics. Class limit: 15. Lab fee: $40. Meets the following degree requirements: HS

HS4056 Histories of Race
Little-Siebold, Todd
Race as a concept was constructed in the western world in the early modern era as commentary on and explanation of human differences. This class will examine the origins of the idea of race and the ways it is central to the creation of the modern world. Drawing on histories of Europe and the Americas this class will look at the different ways racialized thinking was deployed in colonial contexts. Central themes of the course will be the history of race as an idea, the nature and impact of the Atlantic slave trade, how indigenous peoples reshaped European ideas of what it meant to be human, the construction of whiteness, and the history of slavery in the new world. The period covered by the class spans from the origins of race as an idea to the late nineteenth century. The course will be a hybrid of a lecture course and a readings seminar. Students will read major works in the field and develop an understanding of the historical background of contemporary forms of structural inequality justified and reinforced by racialized thinking. Students will do a series of short assignments, lead discussion of books, and undertake a major research paper. The research projects will allow students to explore topics beyond the chronological and spatial scope of the course. Level Intermediate/Advanced. Prerequisites: None. Class limit: 12. Lab fee: $45. Meets the following degree requirements: HS, HY+F200
HS4067 Ecological Economics
Taylor, Davis
This course explores selected themes in ecological economics, which is both the economics of sustainability and resilience as well as a paradigmatic approach distinct from mainstream neoclassical economics. 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 relevant current topics; possible themes include climate change, fossil fuels and renewable energy, green technology and investment, ecosystem conservation (ecosystem services, payment for ecosystem services), biophysical constraints to economic growth (technological optimism/pessimism, the precautionary principle, rebound effects and Jevon’s Paradox), sociocultural impacts of economic growth (consumption, happiness studies), system dynamics (steady state economy, critical transitions in complex systems, resiliency), common pool resources (fisheries, climate, forests), measurement issues (growth versus development, ecological footprint, Index of Sustainable Economic Welfare), political economy and political ecology (land grabbing, violence), methodological issues (post-normal science, transdisciplinarity), institutional arrangements, trade and development (embodied trade in energy and water, pollution havens), community sustainability (localization, commoming), philosophical issues (Buddhist economics, Gandhian economics, homo economicus, feminist economics), and degrowth. Evaluation will be via four short essays, a final poster presentation, and classroom engagement. Level Intermediate/Advanced. Prerequisites: one term of economics or permission of instructor. Class limit: 12. Lab fee: $15. Meets the following degree requirements: HS

HS4069 Leaving Capitalism
Taylor, Davis
Markets are the dominant form of economic organization in the world today: particularly in the Global North, the vast majority of people sell their specialized labor to earn money, and use the money to obtain, via markets, the goods and services they need or desire. However, since the earliest days of capitalistic production, there were voices that articulated deep-seated critiques of capital while finding value in non-commodified production and consumption. These voices are still with us today, along with those who seek to act on such critiques by meeting much of their material needs through non-market means such as self-production, acts of reciprocity, and, and gift exchange. This course examines theories, concepts, and experiences centered on this practice of “leaving capitalism”: seeking food, shelter, and clothing to the greatest degree possible through non-commodified production and consumption, in places where commodified production and consumption are the dominant norms. We will examine countercultural activities, particularly homesteading, that seek to restore visible, non-exploitive relationships to production activities, thus challenging commodification and alienation (in Marxist terms) and narrow definitions of economic efficiency (in Neoclassical terms). We will lean heavily on theories and case studies of diverse/community solidarity economies as articulated by JK Gibson-Graham, Ethan Miller, and others; other topics will include capitalism (alienation and commodification), Buddhist/ Gandhian economics (which emphasizes local economies, community self-reliance), work (the nature of work, what constitutes good work), resistance/avoidance (James C. Scott), and degrowth. By studying and integrating these ideas as they relate to production, consumption, and social relations, we will also seek to redefine contemporary economics beyond its traditional emphasis on commodity production, restoring “the social” to this social science. Evaluation will be based on problem sets, participation and engagement in classroom discussions and field experiences, and a final poster presentation. Level Intermediate/Advanced. Prerequisites: One course in economics or social theory, and permission of instructor. Class limit: 15. Lab fee: 40. Meets the following degree requirements: HS

HS4080 Land and Climate
Stabinsky, Doreen
A changing climate affects land, forest, and agricultural ecosystems, with predominantly negative impacts projected in most regions of the world. At the same time, human activities in these ecosystems contribute significantly to global emissions of greenhouse gases and consequent planetary warming and climate change. Yet land and ecosystem-based activities are also looked to as potential solutions to climate change, ranging from small-scale agroecological production of crops and livestock to large-scale bioenergy-based geoengineering approaches. Cutting across all these dimensions of land-climate interactions are the climate impacts of and on food production, food security, and livelihoods based on food and farming. In this course we survey scientific and policy literature on these intersections between land and climate change. Much of the material surveyed draws from and builds on the 2019 special report of the Intergovernmental Panel on Climate Change (IPCC) on land and climate. The course focuses on 1) understanding the scientific basis of 2) technologies, policies, and politics of climate action in the land sector, while 3) considering impacts on food security and livelihoods based on food production. Evaluation in the course will be based on weekly summaries of readings, contributions to class discussion, and a final presentation. Level Intermediate/Advanced. Prerequisites: Prior coursework in or knowledge of climate change politics, ecology, agroecology, food systems. Class limit: 15. Lab fee: None.

HS4085 Writing Your Novella
Cass, Blake
Although the novella remains one of the most underappreciated and misunderstood literary genres,
its structural brevity offers students the ideal form to study how to create long-form fiction. Class time will be primarily devoted to discussing the novellas we have read. Texts may include “Seize the Day” by Saul Bellow, “The Grownpup” by Gillian Flynn, “Neighbors” by Lilia Momple, “Pedro Paramo” by Juan Rulfo, and “Indian Nocturne” by Antonio Tabucchi. During class, we will look at strategies of dialogue, point-of-view, plot, and setting. Students will learn how other writers develop characters with precision, fluidly integrate backstory and flashbacks into narratives, and make use of the three narrative modes: full scene, half scene, and summary narration. To help establish a routine of writing, students will sign up for daily work periods in the writing center. Some work periods will start with a prompt to help students focus their imaginations on specific aspects of their stories, but most work periods will primarily be dedicated to individual writing. By maintaining a habit of writing and reflecting throughout the course on their progress, students will develop a process of writing that works for them. By the end of the course, each student will be expected to hand in a polished first draft ranging between 20,000 to 50,000 words. Shorter novellas will go through more extensive revision than longer novellas. Students will be evaluated on their participation in class and their ability to execute narrative strategies in their novellas. Level Intermediate/Advanced. Prerequisites: Permission of instructor; students will be asked to share a sample of their writing. Class limit: 12. Lab fee: None.

**HS4086 Derrida and Questions of Difference**

van Vliet, Netta

Algerian Jewish philosopher, Jacques Derrida (1930-2004), one of the most widely translated French philosophers of the 20th century, developed a body of work often referred to as “deconstruction.” Derrida’s oeuvre has influenced multiple fields and disciplines, including Literature, Anthropology, Philosophy, Post-colonial Studies, Psychoanalysis and Feminist Theory. This course will track some of the ways in which Derrida engaged with ideas of difference, through a focus on questions his work poses for understandings of the human. The class will engage with Derrida’s archive through reading some of his early work, including essays and interviews about the status of writing and speech, language, and philosophy, and then move through his later work, including his increasing focus on explicitly political topics such as the death penalty, the animal, sovereignty, and war. Although the texts we read will be primarily Derrida’s own writing, we will also read authors who respond to and build on Derrida’s thought. These may include Gayatri Spivak, Ranjana Khanna, Samir Haddad, Peggy Kamuf, and Michael Naas, as well as texts by those with whom Derrida was in dialogue, such as Sigmund Freud, Hélène Cixous, Michel Foucault, Sarah Kaufman, Claude Lévi-Strauss, Karl Marx, Martin Heidegger and Emmanuel Levinas. As we move through Derrida’s texts and those informed by them, we will pay particular attention to questions about sexual difference, colonialism, the human, death in relation to life, and representation. Students will be evaluated on participation in seminar discussions, weekly reading responses, a mid-term paper and final paper. There are no prerequisites for this course, but students will be expected to conduct close readings of challenging texts. Students are encouraged to contact the professor with any questions about the course and whether it is a good fit for them. Level Intermediate/Advanced. Prerequisites: None. Class limit: 12. Lab fee: $10. Meets the following degree requirements: HS

**HS4087 History Workshop: Wabanaki Studies**

Little-Siebold, Todd

This class will be an empirically-based research seminar on the history, politics, archaeology, and culture of Maine’s Wabanaki tribes that tackles a wide range of issues. The class will consist of several group projects on topics such as cataloging indigenous place names to the loss of cultural heritage sites due to coastal erosion. After completing several of these projects, students will develop their own research project on Wabanaki history and culture that they will conceptualize, plan and carry out. The class will also cover the themes of colonialism, cultural revitalization, tribal sovereignty, preservation of cultural resources, and much more. The course will be based on projects developed in consultation with tribal cultural preservation specialists and tribal historians from Maine’s Wabanaki communities. Final projects, so long as they have a historical component, can explore a topic of the student’s choosing in consultation with the faculty. This class is appropriate for students from a range of backgrounds. Previous coursework such as Indigenous America, Native American Law, Race and Racism in America, the Yucatan Program, or other relevant courses will be extremely helpful, and preference will be given to students who have some previous academic background in historical research, indigenous studies, and ethnography. Students who have taken classes with a strong component of textual analysis of historical sources are also encouraged to take the class. Students will learn to work with both primary and secondary sources (both written and visual). Students will be evaluated on their contribution to the group projects, participation in discussion, several small assignments, and their final project. Level Intermediate/Advanced. Prerequisites: Permission of instructor (see description). Class limit: 12. Lab fee: $60. Meets the following degree requirements: HS, HY

**HS4088 Literature of Exile**

Turok, Katharine

Displacement, disappearance, deportation, exile, and return in New Writing: how do storytellers relate, relive, and re-create displacement from war, emigration, anti-immigration discourses, voluntary or coerced exile, or racial, ethnic, and religious conflicts? What emotional truths do new novels, poems, short
Difference. While the conceptual questions of that addressed in the course Derrida and Questions of Difference II. This class continues to engage with the questions HS4090 Derrida and Questions of Difference II by Hanif Abdurraqib, Khadijah Queen's "I'm So Fine", the University of Texas' Music Matters series, and work ahead in the Rain: Notes to a Tribe Called Quest" by Hanif Abdurraqib, Khadijah Queen's "I'm So Fine", the University of Texas' Music Matters series, and work by Roland Barthes, Wayne Koestenbaum and others. Students will work on individual creative writing projects and writing will be workshopped and revised throughout the term. Although there are no specific prerequisites, the course will require independent research and will be conducted at an intermediate or advanced level best-suited for students with experience in academic research, literary analysis and creative writing. Students will be evaluated based on quality of completed assignments, both creative and academic, and participation in class discussion. Level Intermediate/Advanced. Prerequisites: Experience and skills in academic research, literary analysis and creative writing. Class limit: 12. Lab fee: none.

HS4091 Comparative Global Politics of Biol. Diversity & Clim. Chng by Doreen Stabinsky. Climate change and biological diversity are prominent issues on the global political and environmental governance agendas and in public environmental consciousness. Each issue will be the focus of a major United Nations summit in 2020. Parties to the UN Convention on Biological Diversity will negotiate new post-2020 goals for halting biodiversity loss; parties to the UN Framework Convention on Climate Change will see the launch of new commitments and a framework for action under the Paris Agreement. Meanwhile, public narratives of the escalat-
interested in language and its power, literature and its
framework for the course, which seeks students in-
the measure of our lives.” These two quotes provide
the meaning of life. But we do language. That may be
her own view of her life’s work: “We die. That may be
Another Morrison quote hints at the profundity of
women authors express depths of meaning and
African-American and especially African-American
of the US. In particular, her poetics illustrate how
herself said, “If there is a book that you want to read,
may be some division of labor with the later novels
(after Paradise), but the course is reading intensive.
Students will also prepare frequent short written
responses and a final project responding to Mor-
son in some way. Evaluation will be based on class
participation, response papers, passage analysis, and
the final Morrison project to be shared with the class.
Level Intermediate/Advanced. Prerequisites: Prior
literary study, and permission of instructor. Class
Limit: 15. Lab fee: none. Meets the following degree
requirements: HS

HS4093 The Cider Project
Little-Siebold, Todd
This year-long class will consist of a series of work-
shops, activities, and field trips over the course of
the academic year. The course will be focused on
learning all stages of hard cider production from
evaluating fruit to fermentation all the way to the fi-
nal bottling and label design. There will be additional
background and contextual readings on the history
and culture of cider. The goal will be to produce a
hard cider ready in the following year. Working with
cider makers from Maine and New England students
will learn about how to identify the qualities in apples
that make for excellent cider. They will then harvest
fruit locally by foraging for high quality fruit to press
into cider. With local cider makers students will then
begin the fermentation process from monitoring the
biochemistry of the juice through racking and sec-
ondary fermentation. Finally, in the spring the class
will design the final labels, bottle the cider, and, in ac-
cordance with state law, evaluate the quality. At each
stage participants will have workshops, readings, and
projects that are part of the class. All students will be
required to participate in a core series of workshops,
readings, and activities and then they will choose from
among other activities as well. The course is appropriate for
those interested in food studies, biochemistry, agri-
cultural history, and botany, among other fields. No
previous coursework required, but preference will be
given to students who have some relevant academic
background or personal experience. Evaluation will
be based on engagement with and completion of
core shared work, participation in workshops and
field trips, and individual projects. There may be an
optional two week trip to England to visit and learn
from traditional cider makers there. This is a year-
long course carrying a single credit. Students must be
on campus for all three terms of the academic year.
Level Intermediate/Advanced. Prerequisites: Permis-
sion of instructor; see above. Class limit: 11. Lab fee:
$125. Meets the following degree requirements: HS

HS4092 The Measure of Our Lives: Toni Morri-
son Seminar
Waldron, Karen
This course will be an intermediate/advanced
seminar honoring and exploring the works of Toni
Morrison (1931–2019), an African-American author
who won the Nobel Prize for Literature in 1993, the
Pulitzer Prize for Fiction in 1988 and numerous other
notable awards. She was a giant of a public intellectu-
al and contemporizing figure in American Literature;
her works continue to inspire and transform readers
and scholars of all identities although her primary
purpose was to write for black people. As Morrison
herself said, “If there is a book that you want to read,
but it hasn’t been written yet, you must be the one to
write it.” In writing she changed the literary landscape
of the US. In particular, her poetics illustrate how
African-American and especially African-American
women authors express depths of meaning and
experience absolutely central to any understand-
ing of the complex culture and histories of the US.
Another Morrison quote hints at the profundity of
her own view of her life’s work: “We die. That may be
the meaning of life. But we do language. That may be
the measure of our lives.” These two quotes provide
a framework for the course, which seeks students in-
terested in language and its power, literature and its
insights, and the black female experience. Over the
course of the term students will read through Mor-
rison’s oeuvre of novels (The Bluest Eye, Sula, Song of
Solomon, Tar Baby, Beloved, Jazz, Paradise, Love, A
Mercy, Home, God Help the Child) as well as a num-
er of her key essays and addresses (Playing in the
Dark, The Source of Self-Regard), scholarly criticism,
and responses to Morrison’s 2019 passing. There
may be some division of labor with the later novels
(after Paradise), but the course is reading intensive.
Students will also prepare frequent short written
responses and a final project responding to Mor-
son in some way. Evaluation will be based on class
participation, response papers, passage analysis, and
the final Morrison project to be shared with the class.
Level Intermediate/Advanced. Prerequisites: Permis-
sion of instructor. Class limit: 12. Lab fee: None. Meets the following degree
requirements: HS
HS4094 World Literature
Turok, Katharine
Using seminal works by Machado de Assis, Luis 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, Jaïme Manrique, René Alomá, Carme Riera, Alifa Rifaat, Octavio Paz, Abé Kobo, Jack Águeros, 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. Level Intermediate/Advanced. Prerequisites: none. Class limit: 15. Lab fee: none. Meets the following degree requirements: HS

HS5010 Advanced Composition
Kozak, Anne
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: 8. Lab fee: None. Meets the following degree requirements: HS

HS5012 Wildlife Law Seminar
Cline, Ken
In his seminal essay on the “Land Ethic,” Aldo Leopold explores the incongruity between man’s legal structures and the natural world around him. This incongruity is particularly acute in the area of wildlife conservation. This course examines the legal, philosophical, scientific, economic, and political problems surrounding man’s relationship with other species on this planet. The far reaching goals and impacts of the Endangered Species Act are a central focus of the course. Significant time is also dedicated to legal is-

HS5013 Methods of Teaching Writing Across the Curriculum
Kozak, Anne
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 Irmscher’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, e.g. 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. Meets the following degree requirements: ED, W

HS5014 Austen, Bronte, Eliot
Waldron, Karen
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, Villeta, 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. Lab fee: none. Meets the following degree requirements: HS

**HS5015 Hydro Politics in a Thirsty World**

Cline, Ken

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 implications 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. Meets the following degree requirements: HS

**HS5016 Corn and Coffee**

Little-Siebold, Todd

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. Meets the following degree requirements: HS HY

**HS5017 Advanced Spanish I**

Pena, 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
HS5018 The Nature of Narrative
Waldron, Karen
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. Meets the following degree requirements: HS, WF

HS5020 Advanced International Environmental Law Seminar
Cline, Ken
This course is designed to provide an overview of the use of international law in solving transnational environmental problems and shaping international 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 or Global Environmental Politics, and Signature of Instructor; Sophomore or higher college level. Class limit: 10. Lab fee: $10. Meets the following degree requirements: HS

HS5022 Hatchery
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:
--Application: Students apply for a position in the Hatchery over winter term.
--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.
--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: 6. Lab fee: none.

HS5031 Advanced Spanish II
Pena, Karla
This course is for students who are competent in the principal grammatical forms of Spanish and have already completed Advanced Spanish I or the equivalent. In this class, students further increase their mastery and automatic command of grammar and nuances of idiomatic usages, broaden their vocabulary in general and deepen it in targeted areas, and enrich their understanding of multiple dimensions of Hispanic culture. A central focus of the course is on increase of the student’s ability to read, write, hear and speak in a variety of sophisticated rhetorical forms and genres as well as cultural contexts. Student are evaluated based on class participation, homework and their ability to work effectively with multiple kinds of texts, interviews, conversations, for-
HS5039 Equal Rights, Equal Voices: The Rhetoric of Woman Suffrage
McKown, Jamie
This seminar will provide an in-depth exploration of public speech texts by a wide array of 19th century woman suffrage activists in the United States. This includes works by those individuals most often associated with the first wave of the movement including: Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, Ernestine Rose, Lucy Stone, Anna Dickinson, Lucretia Coffin Mott, Adelle Hazlett, Victoria Woodhull, Anna Julia Cooper, and others. There will be a heavy emphasis on the close reading of primary source materials as students encounter these speakers “in their own words.” There are five main goals of this seminar. First, to familiarize students with the works of prominent suffrage and equal rights activists from the period. Second, to help illuminate how the ideas, choices, narratives, and arguments reflected in these texts have some relation to contemporary discourses of gender, power, and equality. Third, to offer students the opportunity to conduct close textual readings of significant texts in the field of public address. This seminar is rooted in what might be described as an experiential, grassroots approach to rhetorical criticism, one that is unconstrained by the needs of overly deterministic reading strategies. We will focus more on building a “theory of the case” from the ground up and through the eyes of the seminar participants, rather than subjecting each case to the demands of a predetermined comprehensive model of rhetorical action. The fourth goal of the class is to offer students the first hand opportunity to conduct their own “recovery” projects with the aim of locating, transcribing, documenting, and presenting to the class new variations of texts from the period that have been previously undocumented or left unaccounted for. In doing so, students will learn basic techniques for exploring the types of digitized historical collections that have emerged in only the past few years. The final goal for the seminar is to prompt an even broader series of questions about the relationship between text, society, and the “public.” These are questions that would obviously be salient for students of all interests. Class sessions will be organized as a weekly three hour seminar and will be predominantly discussion driven. Students will be responsible for presenting certain works and will also lead some of our discussions. Assignments will emphasize critical, reflective and analytical writing. Evaluation will be based on participation in class discussion, short written response papers, several longer essays, individual presentations, and a final “recovery” project. Level Advanced. Prerequisites: none. Class limit: 12. Lab fee: none. Meets the following degree requirements: HS, HY

HS5044 Diaspora and Unbelonging
van Vliet, Netta
Etymologically, the word “diaspora” is traced to the Greek dia meaning through, and speirein, meaning to scatter or to sow. Historically, the term has been associated with narratives of exile, displacement, and migration, and with a sustained relation to what is understood as an original homeland. Although Jewish diaspora is often the implicit or explicit example through which diaspora is understood, the term has been important for other cultural, ethnic and religious genealogies, as well as for recent efforts to address political questions posed by contemporary configurations of diasporic and displaced populations. In this course, we will use questions about Jewish difference as a point of departure for thinking about questions of diaspora, belonging and unbelonging more generally. Diasporic relations raise questions about what it means to belong to political community, about borders between self and other and between groups, about difference internal and external to the polis, and about the concepts of home, homeland, nation and country. These questions in turn call attention to the relation between different figures and categories central to understandings of home and abroad, stasis and mobility, such as citizen and foreigner, refugee, asylum seeker. This course examines different historical examples of conditions and processes of diaspora by being attentive to conditions and figures of unbelonging. In so doing, we will consider contemporary problems of immigration, displacement, and asylum. We will be particularly attentive to questions about racialization, colonialism, nationalism, gender, sexuality and sexual difference. The course is interdisciplinary, and we will draw on work in postcolonial studies, political theory, literature, anthropology, religion and feminist theory. Students will be evaluated based on attendance, in-class participation, reading responses, and two short analytical essays. Level Advanced. Prerequisites: Permission of instructor; ideally, students should have taken at least 3 courses in Human Studies and/or Arts and Design, or have other background in thinking about politics and representation. Students who have done independent research and internships that engage the topics addressed in the course description will also be prioritized. Class limit: 12. Lab fee: $10. Meets the following degree requirements: HS

HS5051 Capitalism: Economics and Institutions
Taylor, Davis
Capitalism is the dominant form of economic institutional arrangements and production in the world today, along with a set of culturally inflected values and an interpretive frame for understanding the world around us that is a crucial context for work in Human Ecology. The focus of this course is on the economic imperatives of capitalism, the resulting institutional arrangements, and the socioeconomic outcomes that capitalism produces; we will also dedicate some time to the (other) cultural dimensions of
capitalism, largely through the incorporation of guest lecturers in the latter part of the term. The foundational economic analysis will use both Marxist and what can be called “critical macroeconomic” theories to understand the economic processes and results of capitalism. Our focus will be on contemporary capitalism, but we will briefly examine the historical development of capitalism as a means of understanding contemporary patterns. A major impetus for the course is Thomas Piketty’s “Capitalism in the 21st Century”, and its focus on inequality will be a major focus of the course. Other prominent themes will be pre-capitalist modes of production, the labor theory of value, markets and processes of labor commodification and alienation, the formal and informal institutions of capitalism, money and other forms of debt, international capitalist relations, crises, and variations of contemporary capitalism. Learning will be accomplished via the reading, study, analysis, and discussion of classic and contemporary theories of capitalism, and applications to current local, national, and international situations and events. Evaluation will be based on four major problem sets (consisting of short essay responses), a final poster presentation, and participation in classroom discussions and other fora. Level Advanced. Prerequisites: One course in intermediate economics and one additional intermediate course that closely relates to the study capitalism (e.g. another economics course, critical theory, etc.), and permission of instructor. Class limit: 10. Lab fee: none. Meets the following degree requirements: HS HY

HS5055 Tutorial: Ongoing Narratives
Cass, Blake
This advanced tutorial continues work done in “Writing Your Novella” and/or previous fiction tutorials: intensive in-class attention to narrative issues of detail, viewpoint, time & tense, continuity, language, plot and character development, endings and overall design related to reader response. All work is thoroughly discussed in the context of narrative aesthetics in extended weekly small-group sessions; students are expected to write 8-15 pages a week of new material and to provide a revised and edited copy for evaluation at the end. Level Advanced. Prerequisites: Previous intermediate or advanced fiction courses and instructor permission. Class limit: 5. Lab fee: None.

HS5056 Tutorial: Readings in Political Ecologies
Stabinsky, Doreen
This is an advanced reading seminar focused on contemporary, experimental, and speculative political ecologies. Readings will include books, dissertation manuscripts, and scholarly articles. Students will be expected to contribute in the design of the course syllabus to reflect their interests. The course will be a collective intellectual endeavor conducted through 1) written reflections and conversation on an online blog that we will curate, inviting political ecology scholars also to join our online conversation, and 2) through regular real-time interactive conversations on Zoom. Evaluation will be based on participation in real-time and blog conversations, including a weekly reflective blog posting; leading two real-time conversations on Zoom; and a final synthetic essay on a topic of their choosing. Level Advanced. Prerequisites: Permission of instructor. Class limit: 5. Lab fee: None.

HS5057 Active Optimism: Practices in Transforming Food Systems
Collum, Kourtney
In “Beginning to End Hunger,” M. Jahi Chappell quotes the Brazilian sociologist Herbert Jose “Betinho” de Souza, who said “I'm not some stupid optimist. I'm an active optimist.” Chappell goes on to argue that active optimism—the notion that problems can be solved if we act on them with critical knowledge—is precisely what is needed to end hunger. This course will embrace the practice of active optimism by engaging students in place-based efforts to address food systems issues at COA. In this advanced course, students will form project teams and work collaboratively to build on on-going campus food systems initiatives. During week one of the course, students will select project teams and work with the instructor to develop a reading list and schedule tailored to the groups’ needs. Thereafter, class time will be dedicated to discussing readings, developing and peer-reviewing research plans and materials, presenting progress-reports, collecting and analyzing data, and facilitating community input and outreach activities. Depending on their project, students may focus more or less on data collection and analysis, policy development, or program implementation. Students will be evaluated based on their participation (including self-directedness and professionalism), the quality of the processes and outputs of their projects, and their ability to work collaboratively with classmates and the campus-community (in particular, community-partners including COA’s dining managers, farm managers, Food Systems Working Group, and the Cabinet). Level: Advanced. Prerequisites: Two previous courses in food systems, and permission of instructor. Class limit: 12. Lab fee: none. Meets the following degree requirements: HS

HS6012 Learning a Language on Your Own
Cox, Gray
The goal of this course is 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 is 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.

MD1019 The Bicycle: History, Science and Policy
Gatti, Daniel

“Nor could I see a reason in the world why a woman should not ride the silent steed so swift and blithe-some.”, Frances E. Willard, A Wheel Within a Wheel, 1895

The bicycle is one of the most amazing inventions of the 19th century. With 25 pounds of metal, plastic and rubber, a person can propel themselves at staggering speeds of 20 miles per hour or more. Bicycles are a clean, healthy and efficient mode of transportation, yet they struggle to maintain relevance in some countries. In this course, we will study how this came to be in the United States and look at how other countries treat bicycles as transportation. The course will be divided into three roughly equal parts: History, Science and Policy. In the History module, we will start with the development of the bicycle in the late 1800s and study its impact on society as an example of how technology disrupts societal patterns. We will study the influence of the bicycle on mobility for the poor and for women, with Frances Willard and Annie Londonderry as examples. We will look at novel uses of bicycles in developing countries and in war. In the Science module, we will study the physics of bicycles, including gear ratios, brake leverage, steering geometry and ergonomics. In the Policy module, we will study how rights to publicly funded roadways changed in the 20th century, with a focus on the American experience in removing pedestrians, animals and bicycles from the streets. We will also look at bicycle policy and street use in other countries to see how policy can shape behavior. Students interested in the history and physics of bicycles as well as how corporate power can co-opt public resources will benefit from this course. Students who complete this course will have an understanding of the development of the bicycle, the physics and mechanics of bicycles, and of the policy decisions that led modern roads to be dominated by the automobile. Evaluation will be through class participation, quizzes, and written essays. Level Introductory. Prerequisites: None. Class limit: 20. Lab fee: none.

MD1020 Social Arts Practice & Community-based Marine Conservation I
Rock, Jennifer

This course extends conservation management thinking on what are ‘healthy’ marine ecosystems, specifically to include local social values. We investigate ways to capture community perspectives on marine conservation, using social arts practice to enable expression of perceptions/values/knowledge through visual narratives. The course will include recorded lectures, and a weekly real-time discussion session on both lectures and reading material. Assigned readings focus on participatory marine conservation management; community engagement methods; social arts practice; visual ethnography; visual communication and arts-based research. Course evaluation will be based on project work, short presentations and assigned readings. The project work includes (1) a contribution to a group visual research project on representing local marine issues, and (2) an individual creative research project that incorporates public perceptions research (e.g. how do people value the marine environment) with an emphasis on visual expression of values. The research element might interrogate existing virtual visual resources, or collect new visual representations through on-line ‘surveying’. The individual projects will be summarised in a final report that will include an element of evaluation, by using action research to critically examine your expectations, intentions, and observations of the research process, as well as outcomes. Students will also be evaluated on several short presentations on assigned course material, and on written responses to assigned readings, recorded weekly in a conceptual journal. The course is a companion to but not a prerequisite for a subsequent course that will include a practical field component where, as a group, we design and implement a community-engaged social art project on a local marine conservation issue in Frenchman’s Bay. Level Introductory. Prerequisites: Permission of instructor; suitable for any student interested in combining human studies, arts and design, and environmental science. Class limit: 15. Lab fee: None.

MD1021 Seeing Ecology through Arts Practice
Rock, Jennifer

This course is an experiment in seeing ecology through hands-on arts practice. We examine how a combined arts and science approach (observation, questioning, rendering, hypothesising...) leads to reflective practice in understanding ecological interaction and process. From visualising connectivity to sensory pattern recognition, we explore how arts practice can help us formulate (and begin to
answer) scientific questions. The course will have multiple weekly place-based field components in combination with synchronous and asynchronous online teaching. Evaluation will be based on three components: (1) A field notebook (combined sketchbook, observation and practice journal etc) which will serve to document your process of inquiry, including observation and description (at both micro and macro level), “questions for science” derived from arts-based inquiry, and weekly field assignments. As a reflective journal, it will also critically examine your expectations, intentions, and observations of process and outcome. In addition to sketching, other creative methods of observation will be used such as frottage (rubbings), monoprint, found material collage, as well as words (e.g. haiku). (2) Reflective interaction and discussion of assigned readings (from historic (e.g. Goethe) to contemporary (e.g. Gemma Anderson)). (3) A final project that will consolidate/montage a particular vein of observation and questioning from your observation of ecological interactions (e.g. an aspect of ecology, environmental physiology or human ecology). The final project will be presented in a format for sharing with an external audience, and may include video, animation, sound recordings, sculpture, painting and other media. Level Introductory. Prerequisites: None; no science or arts experience or skills required. Class limit: 12. Lab fee: TBD.

**MD1022 Working the Sea**

Anderson, John/Stephenson, Toby

For much of the past 5000 years the sea has played a major role in a broad variety of human cultures, histories, arts, and economies. Sea-faring peoples have developed a rich lore and technology that allows them to both survive and even thrive in an often hostile element. This course will mix practical, hands-on learning of aspects of seamanship with a survey of fiction and non-fiction that address maritime themes. During the early part of the term we will concentrate on aspects of small-boat handling, using the College’s inflatables, rowing boats, and the larger research vessels, Osprey and Laughing Gull. Students will learn how to launch and land small-craft from docks and beaches, basic rowing skills and use of an outboard motor. They will learn essential knots useful aboard ship and on the dock, how to lay out a course using a chart and compass, use of GPS and depth sounders, basic Rules of the Road, and elements of celestial navigation. During some lab periods we will go on short voyages in the general area of Frenchman Bay. As the term proceeds and weather worsens, we will turn to an increasingly greater literary component, reading accounts of famous voyages and local fishermen, discoveries, battles, legends and poetry. Possible texts include, but are not limited to: Working the Sea by Wendell Seavey, Master and Commander by Patrick O’Brian, Maiden Voyage by Tania Aebi, The Perfect Storm by Sebastian Junger, In the Heart of The Sea by Nathaniel Philbrick, Longitude by Dava Sobel, Slave Ship: A Human History by Marcus Rediker, Kon Tiki by Thor Heyerdahl, We Didn’t Mean to Go To Sea by Arthur Ransome as well as excerpts from The Greenlanders’ Saga, Moby Dick, The Old Man and the Sea, The Voyage of the Beagle, and Two Years Before the Mast. Students will be evaluated on the basis of class participation, a number of short “quizzes” – which will include practical elements - and a term paper focusing on one aspect of working the sea. Level Introductory. Prerequisites: Permission of Instructor. Class limit: 7. Lab Fee $100.

**MD2011 Fisheries, Fishermen, and Fishing Communities**

Petersen, Christopher

Downeast Maine, from the Penobscoct River east to the Canadian border, includes Hancock and Washington Counties, a region of extremes between high levels of tourism, like Mount Desert Island, and many coastal towns that are heavily reliant on fisheries for their economic existence. This long history of cultural and economic dependence on fisheries makes the region particularly vulnerable to fisheries decline, such as the collapse of the sardine and cod fisheries. Recent trends in the lobster, clam, scallop, and elver fisheries, as well as aquaculture, show various levels of instability and risk. At the same time, numerous initiatives in the region focus on revitalizing and stabilizing fisheries, while enhancing community resilience. This class uses a variety of inter-disciplinary approaches to examine the relationships among marine resources, fisheries policy, harvesters, and communities. We are interested in examining the relationships within this linked social-ecological system, and use historical data, current documents, interviews and oral histories to examine the human-ecological relationships among residents, policy, and resources. We also will examine new economic initiatives in these communities, including ecotourism, aquaculture, and renewable energy. We have several individuals coming to campus to discuss issues with the class, and we will take several field trips (including an overnight to the Cobswick Bay area) to Downeast communities. Evaluation will be based on several assignments during the term, including an oral history, sets of essay questions, and research on a fishery. Students will also work on a small-group project examining a research question using multiple methodologies, with a presentation and paper due at the end of the term. Active engagement during class, with guest speakers, and on field trips will be expected. Level Introductory/Intermediate. Prerequisites: A class in anthropology, marine biology, fisheries, or environmental policy, and permission of instructor. Class limit: 15. Lab fee: $100.

**MD2012 Failure**

Friedlander, Jay/Baker, Jodi

Failure looms large in society. Is it a badge of honor, an inextricable part of a process, a means to success or rather something to be feared and ashamed of? In this course, students will explore how notions of failure align and contrast between gender, class and
MD3010 Biology Through the Lens
Ressel, Stephen
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, students 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.

MD3013 Sheep to Shawl
Letcher, Susan
Sheep play profoundly important roles in human societies. This course is a human ecological exploration of sheep and wool, combined with a hands-on component in which we will work with sheep and learn fiber arts. This class will meet for one studio session and two lecture/discussion sections per week, plus at least one Saturday field trip. In the studio sessions, we will study sheep husbandry through visits to Peggy Rockefeller Farm, and learn a variety of techniques for working with wool, from the preparation (shearing, washing, and carding) to spinning and working with yarn (including knitting, crochet, and weaving). The lecture/discussion sessions will cover topics such as the ecological impacts of sheep in different parts of the world, the physics of spinning and the chemistry of dyes, and the symbolism of sheep in the mythology of different cultures. The course will draw on a wide range of material and intellectual approaches, with sheep and wool as the unifying theme. Students will be evaluated based on participation, short written assignments, and a final oral presentation. No prior knowledge of fiber craft is necessary, but students who come in knowing one of the basic techniques may be able to explore advanced techniques like lacework or design in three dimensions. Students should meet with the instructor before spring break to discuss goals and equipment needs for the studio sessions. Some basic supplies will be provided, but students should plan to purchase additional equipment such as knitting needles depending on the projects that they choose. Level Intermediate. Prerequisites: Permission of instructor. Class limit: 10. Lab fee: $100.

MD3014 Museum Practicum
Colbert, Dru
This course offers students the opportunity to participate in the authorship, design and fabrication of interpretive projects in COA’s George B Dorr Museum. Typically coursework surrounds the creation of educational environments, activities and events that showcase concepts and content on changing special topics. Areas of content explored in projects range between art, science and natural history. With guidance, students in the tutorial will engage in researching content, developing interpretive projects, writing textual elements, and designing and fabricating installations, events and activities in the museum. The class will act as a team and collaborate to develop and produce material. Evaluation will be based on (dependent on specific tasks that include research, writing, and fabrication): attention to detail, quality of craft, effective collaboration in an iterative group process and the timely completion of work. The success of this group project is dependent upon a high level of scholarship and crafting of exhibit areas toward an end-of-term completion date for the realization of project elements. This course is appropriate for students interested in education, design and communication. Level: Intermediate. Prerequisite: Permission of instructor. Curiosity and Wonder is strongly recommended; Graphic Design, Communicating Science and/or Education courses are also suitable previous coursework. Class limit: 10. Lab fee: none.
# INDEX BY COURSE NUMBER

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.

<table>
<thead>
<tr>
<th>COURSE#</th>
<th>COURSE TITLE</th>
<th>FACULTY</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD 1011</td>
<td>Introduction to Arts and Design</td>
<td>Mancinelli, Isabel</td>
<td>36</td>
</tr>
<tr>
<td>AD 1012</td>
<td>Introduction to Keyboard/Piano</td>
<td>Cooper, John</td>
<td>36</td>
</tr>
<tr>
<td>AD 1013</td>
<td>Jazz, Rock, and Blues: From Their Origins to the Present</td>
<td>Cooper, John</td>
<td>36</td>
</tr>
<tr>
<td>AD 1014</td>
<td>Music Fundamentals: Intro to Reading/Hearing/Writing/Playing</td>
<td>Cooper, John</td>
<td>36</td>
</tr>
<tr>
<td>AD 1016</td>
<td>World Percussion</td>
<td>Bennett, Michael</td>
<td>36</td>
</tr>
<tr>
<td>AD 1017</td>
<td>The History of Rock</td>
<td>Cooper, John</td>
<td>36</td>
</tr>
<tr>
<td>AD 1018</td>
<td>Introduction to Guitar</td>
<td>Cooper, John</td>
<td>37</td>
</tr>
<tr>
<td>AD 1019</td>
<td>Four-Dimensional Studio</td>
<td>Andrews, Nancy</td>
<td>37</td>
</tr>
<tr>
<td>AD 1024</td>
<td>Watching Globally: Intro to Contemporary Cinema of the World</td>
<td>Capers, Colin</td>
<td>37</td>
</tr>
<tr>
<td>AD 1025</td>
<td>Movement Training Basics</td>
<td>Baker, Jodi</td>
<td>37</td>
</tr>
<tr>
<td>AD 1026</td>
<td>Introduction to Photography</td>
<td>Winer, Joshua</td>
<td>37</td>
</tr>
<tr>
<td>AD 1035</td>
<td>Introduction to Documentary Photography</td>
<td>Winer, Joshua</td>
<td>3</td>
</tr>
<tr>
<td>AD 1038</td>
<td>History of Video Art</td>
<td>Capers, Colin</td>
<td>38</td>
</tr>
<tr>
<td>AD 1039</td>
<td>Ceramics I</td>
<td>Mann, Rocky</td>
<td>38</td>
</tr>
<tr>
<td>AD 1041</td>
<td>Art Since 1900: Harmony and Conflict</td>
<td>Clinger, Catherine</td>
<td>38</td>
</tr>
<tr>
<td>AD 1042</td>
<td>Introduction to Glass Blowing and Sculpture</td>
<td>Perrin, Linda</td>
<td>39</td>
</tr>
<tr>
<td>AD 1047</td>
<td>Modes of Perception and Strategies in Picturing Nature</td>
<td>Clinger, Catherine</td>
<td>39</td>
</tr>
<tr>
<td>AD 1049</td>
<td>Scenes and Songs</td>
<td>Fingerhut, Larrance</td>
<td>39</td>
</tr>
<tr>
<td>AD 2011</td>
<td>Graphic Design Studio I: Visual Communication</td>
<td>Colbert, Dru</td>
<td>39</td>
</tr>
<tr>
<td>AD 2012</td>
<td>3D Studio: Introduction to Three-Dimensional Art and Design</td>
<td>Colbert, Dru</td>
<td>40</td>
</tr>
<tr>
<td>AD 2013</td>
<td>Constructing Visual Narrative</td>
<td>Colbert, Dru</td>
<td>40</td>
</tr>
<tr>
<td>AD 2014</td>
<td>Curiosity and Wonder: Design &amp; Interpretation in the Museum</td>
<td>Clinger, Catherine</td>
<td>41</td>
</tr>
<tr>
<td>AD 2015</td>
<td>The Reality Effect: Art and Truth in the 19th Century</td>
<td>Clinger, Catherine</td>
<td>41</td>
</tr>
<tr>
<td>AD 2017</td>
<td>Drawing Mineral and Botanical Matter in the Forest of Maine</td>
<td>Winer, Joshua</td>
<td>41</td>
</tr>
<tr>
<td>AD 2020</td>
<td>History of Photography</td>
<td>Capers, Colin</td>
<td>41</td>
</tr>
<tr>
<td>AD 2022</td>
<td>Film Theory</td>
<td>Baker, Jodi</td>
<td>42</td>
</tr>
<tr>
<td>AD 2023</td>
<td>Actor Training I</td>
<td>Fingerhut, Larrance</td>
<td>42</td>
</tr>
<tr>
<td>AD 2025</td>
<td>Principles of Comedic Improvisation</td>
<td>Colbert, Dru</td>
<td>42</td>
</tr>
<tr>
<td>AD 2026</td>
<td>Illustration</td>
<td>Mancinelli, Isabel</td>
<td>42</td>
</tr>
<tr>
<td>AD 2028</td>
<td>Plants in the Campus Landscape</td>
<td>Clinger, Catherine</td>
<td>43</td>
</tr>
<tr>
<td>AD 2029</td>
<td>Contemporary Artist as Researcher and Activist</td>
<td>Schrade, Daniel Kojo</td>
<td>43</td>
</tr>
<tr>
<td>AD 2031</td>
<td>Scavenging Color &amp; Light: Introduction to Painting</td>
<td>Mancinelli, Isabel</td>
<td>43</td>
</tr>
<tr>
<td>AD 3011</td>
<td>Landscape Architecture Design Studio</td>
<td>Andrews, Nancy</td>
<td>43</td>
</tr>
<tr>
<td>AD 3012</td>
<td>Documentary Video Studio</td>
<td>Andrews, Nancy</td>
<td>43</td>
</tr>
<tr>
<td>AD 3013</td>
<td>Animation</td>
<td>Andrews, Nancy</td>
<td>44</td>
</tr>
<tr>
<td>AD 3014</td>
<td>Soundscape</td>
<td>Andrews, Nancy</td>
<td>44</td>
</tr>
<tr>
<td>AD 3015</td>
<td>Art of the Puppet</td>
<td>Mancinelli, Isabel/</td>
<td>44</td>
</tr>
<tr>
<td>AD 3016</td>
<td>Land Use Planning I</td>
<td>Longsworth, Gordon</td>
<td>44</td>
</tr>
<tr>
<td>AD 3020</td>
<td>American Dreaming: Theatre and Activism in the US</td>
<td>Baker, Jodi</td>
<td>45</td>
</tr>
<tr>
<td>AD 3025</td>
<td>Special Topics in Production</td>
<td>Baker, Jodi</td>
<td>45</td>
</tr>
<tr>
<td>AD 3032</td>
<td>Intermediate Ceramics</td>
<td>Mann, Rocky</td>
<td>45</td>
</tr>
<tr>
<td>AD 3035</td>
<td>Visual Communication Projects</td>
<td>Colbert, Dru</td>
<td>45</td>
</tr>
<tr>
<td>AD 4010</td>
<td>Improvisation in Music</td>
<td>Cooper, John</td>
<td>46</td>
</tr>
<tr>
<td>AD 4012</td>
<td>Intermediate Video: Studio and Strategies</td>
<td>Andrews, Nancy</td>
<td>46</td>
</tr>
<tr>
<td>AD 4013</td>
<td>Activating Spaces: Installation Art</td>
<td>Colbert, Dru</td>
<td>46</td>
</tr>
<tr>
<td>AD 4014</td>
<td>Graphic Design Studio II: Digital Projects</td>
<td>Colbert, Dru</td>
<td>46</td>
</tr>
<tr>
<td>AD 4017</td>
<td>Art and Culture in Northern New Mexico</td>
<td>Clinger, Catherine</td>
<td>47</td>
</tr>
<tr>
<td>AD 4019</td>
<td>Studio Printmaking</td>
<td>Clinger, Catherine</td>
<td>47</td>
</tr>
<tr>
<td>AD 4020</td>
<td>Object and Performance</td>
<td>Andrews, Nancy/Baker, Jodi</td>
<td>47</td>
</tr>
<tr>
<td>AD 4021</td>
<td>Analog Photography: B&amp;W</td>
<td>Winer, Joshua</td>
<td>48</td>
</tr>
</tbody>
</table>
Film Production: Haunting
Andrews, Nancy

Film Production: Making a Low-Budget Movie
Andrews, Nancy

Film Production: Lights, Camera, Action, Wrap!
Baker, Jodi/Nancy Andrews+D65

Animation II
Andrews, Nancy

Romanticism: The Triumph of the Imagination over Reason?
Clinger, Catherine

Strangers and Performance
Baker, Jodi

The Range of Sublimity in the Artist Mind
Clinger, Catherine

Advanced Studio Printmaking
Clinger, Catherine

Making Art: Effort, Resilience, Persistence
Andrews, Nancy

Tutorial: Methods of the Edition in Intaglio Workshops
Clinger, Catherine

Adaptation
Baker, Jodi

Tutorial: Individual Music Instruction
Cooper, John

Experiential Education
Tai, Bonnie

Children's Literature
Sweeney, Meryl

Changing Schools, Changing Society
Tai, Bonnie

Child Development
Alex, Joanne

Educational Innovation
Fuller, Linda

Introduction to Adolescent Psychology
Hill, Kenneth

Young Adult Literature
Ryan, Siobhan

Advocacy and Education for English Learners
Chien, Ming-Tso

Disability Rights in Education
Rabasca, Adam

Understanding and Managing Group Dynamics
Tai, Bonnie

Supporting Students with Disabilities in the Reg. Classroom
STAFF

Negotiating Educational Policy
Fuller, Linda

Integrated Methods IA: Gr. K-4 Reading and Writing
STAFF

Integrated Methods IB: Gr. 5-8 Reading and Writing
Fuller, Linda

Curriculum Design and Assessment
Tai, Bonnie

Integrated Methods II: Science, Math, and Social Studies
Fuller, Linda

Secondary Methods: Life Science, Social Studies and English
Fuller, Linda

Student Teaching
Fuller, Linda

Gardens and Greenhouses: Theory/Practice of Organic Gardening
Morse, Suzanne

Ornithology
Swann, Scott

Physics I: Mechanics and Energy
Feldman, David

Introduction to Oceanography
Todd, Sean

Calculus I
Feldman, David

Introduction to Chaos and Fractals
Feldman, David

Geology of Mt. Desert Island
Hudson, Reuben

Natural Resources
Hall, Sarah

Fire: Science, Policy and Practice
Carroll, Matthew

Geology and Humanity
Hall, Sarah

Biology: Cellular Processes of Life
STAFF

Biology: Form and Function
STAFF

Physics and Mathematics of Sustainable Energy
Feldman, David

Introduction to Botany
Letcher, Susan

Data Science I
Gatti, Daniel

Chemistry I
Hudson, Reuben

Programming with Python I
Gatti, Daniel

Calling Bullshit: Critical Data Literacy in the 21st Century
Gatti, Daniel

Chemistry and Biology of Food and Drink
Hudson, Reuben

Sensors, Controllers and Robots
Gatti, Daniel

Geology of National Parks
Hall, Sarah

Polar Ecology and Exploration
Todd, Sean

Plagues, Panic & Prevention: Nat. Hist. of Infect. Diseases
Anderson, John

Ecology: Natural History
Swann, Scott/Ressel, Stephen

Introduction to Statistics and Research Design
Letcher, Susan/Todd, Sean
ES 2014 Trees and Shrubs of Mount Desert Island
ES 2020 Art and Science of Fermented Foods
ES 2030 Marine Mammal Biology I
ES 2032 Rocks and Minerals
ES 2034 Weed Ecology
ES 2037 Introductory Entomology
ES 2041 Physics II: Relativity
ES 2043 Interpreting Maine’s Changing Landscape
ES 3010 Agroecology
ES 3012 Calculus II
ES 3014 Ecology
ES 3018 Herpetology
ES 3020 Invertebrate Zoology
ES 3022 Differential Equations
ES 3024 Evolution
ES 3028 Calculus III: Multivariable Calculus
ES 3030 Environmental Physiology
ES 3032 Genetics
ES 3036 The History of Natural History
ES 3044 Climate and Weather
ES 3050 Organic Chemistry I
ES 3052 Thermodynamics
ES 3060 Marine Mammal Biology I: Field Studies
ES 3062 Tutorial: Immunology
ES 3076 Restoration Ecology
ES 3080 Environmental Chemistry
ES 3082 Data Science II
ES 3083 Linear Algebra with Applications to Differential Equations
ES 3085 Watersheds
ES 3089 Tutorial: Geoheritage of coastal Maine
ES 3090 Practicum in Sustainable Energy
ES 4010 Biomechanics
ES 4012 Winter Ecology
ES 4016 Island Life
ES 4018 Human Anatomy and Physiology I
ES 4026 Cross Kingdom Interactions
ES 4038 Ecology and Natural History of the American West
ES 4040 Animal Behavior
ES 4041 Seeds
ES 4048 Biostatistics
ES 4050 Population and Community Ecology
ES 4052 Bioinformatics
ES 4053 Ecosystem Ecology
ES 4055 Climate, Culture and the Biosphere
ES 5012 Conservation Biology
ES 5014 Organic Chemistry II
ES 5038 Tutorial: Ecology and Evolution of Parasites
ES 5041 Forest Ecology
HE 1010 Human Ecology Core Course
HS 955 Writing for Yourself: An Introduction to Technique
HS 1011 Environmental History
HS 1012 Introduction to the Legal Process
HS 1013 From Native Empires to Nation States
HS 1014 Feminist Theory in a Transnational Frame I
HS 1015 Introduction to Global Politics
HS 1019 Beginning Spanish I
HS 1020 Beginning Spanish II
HS 1021 History of the American Conservation Movement
HS 1025 Business and Non-Profit Basics

Weber, Jill
Morse, Suzanne
Todd, Sean
Hall, Sarah
Morse, Suzanne
Graham, Carrie
Feldman, David
Hamley, Kit
Morse, Suzanne
Feldman, David
Anderson, John
Ressel, Stephen
Hess, Helen
Feldman, David
Petersen, Christopher
Feldman, David
Ressel, Stephen
Hess, Helen
Gatti, Daniel
Hamley, Reuben
Anderson, John
Hall, Sarah
Hudson, Reuben
Feldman, David
Todd, Sean
Hess, Helen
Letcher, Susan
Anderson, John
Hamley, Reuben
Carroll, Bryan
Letcher, Susan
Anderson, John
Morse, Suzanne
Gatti, Daniel
Letcher, Susan
Anderson, John
Hamley, Kit
Anderson, John
Hudson, Reuben
Hess, Helen
Letcher, Susan
Hudson, Reuben
STAFF
Cass, Blake
Little-Siebold, Todd
Cline, Ken
Little-Siebold, Todd
van Vliet, Netta
Stabinsky, Doreen
Pena, Karla
Pena, Karla
Cline, Ken
Friedlander, Jay
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 1026</td>
<td>The Renaissance &amp; the Reformation</td>
<td>Little-Siebold, Todd</td>
<td>76</td>
</tr>
<tr>
<td>HS 1027</td>
<td>Intensive Yucatec Maya</td>
<td>Pena, Karla</td>
<td>76</td>
</tr>
<tr>
<td>HS 1032</td>
<td>Acadia: Exploring the National Park Idea</td>
<td>Cline, Ken</td>
<td>76</td>
</tr>
<tr>
<td>HS 1039</td>
<td>Writing Seminar I: Exposition</td>
<td>van Vliet, Netta</td>
<td>77</td>
</tr>
<tr>
<td>HS 1045</td>
<td>Politics of Israel</td>
<td>Lakey, Heather</td>
<td>77</td>
</tr>
<tr>
<td>HS 1046</td>
<td>Introduction to Economics &amp; the Economy</td>
<td>Taylor, Davis</td>
<td>77</td>
</tr>
<tr>
<td>HS 1053</td>
<td>Intimate Partner Violence: Dynamics and Community Response</td>
<td>Gagnon da Silva, Pamela</td>
<td>77</td>
</tr>
<tr>
<td>HS 1054</td>
<td>Climate Justice</td>
<td>Stabinsky, Doreen</td>
<td>78</td>
</tr>
<tr>
<td>HS 1062</td>
<td>Problems and Dilemmas in Bioethics</td>
<td>Lakey, Heather</td>
<td>78</td>
</tr>
<tr>
<td>HS 1063</td>
<td>Public Speaking Workshop</td>
<td>Rand, Kendra</td>
<td>78</td>
</tr>
<tr>
<td>HS 1064</td>
<td>College Seminar: Practical Skills in Community Development</td>
<td>Lakey, Heather</td>
<td>79</td>
</tr>
<tr>
<td>HS 1065</td>
<td>Philosophies of Good and Evil</td>
<td>McKown, Jamie</td>
<td>79</td>
</tr>
<tr>
<td>HS 1071</td>
<td>Fixing Elections: Workshopping Democratic Solutions</td>
<td>McKown, Jamie</td>
<td>79</td>
</tr>
<tr>
<td>HS 1072</td>
<td>Political Communication</td>
<td>Pena, Karla</td>
<td>80</td>
</tr>
<tr>
<td>HS 1073</td>
<td>Beginning Spanish I with Vocabulary</td>
<td>Cline, Ken</td>
<td>81</td>
</tr>
<tr>
<td>HS 1075</td>
<td>Animals and Ethics</td>
<td>Lakey, Heather</td>
<td>80</td>
</tr>
<tr>
<td>HS 1076</td>
<td>College Seminar: Truth</td>
<td>Cox, Gray</td>
<td>80</td>
</tr>
<tr>
<td>HS 1077</td>
<td>Ethnographic Writing</td>
<td>van Vliet, Netta</td>
<td>81</td>
</tr>
<tr>
<td>HS 1078</td>
<td>College Seminar: Truth and Alternative Facts</td>
<td>Mahoney, Daniel</td>
<td>81</td>
</tr>
<tr>
<td>HS 1079</td>
<td>College Seminar: History of the American Conservation Movement</td>
<td>Lakey, Heather</td>
<td>82</td>
</tr>
<tr>
<td>HS 1080</td>
<td>Tutorial: Introduction to French Grammar and Conversation</td>
<td>Stabinsky, Doreen</td>
<td>82</td>
</tr>
<tr>
<td>HS 1081</td>
<td>US Presidential Elections: From Whistle Stops to Digital Flo</td>
<td>McKown, Jamie</td>
<td>82</td>
</tr>
<tr>
<td>HS 1084</td>
<td>College Seminar: Utopia/Dystopia</td>
<td>Lakey, Heather</td>
<td>82</td>
</tr>
<tr>
<td>HS 2010</td>
<td>Literature, Science, and Spirituality</td>
<td>Waldron, Karen</td>
<td>83</td>
</tr>
<tr>
<td>HS 2011</td>
<td>Nineteenth Century American Women</td>
<td>Waldron, Karen</td>
<td>83</td>
</tr>
<tr>
<td>HS 2015</td>
<td>The Age of Reason and the Enlightenment</td>
<td>Little-Siebold, Todd</td>
<td>83</td>
</tr>
<tr>
<td>HS 2017</td>
<td>City/Country: Literary Landscapes 1860-1920</td>
<td>Waldron, Karen</td>
<td>83</td>
</tr>
<tr>
<td>HS 2020</td>
<td>Geographic Information Systems I: Foundations &amp; Applications</td>
<td>Longsworth, Gordon</td>
<td>83</td>
</tr>
<tr>
<td>HS 2026</td>
<td>Practical Skills in Community Development</td>
<td>Turok, Ronald</td>
<td>84</td>
</tr>
<tr>
<td>HS 2034</td>
<td>Ethics: The History of a Problem</td>
<td>Cox, Gray</td>
<td>84</td>
</tr>
<tr>
<td>HS 2038</td>
<td>Gender, Politics &amp; Nature in Folk/Fairy Tales of the World</td>
<td>Turok, Katharine</td>
<td>84</td>
</tr>
<tr>
<td>HS 2043</td>
<td>Conflict Resolution Across Cultures</td>
<td>Cox, Gray</td>
<td>85</td>
</tr>
<tr>
<td>HS 2049</td>
<td>Marvelous Terrible Place: Human Ecology of Newfoundland</td>
<td>Todd, Sean/Springuel, Natalie</td>
<td>85</td>
</tr>
<tr>
<td>HS 2050</td>
<td>Religious Intolerance in the United States</td>
<td>Wessler, Stephen L</td>
<td>86</td>
</tr>
<tr>
<td>HS 2055</td>
<td>Writing Seminar II: Argumentation</td>
<td>STAFF</td>
<td>86</td>
</tr>
<tr>
<td>HS 2056</td>
<td>Constitutional Law: Civil Rights and Liberties</td>
<td>Seddig, Robert</td>
<td>86</td>
</tr>
<tr>
<td>HS 2057</td>
<td>Fail Better: Writing Short Fiction</td>
<td>Mahoney, Daniel</td>
<td>86</td>
</tr>
<tr>
<td>HS 2060</td>
<td>Philosophies of Liberation</td>
<td>Cox, Gray</td>
<td>86</td>
</tr>
<tr>
<td>HS 2061</td>
<td>Indigenous America</td>
<td>Little-Siebold, Todd</td>
<td>87</td>
</tr>
<tr>
<td>HS 2063</td>
<td>Hate Crimes in the Contemporary US and Europe</td>
<td>Wessler, Stephen L</td>
<td>87</td>
</tr>
<tr>
<td>HS 2067</td>
<td>Journeys in French Film and Culture</td>
<td>Capers, Colin</td>
<td>87</td>
</tr>
<tr>
<td>HS 2070</td>
<td>Transforming Food Systems</td>
<td>Collum, Kourtney</td>
<td>88</td>
</tr>
<tr>
<td>HS 2071</td>
<td>Little Magazines: Seminar in Contemp. Literary Publishing</td>
<td>Mahoney, Daniel</td>
<td>88</td>
</tr>
<tr>
<td>HS 2072</td>
<td>Sex, Gender, Identity and Power</td>
<td>Lakey, Heather</td>
<td>88</td>
</tr>
<tr>
<td>HS 2074</td>
<td>Philosophy of Death and Dying</td>
<td>Lakey, Heather</td>
<td>88</td>
</tr>
<tr>
<td>HS 2075</td>
<td>The Anthropology of Food</td>
<td>Collum, Kourtney</td>
<td>89</td>
</tr>
<tr>
<td>HS 2076</td>
<td>Life Stories: Memory, Family, and Place</td>
<td>Donovan, Martha</td>
<td>89</td>
</tr>
<tr>
<td>HS 2078</td>
<td>College Seminar: City/Country in U.S. Literature 1860-1920</td>
<td>Waldron, Karen</td>
<td>89</td>
</tr>
<tr>
<td>HS 2079</td>
<td>Plato and the Origins of the West</td>
<td>Cox, Gray</td>
<td>90</td>
</tr>
<tr>
<td>HS 2081</td>
<td>Postcolonialism and Psychoanalysis</td>
<td>van Vliet, Netta</td>
<td>90</td>
</tr>
<tr>
<td>HS 2082</td>
<td>Choice, Chance, and Tragedy</td>
<td>Lakey, Heather</td>
<td>90</td>
</tr>
<tr>
<td>HS 2083</td>
<td>Introduction to Journalism: Telling the Story</td>
<td>Levin, Robert</td>
<td>91</td>
</tr>
<tr>
<td>HS 2084</td>
<td>European Political Institutions</td>
<td>Stabinsky, Doreen</td>
<td>91</td>
</tr>
<tr>
<td>HS 2085</td>
<td>Writing Seminar II: Argumentation</td>
<td>STAFF</td>
<td>91</td>
</tr>
<tr>
<td>HS 2086</td>
<td>Politics and the Supreme Court</td>
<td>Seddig, Robert</td>
<td>91</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 2087</td>
<td>Transforming Food Systems</td>
<td>Collum, Kourtney</td>
<td>92</td>
</tr>
<tr>
<td>HS 2090</td>
<td>Postcolonial Studies and Psychoanalysis II</td>
<td>van Vliet, Netta</td>
<td>92</td>
</tr>
<tr>
<td>HS 2091</td>
<td>Forms of Poetry</td>
<td>Mahoney, Daniel</td>
<td>92</td>
</tr>
<tr>
<td>HS 2092</td>
<td>Race and Racism in America: A Very Short History</td>
<td>Little-Siebold, Todd</td>
<td>93</td>
</tr>
<tr>
<td>HS 2093</td>
<td>Strategies for Social Change</td>
<td>Cox, Gray</td>
<td>93</td>
</tr>
<tr>
<td>HS 2094</td>
<td>College Seminar: Literature, Science, Spirituality</td>
<td>Waldron, Karen</td>
<td>93</td>
</tr>
<tr>
<td>HS 2096</td>
<td>Nature, Humans, and Philosophy</td>
<td>Lakey, Heather</td>
<td>93</td>
</tr>
<tr>
<td>HS 2097</td>
<td>Fiction Writing: Crafting Believable Characters</td>
<td>Cass, Blake</td>
<td>94</td>
</tr>
<tr>
<td>HS 2099</td>
<td>Green New Deals</td>
<td>Stabinsky, Doreen</td>
<td>94</td>
</tr>
<tr>
<td>HS 2101</td>
<td>Latin American Literature: Border Stories</td>
<td>Mahoney, Daniel</td>
<td>94</td>
</tr>
<tr>
<td>HS 2103</td>
<td>Writing for Nonprofits</td>
<td>Lewis, Rhiannon</td>
<td>95</td>
</tr>
<tr>
<td>HS 2104</td>
<td>A History of God: Mysticism, Metaphysics, Politics &amp; Nature</td>
<td>Cox, Gray</td>
<td>95</td>
</tr>
<tr>
<td>HS 2105</td>
<td>Writing for Social Change</td>
<td>Cass, Blake</td>
<td>95</td>
</tr>
<tr>
<td>HS 3015</td>
<td>African American Literature</td>
<td>Waldron, Karen</td>
<td>96</td>
</tr>
<tr>
<td>HS 3016</td>
<td>Global Environmental Politics: Theory and Practice</td>
<td>Stabinsky, Doreen</td>
<td>96</td>
</tr>
<tr>
<td>HS 3021</td>
<td>Intermediate Spanish I</td>
<td>Pena, Karla</td>
<td>96</td>
</tr>
<tr>
<td>HS 3022</td>
<td>Intermediate Spanish II</td>
<td>Pena, Karla</td>
<td>96</td>
</tr>
<tr>
<td>HS 3023</td>
<td>International Wildlife Policy and Protected Areas</td>
<td>Cline, Ken</td>
<td>96</td>
</tr>
<tr>
<td>HS 3026</td>
<td>Whitewater/Whitepaper: River Conservation and Recreation</td>
<td>Cline, Ken</td>
<td>97</td>
</tr>
<tr>
<td>HS 3027</td>
<td>Microeconomics for Business and Policy</td>
<td>Taylor, Davis</td>
<td>97</td>
</tr>
<tr>
<td>HS 3031</td>
<td>Our Public Lands: Past, Present, and Future</td>
<td>McKown, Jamie</td>
<td>97</td>
</tr>
<tr>
<td>HS 3032</td>
<td>The Cold War: Early Years</td>
<td>McKown, Jamie</td>
<td>98</td>
</tr>
<tr>
<td>HS 3034</td>
<td>Conspiracy Theory and Political Discourse</td>
<td>Friedlander, Jay</td>
<td>98</td>
</tr>
<tr>
<td>HS 3035</td>
<td>Sustainable Strategies</td>
<td>Little-Siebold, Todd</td>
<td>98</td>
</tr>
<tr>
<td>HS 3036</td>
<td>Oceans &amp; Fishes: Readings in Environmental History</td>
<td>McKown, Jamie</td>
<td>99</td>
</tr>
<tr>
<td>HS 3038</td>
<td>The Cold War: The Later Years</td>
<td>Kozak, Anne</td>
<td>99</td>
</tr>
<tr>
<td>HS 3039</td>
<td>Communicating Science</td>
<td>Little-Siebold, Todd</td>
<td>99</td>
</tr>
<tr>
<td>HS 3040</td>
<td>History of Agriculture: Apples</td>
<td>STAFF</td>
<td>100</td>
</tr>
<tr>
<td>HS 3041</td>
<td>Intermediate Atelier in French Language and Conversation</td>
<td>Pena, Karla</td>
<td>100</td>
</tr>
<tr>
<td>HS 3055</td>
<td>The Mayas of Yesterday and Today</td>
<td>Waldron, Karen</td>
<td>100</td>
</tr>
<tr>
<td>HS 3059</td>
<td>Native American Literature</td>
<td>Friedlander, Jay</td>
<td>100</td>
</tr>
<tr>
<td>HS 3060</td>
<td>Financials</td>
<td>van Vliet, Netta</td>
<td>101</td>
</tr>
<tr>
<td>HS 3061</td>
<td>Postcolonial Islands</td>
<td>Friedlander, Jay</td>
<td>101</td>
</tr>
<tr>
<td>HS 3062</td>
<td>Solutions</td>
<td>van Vliet, Netta</td>
<td>101</td>
</tr>
<tr>
<td>HS 3064</td>
<td>Possession and the Human</td>
<td>Cox, Gray</td>
<td>102</td>
</tr>
<tr>
<td>HS 3068</td>
<td>Linguistics, Language &amp; Culture: Human Ecological Approach</td>
<td>Cline, Ken</td>
<td>102</td>
</tr>
<tr>
<td>HS 3070</td>
<td>Native American Law</td>
<td>Taylor, Davis</td>
<td>102</td>
</tr>
<tr>
<td>HS 3072</td>
<td>Macroeconomics: Theory and Experience</td>
<td>Collum, Kourtney</td>
<td>102</td>
</tr>
<tr>
<td>HS 3073</td>
<td>Bees and Society</td>
<td>Little-Siebold, Todd</td>
<td>103</td>
</tr>
<tr>
<td>HS 3074</td>
<td>Mapping the Ocean's Stories</td>
<td>Collum, Kourtney</td>
<td>103</td>
</tr>
<tr>
<td>HS 3076</td>
<td>U.S. Farm and Food Policy</td>
<td>Collum, Kourtney</td>
<td>103</td>
</tr>
<tr>
<td>HS 3079</td>
<td>College Seminar: The Anthropology of Food</td>
<td>van Vliet, Netta</td>
<td>104</td>
</tr>
<tr>
<td>HS 3083</td>
<td>Feminist Theory in a Transnational Frame II</td>
<td>Collum, Kourtney</td>
<td>104</td>
</tr>
<tr>
<td>HS 3085</td>
<td>College Seminar: Nutritional Anthropology</td>
<td>Friedlander, Jay</td>
<td>104</td>
</tr>
<tr>
<td>HS 3086</td>
<td>Sustenance</td>
<td>Collum, Kourtney/</td>
<td>105</td>
</tr>
<tr>
<td>HS 3090</td>
<td>Homesteading: Theory and Practice</td>
<td>Taylor, Davis</td>
<td>105</td>
</tr>
<tr>
<td>HS 3092</td>
<td>Tutorial: Writing about Science</td>
<td>Kozak, Anne</td>
<td>105</td>
</tr>
<tr>
<td>HS 3094</td>
<td>Immigration, Anti-Immigrant Bias &amp; Other Barriers</td>
<td>Wessler, Stephen L</td>
<td>105</td>
</tr>
<tr>
<td>HS 3095</td>
<td>Nutritional Anthropology</td>
<td>Collum, Kourtney</td>
<td>106</td>
</tr>
<tr>
<td>HS 3096</td>
<td>Cold War Flashpoints: Exploring Case Studies</td>
<td>McKown, Jamie</td>
<td>106</td>
</tr>
<tr>
<td>HS 3097</td>
<td>AI: Futures Studies and Philosophy of Technology</td>
<td>Cox, Gray</td>
<td>106</td>
</tr>
<tr>
<td>HS 4012</td>
<td>Contemporary Women's Novels</td>
<td>Waldron, Karen</td>
<td>107</td>
</tr>
<tr>
<td>HS 4022</td>
<td>Launching a New Venture</td>
<td>Friedlander, Jay</td>
<td>107</td>
</tr>
<tr>
<td>HS 4026</td>
<td>Environmental Law and Policy</td>
<td>Cline, Ken</td>
<td>107</td>
</tr>
<tr>
<td>HS 4028</td>
<td>Cross-Cultural American Women's Novels</td>
<td>Waldron, Karen</td>
<td>107</td>
</tr>
<tr>
<td>HS 4036</td>
<td>Native American Literature with a Focus on New Mexico</td>
<td>Waldron, Karen</td>
<td>108</td>
</tr>
<tr>
<td>HS 4037</td>
<td>Processing the Unexpected Journey</td>
<td>Waldron, Karen</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinger, Catherine</td>
<td>108</td>
</tr>
</tbody>
</table>
Reading the West
Wilderness in the West: Promise and Problems
Lincoln Before the Presidency
Economic Development: Theory and Case Studies
Economics of Cooperation, Networks & Trust
Histories of Race
Eco"logical Economics
Leaving Capitalism
Land and Climate
Writing Your Novella
Derrida and Questions of Difference
History Workshop: Wabanaki Studies
Literature of Exile
Creative Nonfiction: Thinking & Writing about Popular Culture
Derrida and Questions of Difference II
The Measure of Our Lives: Toni Morrison Seminar
The Cider Project
World Literature
Advanced Composition
Wildlife Law Seminar
Methods of Teaching Writing Across the Curriculum
Austen, Bronte, Eliot
Hydro Politics in a Thirsty World
Advanced Spanish I
The Nature of Narrative
Advanced International Environmental Law Seminar
Hatchery
Advanced Spanish II
Equal Rights, Equal Voices: The Rhetoric of Woman Suffrage
Diaspora and Unbelonging
Capitalism: Economics and Institutions
Tutorial: Ongoing Narratives
Tutorial: Readings in Political Ecologies
Active Optimism: Practices in Transforming Food Systems
The Bicycle: History, Science and Policy
Social Arts Practice & Community-based Marine Conservation I
Seeing Ecology through Arts Practice
Working the Sea
Fisheries, Fishermen, and Fishing Communities
Failure
Biology Through the Lens
Sheep to Shawl
Museum Practicum
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.

<table>
<thead>
<tr>
<th>COURSE#</th>
<th>COURSE TITLE</th>
<th>FACULTY</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD 2012</td>
<td>3D Studio: Introduction to Three-Dimensional Art and Design</td>
<td>Colbert, Dru</td>
<td>40</td>
</tr>
<tr>
<td>HS 2104</td>
<td>A History of God: Mysticism, Metaphysics, Politics &amp; Nature</td>
<td>Cox, Gray</td>
<td>95</td>
</tr>
<tr>
<td>HS 1032</td>
<td>Acadia: Exploring the National Park Idea</td>
<td>Cline, Ken</td>
<td>76</td>
</tr>
<tr>
<td>AD 4013</td>
<td>Activating Spaces: Installation Art</td>
<td>Colbert, Dru</td>
<td>46</td>
</tr>
<tr>
<td>HS 5057</td>
<td>Active Optimism: Practices in Transforming Food Systems</td>
<td>Collum, Kourtney</td>
<td>119</td>
</tr>
<tr>
<td>AD 2023</td>
<td>Actor Training I</td>
<td>Baker, Jodi</td>
<td>42</td>
</tr>
<tr>
<td>AD 5037</td>
<td>Adaptation</td>
<td>Baker, Jodi</td>
<td>51</td>
</tr>
<tr>
<td>HS 5010</td>
<td>Advanced Composition</td>
<td>Kozak, Anne</td>
<td>115</td>
</tr>
<tr>
<td>HS 5020</td>
<td>Advanced International Environmental Law Seminar</td>
<td>Cline, Ken</td>
<td>117</td>
</tr>
<tr>
<td>HS 5017</td>
<td>Advanced Spanish I</td>
<td>Pena, Karla</td>
<td>116</td>
</tr>
<tr>
<td>HS 5031</td>
<td>Advanced Spanish II</td>
<td>Pena, Karla</td>
<td>118</td>
</tr>
<tr>
<td>AD 5032</td>
<td>Advanced Studio Printmaking</td>
<td>Clinger, Catherine</td>
<td>50</td>
</tr>
<tr>
<td>ED 1019</td>
<td>Advocacy and Education for English Learners</td>
<td>Chien, Ming-Tso</td>
<td>53</td>
</tr>
<tr>
<td>HS 3015</td>
<td>African American Literature</td>
<td>Waldron, Karen</td>
<td>96</td>
</tr>
<tr>
<td>ES 3010</td>
<td>Agroecology</td>
<td>Morse, Suzanne</td>
<td>63</td>
</tr>
<tr>
<td>HS 3097</td>
<td>AI: Futures Studies and Philosophy of Technology</td>
<td>Cox, Gray</td>
<td>106</td>
</tr>
<tr>
<td>AD 3020</td>
<td>American Dreaming: Theatre and Activism in the US</td>
<td>Baker, Jodi</td>
<td>45</td>
</tr>
<tr>
<td>AD 4021</td>
<td>Analog Photography: B&amp;W</td>
<td>Winer, Joshua</td>
<td>48</td>
</tr>
<tr>
<td>ES 4040</td>
<td>Animal Behavior</td>
<td>Anderson, John</td>
<td>70</td>
</tr>
<tr>
<td>HS 1075</td>
<td>Animals and Ethics</td>
<td>Lakey, Heather</td>
<td>80</td>
</tr>
<tr>
<td>ES 3013</td>
<td>Animation</td>
<td>Andrews, Nancy</td>
<td>44</td>
</tr>
<tr>
<td>AD 5017</td>
<td>Animation II</td>
<td>Andrews, Nancy</td>
<td>49</td>
</tr>
<tr>
<td>AD 4017</td>
<td>Art and Culture in Northern New Mexico</td>
<td>Clinger, Catherine</td>
<td>47</td>
</tr>
<tr>
<td>ES 2020</td>
<td>Art and Science of Fermented Foods</td>
<td>Morse, Suzanne</td>
<td>62</td>
</tr>
<tr>
<td>AD 3015</td>
<td>Art of the Puppet</td>
<td>Andrews, Nancy</td>
<td>44</td>
</tr>
<tr>
<td>AD 1041</td>
<td>Art Since 1900: Harmony and Conflict</td>
<td>Clinger, Catherine</td>
<td>38</td>
</tr>
<tr>
<td>HS 5014</td>
<td>Austen, Bronte, Eliot</td>
<td>Waldron, Karen</td>
<td>115</td>
</tr>
<tr>
<td>HS 3073</td>
<td>Bees and Society</td>
<td>Collum, Kourtney</td>
<td>102</td>
</tr>
<tr>
<td>HS 1019</td>
<td>Beginning Spanish I</td>
<td>Pena, Karla</td>
<td>75</td>
</tr>
<tr>
<td>HS 1073</td>
<td>Beginning Spanish I with Vocabulary</td>
<td>Pena, Karla</td>
<td>80</td>
</tr>
<tr>
<td>HS 1020</td>
<td>Beginning Spanish II</td>
<td>Pena, Karla</td>
<td>75</td>
</tr>
<tr>
<td>ES 4052</td>
<td>Bioinformatics</td>
<td>Gatti, Daniel</td>
<td>71</td>
</tr>
<tr>
<td>MD 3010</td>
<td>Biology Through the Lens</td>
<td>Ressel, Stephen</td>
<td>122</td>
</tr>
<tr>
<td>ES 1052</td>
<td>Biology: Cellular Processes of Life</td>
<td>STAFF</td>
<td>58</td>
</tr>
<tr>
<td>ES 1054</td>
<td>Biology: Form and Function</td>
<td>STAFF</td>
<td>58</td>
</tr>
<tr>
<td>ES 4010</td>
<td>Biomechanics</td>
<td>Hess, Helen</td>
<td>69</td>
</tr>
<tr>
<td>ES 4048</td>
<td>Biostatistics</td>
<td>Letcher, Susan</td>
<td>71</td>
</tr>
<tr>
<td>HS 1025</td>
<td>Business and Non-Profit Basics</td>
<td>Friedlander, Jay</td>
<td>76</td>
</tr>
<tr>
<td>ES 1024</td>
<td>Calculus I</td>
<td>Feldman, David</td>
<td>56</td>
</tr>
<tr>
<td>ES 3012</td>
<td>Calculus II</td>
<td>Feldman, David</td>
<td>64</td>
</tr>
<tr>
<td>ES 3028</td>
<td>Calculus III: Multivariable Calculus</td>
<td>Feldman, David</td>
<td>65</td>
</tr>
<tr>
<td>ES 1070</td>
<td>Calling Bullshit: Critical Data Literacy in the 21st Century</td>
<td>Gatti, Daniel</td>
<td>59</td>
</tr>
<tr>
<td>HS 5051</td>
<td>Capitalism: Economics and Institutions</td>
<td>Taylor, Davis</td>
<td>118</td>
</tr>
<tr>
<td>AD 1039</td>
<td>Ceramics I</td>
<td>Mann, Rocky</td>
<td>38</td>
</tr>
<tr>
<td>ED 1013</td>
<td>Changing Schools, Changing Society</td>
<td>Tai, Bonnie</td>
<td>51</td>
</tr>
<tr>
<td>ES 1072</td>
<td>Chemistry and Biology of Food and Drink</td>
<td>Hudson, Reuben</td>
<td>60</td>
</tr>
<tr>
<td>ES 1066</td>
<td>Chemistry I</td>
<td>Hudson, Reuben</td>
<td>59</td>
</tr>
<tr>
<td>ES 1030</td>
<td>Chemistry II</td>
<td>Hudson, Reuben</td>
<td>57</td>
</tr>
<tr>
<td>ED 1014</td>
<td>Child Development</td>
<td>Alex, Joanne</td>
<td>52</td>
</tr>
<tr>
<td>ED 1011</td>
<td>Children's Literature</td>
<td>Sweeney, Meryl</td>
<td>51</td>
</tr>
<tr>
<td>HS 2082</td>
<td>Choice, Chance, and Tragedy</td>
<td>Lakey, Heather</td>
<td>90</td>
</tr>
<tr>
<td>HS 2017</td>
<td>City/Country: Literary Landscapes 1860-1920</td>
<td>Waldron, Karen</td>
<td>83</td>
</tr>
</tbody>
</table>
ES 3044 Climate and Weather
ES 1054 Climate Justice
ES 4055 Climate, Culture and the Biosphere
HS 3096 Cold War Flashpoints: Exploring Case Studies
HS 2078 College Seminar: City/Country in U.S. Literature 1860-1920
HS 1079 College Seminar: History of the American Conservation Movement
HS 2094 College Seminar: Literature, Science, Spirituality
HS 3085 College Seminar: Nutritional Anthropology
HS 1064 College Seminar: Practical Skills in Community Development
HS 3079 College Seminar: The Anthropology of Food
HS 1076 College Seminar: Truth
HS 1078 College Seminar: Truth and Alternative Facts
HS 1084 College Seminar: Utopia/Dystopia
HS 3039 Communicating Science
HS 2043 Conflict Resolution Across Cultures
ES 5012 Conservation Biology
HS 3034 Conspiracy Theory and Political Discourse
HS 2056 Constitutional Law: Civil Rights and Liberties
AD 2013 Constructing Visual Narrative
AD 2029 Contemporary Artist as Researcher and Activist
HS 4012 Contemporary Women's Novels
HS 5016 Corn and Coffee
HS 4089 Creative Nonfiction: Thinking & Writing about Popular Culture
ES 4026 Cross Kingdom Interactions
HS 4028 Cross-Cultural American Women's Novels
AD 2014 Curiosity and Wonder: Design & Interpretation in the Museum
ED 5010 Curriculum Design and Assessment
ES 1064 Data Science I
ES 3082 Data Science II
HS 4086 Derrida and Questions of Difference
HS 4090 Derrida and Questions of Difference II
HS 5044 Diaspora and Unbelonging
ES 3022 Differential Equations
ED 2010 Disability Rights in Education
AD 3012 Documentary Video Studio
AD 2017 Drawing Mineral and Botanical Matter in the Forest of Maine
HS 4067 Ecological Economics
ES 3014 Ecology
ES 4038 Ecology and Natural History of the American West
ES 2010 Ecology: Natural History
HS 4052 Economic Development: Theory and Case Studies
HS 4053 Economics of Cooperation, Networks & Trust
ES 4053 Ecosystem Ecology
ED 1015 Educational Innovation
ES 3080 Environmental Chemistry
HS 1011 Environmental History
HS 4026 Environmental Law and Policy
ES 3030 Environmental Physiology
HS 5039 Equal Rights, Equal Voices: The Rhetoric of Woman Suffrage
HS 2034 Ethics: The History of a Problematic
HS 1077 Ethnographic Writing
HS 2084 European Political Institutions
ES 3024 Evolution
ED 1010 Experiential Education
HS 2057 Fail Better: Writing Short Fiction
MD 2012 Failure

Hall, Sarah 66
Stabinsky, Doreen 78
Hamley, Kit 72
McKown, Jamie 106
Waldron, Karen 89
Cline, Ken 81
Waldron, Karen 93
Collum, Kourtney 104
Beard, Ronald 78
Collum, Kourtney 103
Cox, Gray 80
Mahoney, Daniel 81
Lakey, Heather 82
Kozak, Anne 99
Stabinsky, Doreen 113
Cox, Gray 85
Anderson, John 72
Anderson, John 98
Seddig, Robert 86
Colbert, Dru 40
Clinger, Catherine 43
Waldron, Karen 107
Little-Siebold, Todd 116
Greenberg 113
Morse, Suzanne 70
Waldron, Karen 107
Colbert, Dru 40
Tai, Bonnie 54
Gatti, Daniel 59
Gatti, Daniel 67
van Vliet, Netta 112
van Vliet, Netta 113
van Vliet, Netta 118
Feldman, David 64
Rabasca, Adam 53
Andrews, Nancy 43
Clinger, Catherine 41
Taylor, Davis 111
Anderson, John 64
Anderson, John 70
Swann, Scott/Ressel, Stephen 61
Taylor, Davis 110
Taylor, Davis 110
Letcher, Susan 72
Fuller, Linda 52
Hudson, Reuben 67
Little-Siebold, Todd 74
Cline, Ken 107
Ressel, Stephen 65
McKown, Jamie 118
Cox, Gray 84
van Vliet, Netta 81
Stabinsky, Doreen 91
Petersen, Christopher 65
Tai, Bonnie 51
Mahoney, Daniel 86
Friedlander, Jay/Baker, Jodi 121
<table>
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AD 1011  Introduction to Arts and Design
ES 1062  Introduction to Botany
ES 1026  Introduction to Chaos and Fractals
AD 1035  Introduction to Documentary Photography
HS 1046  Introduction to Economics & the Economy
AD 1042  Introduction to Glass Blowing and Sculpture
HS 1015  Introduction to Global Politics
AD 1018  Introduction to Guitar
HS 2083  Introduction to Journalism: Telling the Story
AD 1012  Introduction to Keyboard/Piano
ES 1022  Introduction to Oceanography
AD 1026  Introduction to Photography
ES 2012  Introduction to Statistics and Research Design

HS 1012  Introduction to the Legal Process
ES 2037  Introductory Entomology
ES 3020  Invertebrate Zoology
ES 4016  Island Life
AD 1013  Jazz, Rock, and Blues: From Their Origins to the Present
HS 2067  Journeys in French Film and Culture
HS 4080  Land and Climate
AD 3016  Land Use Planning I

AD 3011  Landscape Architecture Design Studio
HS 2101  Latin American Literature: Border Stories
HS 4022  Launching a New Venture
HS 6012  Learning a Language on Your Own
HS 4069  Leaving Capitalism
HS 2076  Life Stories: Memory, Family, and Place
HS 4046  Lincoln Before the Presidency
ES 3083  Linear Algebra with Applications to Differential Equations
HS 3068  Linguistics, Language & Culture: Human Ecological Approach
HS 4088  Literature of Exile
HS 2010  Literature, Science, and Spirituality
HS 2071  Little Magazines: Seminar in Contemp. Literary Publishing
HS 3072  Macroeconomics: Theory and Experience
AD 5033  Making Art: Effort, Resilience, Persistence
HS 3074  Mapping the Ocean's Stories
ES 1028  Marine Biology
ES 2030  Marine Mammal Biology I
ES 3060  Marine Mammal Biology I: Field Studies
HS 2049  Marvelous Terrible Place: Human Ecology of Newfoundland

HS 5013  Methods of Teaching Writing Across the Curriculum
HS 3027  Microeconomics for Business and Policy
AD 1047  Modes of Perception and Strategies in Picturing Nature
AD 1025  Movement Training Basics
MD 3014  Museum Practicum
AD 1014  Music Fundamentals: Intro to Reading/Hearing/Writing/Playing
HS 3070  Native American Law
HS 3059  Native American Literature
HS 4036  Native American Literature with a Focus on New Mexico
ES 1040  Natural Resources
HS 2096  Nature, Humans, and Philosophy
ED 3014  Negotiating Educational Policy
HS 2011  Nineteenth Century American Women
HS 3095  Nutritional Anthropology
AD 4020  Object and Performance
HS 3036 Oceans & Fishes: Readings in Environmental History  
ES 3050 Organic Chemistry I  
ES 5014 Organic Chemistry II  
ES 1016 Ornithology  
HS 3031 Our Public Lands: Past, Present, and Future  
HS 1065 Philosophies of Good and Evil  
HS 2060 Philosophies of Liberation  
HS 2074 Philosophy of Death and Dying  
ES 1056 Physics and Mathematics of Sustainable Energy  
ES 1018 Physics I: Mechanics and Energy  
ES 2041 Physics II: Relativity  
ES 1078 Plagues, Panic & Prevention: Nat. Hist. of Infect. Diseases  
AD 2028 Plants in the Campus Landscape  
HS 2079 Plato and the Origins of the West  
ES 1076 Polar Ecology and Exploration  
HS 1072 Political Communication  
HS 2086 Politics and the Supreme Court  
HS 1045 Politics of Israel  
ES 4050 Population and Community Ecology  
HS 3064 Possession and the Human  
HS 3061 Postcolonial Islands  
HS 2090 Postcolonial Studies and Psychoanalysis II  
HS 2081 Postcolonialism and Psychoanalysis  
HS 2026 Practical Skills in Community Development  
ES 3090 Practicum in Sustainable Energy  
AD 2025 Principles of Comedic Improvisation  
HS 1062 Problems and Dilemmas in Bioethics  
HS 4037 Processing the Unexpected Journey  
ES 1068 Programming with Python I  
HS 1063 Public Speaking Workshop  
HS 2092 Race and Racism in America: A Very Short History  
HS 4042 Reading the West  
HS 2050 Religious Intolerance in the United States  
ES 3076 Restoration Ecology  
ES 2032 Rocks and Minerals  
AD 5023 Romanticism: The Triumph of the Imagination over Reason?  
AD 2031 Scavenging Color & Light: Introduction to Painting  
AD 1049 Scenes and Songs  
ED 5012 Secondary Methods: Life Science, Social Studies and English  
ES 4041 Seeds  
MD 1021 Seeing Ecology through Arts Practice  
ES 1074 Sensors, Controllers and Robots  
HS 2072 Sex, Gender, Identity and Power  
MD 3013 Sheep to Shawl  
MD 1020 Social Arts Practice & Community-based Marine Conservation I  
HS 3062 Solutions  
AD 3014 Soundscape  
AD 3025 Special Topics in Production  
AD 5025 Strangers and Performance  
HS 2093 Strategies for Social Change  
ED 5013 Student Teaching  
AD 4019 Studio Printmaking  
ED 3012 Supporting Students with Disabilities in the Reg. Classroom  
HS 3035 Sustainable Strategies  
HS 3086 Sustenance  
HS 2015 The Age of Reason and the Enlightenment  
HS 2075 The Anthropology of Food  

Little-Siebold, Todd  
Hudson, Reuben  
Hudson, Reuben  
Swann, Scott  
Mahoney, Daniel  
Cline, Ken  
Lakey, Daniel  
Lakey, Heather  
Cox, Gray  
Lakey, Heather  
Feldman, David  
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Feldman, David  
Anderson, John  
Mancinelli, Isabel  
Cox, Gray  
Todd, Sean  
McKown, Jamie  
Seddig, Robert  
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Letcher, Susan  
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Beard, Ronald  
Carroll, Bryan  
Fingerhut, Larrance  
Lakey, Heather  
Waldron, Karen/  
Clinger, Catherine  
Gatti, Daniel  
Rand, Kendra  
Little-Siebold, Todd  
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Wessler, Stephen L  
Letcher, Susan  
Hall, Sarah  
Clinger, Catherine  
Schrade, Daniel Kojo  
Fingerhut, Larrance  
Fuller, Linda  
Morse, Suzanne  
Rock, Jennifer  
Gatti, Daniel  
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Cox, Gray  
Fuller, Linda  
Clinger, Catherine  
STAFF  
Friedlander, Jay  
Friedlander, Jay  
Little-Siebold, Todd  
Collum, Kourtney  

98  
66  
72  
55  
86  
97  
79  
86  
88  
58  
56  
63  
61  
42  
90  
61  
79  
91  
77  
71  
101  
100  
92  
90  
84  
69  
42  
78  
108  
Clinger, Catherine  
59  
78  
93  
108  
Ken  
85  
67  
62  
49  
43  
39  
55  
70  
120  
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<td>Cass, Blake</td>
<td>111</td>
</tr>
<tr>
<td>ED 1017</td>
<td>Young Adult Literature</td>
<td>Ryan, Siobhan</td>
<td>52</td>
</tr>
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</table>
## DATES AND DEADLINES FOR 2020–2021

### TERMS

<table>
<thead>
<tr>
<th></th>
<th>FALL 2020</th>
<th>WINTER 2021</th>
<th>SPRING 2021</th>
<th>FALL 2021</th>
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<tbody>
<tr>
<td>Dates</td>
<td></td>
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<tr>
<td>First day of class</td>
<td>9/14/20</td>
<td>1/4/21</td>
<td>3/29/21</td>
<td>9/9/21</td>
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<tr>
<td>Last day of class</td>
<td>11/20/20</td>
<td>3/12/21</td>
<td>6/4/21</td>
<td>11/19/21</td>
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<tr>
<td>Commencement</td>
<td></td>
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<td>6/5/21</td>
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### BUSINESS OFFICE

<table>
<thead>
<tr>
<th></th>
<th>FALL 2020</th>
<th>WINTER 2021</th>
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<th>FALL 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online statements available</td>
<td>7/10/20</td>
<td>11/6/20</td>
<td>2/24/21</td>
<td>7/9/21</td>
</tr>
<tr>
<td>Payment due dates</td>
<td>8/12/20</td>
<td>12/7/20</td>
<td>3/19/21</td>
<td>8/11/21</td>
</tr>
<tr>
<td>Course withdrawal (no reversals)</td>
<td>10/16/20</td>
<td>2/5/21</td>
<td>4/30/21</td>
<td>10/15/21</td>
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### REGISTRAR

<table>
<thead>
<tr>
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<th>WINTER 2021</th>
<th>SPRING 2021</th>
<th>FALL 2021</th>
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</thead>
<tbody>
<tr>
<td>Registration</td>
<td>10/18/20–10/23/20</td>
<td>2/7/21–2/12/21</td>
<td>5/2/21–5/7/21</td>
<td></td>
</tr>
<tr>
<td>Add/drop</td>
<td>9/18/20</td>
<td>1/8/21</td>
<td>4/2/21</td>
<td>9/15/21</td>
</tr>
<tr>
<td>Independent study proposals</td>
<td>9/18/20</td>
<td>1/8/21</td>
<td>4/2/21</td>
<td>9/15/21</td>
</tr>
<tr>
<td>Residency applications due</td>
<td>10/23/20</td>
<td>2/12/21</td>
<td>5/7/21</td>
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<tr>
<td>Advising forum</td>
<td>10/14/20</td>
<td>2/3/21</td>
<td>4/28/21</td>
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</tr>
<tr>
<td>Faculty grades &amp; evaluations</td>
<td>12/11/20</td>
<td>4/2/21</td>
<td>6/25/21</td>
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### INTERNSHIP COMMITTEE

<table>
<thead>
<tr>
<th></th>
<th>FALL 2020</th>
<th>WINTER 2021</th>
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</thead>
<tbody>
<tr>
<td>Proposals</td>
<td>9/10/20</td>
<td>11/19/20</td>
<td>3/8/21</td>
<td>TBA</td>
</tr>
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### ACADEMIC AFFAIRS COMMITTEE

<table>
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<th>SPRING 2021</th>
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<tbody>
<tr>
<td>Group study proposals</td>
<td>10/2/20 for Winter term</td>
<td>1/2/21 for Spring term</td>
<td>4/16/21 for Fall term</td>
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### SENIORS

<table>
<thead>
<tr>
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<th>WINTER 2021</th>
<th>SPRING 2021</th>
<th>FALL 2021</th>
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</thead>
<tbody>
<tr>
<td>Watson Fellowship first draft</td>
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<tr>
<td>Human ecology essay draft</td>
<td>10/23/20</td>
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<tr>
<td>Final signed human ecology essay copy</td>
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<td>2/19/21</td>
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<tr>
<td>Senior project proposal</td>
<td>9/18/20</td>
<td>10/23/20</td>
<td>2/12/21</td>
<td>5/7/21</td>
</tr>
<tr>
<td>Senior project, completed</td>
<td></td>
<td></td>
<td></td>
<td>5/28/21</td>
</tr>
<tr>
<td>2021 to graduate or stand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed: internships, degree certification form, community service, incompletes, standing contract, transfer credit, extensions, writing portfolio</td>
<td></td>
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<td>4/23/21</td>
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### SUMMER 2021 BUSINESS OFFICE (2020–2021 Academic Year)

<table>
<thead>
<tr>
<th></th>
<th>FALL 2020</th>
<th>WINTER 2021</th>
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<tbody>
<tr>
<td>Bills available online</td>
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<td></td>
<td>6/8/21</td>
</tr>
<tr>
<td>Bills due</td>
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<td></td>
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<td>7/9/21</td>
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