Convocation  Friday, September 10, 2021
Fall Term     Monday, September 13—Friday, November 19, 2021
Winter Term  Monday, January 3—Friday, March 11, 2022
Spring Term  Monday, March 28—Friday, June 3, 2022
Commencement Saturday, June 4, 2022

College of the Atlantic is accredited by the New England Commission of Higher Education.

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.

This catalog 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.

This publication is printed on recycled paper.
HUMAN ECOLOGY: AN EDUCATIONAL APPROACH

Emboldened by human ecology as an educational philosophy, faculty and students at 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 the willingness to:

- Be passionate about and dedicated to learning
- Bring both heart and mind to the tasks of learning and living
- Live in the questions and to increase tolerance of uncertainty
- Be playful, open and, creative
- 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 to 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 alumnx 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 thirty 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
• Non-credit: eight weeks, full time
• For credit: full-time enrollment, one term, eleven weeks, three credits

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 nine COA credits, and are waived for transfer students entering with nine or more COA credits.

RESOURCE AREA REQUIREMENTS
The curriculum is organized into three multidisciplinary resource areas: Arts and Design (AD), Environmental Sciences (ES), and Human Studies (HS). 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 their 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 their 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 nine 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. Proposals need to include educational goals, anticipated learning resources, assessment criteria, and an approximate timetable 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 from 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 students’ 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 expenditures 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 registrar’s 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; 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 do one residency only, a maximum of two can be allowed.
• Students must submit a proposal to do a residency. The Residency Application form may be downloaded from the registrar's page online 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 for undergraduates. Internships may be site-based or remote supervised 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 gain work experience and make professional connections off campus. Internships are encouraged with professionals that students are not already familiar with. Students are encouraged to meet with their advisor and the director of the internship program as they begin planning for their internship. 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 opportunities 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 the worksite or virtually. First-year students are not encouraged to complete an internship until the summer between their first and second year of college. 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 take place during the final term of enrollment. If you are graduating in 2022, 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, alumnx 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 support during internships. Faculty advisors also have contacts that may produce internships in their academic 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 includes a letter of commitment/email from the internship sponsor/supervisor, which is submitted to the Internship Committee for review. Once approved by the committee, the student may begin the internship. After the completion of the internship term students must submit an internship report and an evaluation from the sponsor/supervisor. Returned interns meet with the Internship Committee to review their reports together. 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 internships or several summer non-credit internships. Students wishing to take a second for-credit internship must have 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 requirement.

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 their 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, they 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 their senior project, they 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 their project, they must reapply through the Office of Admission and pay all applicable admission fees, as well as a 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 of 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 synthesis
- 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 their 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 subject 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 subject 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 their designee. The provost’s decision is final.

For further information, 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 not being allowed to register for the following term.

The portfolio should be submitted through the student portal. This portfolio, which is reviewed by a member of the team of faculty reviewers, should include three essays, written for courses, that explain a concept or issue:

- One must demonstrate that you can analyze an issue or argue a position
• One (either expository or argumentative) must be five or more pages
• One 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 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 not be limited to, the following: taking other writing or writing-focused courses, working on writing in other courses, and 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 their 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 an additional two- to four-page essay explaining how the project reflects their notion of human ecology.

The student’s advisor and one additional faculty member will serve as readers for the human ecology essay. When the student 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 three to six 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 students with 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 examples 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 tutoring math in an after-school program, volunteering at a library on the island, or a conservation project in the park. 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 experiences to use to fulfill the requirement. The internships and career services director 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 by the end of the winter term prior to graduation. The required form is available on the college's website. In addition, the 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, along with petitions for exemption from 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

Incoming students are assigned an academic advisor when they first arrive on campus. The working relationship between the student and their 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. The best advisors are those who share intellectual and educational interests with their student advisees. It is hoped that through class contact and campus events, students will develop collegiality with several faculty or staff. It is from these connections that students can build advising relationships with faculty who can support their educational and career pursuits. The advisors serve as both professional mentors and guides as students work their way through their college experience. Advising meetings may include 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. Students may also change advisors using the Change of Advisor form link on the college's website. 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 or advising team members.

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. Students are encouraged to contact the director early in their educational trajectory. Career development services for students and alumnx include:

- Labor market information
- Resume and cover letter guidance
- Alumnx mentors, friends of the college, referrals
- One-on-one career coaching (in person, by phone or by Zoom)
• Searchable employment databases, mock interviews
• Employment guides
• Graduate school information, scholarships and fellowships, and post-graduation 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 their 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 their 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 their 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 their status as a degree candidate, and to utilize their 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 their course registration, they have 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.

ACCOMODATING 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 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 office 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.

COA has partnered with Parchment to deliver secure official transcripts either electronically or in paper format. All transcripts must be ordered online at 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, alumnx 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 projects), 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, residencies, 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 their 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.

**MIDTERM EVALUATIONS**

An in-class, midterm 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 midterm 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 their 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, they should speak with their instructor and/or advisor to seek assistance. Similarly, if an instructor finds that a student repeatedly turns assignments in late or not at all, they 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, they 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 their 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, they 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 issued for any courses taken as P/F versus a grade is treated, for financial aid purposes, as the equivalent of a C or 2.0 GPA. Students should be aware of the implications of this and the potential impact on their overall GPA at any given time.

ACADEMIC PROBATION

Students who receive a D, F, or 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 student 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 their 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, 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 their designee, whose decision is then final.

In order to be removed from academic probation, a student must pass their 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 lead to expulsion.

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 first-year 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, first-year students who have taken college courses while enrolled in high school may elect to transfer in these credits after they have earned nine 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 the 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, first-year students must earn nine 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’s third 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 their 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 they have 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 they petition to stand. Students may not stand if they have not completed their human ecology essay, writing portfolio, community service, or internship.

The provost will decide on this request, in consultation with the student and their advisor(s). The provost’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 at a time (up to three terms total). 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 they are 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 wellbeing 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 eight 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 (e.g. referral to a local specialist, ongoing treatment plan) as necessary with the returning student to ensure that they are 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 wellbeing 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

COA has been granted authority by the state of Maine to recommend successful program completers for Maine licensure. Preparation for teaching certification is available in the following areas: art education (grades K–12); elementary education (grades K–8); and secondary certification (grades 7–12) in English language arts, life sciences, and social studies. 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, afterschool programs, museums, alternative educational settings, and summer camps. Students electing to pursue professional teacher certification may either complete fifteen
weeks of student teaching as an internship or take three additional credits beyond the COA graduation requirement. Maine is a signatory of the National Association of State Directors of Teacher Education and Certification inter-state agreement with forty-seven other states, the District of Columbia, Guam, and the Department of Defense schools.

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.

CONSORTIUM AGREEMENTS/EXCHANGES

STUDY ABROAD

Study abroad or study away opportunities allow students to take classes outside of COA for up to eighteen 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 advisors, guidance from the Internship and Career Services 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. Programs regularly attended by COA students, such as School for International Training, SEA|mester, SEA Education, and Center for Ecological Living and Learning offer scholarship assistance. These are just a few of the many 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 second or third years.
• Students continue to pay full-time tuition to their home institution. Lab and 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).
University of Maine: Any degree seeking undergraduate student enrolled at COA or the University of Maine (UMaine) is eligible to participate in a cooperative exchange 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 and UMaine students may enroll for coursework at COA. This exchange is contingent on space availability. 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 (Fifteen 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 sixteen 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 (Twelve semester credits, equivalent to 3.6 COA credits).

GRADUATE PROGRAM

Since 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, 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 their 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, tutorials, and 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 their 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). Two doses of MMR vaccine, administered after the student’s first birthday.
- DT, Td or TDaP (diphtheria/tetanus) within the last ten years

As of September 1, 2021, the State of Maine does not allow religious or philosophical exemptions to required immunizations. Students seeking a medical exemption must provide a written statement from a licensed physician, nurse practitioner, or physician’s assistant that, in that provider’s professional judgment, immunization against one or more of the diseases may be medically inadvisable. If you have a state-approved medical exemption, and an outbreak of any of these diseases should occur, you would be asked to leave the campus for the duration.

The criteria for medical exemption articulated in the law are as follows.

Medical exemptions to receiving tetanus-diphtheria toxoid are limited to: 1) having received tetanus toxoid or tetanus-diphtheria toxoid within five years of enrollment; 2) A hypersensitivity reaction to a prior dose of tetanus toxoid or tetanus-diphtheria toxoid.

Medical exemptions to receiving measles, mumps, and rubella vaccine (MMR) are limited to: 1) pregnancy, or those students planning to become pregnant within three months; 2) a history of anaphylactic reaction following egg ingestion or receipt of neomycin; 3) students with altered immunocompetence, as occurs with leukemia, lymphoma, generalized malignancy, or therapy with alkylating agents, anti-metabolites, radiation, or large doses of corticosteroids.

Students must either provide proof of immunization or of a medical exemption before they will be allowed to attend in-person classes at COA. 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 their 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, they 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 2021-2022 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, 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 alumx 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 fees.
• 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 11, 2021
• Winter: December 6, 2021
• Spring: March 18, 2022
• Summer 2022: July 8, 2022
• Fall 2022: August 12, 2022

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 $1,000 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 NELNET at mycollegepaymentplan.com/atlantic. 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 unenroll 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 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 the 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 (e.g. 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 (NELNET), 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 overpayment 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.

COURSE WITHDRAWALS

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 non-refundable (and see Health Insurance below). Additionally, a prorated charge for any days of room and board will be assessed. Students who withdraw from all classes in weeks two through 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 during 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 thirty-one 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 thirty-one 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: 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 used to determine the reversal amount is the date the completed paperwork is turned in to the Registrar's Office.

FINANCIAL AID AND WORK STUDY

Financial aid information is available in COA’s Financial Aid Office. The financial aid program is explained in detail in the COA publication Financial Planning Options, which is available from the Office of Admission and Financial Aid. Students applying for financial assistance at COA must complete the Free Application for Federal Student Aid (FAFSA) and COA's institutional application for financial aid.
New applicants should file online at 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 their 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

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: BA, MA, Pre-Doctoral Fellow, PhD Candidate, University of Maine. 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

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

Henderson, Jonathan: BA, Guilford College; MA, Duke University; PhD Duke University. Ethnomusicology, African American studies

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

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

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

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

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

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

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

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

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

Taneja, Palak: BA, University of Delhi; MA, University of Delhi; PhD, Emory University. Digital humanities, global Anglophone, post-colonial literature

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: BA, Goddard College. Journalism

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

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; MA, 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

Leaverton, Lisa: BA, Peabody Conservatory of Music; MFA, University of Iowa. Music, storytelling and performance

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, law

FACULTY ASSOCIATES

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

Honea-Fleming, Patricia: BA, MA, Georgia State University; PhD, Purdue University. Psychology

RESEARCH ASSOCIATES

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

Barrows, Abby: BS, University of Tasmania; BS, University of Wollongong; MPhil, College of the Atlantic. Zoology, marine biology

Blavascunas, Eunice: BS/BA, The Evergreen State College; MA, University of Texas; MA, PhD, University of California Santa Cruz

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, Virginia Tech. Natural resources

Jones, Leslie: BA, College of the Atlantic; 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, Texas 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: BA, College of the Atlantic; MSc/PhD, 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/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
COA STAFF MEMBERS

OFFICE OF THE PRESIDENT
Darron Collins: President
TBA: Assistant to the President

PROVOST AND DEANS
Kenneth Hill: Provost and Chair of Faculty Development Group
Jamie McKown: Associate Dean for Academic Affairs
Bear Paul: Administrative Dean and CFO
Christopher Petersen: Director of Graduate Program
Bonnie Tai: Associate Dean for Learning and Teaching; Co-Director Education Studies

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Marie Stivers: Director of Academic and Administrative Services
Barbara Carter: Assistant to the Faculty
Kerri Sands: Sustainable Business Program Manager

ADMISSION OFFICE
Heather Albert-Knopp: Dean of Admission
Donna McFarland: Associate Director of Admission & Student Services
Todd Miner: Assistant Director of Admission
Casey Schuller Jordan: Admission Counselor
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

BEECH HILL FARM
Anna Davis: Farm Manager
David Levinson: Farm Manager
TBA: Assistant Farm Manager

BOAT CAPTAIN
Toby Stephenson: Captain of M/V Osprey

BUILDINGS AND GROUNDS
Millard Dority: Director of Campus Planning, Buildings, and Public Safety
Donald Bareiss: Night Security
Robert Colson: Custodian
Spencer Gray
Russell Holway: Head Custodian
Barbara Meyers: Gardener
TBA: Building Systems

BUSINESS OFFICE
Melissa Cook: Controller
Patricia Pinkham: Business Office Manager and Benefit Manager
Jenel Thurlow: Accounts Payable Representative
Shana Willey: Accounts Receivable/Student Payroll Representative

COMMUNICATIONS
Rob Levin: Director of Communications
Dan Mahoney: Editor, COA Magazine

COMPUTER SERVICES
Pamela Mitchell: Director of Information Technology
Jarly Bobadilla: IT Systems Manager
Eric Johnson: Desktop Support Manager
Sean Murphy: Assistant Director of Information Technology

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DEVELOPMENT OFFICE
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Jennifer Hughes: Manager of Alumnx Relations
Caitlin Meredith: Annual Fund and Grants Manager
Amanda Mogridge: Manager, Advancement Services
Wes Norton: Major Gifts Officer

EDUCATION STUDIES PROGRAM
Linda Fuller: Co-Director of Educational Studies

FINANCIAL AID
Linda Black: Director of Financial Aid
Amy McIntire: Assistant Director of Financial Aid

FOOD SERVICES
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: Director, George B. Dorr Museum of Natural History

INTERNATIONAL STUDIES
Peña, Karla: Director, Yucatan Program

INTERNSHIPS & CAREER SERVICES
Jill Barlow-Kelley: Director of Internships and Career Services

PEGGY ROCKEFELLER FARMS
TBA: Farm Manager

REGISTRAR’S OFFICE
Mindy Viechnicki: Acting Registrar

STUDENT LIFE
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
TBA: Residence Life Supervisor

SUMMER PROGRAMS
Renee Duncan: Summer Field Studies Coordinator, Director of Summer Programs

SUSTAINABILITY & ENERGY
David Gibson: Director of Energy

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
AD 1016 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. Meets the following degree requirements: ADS

AD 1019 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

AD 1024 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. Course limit: 15. Lab fee: $45. Meets the following degree requirements: ADS

AD 1025 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

AD 1026 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 documen-
AD 1027 History of Filmmaking I (1895-1945)
Capers, Colin
This course explores the history, production and meanings of motion pictures. Using various films as case studies, we will look at the development of film forms, techniques and genres, beginning in the 1890s and progressing through the first fifty years of cinema history. The films studied will include: narrative, avant-garde, documentary, and animation. Students will learn concepts of film analysis and criticism. Students will have opportunities to practice critical skills in class discussions, and in research and writing assignments. Students will be evaluated based on attendance, participation in class discussion, and written papers. Writing focus option. Level: Introductory. Class limit: 15. Lab fee: $35. Meets the following degree requirements: HY AD WFO

AD 1035 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

AD 1038 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 publically 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 multi-media 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, Broadsides 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

AD 1039 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: ADS

**AD 1044 Audio Production and Engineering**  
Soares, Zachary
Producers and engineers paint an aural picture of the work their clients wish to share with the world. This introductory course focuses on the techniques of producers as well as the engineering equipment used to create recordings for musicians. Through recording, editing, and mastering audio, students will learn to create and record music and will better understand the history of the recording and production process. Topics that will be covered include digital and analog audio equipment, transducers, condenser and dynamic microphones, microphone placement, signal processing, ProTools software, mixing, effects processing, and interacting with clients. An introduction to live sound reinforcement will give context to the ProTools software. Weekend sessions will provide hands-on experience recording demos for local musicians while weekly listening sessions and film screenings will highlight some recording techniques used by producers and engineers over the past sixty years. Students will be evaluated on their participation during recording sessions, their input during weekly listening sessions and screenings, and their final projects. Level: Introductory. Prerequisites: Permission of instructor; no experience playing music or recording audio is needed. Class limit: 8. Lab fee: $50

**AD 1046 Sourcing the Body: Experiential Anatomy**  
Robbins, Dani
In this course, we will work towards an embodied understanding of our own anatomy, as well as a deepened sense of listening, presence, and understanding of the body as a complex system. Students will explore anatomical models and be led through simple, gentle movement sequences using weekly instructional videos. These exercises will be drawn from various somatic modalities such as Mind-Body Centering, Feldenkrais Technique, and Alexander Technique. Students will be asked to reflect on these explorations in a journal format, and will curate a small portion of this work to share on a private class blog. Readings, additional viewings, and drawing assignments will complement our weekly video lessons. This course is recommended for performers looking to deepen their relationship to their instrument, as well as students with a strong science background who are interested in additional perspectives on anatomical study. Through consistent online discussion of this work and our experiences in it, we will work to place the experiential in dialogue with the empirical. Level: Introductory. Prerequisites: None. Class limit: 10. Lab fee: None.

**AD 1047 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 draftsman with a richer understanding of the cycles within a landscape, and deepen our relationship with the natural world. We will seek to learn and understand the strategies of others through reading, study, and at-home studio practice. Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: none. Meets the following degree requirements: ADS, HY

**AD 1048 Figure Drawing: The Artist Interior, A Visual Memoir**  
Hilbert, France
This course introduces students to the techniques, methods, and history of the depiction of the human figure through direct observational drawing. We will be investigating movement, volume, and anatomy of the human form through a variety of traditional and contemporary approaches. We will learn perspective to draw the figure in space. The space will be wherever the students are living and all that it contains, transforming a period of confinement and difficult circumstances into ART. The figures might
AD 1049 Scenes and Songs
Fingerhut, Larrance/Shepard, Jennifer
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.

AD 1050 Scavenging Color & Light: Introduction to Painting
Schrade, Daniel
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. Prerequisites: None. Class limit: 12. Lab fee: $80. Meets the following degree requirements: ADS

AD 1051 Walking the Line: Introductory Drawing
Schrade, Daniel
This course will introduce students to the fundamentals of visual art in general and drawing, in particular. While focusing on perception, composition, line and materiality, students will draw from objects, the human figure, interior/exterior spaces, and from imagined sources. We will work with a variety of materials and challenge the limits of scale, by investigating the navigation of landscapes as accumulative, drawn lines. We will develop strategies to visualize histories, topographies, individual perspectives and inner worlds embedded in landscape. Regular class critiques will assist in developing evaluation skills of work in progress, and in analyzing formal composition principles. Assigned readings and one research project, contextualizing work and life of an assigned artist, will be a segment of this course. Students will be expected to maintain an ‘active’ sketchbook. Students will be evaluated based on class participation, competition of projects, and their artist presentation. Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: $40. Meets the following degree requirements: ADS

AD 1053 Making Dance From Place
Robbins, Dani
What connects us to the places we inhabit? What sensations, images, and sounds are most striking to us in these spaces? This outdoor, site-specific movement class will ask us to investigate what draws us to place, how we might be inspired by it, and how our bodies interact with the contexts and histories we move through. After convening at a central, outdoor location on the COA campus, we’ll begin each class with a gentle warm up, attuning our senses to different surroundings and deepening our bodily presence. Through scores and games, we’ll hone our skills as improvisers, tracking spaces, following cues, and making choices. Readings, writing and drawing assignments, and short choreography assignments will punctuate the term, culminating in a final class project of our collective design. All in person meetings and choreography assignments will take place outside on campus. Students will be evaluated based on attendance, participation in class discussions, group exercises, and the completion of assigned work. This space is designed for bodies of all abilities and backgrounds. Prior dance experience is welcomed, but not necessary. Level: Introductory. Prerequisites: None. Class Limit: 15. Lab Fee: None.
AD 1056 Beginning Contemporary Dance Technique
Robbins, Dani
In this introductory level course, we’ll work to develop a movement practice that centers both self care and togetherness. This class will draw on a variety of contemporary practitioners and methods, relying on somatosensory feedback to access availability, spaciousness, presence and pleasure both individually and collectively. Students will investigate basic patterns of choreography, experimenting with principles of velocity and momentum and exploring personal and shared movement impulses. Assigned readings, screenings, and writing assignments will complement and support our physical practice.
Students will be evaluated based on attendance, successful completion of assigned work, depth of engagement during class and with course materials, and the expansion of their individual movement capacities. All class meetings will take place in-person and on campus. Participants of diverse abilities, needs, and backgrounds are encouraged to enroll. Dance experience is welcomed, but not necessary. Level: Introductory. Prerequisites: none. Class limit: 12. Lab fee: none.

AD 2011 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, expository or instigational. It may cater to, or critique -- commercialism, colonialism, capitalism, and advertising -- or alternately be used to organize information and visualize complex data, or concepts. Is it possible to construct a visual message that will be received through the din and noise of our overstuffed media environment? Past other competing messages? What are some of the contemporary issues surrounding design and the roles and responsibilities of graphic designers in the workplace and in their communities? In this introductory/intermediate level studio course you will become familiar with visual rhetoric and the basic elements, principles, and processes of graphic design that will help you to construct effective visual messages. You will work on a variety of conceptual visual communication projects in the realms of information design, editorial design, and promotional design. Lectures, demonstrations, assignments and critiques will offer a balanced framework for developing skills in creative perception, critical thinking and visual communica-
tion. 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

AD 2012 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

AD 2013 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 evolv-
AD 2014 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 engage in a project-development process to refine “big ideas”, determine educational goals, and learn techniques to design and build their projects. Class participants will gain an understanding of factors that influence learning, media and modes that may be utilized to communicate complex content, and how meaning is constructed by the selection, organization and layering of intellectual material through the use of object, text, image, and experiential devices. Projects and hands-on workshops will provide an opportunity to gain skills and techniques in visualizing ideas by developing concepts in the form of plans, sketches, models, and narrative description. Students will have an opportunity to evaluate and create interpretive material for the George B. Dorr Natural History Museum at the College of the Atlantic. Students will be evaluated through participation in class discussion and critiques, attendance, and for completion and quality of assigned projects. This course is appropriate for all students interested in informal education in the museum environment, design, and visual communication. Level: Introductory/Intermediate. Prerequisite: One or more courses in Arts and Design OR Educational Studies. Class limit: 15. Lab Fee: $85 Meets the following degree requirements: ADS

AD 2015 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: AD

AD 2017 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 draughtsman 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

**AD 2020 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

**AD 2022 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

**AD 2023 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. Prerequisites: none. Course limit: 12. Lab fee: $50. Meets the following degree requirements: ADS

**AD 2025 Principles of Comedic Improvisation**

Fingerhut, Larrance/Shepard, Jennifer

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/initiations/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.

AD 2026 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

AD 2027 Alternative Processes in Photography: 19thC. to Digital
Winer, Joshua
Prior to the advent of digital technologies, many contemporary photographers thought about the world, and their work, as either “Black and White” or “Color” – but that history was incomplete and left many of the earliest successful photographic processes out. During the middle and late part of the 19th century, there were many competing processes for producing a monochromatic image. We now tend to group these historical processes into a general category of so-called “Alternative Processes” which include the Cyanotype, Van Dyke Brown, Albumen, Salted Paper Print, Gum Bichromate, Kallitype and many, many others. This hands on, lab based class will offer students the opportunity to work in at least five different historical processes. We’ll explore some of the methodologies in common usage during the 19th century that are still viable today. We’ll also learn to make purposed, custom digital negatives to print from and students are encouraged to arrive with some preexisting images that they’re interested in working with. Basic computer skills and a general understanding of photography are expected. Some reading will be required. Students will be evaluated on their willingness to experiment with image making techniques, individual progress over the term, class participation during critiques and the successful completion of a representative body of work including a digital portfolio of finished pieces. Level: Introductory/Intermediate. Prerequisites: Intro to Photography, Black and White Photography or permission of instructor. Class limit: 10. Lab fee: $250. Meets the following degree requirements: ADS

AD 2029 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, decolonizing, 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

AD 2032 Creating Motion Pictures as an Art Form
Andrews, Nancy

Art video and film have long traditions as vehicles for self-expression, abstraction, self-portraiture, and experimentation. Artists have utilized motion pictures as a studio-based practice and as an extension of performance, painting, writing, drawing, and the body. Whether the results are abstract, experimental, essay, found footage or diary, these works can be highly independent, creative works of art. In this course, students will follow prompts and assignments to make short works exploring some of these possibilities. Students will read critical essays and artists’ statements addressing film as art, and study related films and videos. Students will be asked to research and present on a film/video artist. Students will be evaluated based on the completion of assignments and participation in discussions and peer critiques. Level: Introductory/Intermediate. Prerequisites: Previous coursework in photography, drawing, painting or design. Class limit: 12. Lab fee: $30. Meets the following degree requirements: ADS

AD 2033 Bodies in Focus: Dance on Camera Now
Robbins, Dani

You just learned a complex choreography, directed a video shoot, used an iPhone to edit your piece, and published it to an app with over 500 million users. This is video dance in the age of the internet. But how did we get here? This course will work to trace the lineage of dance on camera from early experimental dance films, to Beyoncé music videos, to performance in the public realm of Tik Tok. We will first build a familiarity with common devices and methodologies of dance on camera, contextualizing our learning with examples from the modern and postmodern dance canons. We will respond to readings and viewings with short video studies, writing responses, and rigorous class discussion. As we approach the end of the term we will consider the rapid acceleration of video dance toward social media, working as a cohort of dance scholars to critically examine visibility, accessibility, and performativity in camera dance now. Participation in this course will be an engaged research effort in collaboration with the instructor and fellow classmates, and is recommended for students with a firm grounding in the visual/performing arts. Level: Introductory/Intermediate. Prerequisites: Prior Arts/Design coursework recommended. Class limit: 10. Lab fee: none.

AD 2034 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 presentation. Research can be related to a particular filmmaker or artist, an historical event or series of events of cultural importance, or a cultural concept such as collaboration, laïcité, or terroir. Vichy’s extensive Médiathèque Valery Larbaud, Clermont-Ferrand’s La Jetée (research library/archive of cinema materials, particularly related to the short film), and Paris’ Cinémathèque française are examples of some of the places in which this research will occur. Class participants will be given technical guidance as needed on their projects and will share their work during in-progress and final critiques. Students will be required to create a copy of their work in final form for submission and evaluation. Evaluation will be based on participa-
tion in class discussions and activities, and in the thoroughness, level of thought, creativity, and artistry in their multiple projects. Level: Introductory/Intermediate. Prerequisites: Instructor permission; students who take this course must also be enrolled in the Immersion Program in French Language and Culture. Class Limit: 12. Meets the following degree requirements: ADS

**AD 3010 Architectural Design Studio**  
Gordon, John  
In this design studio students are introduced to the field of architectural design and the design process. We examine various aspects of this functional art including scale, texture, volume, void, light, rhythm, and form. Basic principals of architectural structures and a brief historical overview are presented. Students attempt to apply these principals in solving practical problems. They are expected to develop basic architectural drafting skills to represent three dimensional space in two dimensions. The course includes model building skills and an actual design project. Level: Intermediate. Prerequisites: Recommended Introduction to Arts and Design and/or Two-Dimensional Design. Offered every other year. Class limit: 11. Lab fee: $25. Meets the following degree requirements: ADS

**AD 3012 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 experimental genres. Students will learn the basics of video production, including, using a video camera, video editing, production planning, lighting, microphone use, and interview techniques. Students will make several documentary projects, both collaboratively and individually. Students will be evaluated on their participation in group discussions and critiques, and on the documentary projects they produce. Level: Intermediate. Prerequisite: any introductory-level arts and design studio course or film history course (previous video production experience is not required). Lab fee: $30. Class limit: 12. Meets the following degree requirements: ADS

**AD 3013 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: $95. Class Limit: 12. Meets the following degree requirements: ADS

**AD 3014 Soundscape**  
Andrews, Nancy/Todd, Sean  
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
AD 3015 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

AD 3017 Dramatic Writing for Stage and Screen
Lepcio, Andrea

This is an intermediate creative writing course for students interested in writing for theater, film and television. We will read published and unpublished plays, screenplays and tv shows from up and coming writers currently off and on Broadway and in film/television as well as selected plays and screenplays/shows from the cannon based on student interest. Playwrights (and screenwriters), like cartwrights and shipwrights, are all skilled builders of vehicles meant to move people from one place to another. We will explore dramatic structure from the perspective of the audience. Whether writing linear narratives, collage or non-linear plays and films, there is a rhythm to dramatic writing that can be studied. We will make a conscious study of form to free us to write what we are driven to write. Through reading, analysis and writing, we will investigate the dramatic elements of character, conflict, language and theme. The course will include practical writing exercises to motivate and progress the writing from first draft through revision to rehearsal draft. Students will be encouraged to develop productive writer habits and self-discipline. Class time will be divided between hearing students' work and discussing work we've read. We will develop our listening skills when hearing our own and colleagues' work. We will explore the role of critique in new script development and refine a process that works for us. Students will be expected to bring new pages in to each class building to a complete first draft of a full-length play or screenplay (of any length) by the end of the course. Evaluation will be based on the student's dedication to developing a writing practice as well as the submitted script. We will conclude with a reading series to give each student the opportunity to hear his or her work in front of an invited audience. Evaluation is based on the quality of student's written work and participation in class discussion. Level: Intermediate. Prerequisites: Permission of instructor. Class Size: 12. Lab fee: none.

AD 3018 History of Filmmaking II (1946-Present)
Capers, Colin

D. W. Griffith, pioneer of early cinema, prophesied in 1924 that by 2024 cinema would have been instrumental in “eliminating from the face of the civilized world all armed conflict”. Where have things gone wrong? Cinema is a powerful medium that in many ways is still struggling to find its place among the other arts; there are many promising byways that have been overlooked or under-explored. This course explores the histories, production and meanings of motion pictures. Using various films as case studies, we will look at the development of film forms, techniques and genres from 1946 to the present - the second half of cinema history. Films studied will include examples of narrative, documentary, animation, and the avant-garde. Students will learn concepts of film analysis and criticism, and will have opportunities to practice critical skills in class discussions and in research and writing assignments. Evaluation will be based on attendance, participation in class discussion, written papers, and research presentations. Film gives us the opportunity to, in the words of David Lynch, “get lost in another world...to dream in the dark”. Who decides which dreams we will see? Through an understanding of where cinema has been we can more effectively shape its, and our, future. Writing Focus option. Level: Intermediate. Prerequisites: none. Class limit: 20. Lab fee: $35. Meets the following degree requirements: AD HY WFO

AD 3020 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 Odets, 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, Suzanne-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 literature course. Course limit: 12. Lab fee: $75. Meets the following degree requirements: AD HY

AD 3023 Sustainable Design in the Built Environment
Gordon, John
In the world of design and construction, green building is a relatively recent development. Its fundamental goal is to reduce the environmental impact of the built environment. This course will introduce the field of sustainable design, explore the fundamental concepts of green design and construction, and focus on tools and strategies necessary to design and construct high-performance buildings and communities. Students will discover how the practice of quality can fulfill the goals of sustainable design and construction. Evaluation will be based upon class participation, research presentation(s) and solution for a building design problem. Level: Intermediate. Prerequisites: Architectural Design Studio, Landscape Design Studio, construction or carpentry experience, any alternative energy course, or permission of either Isabel Macinelli or the instructor. Class limit: 12. Lab fee: $30.

AD 3024 Principles of Comedic Improvisation II
Fingerhut, Larrance/Shepard, Jennifer
Principles of Comedic Improvisation II will review The Harold and learn several other types of long form improvisation including classic forms (the Armando) and newer forms (the Improvised Musical). The class will also build skills toward developing their own long form. Students will participate in at least three performances both in class and other venues. Evaluation will be based on participation in class, engagement with class topics and in performances. Level: Intermediate. Prerequisites: Principles of Comedic Improv. Class limit: 12. Lab fee: None.

AD 3025 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

AD 3032 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
on resilience and self-sufficiency at various scales and across multiple systems (water, food, shelter). Each student will select a local site, and generate a land-based strategy to support human subsistence. Throughout the course, weekly lectures will explore the traditional, contemporary, and emergent methods of shaping productive and performative landscapes. Students will be evaluated based on three milestone assignments - including the development of a final site model - as well as engagement with the course materials through discussion. Level: Intermediate. Prerequisites: One or more of the following courses: Introduction to Arts and Design, Two-Dimensional Design, Trees and Shrubs, Sustainable Design in the Built Environment. Class limit: 12. Lab fee: $100.

AD 4013 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

AD 3073 Land Studio
Hutton, Eamonn

Human resilience is inextricably linked to natural and engineered landscapes. This course asks students to examine our relationship to these terrains, and apply their learning through the design of a specific site. This course is fundamentally a landscape architecture studio with a focus

AD 3035 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
AD 4014 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, environmental design and interpretive information design. Students will be encouraged to solicit a design project from the local community and produce it in the context of the class by engaging in the creative process from concept to production oversight during the course of the 10-week term. In addition to structured class assignments, students will have an opportunity to propose and pursue their own design projects. This class will be conducted in seminar/studio format. Emphasis will be placed on the design process - from creation to production, the timely completion of project phases, creative solutions and advancing skill in typography, layout and image generation. The detailed schedule will depend largely on the course make-up and individual project proposals. Level: Intermediate/Advanced. Prerequisites: Signature of Instructor, Graphic Design Studio 1. Class limit: 12. Lab fee: $85. Meets the following degree requirements: ADS

AD 4017 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 class 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

AD 4019 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

AD 4020 Object and Performance
Andrews, Nancy/Baker, Jodi
Objects have long been significant elements in ritu-
AD 4032 Reconsidering the Trivial

Schrade, Daniel

Reconsidering the Trivial will contextualize the work and the working approach of artists Pieter Bruegel the Elder (1525-1569), Artemisia Gentileschi (1593-1653), Ana Mendieta (1948-1985), Mark Bradford (1961*), and their contemporaries. The goal of this studio art course is to explore more advanced problems in the production process of art, with emphasis on the complexity of “everyday life” and with a special focus on class, gender, and race. Thematic assignments are designed to have students create and critique work on an intermediate to advanced level. Using their independent work as a starting point, students will have to develop projects in response to texts, films and artworks discussed in class. One collaborative presentation on an assigned artist will be required. Student evaluation is based on participation in class discussions, competition of projects, and artist presentation. 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

AD 4033 Multimedia Crossings: Painting-Performance-Installation Art

Schrade, Daniel

Multimedia Crossings: Intersections in Painting, Performance and Installation Art: Kader Attia, William Pope L., Yinka Shonibare, Ghada Amer, Friedensreich Hundertwasser, Wangechi Mutu, Anish Kapoor, Helen Mirra, El Anatsui, Eva Hesse. Since the 1960s, the variety of an increasing choice of media has created more diverse working fields for artists. While this may make it easier for more artists to find areas of expression, it may also be more difficult for students to map their own artistic language. This course is designed for students who are starting to develop their own personality as artists. Experimenting with materials, techniques, and styles, on the basis of collective readings and written personal statements, will be central to this class. Multimedia Crossings is a maker’s course with a theory component. Readings, assigned slide-presentations and class discussions will be informed by the work of non-western contemporary artists. Students will be expected to complete assigned studio-art projects as well as independent art projects outside of class time and to write and present one seminar paper. Student evaluation will be based on timely submission of coursework, attendance, and active participation in class discussions and critiques. Level: Intermediate/Advanced. Class Limit: 12. Prerequisites: Two previous courses within AD resource area and permission of instructor. This should not be your first college level, studio art course. Lab Fee: $40. Meets the following degree requirements: ADS

AD 5017 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-progress will be created. Readings will address ideas and theories related to animation studies and processes. Advanced animation techniques may include camera work and sound design. Work completed over the term may be a single longer animation or a series of animated shorts depending on the student’s preference and animation goals. However, all students will be expected to produce advanced level work and encouraged to experiment and push their work to the highest level. Students will be evaluated on their projects, participation in critiques and discussions and overall level of engagement with the course material and class. Level: Advanced. Pre-requisite: Animation, signature of instructor. Class size: 12. Lab fee: $80. Meets the following degree requirements: ADS
AD 5023 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 acceptance 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: AD, HY

AD 5025 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 emerging art, performance and technology projects that attempt to incite these interactions. Students will also develop their own ideas for public performance and new theatre technology. Readings will likely include work from Kio Stark, Paul Auster and Sophie Calle, Bertolt Brecht, Peter Brook, Roland Barthes, William H. Whyte, George Simmel, Anne Bogart, Susan Sontag, Jorge Luis Borges. Visual, theatre and performance artists may include Andrew Schneider, Richard Renaldi, Natalia Koliada and Nicolai Khalezin, Marina Abramovic, Chris Burden, Rotozaza, Mammalian Diving Reflex and Complex Movements. The course requires a large amount of off-campus work and at least one weekend field trip. Evaluation will be based on consistent engagement with course topics and the class blog, successful completion of a series of solo and collaborative fieldwork assignments and a comprehensive final project w/process essay. Level: Advanced. Prerequisites: This course is by permission only. Previous coursework in theatre and movement, art history, design and social theory is strongly encouraged. A written expression of interest in the course is required. Class limit: 10. Lab fee: $150. Meets the following requirements: ADS.

AD 5032 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
AD 5033 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

AD 5037 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

ED 1010 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

ED 1011 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. Meets the following degree requirements: ED

ED 1013 Changing Schools, Changing Society
Tai, Bonnie
How have schools changed and how should schools change to ensure “the good life”? This interdisciplinary, team-taught course examines the potential and limits of a human ecological education as an instru-
manent of enlightened progress and lasting positive social, cultural, and environmental change. It explores three essential questions about education and its relationship to human development and social progress. Looking at the role of formal educational institutions and their relationship to government and other social institutions: What is the role of schools in development and social change? Considering the role of teachers as agents of change: What is the role of the teacher in school/organizational change and community development? And finally, reflecting on our subjective motives for working in the field of education: Why do you want to become an educator? Through course activities such as service-learning in schools and group project work on a contemporary educational phenomenon (e.g., school choice, new technologies for learning, single-sex education), students will learn how educational policy at the federal, state, and local levels impacts teaching and learning, investigate the moral dimensions of the teacher-student relationship, and reflect on the construct of teacher-learners. Students will be introduced to a variety of educational research methods (i.e., ethnography, case study, quasi-experimental, correlational) that will allow for critical analysis of the knowledge base that strives to impact educational policy and practice. Evaluation will be based on participation, reflective writing, service learning, and group projects and presentations. Level: Introductory. Class limit: 15. Offered every other year. Lab fee: $20. Meets the following degree requirements: HS, ED

ED 1015 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

ED 1014 Child Development
Alex, Joanne/Fuller, Linda
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

ED 1016 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
ED 1017 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.

ED 1019 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.

ED 2010 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.

ED 2011 Equity and Social Justice in Education
Chien, Ming-Tso
In this course, students will be introduced to the fundamental concepts related to educational equity and social justice. They will examine how power, privilege, and oppression operate across and/or at the intersection of social identities grounded in the following topic areas: poverty and socioeconomic status, gender identity and expression, (dis)ability, race as well as sexual orientation. To that end, students will engage in in-depth exploration of their social identities and check their own prejudice. Concurrently, they will practice skills that allow them to recognize and respond to identity-based biases within educational contexts and work towards creating and sustaining equitable and inclusive learning environments for all learners, but especially for those coming from the marginalized communities. Every week, students will read texts that introduce key concepts in one of the above-mentioned topic areas. They will also practice analyzing cases that depict scenarios of bias and inequity in education, using the Equity Literacy Framework. In addition to their peers, students will also engage in weekly conversations and discussions with guest speak-
ers from diverse educational communities, such as K-12 schools, higher education institutions, educational community organizations, etc. Evaluation will be based on the following: an autoethnographic portfolio that consists of the artifacts each student produces throughout the term while exploring their own social identities as well as a reflection paper; a review of a book in one of the above-mentioned topic areas; and a final project where students work in groups to create digital resource guides that educators can use to address social justice issues with their learners. Level: Introductory/Intermediate.

Prerequisites: An introductory course in educational or social sciences recommended. Class limit: 12. Lab fee: $20.

**ED 2012 Language and Education in Transnational Contexts**

Chien, Ming-Tso

In the fields of applied linguistics and education, there is a growing interest in the implications of mobility and human migration. In this course, students will be introduced to a number of concepts, contexts, and methods from these fields that deal with the nexus of language and education within the processes of transnational migration. They will read texts from these fields by scholars such as Suresh Canagarajah and Lisa Patel. In particular, this course will highlight the unique challenges, as well as affordances, at and across borders by featuring narratives from books, podcasts, short films, documentaries and/or guest speakers. These narratives will portray the educational and lived experiences of transnational individuals with different educational backgrounds and trajectories, individuals such as the exchange students, international students, students with immigrant or refugee backgrounds, students with families of migrant labor, undocumented students, etc. While trying gain a broader and deeper understanding of the experiences of transnational learners, students in this course will apply what they learn in a number of activities, such as class discussions and presentations, book/film reviews, interviews, project proposals targeting community partners that serve transnational learners, final projects involving narrative, arts-based, and/or (auto)ethnographic research methods. Level: Introductory/Intermediate. Prerequisite: Prior coursework in language studies, linguistics and educational or social sciences is useful and strongly recommended. Class limit: 15. Lab Fee: $25.

**ED 3010 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 weigh traditional and alternative conceptions of leadership, power, authority, community, diversity, membership, and exclusion. Students will engage in case discussions, writing (including autobiography and creative writing), and research activities. A major component of the course will be the observation and analysis of a group (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

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

Sanborn, Kelley

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

**ED 3014 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
ED 4012 Integrated Methods IA: Gr. K-4 Reading and Writing
Curran Sargent, Lynn
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, 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 field 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. Prerequisite: 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

ED 4014 Tutorial: Contemplative Science, Practice, and Education
Tai, Bonnie
Since the turn of the millennium, research into the science of contemplative practices—such as meditation, qigong, taiji, and yoga, among others—has exploded. The intersection of these practices with fields such as cognitive and affective neuroscience, cognitive and developmental psychology, integrative medicine, comparative religion, education, and sustainability science examine the impacts on mental and physical health, socio-emotional learning, and a less consumption-driven future. This tutorial will survey those practices supported by evidence from recent research. The application of these practices have similarly flourished in mindfulness-based interventions and programs in therapeutic settings and schooling from early childhood to adult education and professional
ED 5010 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

ED 5011 Integrated Methods II: Science, Math, and Social Studies
Alex, Joanne

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

ED 5013 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

ED 5019 Secondary Methods: Life Science, Social Studies and English
Fuller, Linda
This course is designed to prepare those who are intending to meet the learning needs of diverse populations of students in grades 7-12 or late adolescent young adults in other learning environments. It is an objective of the course to communicate that teaching is intellectual work, that it requires a dedication to and a love of subject matter, a respect and caring for students, a concern for equity, and a moral imperative for excellence in teaching. Students spend 70 hours with their target population and curriculum, as well as consulting with content faculty. (Some of these hours may be reserved for fall term.) These learning-teaching experiences are integrated into class discussion where students analyze the elements needed for successful teaching, learning, and assessing in their own content area and across disciplines. The purposes, problems, opportunities, issues, strategies, and materials involved in teaching diverse adolescent and young adult learners will be examined critically, and students will be evaluated through class discussions, individual and group work, reflections on field experiences, and peer and virtual teaching and assessing. Level: Advanced. Prerequisites: Permission of instructor. Class limit: 12. Meets the following degree requirements: ED

ES 1014 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

ES 1016 Ornithology
Swann, Scott/MacDonald, Rich
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: None. Lab fee: $75. Class limit: 12. Meets the following degree requirements: ES

ES 1018 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

**ES 1022 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 (weather dependent) includes trips on RV Indigo, trips to intertidal and estuarine ecosystems, and possible visits to the college’s islands, Mount Desert Rock and Great Duck Island. Evaluation will be by lab, quizzes and a final paper. Level: Introductory. Lab fee: $150. Class limit: 20. Meets the following degree requirements: ES

**ES 1024 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

**ES 1026 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

**ES 1028 Marine Biology**
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

**ES 1030 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) chemicals 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 a prerequisite for this course. Evaluations are based on class participation, homework, midterm and final exams and a term project or paper. Level: Introductory. Prerequisites: none. Class limit: 16. Lab fee: $100. Meets the following degree requirements: ES, QR. Offered every fall.

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

Hall, Sarah

This course is designed to introduce students to geological concepts, tools of the trade, and to the geological history of Mount Desert Island. Throughout the course, students will learn skillsets (topographic and geologic map reading, orienteering, field observation, note taking, field measurements) and geologic principles (rock types, stratigraphy, plate tectonics, earth systems, geologic time, surface processes) both in the classroom and in the field. We will conduct multiple short field excursions on MDI and one extended weekend field trip to explore the regional geology. Students will submit a term project complete with their own field data, maps, photos, and analysis of the local and regional geology. Students will be evaluated on the term project, short quizzes, additional written assignments and lab reports. Offered every fall. Level: Introductory. Prerequisites: none. Class limit: 30. Lab fee: $60. Meets the following requirements: ES, QR. Offered every year.

**ES 1042 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. Class limit: 16. Lab fee: none. Meets the following degree requirements: ES

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

STAFF

This course introduces students to the molecular and cellular processes that are essential for life. We will initially cover some basic chemistry to develop a common language for discussing the complex molecular events that are the basis of the structure and function of cells. This class will explore cellular processes involved in metabolism, communication, growth, and reproduction. There is a strong emphasis on the understanding the genetic basis of these processes as well as how these processes are controlled, and we will delve into the structure and function of the DNA molecule in some detail. We will examine how our understanding of genetic processes and genome sequencing has led to applications in research, medicine, agriculture, and industry, with time also devoted to discussion of the social and ethical consequences attached to these technological innovations. Students will be evaluated on participation, performance on problem sets and quizzes throughout the term, and a final oral presentation. Level: Introductory. Prerequisites: none. Lab fee $25. Meets the following degree requirements: ES

**ES 1054 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 phylogenetic lineages at intervals. Weekly field and laboratory studies introduce students to the local range of habitats and a broad array of protists, plants, and animals. Attendance at two lectures and one lab each week is required; course evaluation is based on class participation, exams, preparation of a lab/field notebook, and a presentation. It should be stressed that this course emphasizes the unity of the organism within its environment. Ideally students will subsequently enroll in Biology: Cells and Molecules in order to further their exploration of issues in a more reductionist form, but neither course is a pre-
require the student to 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 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

**ES 1056 Physics and Mathematics of Sustainable Energy**

Feldman, David/Gibson, 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 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

**ES 1066 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. Course material will 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

**ES 1062 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

**ES 10672 Chemistry and Biology of Food and Drink**

Hudson, Reuben

Introductory chemistry and biology are explored in the context of food and drink: the biology of crops, culinary chemistry, and the biochemistry of brewing. Major chemistry topics include atomic structure, periodicity, bonding, acid base chemistry, kinetics, equilibrium, colloids, and solubility of gases in liquids. Major biology topics include photosynthesis, respiration, plant and yeast life histories, cellular reproduction, and metabolism. We will also explore agricultural chemistry from a systems perspective: examining strategies to for keeping pace with the demand for nitrogen and phosphorous in soils. This course is meant to offer important, fundamental chemistry and biology through the framework of food, a universal human experience. These fundamental topics in Chemistry and Biology will be explored from the ground up, so no prior experience is required. Meanwhile, the culinary and agricultural framework should offer enough new content for students with a background in natural sciences. Students will be evaluated based on participation
in classroom and laboratory sessions, projects, and quizzes. Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: $60. Meets the following degree requirements: ES

ES 1075 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 laboratory exercises. During labs, students will get to know approximately 6 different parks in detail through interaction with geologic maps, rock samples, aerial imagery, and scientific reports. The students will be evaluated based on laboratory exercises and a final project through which students will explore one park of their choosing. Level: Introductory. Prerequisites: none. Class limit: 16. Lab fee: none. Meets the following degree requirements: ES

ES 1076 Polar Ecology and Exploration
Todd, Sean

The Arctic and Antarctic represent some of the most extreme environments on the planet. As physical places, both poles play an important role in governing the planet’s climate and heat flow. Both are suspected to be rich in minerals and are thought to perhaps hold short-term relief from current world shortages in natural resources. As ecosystems, both are hugely productive in spite of, and in part because of the extreme temperatures they experience; certain species are found nowhere else and in fact thrive in these remote locales. Superimposed upon these natural environments is the presence of humans. Exploration of both areas has been particularly focused in the past century, with countless stories of the perseverance and persistence of our pioneering spirit. Initially surveyed to forward nationalistic agendas, both poles are now sites of scientific inquiry. In particular, the political model that currently governs Antarctica as one massive Protected Area has no precedent and perhaps suggests a way forward for environmental agendas working on global scales. More recently, the poles have been exploited by ecotourism businesses. This class examines the provinces of the Arctic and Antarctic, wildernesses whose boundaries can be defined physically, biologically, geologically and politically. We will examine the rich and highly adapted diversity of life as it is affected by local and global oceanography and atmospheric science, and assess the impacts of climate change on these fragile environments. We will also review our relationship with these places and examine what future we might play in preserving, and/or exploiting the polar regime, using Human Ecology as a model for our understanding. Evaluation will be by two term papers and participation in class activities. Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: $50. Meets the following degree requirements: ES

ES 1081 Plants and People: Economic Botany
Letcher, Susan

This class offers an introduction to plant biology centered around plants that are useful to human societies. We will explore plant anatomy, physiology, evolution, and ecology through case studies involving plants that are useful to humans. Through lectures, readings, and discussions, students will gain a rich understanding of how plants function and how human societies depend on them in myriad ways. We will cover universal and familiar uses of plants such as food, building materials, and textiles, as well as less widely practiced uses including arrow poisons, lacquers, and living fences. We will discuss the origins of agriculture and methods of plant breeding, as well as the biogeographical history of important cultivated plant lineages. The focus will be on plants and our uses for them, but we will also discuss ethical concerns surrounding practices like bioprospecting and ex situ conservation. Students will be evaluated on participation and the successful completion of two presentations and a research paper. Level: Introductory. Prerequisites: None. Lab fee: none. Class limit: 20. Meets the following degree requirements: ES

ES 1082 Climate & Seasons; Maple Production
Hudson, Reuben/Hamley, Kit

Through the lens of maple production, we will explore a variety of chemistry, biology, and climate science topics, including: climate, seasonality, plant physiology, density, (reverse) osmosis, and the chemistry of sugars. The hands-on aspects of these topics will be covered during an intensive 2-week period over spring break, which historically overlaps with the maple sap run in this area. Students will learn how to identify maple, birch, butternut and other tree species which produce viable sap for
syrup production. Students will tap these trees, collect the sap, and concentrate it by reverse osmosis and by boiling. Students will also learn how to prune fruit trees, and why we do this in the same season. Students will be evaluated based on their participation in the 2-week spring-break session, as well as through assignments, papers, and a final project completed during the spring term. Level: Introductory/Intermediate. Prerequisites: Permission of Instructor. Class Limit: 6. Lab Fee: $40. Meets the following degree requirements: ES

**ES 2012 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 a team project. Level: Introductory/Intermediate. Prerequisites: A college mathematics course, or signature of the instructor. Class limit: 20. Lab fee: $40. Meets the following degree requirements: QR

**ES 2014 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: ES
ES 2020 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

ES 2030 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

ES 2031 Quantitative Geomorphology
Hall, Sarah
Various climatic and tectonic processes such as erosion and active mountain building are continuously shaping Earth's diverse landscapes. We can describe these processes both qualitatively and quantitatively in order to understand the rates and timescales over which different landscapes develop and evolve. In this course, students will first learn about the processes forming and shaping landscape features (geomorphology) and then practice describing these processes quantitatively using multiple types of datasets. We will compare the iconic glacially carved landscape of MDI and Acadia National Park with other similarly formed landscapes (e.g. Yosemite National Park), which are currently located in different climates/tectonics environments and therefore are exposed to different active processes. Students will learn about various isotopic dating methods and use real data to calculate the rates of different geomorphic process: glacial advance/retreat, tectonic activity along faults, mountain building. Further, students will combine temporal and spatial data to quantitatively and qualitatively describe the different geomorphic hazards in a given region such as mass-wasting events (landslides, debris flows, rock falls, etc.). Students will be evaluated based on their performance on problem sets, quizzes, and a final project involving a more in depth study of a particular landscape of interest. This course does not have any prerequisites, however previous introductory geology, chemistry, and math courses will be beneficial. This course will make extensive use of algebra, exponentials, logarithms, and digital spreadsheets (using Excel or similar software). Level: Introductory/Intermediate. Prerequisites: Previous introductory geology, chemistry, and math courses will be beneficial; permission of instructor required. Class limit: 16. Lab fee: $20. Meets the following degree requirements: ES, QR

ES 2032 Rocks and Minerals
Hall, Sarah
In this course, students will learn to identify ~70 common rocks and minerals in hand sample, and a few common minerals in thin section. Building on their ability to identify minerals, students will learn to properly classify igneous, sedimentary, and metamorphic rocks using standard classification methods. Beyond learning about igneous, sedimentary, and metamorphic rock-forming environments, we will cover topics such as plate tectonics, geologic time, basic petrology and mineralogy, tools and instruments used for chemical and physical analysis, and natural resources related to rocks and minerals. By the end of the term, students will be able to relate a rock to its environment of formation, identify common rocks and minerals in hand sample, and relate the types and spatial distribution of rocks and minerals to the geologic history of Mt. Desert Island and Maine. The course will include weekly readings from mineralogy and petrology textbooks and web-
resources. Students will complete a rock/mineral lab each week and quizzes every other week. We will visit a few local field sites and as well as conduct one weekend-long collecting trip to sites throughout Maine. The students will be evaluated based on their performance on the weekly labs and quizzes, the completeness and accuracy of their collection, and a final project on the rocks and minerals of one select MDI field site. The course fee covers the cost of a weekend collecting field trip, and some field and lab supplies. Level: Introductory/Intermediate. Prerequisites: none. Class limit: 15. Lab fee $35. Meets the following degree requirements: ES

ES 2034 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

ES 2037 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 $100. Meets the following degree requirements: ES

ES 2041 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: introductory biology suggested. Class limit: 40. Lab fee: $25. Meets the following degree requirements: ES, QR

ES 2044 College Seminar: Ecology: Natural History
Ressel, Stephen
This course emphasizes field studies of the ecology of Mount Desert Island, incorporating labs and field trips. Each exercise focuses on a central ecological concept. Topics include intertidal biology and diversity, forest trees and site types, bedrock geology, soil biology, insect diversity, pollination ecology, freshwater biology, predation, herbivory, and the migration of birds. Discussions include the development of natural history as a science and the role of natural selection in the evolution of diversity. Students are expected to keep a field notebook or journal, to undertake a project, and to write a term paper. Class meets for two lecture sessions and one lab session or two field/lab sessions per week. The course is particularly appropriate for students concentrating in Environmental Education. This class is intended for first year students, who will have priority during registration. Returning students may take this course with permission of the instructor. This course meets the first year writing course requirement. Level: Introductory/Intermediate. Prerequisites: None; field work involves strenuous hiking. Class Limit: 11. Lab fee: $75. Meets the following degree requirements: ES,W
ES 3010 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 development and analysis of new farming systems. 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

ES 3012 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

ES 3014 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

ES 3016 Functional Vertebrate Anatomy
Anderson, John
This course provides an overview of morphological variation in the vertebrates. Emphasis is placed on modifications of the general vertebrate body plan in response to the requirements of survival in different habitats and different forms of locomotion. The class examines possible evolutionary pathways from a presumed aquatic “proto-vertebrate” through the development and radiation of fish and terrestrial animals and secondarily aquatic species such as the marine mammals. Students are evaluated on participation in lab and lecture, a number of quizzes, and one term project. Two lectures/discussion sessions and one lab period per week. Level: Intermediate. Prerequisites: Biology: Form and Function, Biology: Cellular Processes of Life, or equivalent. Offered every other winter. Class limit: 15. Lab fee: $25. Meets the following degree requirements: ES

ES 3018 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

ES 3020 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 and Biology: Cellular Processes of Life, or signature of instructor. Offered every other year. Class limit: 16. Lab fee $25. Meets the following degree requirements: ES

ES 3022 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 signature of instructor. Lab fee: none. Meets the following degree requirements: ES, QR

ES 3024 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

ES 3028 Calculus III: Multivariable Calculus
Feldman, David
The functions studied in Calculus I and II are one-di­imensional. 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

ES 3030 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/discus-
ES 3036 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 herbals and magicians of the Middle Ages, this course will survey the development and eventual fragmentation of Natural History into more specialized branches. Once a foundation has been established, we will engage with the naturalists of the great age of exploration and conquest during the 17th through the 19th centuries, ending with an examination of Natural History’s legacy in the rise of modern Ecology. Course readings will draw heavily on original sources, using translations where appropriate. Towards the end of the term we will discuss the strengths and limitations of inductive and deductive reasoning in science and the implications of the 20th and 21st centuries’ increased emphasis on theoretical reasoning. Students will gain a better sense of Euro-American history overall and of the history of science in particular; the ability to use original sources; understanding of the importance of comparing multiple sources in arriving at historical conclusions and of the importance of recognizing cultural and historical biases in interpretation of information. Evaluation will be based on class participation and the spoken and written presentation of individually chosen research on a person or topic important to the development of natural history as a science. Level: Intermediate. Prerequisites: none. Class limit: 12. Lab fee: $50. Meets the following degree requirements: HY

ES 3044 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

ES 3050 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
**ES 3052 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 the 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

**ES 3060 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 $250 non-refundable 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

**ES 3063 Seminar in Climate Change**
Hall, Sarah

In this seminar-style class, students will learn about climate change over multiple timescales. We will discuss the major forcings driving global climate fluctuations - on both long (millions of years) and short (days) timescales, both natural and anthropogenic in nature. Students will learn about the main paleoclimatic methodologies being used today to quantify and understand past climates over tens to millions of years. We will also discuss current modeling efforts to predict future climate scenarios. This course will use primary scientific literature to broadly explore some of the major topics related to climate change including: paleoclimate methods, modeling, feedbacks, atmosphere-ocean interaction, and predicted environmental changes. We will discuss some of the broader impacts of climate change (stresses on resources, water, food, economies, land-use, etc.) according to student interest and expertise. Beyond discussions in class, students will be required to attend lectures by a few visiting experts in the field. Students will take turn leading discussions on specific topics at least twice during the term. Assessment will be based on written responses to readings and a final project and presentation. Level: Intermediate. Prerequisites: none. Class limit: 16. Lab fee: $40. Meets the following degree requirements: ES

**ES 3065 Molecular Genetics Workshop**
Petersen, Christopher

This workshop teaches students how to apply and use a variety of molecular genetic and cellular laboratory techniques at Mount Desert Island Biological Laboratory. Students learn how to do basic molecular genetic techniques, including some subset of DNA extraction, RNA extraction, PCR, RT-PCR, cloning, and bioinformatics. Students work on how to carry out a research design around a specific question, how to carry out the research and interpret results. The material will be taught around
a research question that the group will work on for a one-week period over spring break. The course is taught by various MDIBL research staff. Successful completion of the workshop requires attendance for the entire week. Level: Intermediate. Prerequisites: Any of a number of courses including Biology: Form and Function, Trees and Shrubs, Ecology, Weed Ecology, or Landscape Architecture Design Studio. Class limit: 20. Lab fee: 0. Meets the following degree requirements: ES

ES 3076 Restoration Ecology  
Letcher, Susan  
The Society for Ecological Restoration defines ecological restoration as “the process of assisting the recovery of an ecosystem that has been degraded, damaged, or destroyed.” In this era of widespread environmental degradation, restoration ecology provides an important set of methods for mitigating anthropogenic damage. However, the science of restoration is still in its early phases, and important theoretical and practical questions remain to be resolved. This class will critically examine the assumptions that underlie restoration planning, both in the ethical dimension and in the realm of scientific theory. We will consider the validity of conceptual models of ecological communities and ecosystems and the way that these models shape decision-making. We will survey the factors that must be taken into account during restoration and study best-practices approaches, with a focus on adaptive management. In the final project, groups of students will develop and present restoration plans for a local site. Students will be evaluated based on two essays, class participation, and the final project. Level: Intermediate. Prerequisites: Any of a number of courses including Biology: Form and Function, Trees and Shrubs, Ecology, Weed Ecology, or Landscape Architecture Design Studio. Class limit: 20. Lab fee: 0. Meets the following degree requirements: ES

ES 3080 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

ES 3083 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

ES 3085 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 steam 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.

ES 3092 Environmental In/justice: Movements Arising from Ground Zero
Morse, Suzanne
In this seminar, we will examine the history of environmental justice movements and will compare and contrast a series of past and current cases in both urban and rural settings, within and beyond the United States. In each, we will explore the patterns and processes giving rise to the uneven distribution of harm to human and non-human communities, and the remarkable strength and resilience of BIPOC communities in response to these harms. As women have often been the source of dissent and change, each case will interrogate the intersectionality of race, class, and gender. In the first half of the class, we will examine the concepts of race, environment, and justice through personal experiences and then reflect upon these within the context of readings, podcasts, and guest speakers. In the second half of the seminar, cases will be developed based on the students’ location and will map the political, social and economic processes that deny the right to a safe environment and what are five different approaches that might support the necessary social and political transformation for environmental justice. Level: Intermediate. Prerequisites: 2nd year and higher, permission of instructor. Students should be prepared to engage with a diverse array of texts. One of the following courses would be helpful: Indigenous America, Climate Justice, Contemporary Artist as Researcher and Activist. Class limit: 12. Lab fee: none.

ES 4010 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

ES 4012 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

ES 4016 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

ES 4026 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; coevolution; keystone species, and models for assessing mutualism and parasitism within an ecological context. Evaluations are based on ability to read and critique primary scientific literature, class participation, and the completion of a term project. Level: Intermediate/Advanced. Prerequisite: Biology I and II and Ecology. Class limit: 15. Lab Fee: $25.00. Meets the following degree requirements: ES

ES 4036 Wildlife Ecology
Anderson, John
This course is intended to complement the overall sequence of classes developed with a focus on the landscape and ecology of the Northeast Creek Watershed and is intended to provide students with practical skills in observation, data collection, analysis and presentation. It is particularly suitable for students wishing to pursue careers in field biology with federal or state agencies or land conservation NGOs. We will examine measures of distribution and abundance in animals and relate these to quantitative and qualitative measures of habitat complexity. Much of this class will be field based. Students will work in teams collecting data on vegetation structure and topography, trapping small mammals and estimating abundance through mark/re-capture techniques, radio telemetry and game cameras. Data will be analyzed using simple statistics including ANOVA, regression analysis, and means-separation tests. Spatial components will be included in an on-going GIS for the watershed region. Readings will come from a text and primary sources. Students should expect to spend significant amounts of time outside of formal class meetings in data collection, analysis and write-up. Assessment will be based on participation, a number of quizzes, and an end-of- term team report/presentation. Level: Intermediate/Advanced. Prerequisites: Biology and Ecology. Critical Zone 1, GIS, Statistics strongly encouraged. Class limit: 10. Lab fee: $50. Meets the following degree requirements: QR ES

ES 4038 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, Phillip Munz and Jim Patton contributed enormously to our understanding of the interactions, distribution and abundance of the enormous range of plants and animals occupying the western states, while the incredible variety of topography found between the Pacific slope and Great Basin Desert, containing both the highest and lowest points in the Lower 48, has provided an ideal setting for both observation and experimentation. This intensive field-based course will provide students with the opportunity to examine first-hand some key habitats within Nevada, California, and New Mexico, and to conduct a series of short projects on the fauna and flora in select sites. Areas to be examined will include terminal saline lakes, open deserts, montane meadows, pine forest, riparian hardwoods, wetlands, and agricultural landscapes. Readings will include primary sources and more popular accounts of both locations and the peoples who have lived in these lands over the past several thousand years. Evaluation will be based on class participation, a series of individual research projects and presentations, a detailed field journal, a midterm 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

**ES 4040 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. Offered every other year. Class limit: 10. Lab fee $10. Meets the following degree requirements: ES

**ES 4041 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 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 strongly recommended; permission of instructor. Class limit: 10. Lab fee: $150. Meets the following degree requirements: ES

**ES 4048 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

**ES 4049 Biochemistry**
Hudson, Reuben
This course explores the fundamentals of biochemistry. Emphasis will be placed on the flow and regulation of genetic information from DNA to RNA to protein, protein composition, structure and
function, enzyme kinetics, metabolic pathways, and sensory systems. The integration of these key concepts will be explored through the lens of drugs: mechanism of action, metabolism in the body, and manipulation of protein and pathway function. This course should be especially useful to students with an interest in medicine, nutrition, physiology, toxicology, genetics, and pharmacology. This class meets for three hours of lecture per week; some sessions will include laboratory demonstrations and/or experiments. Evaluations are based on class preparation and participation, mid-term exam, and final paper. Level: Intermediate/Advanced. Prerequisites: At least one term of organic chemistry and genetics is preferred. Class limit: 15. Lab fee: None.

**ES 4050 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

**ES 4053 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 ecoregions. 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

**ES 4057 Seminar in Chemistry Research**

Hudson, Reuben

Through guest speakers, readings, and lectures, this course will introduce a wide variety of chemistry research topics including: environmental chemistry (topics likely focus on: persistent organic pollutants), chemistry education (topics likely focus on: teaching sustainable chemistry), materials chemistry (topics likely focus on: solid state batteries, fuel cells and photovoltaics), organic chemistry (topics likely focus on: novel chemical transformations, biochemistry, and the chemical origins of life (topics likely focus on: prebiotic chemical metabolism). The course will focus on how to read and write scientific manuscripts, how to follow a scientific talk, and how to present research to a variety of audiences. Students in the course will work closely with guest speakers to develop their own research questions and set up their own experiments. Students will be evaluated on participation, a research proposal, a draft manuscript, a poster presentation, and an oral presentation. Level: Intermediate/Advanced. Prerequisites: Permission of Instructor. Class limit: 13. Lab fee: $100. Meets the following degree requirements: ES

**ES 4058 Applied Amphibian Biology**

Ressel, Stephen

Most amphibians are small vertebrates that require moist microhabitats and/or unrestricted access to...
fresh water to sustain their populations. Despite their diminutive size, need for moisture, and cryptic habits, the 6000+ species of extant amphibians are found on all continents except Antarctica and are extremely diverse in their morphology, ecology, and behavior. Amphibian diversity peaks in tropical regions but salamanders are thought to be the numerically dominant vertebrate species in mature forest habitats of the eastern US. Because their combined numbers represent a significant amount of living biomass, amphibians have been used as crucial bio-indicators to assess the ecological health of natural communities. Worldwide declines in anuran populations are well documented, with a multitude of causes for these declines being implicated depending on species and locale. Applied Amphibian Biology is a field- and discussion-based course that engages students in a series of on-going projects which address the intersection of amphibian biology and conservation biology on Mount Desert Island. Students will collect original data in the field, analyze and interpret trends in the data, and write up their findings for future dissemination at local and/or regional conferences. Readings will be drawn from book chapters, the primary literature, and web sources that archive PDF documents germane to this course. The sequence and tempo of work in this course are heavily weather dependent, requiring students to conduct research at night, often with little notice beforehand. Students will be evaluated on their level of meaningful engagement in all aspects of original research and their participation in class discussions. Level: Intermediate/Advanced. Prerequisites: Permission of Instructor. Class limit: 6. Lab fee: $50. Meets the following degree requirements: *ES*.

**ES 4059 Tutorial: Advanced Topics in Marine Mammal Biology**

Todd, Sean

This class will extend on themes and topics that were begun in Marine Mammal Biology. In addition to a core syllabus in marine mammal behavior and physiology, each student will choose a subject area of focus that they will pursue individually—such topics could include molecular science, sound ecology, communication, and applied conservation issues. Prior to the actual class, students will undertake a substantial block of primary literature core readings assigned by the instructor, in addition to other readings that specialize in their individual areas of focus. In late August, students will assemble at the Mount Desert Rock Marine Research Station and become part of the crew resident at the station. During this time they will meet on a daily basis with the instructor for regular classes; they will also conduct a research project on the island as a team. Their residency at Mount Desert Rock will be approximately two weeks. Once the students have returned to the mainland, they will continue to work on analyses of data for their project, as well as individual term papers based on their area of interest. Evaluation will be based on the team project and its presentation to a peer community, as well as a journal/annotated bibliography of their readings, and a final term paper. Level: Intermediate/Advanced. Prerequisites: Permission of instructor. Class limit: 3. Lab fee: $600. Meets the following degree requirements: ES

**ES 4060 Mammalogy**

Anderson, John

This class will examine the anatomy, physiology, ecology, and evolutionary history of the class Mammalia. Beginning with the evolutionary origin of the first mammals in the Triassic we will follow the adaptive radiation within the group, and the development of increasingly specialized organisms in response to changing climactic and biological conditions. During the final portion of the course, we will examine current theories of hominid evolution and the effects of human dispersal patterns on mammalian biodiversity. Lab work will focus on the identification of North American mammals, but we will also take advantage of other specimens, as they become available. Evaluation based on a series of quizzes, a lab practical, and a term project focusing on one family of mammals. Three hours of lecture/discussion per week plus one three hour lab. Level: Intermediate/Advanced. Prerequisites: Permission of Instructor. Biology I & II required, additional courses in ecology and evolution strongly encouraged. Lab Fee $25. Meets the following degree requirements: ES

**ES 5012 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
ES 5043 Neotropical Herpetology  
Ressel, Stephen  
This field-based course will introduce students to the immense diversity of amphibians and reptiles of Central America. Students will meet weekly during the term to read and discuss aspects of the taxonomy, systematics, ecology, behavior, and biogeography of species native to Costa Rica but the major emphasis of the course will be on-site instruction and fieldwork within Costa Rica. Students will travel to several field stations located in different bioclimatic zones, spending extensive time in the field learning the herpetofauna of each region through observation and application of field techniques. Non-travel days will typically consist of early morning to early/mid-afternoon field time, afternoon lectures or discussions followed by early evening to late night field time. Students will be evaluated on their performance in relation to on-campus discussions of the primary literature, quizzes that focus on field identification of species, and a series of field-based research projects. Level: Advanced. Prerequisite: Permission of Instructor, skills and knowledge assessed at time of reviewing student applications. Class Limit: 6. Lab Fee: $1600. Meets the following degree requirements: ES

ES 5041 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

HE 1010 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

HS 0958 Introduction to Academic Writing  
Cass, Blake  
Introduction to Academic Writing introduces students not only to writing as process — prewriting, writing, and rewriting — but also to resources that aid students in writing successfully in an academic setting. Students will meet weekly as a class and individually with the instructor and/or peer tutor. They will also meet with library staff who will introduce students to the range of online resources available and how best to access them. Both the writing and speaking assignments are based on assignments in other courses, particularly the Human Ecology Core Course. Since writing is a maturation process, evaluations are based on the student’s growth as a writer, participation in class discussions and peer review sessions, and ability to meet deadlines. This course may be taken either for credit or non-credit, and prepares students to successfully take Writing Seminar I and II, Introduction to Journalism, Communicating Science, and any of
the College Seminars, all of which meet the Writing Course degree requirement. Level: Introductory. Prerequisites: Permission of instructor. Class limit: 10 Lab fee: none.

**HS 1011 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

**HS 1012 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

**HS 1013 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

**HS 1014 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 economy, racialized and other forms of difference; existence and the subject; the relation between individual and group; the relation between terms such as “gender” and “sex;” and the varied currencies the terms “queer” and “feminist” have carried in different national and transnational contexts. The course will explicitly address debates in feminist theory about the following topics: the “sex/gender distinction;” histories and politics of the term “rape;” political representation, the juridical and the nation-state in the contexts of religious and cultural differences around practices such as veiling, circumcision/genital mutilation; and questions of labor, prostitution and sex work. The course draws on work in French Feminist Theory, Queer Theory, Postcolonial Studies, Psychoanalysis, Continental Philosophy, Cultural Anthropology, and Diaspora Studies. Readings will include texts by Gayle Rubin, Luce Irigaray, Elizabeth Grosz, Simone de Beauvoir, Ranjana Khanna, Monique Wittig, Judith Butler, Gayatri Spivak, Sigmund Freud, Friedreich Engels, Shulamith Firestone, Alexandra Kollontai, Emma Goldman, bell hooks, Karen Engle, Catherine McKinnon, Drucilla Cornell, Ratna Kapur, Sarah Franklin, Daniel Boyarin, Henry Louis Gates, Anne Fausto-Sterling, Shoshana Felman, Saba Mahmood, Diana Fuss, and Chandra Mohanty. Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: $15. Meets the following degree requirements: HS

**HS 1019 Beginning Spanish I**  
Peña, Karla  
This course is for students who have had no contact with Latin American culture, do not possess basic Spanish language structures and expressions, and have no Spanish vocabulary. The emphasis is on development of the basic skills required in any language - listening, speaking, writing, and reading.
comprehension. Objective: Students will be able to express themselves orally and through writing, using vocabulary and simple construction of Spanish in the indicative tense. This includes present tense study, vocabulary, numbers, proper nouns, salutations and presentations, present perfect tense, action verbs, the usage of “to be” and “is”, future tense, vocabulary, and some usage of “for”. Evaluation Criteria: two Compositions, two auditory tests, two writing tests covering grammar, two oral tests, assignments/homework, class participation. Level: Introductory. Offered every fall. Class limit: 10. Lab fee: $20.

**HS 1020 Beginning Spanish II**  
Peña, Karla  
This course is intended for students with a basic knowledge of grammar, using common vocabulary that is needed for every day situations. Objective: The students will be able to express themselves orally and through writing using subject-verb agreement, basic form in the indicative tense, and an introduction to the imperative moods. It includes a review of the present and future tenses, study of the imperfect tense, action verbs, direct object, proper nouns, the indicative tense, the use of the “to be” and “is” verbs, and an introduction to prepositions. Evaluation Criteria: two Compositions, two auditory tests, two writing tests covering grammar, two oral tests, assignments/homework, class participation. Level: Introductory. Offered every fall. Class limit: 10. Lab fee: $20.

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

**HS 1025 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

**HS 1026 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

**HS 1028 Introductory French I**  
Hilbert, France  
This course helps beginners develop basic proficiencies in all four skill areas - listening, speaking, reading and writing - using a workshop format drawing on the internet resources and pedagogical methods of the French language institute at CAVILAM in Vichy, France. In addition, through readings and discussions, students will learn some fundamental concepts about the cultures and literatures of French-speaking areas of the world. The class meets four times a week for 1.5 hours each day. Class time will be devoted to lectures, pair work, small- and
large-group discussions, use of internet resources, and extensive written and oral practice of structure and vocabulary. Students will be evaluated through written and oral tests, class participation, short papers, and oral presentations. Level: Introductory. Prerequisite: Placement exam required to confirm level. Class size: 15. Course fee: $25.

**HS 1032 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

**HS 1039 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

**HS 1042 Globalization/Anti-Globalization**
van Vliet, Netta
The terms globalization and anti-globalization are often used to refer to increasing cultural homogeneity across the globe, but also to growing familiarity with multiple forms of diversity and intercultural exchange. These terms also reference notions of progress and development, but also increasing poverty and inequality. In this course, we will look at how historical perspectives of the forces of globalization -- including capitalism, European modernity and its colonial histories -- shape contemporary understandings of and debates over immigration, labor, gender and ethnic difference, national boundaries and their transgression, the law, justice and human rights. We will think critically about concepts such as agency, freedom, and even the notion of the human itself. Relatedly, this course will challenge you to think about the implications of how difference -- national, gender, ethnic, and otherwise - is understood in terms of globalization for political problems such as war, poverty, environmental destruction, sexual violence, imperialism, and freedom of movement and expression. Over the course of the term, we will examine how human relations in specific locales are shaped through economic and cultural exchanges, mass media, different forms of representation and changing means of mobility. To this end, we will draw on specific examples from African, European, Middle Eastern and Latin American contexts. This is an interdisciplinary course that draws on the fields of anthropology, literature, feminist theory, and postcolonial studies. In addition to academic texts, we will be reading from novels, engaging with film, and listening to music. Evaluation of students will be based on the following: informal reading responses, one mid-term paper and one final paper, and class participation. Level: Introductory. Pre-requisites: None. Class Limit: 15.

**HS 1046 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

**HS 1052 Ethnographic Methods**  
Van Vliet, Netta

Ethnographic research is based primarily on anthropology’s signature research method known as “participant-observation fieldwork." This course introduces students to the main techniques, questions, insights and debates that this research method has historically involved in the formation of the discipline of anthropology, and the contemporary relevance of these questions and debates for a range of ethnographic and interdisciplinary projects. Over the term, students will view ethnographic films and read classic and contemporary ethnographic texts, as well as social and political theory that has informed ethnography. The course will address questions about representation, authenticity, experience, evidence, familiarity and difference, place and time, the everyday and the extraordinary, politics and ethics. Students will be asked to participate in the central methods of ethnographic research including taking fieldnotes, conducting formal and informal interviews with both familiar others and with strangers, formulating a research question, and analyzing qualitative data. Assignments will include informal reading responses, a mid-term mini-field project, and a final mini-field project that builds on the mid-term. Evaluation will be based on these assignments and on class participation and final presentations of their projects. Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: none. Meets the following degree requirements: HS

**HS 1053 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.

**HS 1054 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

**HS 1056 Writing Seminar I: Exposition with a Business Focus**  
Turok, Katharine

Designed to serve the overall academic program, this course like other sections of Writing Seminar I focuses on formal writing based on rhetorical principles of exposition. This course differs in that its
focus is business writing—the writing students in the Hatchery Program and other sustainability-related courses need to communicate effectively as professionals. Like other sections of Writing Seminar I, the course concentrates on the writing process: prewriting, writing, and rewriting. Assigned readings both illustrate how to use these rhetorical principles and develop students’ analytical skills. Students learn how to write clear, precise, and unambiguous business plans, cover letters, power point presentations, crowdfunding websites, and tweets. The practice-oriented approach gives students the opportunity to acquire skills they will need as professionals to communicate effectively and concisely to specific audiences. Through a research paper or case study, the course introduces students to library research and academic documentation. The course emphasizes peer review, revision, regular conferences, and class presentations. Evaluation is based on the quality of revised papers in the final portfolio and the student’s participation in class discussions and peer review sessions. Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: None. Meets the following degree requirements: W

**HS 1062 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

**HS 1064 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, envision a preferred future, and carry out projects that move the community toward that preferred future. By using writing as process—prewriting, writing, and rewriting—to frame and communicate complex public issues, students gain practical skills in listening, designing effective meetings, facilitation, project planning, and developing local policy. Readings, discussions, and guests introduce students to community development theory and practice. Class projects are connected to community issues on Mount Desert Island. By writing and revising short papers, students can reflect on class content, community meetings, newspaper stories, and reading assignments. 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. This class meets the first-year writing course requirement. Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: None. Meets the following degree requirements: W

**HS 1065 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, ethi-
HS 1071 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

HS 1072 Political Communication

McKown, Jamie

This class will provide a broad introductory overview of the history, practice, and core concepts that encapsulate 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 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: HS
**HS 1073 Beginning Spanish I with Vocabulary**  
*Peña, 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.

**HS 1075 Animals and Ethics**  
*Lakey, Heather*

This discussion-based course will explore philosophical and ethical questions pertaining to the relationships 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: HS

**HS 1076 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, and revise views about these issues. The course goals are to develop student skills in the critical analysis of arguments and texts and to increase skills in writing clear expositions and persuasive prose. It will include some reading materials and in-class exercises to explore alternative writing processes. Course assignments will include brief homework activities, short papers with revised versions of each, and one longer research paper providing an extended revision of an earlier piece. Students will be evaluated based on the extent to which their class participation, homework and writing assignments demonstrate substantive progress on the course goals. Class sessions will alternate between seminar discussions, short lectures and peer review sessions of papers. Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: None. Meets the following degree requirements: HS, W

**HS 1077 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: None. Class limit: 12. Lab fee: $15. Meets the following degree requirements: HS

HS 1084 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

HS 1085 Introduction to Sexual Health
Magnuson, Maddy
This multi-disciplinary course will explore a breadth of human sexuality topics drawing from public health theories, prevention education practices, feminist scholarship, and queer activism. Prevention education promotes the knowledge, attitudes, and skills necessary for a sexually healthy population and seeks to prevent the spread of disease and violence. In addition to educating individuals in how to engage in health promoting behaviors, effective prevention education takes into consideration cultures that inhibit or facilitate health. Prevention education supports policies, practices, and norms that create an environment where all populations can thrive. The World Health Organization defines sexual health as, “a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences free from coercion, discrimination and violence...” With this definition in mind we will discuss topics including sexual health and reproduction, sexual identity, intimacy, sensuality, and sexualization. Sources of discussion may include the social-ecological model of health, theories from twentieth century sex researchers such as William Masters and Virginia Johnson, tactics of sexual health activists such as ACT UP, feminist writers such as Audre Lorde, and web-based sex education platforms such as Afrosexology and Amaze. From discussions students can expect to examine their personal attitudes, gain up-to-date knowledge and resources, and grow their skills for promoting sexual health in their lives and communities. This course may be most helpful for students interested in
working in the fields of sexual and interpersonal violence prevention, HIV prevention, or reproductive health. Students will be evaluated based on class participation, two papers, and a final project. This is an online course and will be taught using platforms for synchronous and asynchronous discussions.

Level: Introductory. Prerequisites: None. Class Limit: 12. Lab Fee: None.

HS 1086 The Poet’s Profession: An Introduction to Poetry
Lewis, Rhiannon

What kind of work is writing poetry? How do poets construct verse through diction, imagery, and technical elements? This introductory course traces the development of the poetic vocation and poetic form through Western literature. We will focus on how poets writing in English from the 14th century onward have worked to establish their profession, drawing on classical tradition to define a new social and economic role. We will also investigate how social, political, economic, and linguistic developments, such as the Industrial Revolution, Great Depression, movements of the 1960s, and rise of internet culture, have informed what it means to be a poet in our society. Reading selections of poetry from medieval and early modern periods through the present will enable us to study how socioeconomics, race, gender, and assumptions about the nature of work shape who has historically been eligible for and excluded from the profession. Evaluation is based on two short papers, weekly response papers, and class participation. Students are encouraged to consider poetry broadly, including spoken word, song, and concrete poetry, and to explore other national poetic traditions in assignments and class discussions. Level: Introductory. Prerequisites: None. Class limit: 12. Lab Fee: None.

HS 1087 American Detective Literature
Cass, Blake

Although there are many intriguing subgenres of detective fiction, this course will focus on the evolution of the figure of the American private investigator. We will explore how the PI subgenre presents (and possibly critiques and challenges) individualism, concepts of masculinity and femininity, and, of course, the persistence of the femme fatale. By reading texts from a diverse range of authors starting from the 1840s to the present, we will take a close look at how/whether attitudes toward race, sex, gender, and class have shifted over time. Works may include Poe’s “The Purloined Letter,” Hammett’s Red Harvest, Chandler’s The Big Sleep, MacDonald’s The Way Some People Die, Paretsky’s Indemnity Only, Mosley’s Devil in a Blue Dress, Wesley’s When Death Comes Stealing, Garcia-Aguilera’s Bloody Waters, and Gran’s Claire DeWitt and the City of the Dead. Students can expect to read theory to enhance their understanding of the detective genre and attend/view weekly screenings of films such as The Thin Man and Night Moves and episodes of TV shows such as The Rockford Files, Magnum P.I., Moonlighting, and Veronica Mars. The first seven weeks of the course will be dedicated to literary analysis. Students will produce two major papers and write weekly reading responses. There will be a strong emphasis on pre-writing, and each major paper will go through peer revision. The last three weeks will be devoted to the craft of fiction writing, and students will compose their own short pieces of detective fiction. Evaluation will be based on a labor-based grading system indebted to the work of Asao B. Inoue. As Inoue writes, “How much labor you do is more important to your learning and growth as a reader and writer than the quality of your writing.” Level: Introductory. Prerequisites: None. Class Limit: 12. Lab Fee: None.

HS 1089 Worlds Beyond the Human: Multispecies Justice
Fairbank, Chelsea

This course will explore the emergent discourses concerned with multispecies justice and the recognition of more-than-human communities. Students will engage with different approaches to these modes of environmental thinking, research, and writing in order to consider worlds beyond the human. This approach examines how the distinctions between nature/culture and human/nonhuman came into being and considers what kind of life is constituted, held accountable, and conserved. Amidst the rapid, yet often obscured, ecological changes happening around the globe, how are cultural, legal, and environmental justice narratives emerging which de-center the human and acknowledge the ‘rights of nature’? Importantly, what are the potential limits to a multispecies or rights framework in a world where entire mountaintops are removed to continue legacies of extractive capitalism? Students will engage with literature and thinkers across a spectrum of approaches to more-than-human ethics including: new materialism, posthumanism, the growing global movement towards granting legal personhood for non-humans, and the cultures advocating for reciprocal rights and responsibilities to more-than-human communities. Course content will extend analysis beyond a multispecies and/or rights framework towards considering the agencies, sovereignties, and analytics of other-than-humans such as water, geologic formations, and even fungi. Overarchingly, the course will prompt students to articulate and write on the potentials of more-than-human ethics to assist equity outcomes for ecological and social communities during the Anthropocene. Assignments will include regular participation in class discussion, responses to colleagues’ written
posts, a series of short reflective essays, and a final project based on each student's own research interests, as it pertains to course content. Particular emphasis throughout the course will encourage students to demonstrate critical reading, speaking, and writing through synthesis of course content and class discussions. Level: Introductory. Prerequisites: None. Class Limit: 15. Lab Fee: None.

HS 1090 History of Midwifery and Women's Health Care in the U.S.
Robinson, Linda

Women's health care and those who provide it have changed dramatically over the history of this country. Formal education for women, world politics, global and domestic economics, and many other factors have influenced how women have been treated in our health care system. This course will explore the history of women's health care and societal changes that shaped and influenced its delivery. The role of midwives, the education requirements, expectations, credentialing, and licensing in the United States will be discussed. After completing this course, students will have a broader view of factors that influence how women's health care is delivered. They will know the options and requirements for midwifery education, and understand the varied roles that midwives perform in our health care system. Evaluation will be based on preparation for and participation in class discussion, research paper, and design of a project for meeting an unmet need in women's health. Level: Introductory. Prerequisites: None. Class Limit: 15. Lab Fee: None.

HS 1091 Introduction to Feminist Therapy: Practices and Principles
Gagnon da Silva, Pamela

Feminist Therapy is focused on empowerment through self-awareness and self-assertion as shaped by an understanding of the larger social and political constructs that influence our thoughts and behaviors. In practice the application of feminist therapy synthesizes tenets of gender-based psychology, psychosocial theories of lifespan development, multicultural analysis, and applied social change activism with the objective of self evolution in relation to personal, social, political, and cultural exchanges. This course offers an overview of the origins and applications of feminist therapy as a conceptual framework developed in response to androcentric therapies. We will begin by acknowledging the forerunners of feminist therapy such as Karen Horney and Leta Stetter Hollingworth. We will continue studying the contributions of contemporary feminist therapists such as Ellyn Kaschak, Le-nore E. Walker, Jean Baker Miller, and Laura Brown, including prominent contributions by women of color in clinical psychology such as the work of Ruth Winifred Howard and Ellen Kitch Childs, and those who are currently pioneering the development of women's psychology in other countries such as Vindhya Undurti. We will explore the core principles of feminist therapy, and the influences and implications of power and gender biases at play in clinical practice throughout assessment, diagnosis, and treatment. Students will have the opportunity to learn about feminist therapeutic techniques. The objective of the course is to aid students in developing a functional knowledge of feminist therapy and its various clinical applications. Students who have a desire to pursue psychotherapy and social work are encouraged to consider this course as a means of understanding the benefit of feminist therapy in the development of egalitarian therapeutic relationships. The class format includes lectures, roleplays, 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 learning through a community project. 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 as evidenced by successful completion of course assignments and active participation in lecture generated discussion. Level: Introductory. Prerequisite: Introductory Psychology and/or courses in Feminist Theory. Class Limit: 15. Lab Fee: None.

HS 1092 This Place Called India
Taneja, Palak

What is the first thing that comes to mind when you hear the word, India? Bollywood? Curry? Poverty? The way we encounter a place/space and form an opinion about it has a lot to do with the kind of popular cultural representations that float around with the power to perpetuate (or dispel) stereotypes. Literature, for example, offers a fertile ground to explore the idea of a place like India. Therefore, this class will be your literary introduction to India in its diversity. Students will be evaluated based on class participation, along with written assignments and a multimodal presentation. So, by producing well-thought-out and carefully researched responses, movie reviews, presentations, and more, you will get to engage with various aspects of India. We will be studying works by Jhumpa Lahiri, William Dal- rymple, Anita Desai, among others. These literary texts and additional materials like films, food, advertisements, and newspaper reports will be a means to study the politics of history, location, image, identity, diaspora, gender, and (mis)representations. The main purpose of this class is to help you use literature to develop your own idea of this place called India. Level: Introductory. Prerequisites: none. Class limit: 12. Lab fee: none.
**HS 1094 Public Speaking Workshop**  
Rand, Kendra

Consider all the ways that public speaking could be a part of your academic and professional paths: presenting your research, sitting on a webinar panel, speaking up at ACM, advocating for an urgent cause or policy, preparing your senior project presentation, delivering a formal address at a special occasion, or even deciding to perform spoken word at an open-mic. This course will prepare you to thoughtfully analyze your audience, research and organize relevant information, and deliver the critically important, well-prepared presentation that you’re capable of. Along the way we will be guided by, and critically analyze, three varied and sometimes contradictory premises: that it’s imperative to master the art of formal, standard presentation/speech delivery, that it’s equally important to respect and refine your own unique, authentic voice and speech communication style, and that important change happens when we both listen carefully and speak up loudly. This class will be conducted as a workshop with an emphasis on students producing increasingly advanced speeches for public performance and/or consumption. Students will complete three graded, “formal” presentations while also considering additional creative approaches and formats for public communication. Students will work with a variety of short texts and videos to generate new ideas and helpful public speaking habits. The real benefits of this course come from the positive, supportive, environment in which students can practice new public speaking skills and learn from each other. This class emphasizes a fun, dynamic, “hands-on” approach to constructing speeches. 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 their overall evaluation. All students, regardless of their levels of comfort, experience, or and English-proficiency are encouraged to consider this course. This workshop is designed to help you improve your public presentation skills regardless of whether you are a complete novice to public speaking, or already have many years of practice. Your final evaluation for the course will be based on your engagement with the process, not on some objective standard of who gave the best speeches. Level: Introductory/Intermediate. Prerequisite: None. Class limit: 15. Meets the following degree requirements: HS

**HS 2011 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

**HS 2017 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

HS 2020 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 the technology. Then, skills are applied to projects that address real-world issues. Project work composes the majority of course work and each student has the opportunity to develop their own project. Because GIS provides tools to help address many kinds of issues, GIS lends itself well to the theory of thinking globally and acting locally. Projects often utilize the extensive data library for the Acadia region developed by students since the lab was founded in 1988. The GIS Lab acts as a service provider to outside organizations and students can tap into the resources of a broad network of groups and individuals working towards a more sustainable future. Course evaluations are partially based on the on-time completion of exercises and problem sets. Most of the evaluation is based on critique of student independent final project work and related documentation. Level: Introductory/Intermediate, Pre-requisites: Basic computer literacy. Class Limit: 8. Lab Fee: $75.

HS 2034 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

HS 2038 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 interrelationships, 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

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

Todd, Sean

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

**HS 2055 Writing Seminar II: Argumentation**

Donovan, Martha

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

**HS 2056 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.

**HS 2057 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 course will be literary fiction. I define literary fiction as work that is concerned not just with what happened, but why it happened. It is character driven and explores
the motivations, desires, drives and consequences of the complex human experience. It is the stuff of life. Representative authors: Jorge Luis Borges, Julio Cortázar, Amelia Gray, Makoto Kawabata, Gish Jen, Hemingway, Flannery O’Connor, Milan Kundera, Mary Gaitskill, James Baldwin, Junot Diaz. Students are expected to create four shorter and one longer piece of fiction, respond to published writers, lead weekly discussions, participate in class response to fellow writers, and to revise their own work in substantive ways. Level: Introductory/Intermediate: Prerequisites: None. Course limit: 12. 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, grunge 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

HS 2060 Philosophies of Liberation
Cox, Gray
What is freedom, why might it be of value, how might it be obtained, and what consequences might liberation have for individuals, classes, genders, ethnic groups, races, nationalities or species? In a wide variety of political, social, religious and cultural movements, the notion of freedom as achieved by some kind of liberation is a central theme - and an essentially contested concept which means quite different things to different people. This course focuses on the philosophical tasks of sorting out those different meanings and critically analyzing the frameworks of ideas people use to make sense of their notions of freedom and projects of liberation. It will adopt an intellectual history approach that will include placing the texts in their social and historical as well as philosophical contexts. Readings will include works from Gandhi, Paulo Freire, and writers from the open source and creative commons movements as well as selections from feminist, Buddhist, neo-liberal, Marxist, existentialist, and other traditions. Goals of the course are: 1.) to develop students’ philosophical skills in the interpretation of texts in their historical context and the critical analysis of frameworks of ideas, 2.) to develop their critical understanding of alternative visions of freedom and liberation, and 3.) to develop their abilities to communicate sophisticated philosophical analysis in written and oral forms. Evaluations will be based on the demonstration of progress on these goals in class discussion, homework, short and medium sized papers and problem sets. Level: Introductory/Intermediate. Prerequisites: none. Class limit: 15. Lab fee: $20. Meets the following degree requirements: HS

HS 2061 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

HS 2063 Hate Crimes in the Contemporary US and Europe
Wessler, Stephen
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.

HS 2071 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.

HS 2072 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.

HS 2074 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
HS 2076 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 Roarbach’s Writing Life Stories), and essays on memoir and memory (e.g., Patricia Hamping’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.

HS 2078 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

HS 2081 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

HS 2082 Choice, Chance, and Tragedy
Collum, Kourtney
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 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 presentation, a midterm exam, and a final exam. Level: Introductory/Intermediate. Prerequisites: None required, but students should be prepared to read dense, philosophical texts. Class limit: 15. Lab fee: none. Meets the following degree requirements: HS

**HS 2083 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

**HS 2084 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

**HS 2086 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.

**HS 2087 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 centers 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: 15. Lab fee: none. Meets the following degree requirements: HS

**HS 2092 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

**HS 2091 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, for better or worse, free verse techniques have dominated poetry in the twentieth century. This course is valuable for practiced poets, emerging poets, and prose writers alike. Forms of Poetry asks students to pay attention, create poetry of attention, and revel in poetry that is attentive to language; this process will help students develop voice and lyrical content in their own writing. We will look older, "received forms" (Sonnet, Ghazal, Villanelle) and create our own forms by using experimental techniques (homophonic translation, concrete poetry, erasure, nonsense words (i.e. Jabberwocky)) and look to end the term with the amazing Japanese form, Zuihitsu. You might be thinking: Why write with these crazy constraints or in these old timey poetic forms? And what the heck is a Zuihitsu? Those are good questions, questions we will address on a weekly basis. Over the last seventy years, the debates over poetic expression have been shaped in visceral ways, from "raw" versus "cooked," "academic" versus "beat," "formal" versus "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
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

**HS 2093 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

**HS 2094 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

**HS 2096 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 assump-
HS 2098 Introduction to Philosophy of Mind
Jacob, Franklin
What is the mind and how does it relate to the body? This two-part question will guide the structure of this introductory course in the philosophy of mind. Other questions that will arise include how can the mind influence the body? Is this distinction between mind and body deep? Is there a single discipline that can tell us what the mind is and, if not, why not? Is science of help? What strategy or method is best suited to understanding the mind? Do other cultures or religions offer insight? Is the mind inherently mysterious and unknowable? Attempts to understand the mind have vexed and stimulated philosophers, scientists, and others since at least as far back as Descartes. Starting with his work, we’ll explore classic and contemporary texts in western thought, with particular focus on philosophy, but with some psychology, neuroscience and non-western thought. We will cover a number of theories and our own assumptions about this basic and fundamental feature of human life. Some of the main accounts students will gain familiarity with include dualism, materialism, panspsychism, emergence, and phenomenology. Evaluation will be based on participation, two short response essays, a midterm essay, a final essay, and a final presentation. Level: Introductory/Intermediate. Prerequisites: None. Class limit: 15. Lab fee: None.

HS 2097 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.

HS 2101 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, Valera Luiselli, and Jeanine Cummins. We will also consider film (Chulas Fronteras, Espaldas mojadas, Backyard/El traspatio, Sin Nombre, A Touch of Evil) and music from the borderlands to aid in our study of this complex area of the world. Evaluation will be based on engagement with the materials and discussion, weekly written responses, a midterm essay and a final project. Level: Introductory/Intermediate. Prerequisites: None. Class limit: 15. Lab fee: none. Meets the following degree requirements: HS
HS 2102 The Social Life of Waste
Berry, Brieanne
Waste is all around us, yet often nearly invisible. The US Environmental Protection Agency estimates that the average American generates over four pounds of waste each day. This course will look carefully at our discards, bringing them into focus as a wicked sustainability challenge, a source of value, and a cultural product. Students will critically engage with efforts and infrastructures to manage and reduce waste in the state of Maine and beyond. This course moves beyond critique, however, to focus on potential solutions to the waste problem. Our focus will be, as James Ferguson suggests, to think through “real strategies and tactics that would enable one to mobilize around specific programs or initiatives that one might be for, not against.” Through readings, experiential learning, guest lectures, critical reflection, and discussions, students will explore (1) the scale and scope of the waste problem, (2) strategies for managing and reducing waste, and (3) the role of policy in addressing waste issues. This course will emphasize experiential learning. Students will visit sites where waste is processed and revalued to explore the benefits and barriers of these practices as solutions to the waste problem. Students will be evaluated based on their participation, as well as through short written assignments that emphasize critical reflection, synthesis, and translation of academic theories for broader policy audiences. Level: Introductory/Intermediate. Prerequisites: None. Class Limit: 15. Lab fee: none.

HS 2103 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 engagement in class discussions 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: 12. Lab fee: none. Meets the following degree requirements: W

HS 2105 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 Canagajah). 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: 12. Lab fee: none. Meets the following degree requirements: W

HS 2107 Indigenous Peoples, Climate Change and Power
Fairbank, Chelsea
This course introduces students to some of the critical environmental issues Indigenous peoples face
in Maine and throughout North America due to climate change and environmental injustice. Students will explore theories of structural power and colonization, as well as case studies examining the legal recognition of Indigenous peoples, and their lands, by contemporary governments. These historical forces, and their effects on current environmental, political, and legal logics will be critically analyzed while also exploring various legal and political strategies applied by Indigenous nations as they adapt to climate change and participate in the global policy response to our changing climate. Students will have the opportunity to deepen their understanding of Traditional Ecological Knowledge (TEK) and Indigenous Science in relation to climate effects on natural resource conditions, as well as climate justice resistance and resilience movements. Through rethinking colonialism, the course will deconstruct contemporary issues of climate change while analyzing some of the ideological and structural logics that perpetuate environmental devastation, its disproportionate impacts on Indigenous peoples globally, and the local and Indigenous movements who are dynamically changing the narrative around resistance, justice, and knowledge. Students will be evaluated based on class participation, a series of synthesis papers, a student designed mini-ethnographic project, and a final research proposal and paper. Level: Introductory/Intermediate. Prerequisites: none. Class limit: 15. Lab fee: none.

**HS 2108 World Literature**

Turok, Katharine

This course presents twentieth- and twenty-first-century world literature from every continent in the context of its relation to cultural, political, and personal identity. We also explore, simply, What makes a great story? One of the main objectives is to provide tools necessary for an informed analysis of texts, especially in light of questions of identity formation, languages, and an imagined or remembered sense of home or displacement, amid personal and cultural conflict in today's world. Viewing and discussing contemporary films that resonate thematically with the readings is an integral part of the course. Along with becoming familiar with elements such as genre, narrative, style, and theme, we explore what the writings reflect about the authors and their worlds. Short fiction and memoir will include works by writers such as Valeria Luiselli, Sjón, Tsitsi Dangarembwa, Meryem Alaoui, Pajtim Statovci, Chigozie Obiama, Hiroko Oyamada, Yaa Gyasi, Xialuo Guo, Tommy Orange, Han King, Łaszło Krasznahorkai, Kamel Daoud, Banana Yoshimoto, Roque Larraquy, Emile Habibi, Reza Baraheni, Nawal el Saadawi, Lu Xun, Jaime Manrique, René Alomá, Carme Riera, Alifa Rifaat, Olga Tokarczuk, Ab?é Kobo, Jack Agueros, Empar Moliner, Ben-Zion Tomer, Arundhati Roy, Shulamith Har even, Haruki Murakami, Roya Hakakian, Edwidge Danticat, Pola Oloixarac, Abelardo "Lalo" Delgado, Ingeborg Bachmann, Tadeusz Borowski, Mahasweta Devi, Naguib Mahfouz, Gabriel García Márquez, and Tove Jansson. Evaluations will be based on discussion, two short papers, and one interpretive essay. Level: Introductory/Intermediate. Prerequisite: None. Class limit: 15. Lab Fee: None. Fulfills the following degree requirement: HS.

**HS 2109 Rethinking the Canon: Self, Others, and Philosophy**

Lakey, Heather

How do “philosophies born of struggle” (Leonard Harris) change, disrupt, and advance the discipline of philosophy? Academic philosophers have historically studied a select group of thinkers, most of whom are white men from Europe. European philosophers offer wonderfully rich arguments, but like all perspectives, theirs are partial and limited. To explore foundational philosophical questions, this course will read canonical European philosophers alongside scholars who engage with this canon from a diverse set of cultural, political, and historical contexts, such as indigenous studies, Africana philosophy, Latin American philosophy, postcolonial studies, and feminist theory. Along the way, we will read essays that analyze the concept of “the canon,” and we will consider how different theoretical interventions advance the discipline of philosophy. To rethink the canon, this course will center on four philosophical questions: 1) What is the self or subjectivity? 2) What is the relationship between self and other? 3) What makes someone a good or virtuous person? 4) How do different linguistic forms (propositional, poetic, narrative) shape our thinking about reality and relationships? For each set of questions, we will pair texts from different historical and cultural contexts. Possible philosophers include Gloria Anzaldúa, Charles Mills, W.E.B Du Bois, Henry Odera Oruka, Kwasi Wiredu, Ofelia Schutte, René Descartes, Kris Sealey, Alain LeRoy Locke, David Hume, Immanuel Kant, Frantz Fanon, Maria Lugones, Plato, John Locke, Brian Yazzie Burkhart, Friedrich Nietzsche, Simone de Beauvoir, Winona LaDuke, Judith Butler, Kwame Gyekye, Jean Paul Sartre, Oyèrónké Oyèwumi, and Kathryn Sophia Belle. Course requirements include four 3-page papers, a presentation, and a final paper. Level: Introductory/Intermediate. Prerequisite: Prior work in philosophy will be helpful, but not required. Class limit: 15. Lab Fee: $30. Meets the following degree requirements: HS.

**HS 3022 Intermediate Spanish II**

Peña, Karla

This course is for students who use the simple and compound structures of the indicative mood. Objective: The students will express themselves orally.
HS 3023 International Wildlife Policy and Protected Areas

Cline, Ken

“Save the whales”; “save the tiger”; “save the rain-forest” - increasingly wildlife and their habitats are the subject of international debate with many seeing wildlife as part of the common heritage of humankind. Wildlife does not recognize the political boundaries of national states and as a result purely national efforts to protect wildlife often fail when wildlife migrates beyond the jurisdiction of protection. This course focuses on two 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 writing tests covering grammar, two oral tests, assignments/homework, class participation. Level: Intermediate. Class limit: 10.

Lab fee: $100.
Prerequisite: Signature of instructor. Class limit: 11. Level: Intermediate.

HS 3027 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 conserva-
tion). 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: None. Meets the following degree requirements: HS, QR

HS 3031 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

HS 3032 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 diplomatic relationship between the United States and the Soviet Union and how this relationship has impacted state actors, economic policies, cultural production, and conceptions of identity.

While there will be a heavy focus on traditional state-level diplomatic history, students will also explore a broad array of methodological approaches. Class sessions will include a mix of traditional lecture formats, class discussion, and outside presentations. An evening lab is scheduled in order to screen a variety of cultural artifacts from the various periods we will cover. The primary goal is to give students an intensive 10-week crash course into key events, concepts, figures, etc., that defined the early decades of Cold War diplomacy. At the same time there is also time allocated for students to explore their own independent research interests. Given the far-reaching force of Cold War politics into everyday life, individuals with widely varying academic interests will find the course informative and productive. Evaluation will be based on a mix of class participation, individual research assignments, and exams. All students, regardless of their backgrounds, previous coursework, or interests are welcome. Level: Intermediate. Class limit: 30. Lab fee: none. Meets the following degree requirements: HY HS

HS 3034 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 play 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

**HS 3035 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.

**HS 3036 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 $75.00. Meets the following degree requirements: HS HY

**HS 3038 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 compliment the topics covered in The Cold War: Early Years, students are not required to have had this earlier class. Both
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

HS 3049 City/Country II: American Literary Landscapes 1900-1960
Waldron, Karen
This course focuses on American fiction of the twentieth century. As those who have taken City/Country I or a U.S. History course should be aware, the late nineteenth and early twentieth centuries were a time of dramatic change in the American landscape. Over the twentieth century, increasing urbanization, immigration and industrialization, the development of large-scale and industrial agriculture, the construction of a national highway system and the rise of the suburbs continue this trend. As in the nineteenth-century, “realistic” fiction of social problems and nostalgic stories of a more “realistic” rural life compete to represent the American landscape in literary form. However, along with the Depression there are new elements, representing the intensity of economic and psychological despair not only for the working poor but for the middle and upper classes. During this period the national literature found itself without a religious framework while continuing to be self-conscious of regional differences, especially of the tension between city and country. American literature from the period 1900-1960 shows ever more dramatic realistic representations of the changing social landscape as well as innovative experimental structures aiming to represent the experience of and feeling for place in new, intensely evocative and secular ways. Examining works that portray the broad spectrum of American landscapes, we will look at how a complex, turbulent, multicultural, and simultaneously urban and rural American culture defines itself and its sense of values including those of gender, class, race and social relations against these landscapes. Authors we may read include: Wharton, Fitzgerald, Yezierska, Anderson, Cather, Faulkner, Hurston, Glasgow, Dos Passos, Steinbeck, Petry, and O'Connor. There will be two extra, evening classes during week 6 (Short Fiction Week), and a modest lab fee. Evaluation will be based on frequent response papers, two short papers, and a short fiction project, as well as class participation. Preference will be given to those students who have completed City/Country I: American Literary Landscapes 1860-1920. Level: Intermediate Prerequisite: Signature of instructor required. Offered upon request. Class limit: 15. Lab fee: none. Meets the following degree requirements: HS HY
HS 3059 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

HS 3060 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 unintimidating. 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: none. Meets the following degree requirements: HS

HS 3061 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 vacation spots and safe havens for shipwrecked sailors. Etymologically, the word island carries with it the meaning of both land and water, and islands are defined as fragments of a whole, and simultaneously as whole unto themselves, raising questions about binaries and boundaries between self and other and about the conceptual topographies of territory, land and water, thresholds between here and there. Islands have been sites ripe for colonial ventures, understood as isolated, insular and susceptible to translation and appropriation but also as resistant, bounded and singular, fertile sites of diversity. Islands have also been significant in religious understandings of them as sites for communion with God or as final places of burial. This course will examine islands in these terms as they have been articulated in the literary imagination, in postcolonial studies and ethnography, and in political theory. Drawing on examples such as Defoe’s Robinson Crusoe, J.M. Coetzee’s Foe, The Odyssey, Plato’s Atlantis, Jonathan Swift’s Gulliver’s Travels, Shakespeare’s The Tempest, Octave Mannoni’s Prospero and Caliban, Aime Cesaire’s A Tempest, as well as on ethnography in Island Studies (including classic ethnography such as Malinowski’s Trobriand Islands, and recent scholarship such as “The Island Studies Journal” and A World of Islands), we will consider questions about political representation, language and translation, religious, ethnic and sexual difference, the definition of the human, mobility and sovereignty, resistance and domination. Students will be evaluated based on attendance, in-class participation, reading responses, one short analytical essay, and a final exploratory research project that examines Mt. Desert Island in the context of course materials. Level: Intermediate. Prerequisites: none. Class limit: 15. Lab fee: $10. Meets the following degree requirements: HS

HS 3062 Solutions
Friedlander, Jay
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 hear about solutions, let alone have the opportunity to create our own solutions for the issues that concern us and inspire us to action. Changing the world takes more than a critical eye for what is wrong, proselytizing a good idea and hope. There are many factors which contribute to creating social change and in this course we explore what it takes to be a successful change maker in our communities, and thus in the world. Reversing the lens we use to approach the problems of the world is part of what a Human Ecologist needs to do to understand our challenges: “...social entrepreneurs are uniquely suited to make headway on problems that have resisted considerable money and intelligence. Where governments and traditional organizations look at problems from the outside, social entrepreneurs come to understand them intimately, from within.” – David Bornstein, How To Change The World. In this experiential, project-based course students will select a specific problem they would like to solve. Students will perform thorough research into a problem of their choosing, understanding it from within by identifying root causes and other exacerbating factors as well as investigating positive deviance and what people around the world are doing to solve this issue. Through these projects and other readings, students will examine a myriad of problems around the world and look at different strategies people are using to tackle them and create positive social change. The final project for the course will be a concrete proposal for solving the problem they selected. Students will be evaluated based on their performance, participation and the quality of the projects they produce over the course of the term. Level: Intermediate. Class limit: 15. Lab fee: none. Meets the following degree requirements: HS

HS 3064 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

HS 3063 Contemporary Rhetorical Theory
McKown, Jamie
This seminar will provide students with a very broad introductory overview of the varying fields and theories that encompass the contemporary study of rhetoric and public discourse. This includes how various authors have approached the questions of text, speaker, form/content, audience, knowledge, cultural context, and strategies of discourse. What unites all of these diverse strands of thought is how each approaches the nature and function of symbols, linguistic or otherwise, as communicative practices. While the central purpose of the course is to introduce students to the field of rhetorical theory, it also aims to do so in ways that will help complement their individual advanced interdisciplinary projects. As such, while there will be a strong foundational core set of readings, some elements of emphasis will shift (within a limited range) from term to term depending on the background and interests of the students enrolled. This might involve drawing more heavily from fields closely related to, and intertwined with, rhetoric such as argument theory, semiotics, cultural studies, critical discourse analysis, and linguistic anthropology. Some of the theorists covered include: Burke, Farrell, Weaver, Perelman, Gaonkar, Fisher, Foucault, Zarefsky, Richards, Bakhtin, Leff, Toulmin, McGee, Saussure, Barthes, Condit, Bitzer, and Vatz. Evaluation will be based on participation in class discussion, short analysis essays, and a final more extensive independent profile of a theorist, theory, or body of work. This course is strongly recommended for students planning to undertake more advanced work in textual analysis, public address, rhetorical criticism, linguistic anthropology, or any other projects involving close readings of public discourse. Level: Intermediate. Prerequisites: none. Class limit: 12. Lab fee: none. Meets the following degree requirements: HS
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

HS 3069 Genocide, Resistance, Response and Reconciliation
Wessler, Stephen
Students will explore the differences and similarities between genocides and ethnic cleansings; why people join resistance groups; why other countries intervene or fail to intervene to stop genocide; and whether post genocide reconciliation is effective. The course will focus on several genocides or ethnic cleansings from different parts of the globe: for example, toward American Indians in the US, Chinese in Nanking, Jews, Roma and others during the Holocaust, Muslims in Bosnia & Herzegovina and Tutsi people (and a smaller number of Hutus) in Rwanda. 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 the topics in the course through fiction, poetry, art, film, advocacy, interviews or other forms of expression. The course readings will be a mix of scholarly writing about genocide, first person accounts and perhaps some fiction and poetry. We will also may watch and discuss videos. Class sessions will involve discussions with all of us together and also in small group discussions between students. The focus on both resistance and reconciliation are important in their own right but also will provide the students and me with the opportunity to temper the highly disturbing material on genocide by focusing on the remarkable courage of individuals both during and after genocide has run its course. Level: Intermediate. Prerequisites: None. Class limit: 15. Lab fee: $10. Meets the following degree requirements: HS

HS 3072 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

Dakota Access Pipeline, Native American law has tried to reconcile two incommensurate law systems and widely varying government policies. This course examines the evolution of federal Native American or “Indian” Law from colonization onward as impacted by treaties, executive orders, congressional enactments, and major U.S. Supreme Court cases interpreting the U.S. Constitution and statutes as they involve Native American legal issues. This is not a class about tribal law or the indigenous legal systems that exist among the various tribes in the US. Rather, it examines the legal system imposed on tribes from the outside; a system that has evolved over time and creates the legal framework which tribes operate under today. Students will gain an understanding of law as a policy tool and framework, and acquire the necessary skills to work on policy issues affecting native peoples. We will focus on primary legal material as well as secondary interpretations of that material. There will be some comparative law analysis from other countries and an examination of how the United Nations Declaration on the Rights of Indigenous Peoples relates to US practices. Students will complete several analytical problem sets that require an application of course concepts to fact scenarios as well as a major paper on a legal topic of their choosing. A class visit to a Maine reservation will allow conversation with tribal leaders involved with current environmental and Native American issues in Maine. Level: Intermediate. Prerequisites: None beyond proficiency in college-level reading, writing, critical thinking, and research skills; however, Indigenous America is strongly recommended. Class limit: 20. Lab fee: $35. Meets the following degree requirements: HS

HS 3070 Native American Law
Cline, Ken
From first contact through the confrontation surrounding the Standing Rock Sioux Tribe and the
HS 3073 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: 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

HS 3074 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: $60. Meets the following degree requirements: HS

HS 3076 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

**HS 3085 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

**HS 3086 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

**HS 3090 Homesteading: Theory and Practice**
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.

**HS 3092 Tutorial: Writing About and Communicating 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.

**HS 3097 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 3098 On Questions of Rights, Responsibility, and Reparations

van Vliet, Netta

This class examines concepts of rights, responsibility, and reparations in terms of questions about injustice. Over the course of the trimester, we will consider some of the ways these terms have been used in 20th and 21st century attempts to address the aftermath of intertwined histories of colonialism, slavery and capitalism. We will focus on examples that are different in terms of scale (e.g. institutions such as nation-states and schools, corporations, as well as individuals and groups, and the relations between them), and which differ in terms of political, cultural, national, and historical context. The examples will be situated in relation to each other, not through comparison in terms of similarities and differences, but through historical and conceptual relation. We will examine examples from contexts that may include: South Africa’s Truth and Reconciliation Commission; Guatemala’s Commission for Historical Clarification; German Holocaust reparations and Israeli state formation; debates about and proposals for slavery reparations in the United States; College of the Atlantic’s efforts to reckon with its own histories, the controversy over the University of North Carolina’s “Silent Sam” confederate statue, and related discussions about how to “repair” and respond to the aftermaths of past wrongs, including debates over statues, the names of streets and buildings, the content and framing of school curriculums, and the relation between law and justice. This is an interdisciplinary course that draws from work in the Arts and Humanities, including in the fields and disciplines of postcolonial studies, literature, philosophy, history, feminist studies and cultural anthropology. Material will likely include texts by Hannah Arendt, Srinivas Aravamudan, Maoz Azaryahu, W.E.B. Du Bois, Roy L. Brooks, Tina Chanter, Ta-Nehisi Coates, J.M. Coetzee, Jacques Derrida, Euripides, Shoshana Felman, Sigmund Freud, Stuart Hall, Ranjana Khanna, Karl Marx, Chandra Mohanty, Jacques Rancière, Edward Said, Joan Scott, Hortense Spillers and Gayatri
Spivak. Readings may include selections from Truth Commission reports and related documents, media articles, as well as fiction works including the play “The Trojan Women,” the novel Disgrace and the films “Bridge Over the Wadi” and “Arna’s Children.” As we move through this material, we will consider questions about inheritance, capital, violence, choice, response, how an “individual” is understood in relation to group categories and contexts, and relations between politics and aesthetics. In doing so, we will address questions about understandings of “freedom,” “reconciliation,” economic justice, difference and responsibility. Students will be evaluated based on class participation in seminar discussions, weekly reading responses, one short mid-term essay (3 pages) and one short final paper (5 pages). Level: Intermediate. Prerequisites: Open to all college levels, but students should have some prior coursework or background in engaging with some of the conceptual questions that inform this course, and be prepared for a heavy reading load. Permission required. Class limit: 15. Lab fee: None. Meets the following degree requirements: HS

HS 3099 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. It will focus on them as they have developed in the West but will also look, briefly, for comparative purposes at India and China. It 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 as well as writings by philosophers, theologians, political thinkers 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: Intermediate. Prerequisites: None. Class limit: 16. Lab fee: none. Meets the following degree requirements: HS, HY

HS 3101 Alienation, Freedom, Difference
van Vliet, Netta
This course is organized around the writings of Frantz Fanon. Fanon, an anticolonial thinker, psychiatrist, and playwright, born in French-ruled Martinique in 1925, is best known for his anticolonial writings, including Black Skin, White Masks, and The Wretched of the Earth. Fanon’s influence on postcolonial studies and anticolonial struggle is also informed by his work in psychoanalysis. Alienation and Freedom (2018), which gathers together previously unpublished writings by Fanon, including plays, accounts from his work in the Blida psychiatric clinic in Algeria, and his explicitly political writings, will serve as a central text for the course. There and elsewhere, Fanon staged philosophical, anthropological, economic and literary encounters between France and its colonies, most specifically Algeria and Martinique, and more broadly between Europe and its others, and posed questions about the effects of the structures through which colonialism functioned - questions that continue to be relevant for postcolonial conditions today. Through a consideration of Fanon’s writings and those who have engaged with them, we will examine concepts of alienation, freedom, violence and difference in terms of postcolonial conditions and contemporary questions about racism and structural inequities. Over the term, we will read excerpts from Alienation and Freedom, along with other texts by Fanon and by those who informed his thinking and by those who have been informed by it, likely including Aimé Césaire, Octave Mannoni, Steve Biko, Karl Marx, Sigmund Freud, Albert Memmi, Tsitsi Dangarembga, Stefania Pandolfo, Omnia El Shakry, Michael Taussig, Homi Bhabha, Gayatri Spivak and Ranjana Khanna. Students will be expected to complete between 35 to 55 pages of reading per class, and will be evaluated based on participation in seminar discussion, informal written responses to the readings, a midterm paper and a final paper that engage with the class readings. Level: Intermediate. Prerequisites: Prior coursework in the field and with seminar discussion-based classes. Class Limit: 12. Lab Fee: None. Meets the following degree requirements: HS

HS 3102 The Human Ecology of Wilderness
Cline, Ken
Wilderness has been the clarion call for generations of environmentalists. Henry David Thoreau once said, “In wildness is the preservation of the world.” That single sentence and the controversy surrounding that idea provides the central focus of our explorations over the term. This course examines the question of wilderness from multiple perspectives in the hopes of providing an understanding of the concept and real spaces that constitute wilderness. Starting with a week-long canoe trip down Maine’s Allagash Wilderness Waterway, we look at historical and contemporary accounts of the value of wilderness, biological, 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. Students are involved in a term-long
project involving potential wilderness protection in Maine. This involves some weekend travel and work in the Maine Woods. Classwork emphasizes hands-on projects as well as theoretical discussions. Level: Intermediate. Prerequisite: Introduction to the Legal Process, Signature of instructor. Class limit: 14. Lab fee: $200. Meets the following degree requirements: HS

HS 4012 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 Kollontai'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 Tremain, Julia Alvarez, Leslie Feinberg, April Sinclair, and Achy Obejas. Students each choose an additional author to study and read a novel outside of class. An extensive list of authors is included in the syllabus. Evaluation be based on class participation, either two short papers or one long paper on works discussed in class, a presentation to the class of the outside novel, and a final evaluation essay. Level: Intermediate/Advanced. Class limit: 14. Meets the following degree requirements: HS

HS 4020 Environmentality: Power, Knowledge, and Ecology
McKown, Jamie
Bringing critical theory directly to the gates of human ecology, this class will approach the central issue of how discourses of government, biopower, and geopower have intertwined and infused themselves within the representations of "environments" in popular debate. With a specific nod to Foucault, Marx, Baudrillard, Luke, and other critical social theorists, we will tackle the various complexities that arise when "ecology" become a site for political and economic expertise. Topics to be covered include the formation of knowledge/power/discourse, systems of environmentality, the rise of hyperecology, the valorization of ecodisciplinarians, and, as Timo-
HS 4028 Cross-Cultural American Women's Novels

Waldron, Karen

This is an intermediate/advanced course in which students will explore in depth the connections between and among modern and cross-cultural women's novels, primarily those written in the now very multi-cultural United States. We will strive to make connections between texts so as to better understand the nature of and any patterns or themes that shape women's and cross-cultural fictional narration. Historical perspective, cultural differences, and gender roles will all be taken into consideration as we analyze relatively recent women's fiction by such authors as such authors as Toni Morrison, Maxine Hong Kingston, Gloria Naylor, Linda Hogan, Julie Shiikegumi, Jamaica Kincaid, Nora Okja Keller, Cristina Garcia, Jhumpa Lahiri, and Sigrid Nunez. Participants will read carefully, prepare and ask questions of each other, write frequent response papers, and carry out a sustained independent project to be presented to the group. The outside project will focus on one or more additional texts that may be fictional, theoretical, cultural, or historic. The group presentation will put outside texts into broad cultural and historical perspectives and/or discuss them in terms of trends in women's literature, immigrant literature, women's literature of the United States, multicultural narratives, or some other course theme. Selection of the outside text will give participants the opportunity to fill in perceived gaps in their reading or explore a particular narrative or cultural form in depth. The reading load for this course is relatively heavy. Evaluation will focus on preparation, participation, insight, critical thinking, response papers, and the outside project - both its oral presentation and development in an appropriate form (visual, narrative, analytic, curricular, etc.). Level: Intermediate/Advanced. Prerequisites: a previous literature course and permission of the instructor; Contemporary Women's Novels experience recommended. Class limit: 15. Lab fee: none. Meets the following degree requirements: HS

HS 4036 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 Meets the following degree requirements: HS

HS 4037 Processing the Unexpected Journey

Clinger, Catherine/Waldron, Karen

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 aesthetic, 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

**HS 4042 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 southeastward across the Sonoran desert to Albuquerque, New Mexico, where students and faculty will participate in a conference celebrating the first 50 years of the Wilderness Act. Readings will include work by Muir, Didion, Steinbeck, and Fremont. Evaluation will consist of class participation, a series of essays and journal essays, and a final term paper that will be completed following the end of the field portion of the course. This course will be integrated with and requires co-enrollment in Ecology and Natural History of the American West, and Wilderness in the West. Level: 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

**HS 4043 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 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: $1300. Meets the following degree requirements: HS

**HS 4052 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

**HS 4053 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

**HS 4056 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

**HS 4067 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, commoning), 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: None. Meets the following degree requirements: HS

HS 4069 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 capitalism 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 counter-hegemonic activities, particularly homesteading, that seek to restore visible, non-exploitive relationships to production activities, thus challenging commodity fetishism 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

HS 4079 Skills for Conflict Resolution and Advocacy on Human Rights
Wessler, Stephen
The course provides students with skills and strategies for conflict resolution and advocacy on human rights and social justice issues. Students will practice leading focus groups, facilitating conflict resolution dialogues, conducting workshops and developing workshop agendas and curricula. Students will also explore strategies for effective advocacy by examining case studies from the instructor's work on human rights and social justice issues in Europe and the USA and from the work of other advocates. Advocates from Europe or the USA will present either in person or by Skype. Students may be able to observe active conflict resolution or advocacy projects in Maine during the term. Students will be evaluated on their work during practice sessions on conflict resolution and on other skills relating to advocacy on human rights issues, their written analysis of case studies, their final project and their participation in class discussion. Level: Intermediate/Advanced. Prerequisites: Coursework addressing conflict resolution or social justice advocacy, or significant experience in working on social justice and human rights issues recommended. Class limit: 15. Lab fee: $25.

HS 4080 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 systems 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 geengineering 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.

HS 4087 History Workshop: Wabanaki Studies
Little-Siebold, Todd
This course 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 projects 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

HS 4088 Literature of Exile
Turok, Katharine
Displacement, disappearance, deportation, exile, and return in New Writing: how do storytellers relate, relive, and re-create displacement from war, emigration, anti-immigration discourses, voluntary or coerced exile, or racial, ethnic, and religious conflicts? What emotional truths do new novels, poems, short stories, and essays reflect—from anger to “otherness” to nostalgia to numbness—when the self and its homeland are separated? Are one or more homelands foundational to identity formation? How do fiction and nonfiction convey refugee experience and their aftermath? Finally, how are migratory journeys of geography and selfhood accompanied by related trauma, impactful on different generations and changes in the social and political spectrum - and do they evolve as “a disassembly of the heart and excavation of a new identity” in recent writing? Readings include material by twenty-first-century writers from every continent, such as Chimamanda Ngozi Adichie, Claire G. Coleman, Daša Drndic, Isabella Hammad, Cristina Henríquez, Amitav Kumar, Kyun-sook Shin, Valeria Luiselli, Geovani Martins, Imbolo Mbue, Viet Thanh Nguyen, Julie Otsuka, Salman Rushdie, Pajtim Statovci, and Shahla Ujayli. Students will be assessed on engaged participation, two short papers, one presentation in any medium, and a final essay, story, poem, or play. Level: Intermediate/Advanced. Prerequisites: None. Class limit: 15. Lab fee: None. Meets the following degree requirements: HS

HS 4089 Creative Nonfiction: Thinking & Writing about Popular Culture
Greenberg, Arielle
The concept of taking Beyoncé and Stranger Things as seriously as one takes Mozart and Shakespeare has long been upheld by the discipline of cultural studies, but it remains controversial, even within some segments of the academy. And writing about such things through the relatively new genre of creative nonfiction is even more ground-breaking. In this creative nonfiction seminar, we'll explore how to think in scholarly but also deeply personal ways about popular culture, and how to channel that into literary nonfiction writing. Texts may include “Go 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 stu-
dents 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.

**HS 4090 Derrida and Questions of Difference II**
van Vliet, Netta

This class continues to engage with the questions addressed in the course Derrida and Questions of Difference. While the conceptual questions of that course and this one will overlap, the readings will be different. Readings will include texts by Jacques Derrida, along with texts by others who have engaged with his work. The online version of this course will include weekly synchronous online discussions and written exchanges on a shared Google Doc, in addition to the writing assignments referred to below. Algerian Jewish philosopher, Jacques Derrida (1930-2004), one of the most widely translated French philosophers of the 20th century, developed a body of work often referred to as “deconstruction.” Derrida’s oeuvre has influenced multiple fields and disciplines, including Literature, Anthropology, Philosophy, Postcolonial Studies, Psychoanalysis and Feminist Theory. This course will track some of the ways in which Derrida engaged with ideas of difference, through a focus on questions his work poses for understandings of the human. The class will engage with Derrida’s archive through reading some of his early work, including essays and interviews about the status of writing and speech, language, and philosophy, and then move through his later work, including his increasing focus on explicitly political topics such as the death penalty, the animal, sovereignty, and war. Although the texts we read will be primarily Derrida’s own writing, we will also read authors who respond to and build on Derrida’s thought. These may include Gayatri Spivak, Ranjana Khanna, Samir Haddad, Peggy Kamuf, and Michael Naas, as well as texts by those with whom Derrida was in dialogue, such as Sigmund Freud, Hélène Cixous, Michel Foucault, Sarah Kofman, Claude Lévi-Strauss, Karl Marx, Martin Heidegger and Emmanuel Levinas. As we move through Derrida’s texts and those informed by them, we will pay particular attention to questions about sexual difference, colonialism, the human, death in relation to life, value and representation. Students will be evaluated on participation in seminar discussions, weekly reading responses, a mid-term paper and final paper. Students are encouraged to contact the professor with any questions about the course and whether it is a good fit for them. Level: Intermediate/Advanced. Prerequisites: Derrida and Questions of Difference is not required, but some previous course work in critical theory, literature or philosophy is necessary; permission of instructor. Class limit: 12. Lab fee: None. Meets the following degree requirements: HS

**HS 4091 Comparative Global Politics of Biol. Diversity & Clim. Chng**
Stabinsky, Doreen

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 escalating and intersecting dual “crises” of climate change and biodiversity loss provide a broader context for questioning the role and effectiveness of intergovernmental treaty regimes in addressing these crises. This course will take a comparative and critical look at two multilateral treaty regimes: the UN Convention on Biological Diversity and the UN Framework Convention on Climate Change. Students will study legal characteristics of each of the treaties, how problems are defined and addressed within each, mechanisms used for implementation, and the governmental and non-governmental actors involved in the work of treaty implementation. We will also look at how these two treaty bodies work together to address issues at the intersection of climate change and biological diversity. Finally, we will spend some time in the course reading a range of theoretical perspectives and pondering larger political and philosophical questions: Are our current intergovernmental institutions up to the challenge of addressing these immense planetary challenges? What are the potentials and limits to intergovernmental spaces and collective action that might we discern? What role might there be for non-governmental actors and social movements to contest and construct more effective regimes? How does a study of these regimes help us imagine what a global politics of the terrestrial might look like? Students will be evaluated based on their participation in class discussions, regular writing assignments reflecting on course readings, a presentation related to one of the treaty regimes, and a final synthetic essay that engages with topics covered during the term. Level: Intermediate/Advanced. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: None. Meets the following degree requirements: HS
HS 4092 The Measure of Our Lives: Toni Morrison 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 intellectual 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 understanding 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 interested in language and its power, literature and its insights, and the black female experience. Over the course of the term students will read through Morrison’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 number 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 Morrison 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: 11. Lab fee: $125. Meets the following degree requirements: HS

HS 4093 The Cider Project
Little-Siebold, Todd
This year-long class will consist of a series of workshops, 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 final 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 secondary fermentation. Finally, in the spring the class will design the final labels, bottle the cider, and, in accordance 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 and activities, and then they will choose from among other activities as well. The course is appropriate for those interested in food studies, biochemistry, agricultural 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: Permission of instructor; see above. Class limit: 11. Lab fee: none. Meets the following degree requirements: HS

HS 4096 Tutorial: Creative Writing
Cass, Blake
This class concentrates on the theory and practice of poetry and short fiction, though there will also be a place for “Starting Your Novel” students to finish up. Our goal is to develop the skills of verbal craftsmanship and self-criticism. Class meetings combine the analysis and critique of individual students’ writing with the discussions of published works by other writers. We also frequently discuss matters of standards, the creative process, and the situation of the writer in the contemporary world. Students are expected to submit one piece each week, to participate in class response to fellow writers, to make revisions on all work, and to contribute their best pieces to the printed class anthology at the end of the term. Level: Intermediate/Advanced. Prerequisites: Permission of Instructor. Class limit: 15. Lab fee: $125. Meets the following degree requirements: HS

HS 4097 Spanish Conversation I
Peña, Karla
This course develops intermediate and advanced skills in verb use, idiom, and vocabulary. It emphasizes Spanish competencies most relevant to work in Latin American cultural settings. It also focuses
on developing language competencies directly relevant to projects people are interested pursuing in Spanish speaking environments. This course presupposes competence in the simple tenses and a basic vocabulary. Level: Intermediate/Advanced. Class limit: 10. Lab Fee: $20

**HS 5010 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: W

**HS 5013 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

**HS 5014 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, Villette, and Shirley (Bronte); and The Mill on the Floss and Middlemarch (Eliot). Rather than prepare papers and exams, participants will prepare and ask questions of each other, develop response papers and passage analyses, and carry out a sustained independent project to be presented to the group. The outside project will involve additional research into one of the major authors, to include both the reading of another novel, biographical information, and critical analyses. Projects will give participants the opportunity to explore a particular author, question, or form in depth. The reading load for this tutorial is very heavy. Evaluation will focus on preparation, participation, insight, critical thinking, and the outside project, which will be 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

**HS 5016 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, WF

**HS 5017 Advanced Spanish I**  
Peña, Karla  
This course is for students who are competent in the principal grammatical forms of Spanish. In this class, students increase their mastery and automatic command of grammar and nuances of idiomatic usages, broaden their vocabulary in general and deepen it in targeted areas, enrich their understanding of multiple dimensions of Hispanic culture, and increase their ability to read, write, hear and speak in a variety of rhetorical forms and genres. Student are evaluated based on class participation, homework and their ability to work effectively with multiple kinds of texts, interviews, conversations, formal interviews, oral presentations, writing exercises in different styles, and non-verbal communication. Typically offered in fall or winter. Level: Advanced. Prerequisites: Permission of instructor. Class limit: 10. Lab fee: $20

**HS 5018 The Nature of Narrative**  
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

**HS 5020 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

**HS 5022 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:
HS 5034 Impact Investing
Friedlander, Jay

Impact Investing focuses on the emerging field of impact investing, which seeks to generate returns for society, the environment and financial investors. Impact investing seeks to create avenues for private investment to work alongside existing efforts of NGOs and others to help solve global and local problems. Impact investing can be used to fund solutions in areas as diverse as food systems, climate change, poverty, affordable housing and clean technology among other issues. This course will examine the strategy of various impact investing mechanisms from crowdfunding to “localvesting.” In addition, students will examine case studies to understand the benefits and pitfalls of different strategies and their potential to create social and environmental change. During the course students will learn how to create financial projections and evaluate the financial returns of enterprises. For their final project, students will have to structure an investment platform that generates returns financially, socially and/or environmentally. Students will be evaluated based on class participation, written assignments and verbal presentations. This course will be integrated with and requires co-enrollment in Energy and Technology and Islands: Energy, Economy and Community. Level: Advanced. Prerequisites: At least one of the following: Math and Physics of Sustainable Energy (preferred), Energy Practicum, Financials, Business Nonprofit Basics, Sustainable Strategies or Launching a New Venture. Class limit: 10 COA students and 5 Islanders. Lab fee: none. Meets the following degree requirements: HS

HS 5039 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 the 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

HS 5044 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 originary 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

HS 5049 Social Science Research Methods
Collum, Kourtney

This course introduces students to the process of designing social science research, focusing specifically on developing research questions, selecting suitable methods, and designing the research plan. The social sciences have a long history of debates over the value of qualitative versus quantitative research; operating from the position that research questions should drive methods selection, this course covers a range of qualitative and quantitative approaches. Topics covered include: the link between theory and the development of research objectives, questions, variables, measures, and hypotheses; research design and threats to validity; systematic data collection procedures including surveys, semi-structured and structured interviews, participant observation, and cognitive methods; mixed-methods and exploratory versus explanatory approaches; probability and non-probability sampling; data management; numerical, text, and narrative data analysis; and proposal design. Students are evaluated based on class participation, fieldwork and field notes, and a final research proposal that integrates and applies the methods and concepts covered in the course. This course is of particular value for third and fourth year students preparing for their senior projects. Level: Advanced. Prerequisites: Permission of instructor and at least two social science courses such as anthropology, economics, media studies, political science, psychology, or related fields. Class limit: 12. Lab fee: $40. Meets the following degree requirements: HS

HS 5051 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 capitalistic 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

**HS 5057 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 HY

**HS 5058 Advanced Spanish II**

Peña, Karla

This course is for students who are competent in the principal grammatical forms of Spanish and have completed the equivalent of Advanced Spanish I. The course is taught entirely in Spanish using immersion learning methods. It employs diverse resources such as music, food, dance, film, presentations on individual topics of interest, classroom debates, conversations, written reflections and more, with an emphasis on communication. Students will continue to hone their ability to express themselves orally and through writing, and heighten their listening and reading comprehension in a variety of rhetorical forms and genres. They will also increase their command of the nuances of idiomatic usages, deepen their vocabulary in targeted areas and enrich their understanding of multiple dimensions of Latin American culture. Further, they will advance their skill and knowledge in specific areas of interest in Hispanic language and culture including, for instance, history, literature, anthropology, cinema, arts or sciences. Evaluation criteria include achievement of course goals as demonstrated by class participation, homework and the ability to work effectively with multiple kinds of texts, interviews, conversations, formal interviews, oral presentations, writing exercises in different styles, non-verbal communication and individual projects.

Level: Advanced. Prerequisites: Permission of instructor, placement exam required to confirm level. Class limit: 15 Lab fee: $20

**HS 5059 Tutorial: Writing About and Communicating Science II**

Kozak, Anne

This tutorial not only expands on the concepts studied in Advanced Composition and/or Communicating Science but also gives students the opportunity to write several short papers on topics of interest in the sciences or to use the 10 weeks to develop, write, and rewrite an extended scientific essay or report. Through reading journal articles, scientific reports, and extended scientific essays, students will gain a better understanding of writing concisely, cohesively, and gracefully in the sciences. They will also become more cognizant of how to convey complex scientific information to the lay public—communication that aids the public in understanding the importance of scientific research, its applicability to current issues and problems, and the need
for public funding of science research as opposed to funding from private entities. Students will use Style: Lessons in Clarity and Grace and U. of Chicago Guide to Communicating Science as reference texts as well as read other material gleaned from various texts, journals, and essay collections. Evaluation will be based on the student's ability to substantively revise and to offer constructive criticism in peer reviews. Level: Advanced. Prerequisites: Permission of instructor. Class limit: 4. Lab fee: none. Meets the following degree requirements: W.

**HS 6012 Learning a Language on Your Own**
Cox, Gray
The goal of this course to help each student design and implement an effective learning program for the study of a language of her choice at whatever level of learning she is currently at. A very wide variety of general strategies, resources and practical advice for independent language learning are reviewed in weekly class sessions along with progress and reflection reports from each student that can help guide and motivate independent work. The core common text for this work will be Betty Lou Leaver, Madeline Ehrman and Boris Shekhtman's “Achieving Success in Second Language Acquisition”. The primary focus of the class is on the development and implementation of each student's individually designed plan for learning a language of their choice. Materials for this will be identified by each student as part of their work on their chosen language. Progress in these plans are discussed in one on one weekly meetings with the teacher. Plans may include the use of software, peer tutors, Skype, videos, standard texts, flash cards, specialized technical material, music, visual art, field trips, and a wide variety of other materials as appropriate. Evaluation will be based on the clarity, coherence and effectiveness of the student's developed plan and the discipline with which they actually pursue it and revise it appropriately as the term progresses. Students will be asked to meet with the instructor prior to the start of the term to discuss their motivation, aims, possible resources and possible plans for language learning after the course is over. Level: Variable. Prerequisites: Permission of the instructor. Class limit: 10. Lab fee: $35.

**MD 1021 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.

**MD 1015 Farm Animal Management**
Collum, Kourtney
This course will provide an introduction to the basics of farm animal care and management with a focus on small-scale, sustainable livestock production. The course will include readings on topics ranging from traditional production agriculture to contemporary sustainable livestock farming, guest lectures from professionals within the local agricultural community (e.g., experienced farmers, Extension agents, and veterinarians), student-led discussions of assigned readings, and hands-on participatory learning through visits to working farms in our area. Students will explore the various health and nutrition needs of common livestock, including monogastrics (hogs), avian (poultry), ruminants (cattle, sheep, goats), and pseudo-ruminants (horses). The course will have a strong focus on the integration of two or more of these livestock species on a diversified farm and will cover pasture management and feed production. Students will be evaluated based on attendance, participation in class discussion and activities, short synthesis essays, and a final project focused on the integration of livestock into a farm setting. Level: Introductory. Prerequisites: Permission of instructor. Class limit: 10. Lab fee: $25.
**MD 1022 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: 8. Lab fee: None.

**MD 1025 Science Visualization: Theory and Practice**  
Rock, Jennifer  
This course provides an introduction to how science has been, and can be, visualized. It is a multidisciplinary course in being informed by the history and philosophy of science, neuroscience, and different theories associated with cognition, pedagogy, communication, design and art, as well as ideas about the democratization of science and science communication through both actor-network theory/controversy mapping and co-creation/participatory practice. Throughout, we will combine theory with critical and creative practice. Students will engage with the primary literature as well as online multimedia. Students will have hands-on exercises with specific approaches like infographics and data visualization, as well as tackle transmedia approaches for constructing distributed science narratives. The final project work will investigate ways to graphically represent the complexity of interactions within an issue of science in society. Evaluations will be based on three components: a series of practical visualization exercises (collectively worth 40% of final grade); reflective engagement with assigned readings and multimedia material (35%); and an individual transmedia project that maps the components and interactions of a contemporary science in society issue (25%). This course will be of interest to a diversity of students, including those interested in communicating science to the public, those interested in issues of science in society, and those interested in visual design and sci-art. Level: Introductory. Prerequisites: Permission of Instructor. Class Limit: 8. Lab fee: None.

**MD 2011 Fisheries, Fishermen, and Fishing Communities**  
Petersen, Christopher  
Downeast Maine, from the Penobscot 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 Cobscook 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.

**MD 2012 Failure**  
Baker, Jodi/Friedlander, Jay

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 culture. We will also explore if conceptions of failure differ substantially among the artistic, business and other communities. In divergence with historical attitudes, today’s entrepreneurs are implored to “fail cheap and fail fast” and events, like FailCon, celebrate failure as a badge of honor. In art failure is simply inherent to process. And yet, the fear and sting of failure is real for everyone. Through a series of practicums, readings, guest lectures and discussions this class will explore various aspects of failure. Students will be evaluated on class participation, a series of solo and group projects, selections from a failure journal and contributions to a shared class blog. Level: Introductory/Intermediate. Prerequisites: None. Class limit: 15. Lab fee: $50.

**MD 2013 The Acts and Arts of Collecting**  
Colbert, Dru

Collecting is a reflection of human ecology; it involves the interconnectedness of the physical and biological, people and their environment, and it addresses issues present in those interconnections. This seminar course will explore a variety of ethical, philosophical, and practical issues related to collections held by museums, libraries, and archives. Students will hear from and interact with collections professionals from diverse institutions throughout the US. Lectures, readings, and discussions will explore topics such as why and what we collect, the past and future of collecting activity, practical challenges of organizing and maintaining collections, telling stories through collections, and ethical questions surrounding collecting and displaying culture and ideas. Special attention will be given to current events in libraries, archives, and museums. Certain class sessions will also be open to local libraries, archives, and museum professionals. Level: Introductory/Intermediate. Prerequisites: Can be satisfied through museum, library or education work-study; or a relevant History, Philosophy, Ethics, Anthropology or Education course. Class limit: 12. Lab fee: $20.

**MD 3010 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 methods, students will be expected to conceive methods to document the biological world and communicate concepts using strong visual imagery. Photographic techniques and historical examples will be learned and applied. Students will be evaluated based on their successful completion of a series of project-based assignments, participation in critiques, and their ability to effectively convey biological principles through photography. Level: Intermediate/Advanced. Prerequisites: Permission of instructor. Students will be expected to provide their own camera for use in the course; a digital camera with interchangeable lenses is recommended. Class limit: 12. Lab fee: $110.

**MD 3013 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, crocheting, 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.

**MD 3014 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.

**MD 4013 Demons from the Depths**

Clinger, Catherine/Hall, Sarah

Across a range of epochs, cultures, and territories, human beings have proffered myths, stories, and scientific theories in order to explain catastrophic natural events. From kata=down, strephein=turn, the Greek katastrephein meant “under-turning” in the ancient world. This course explores postulations regarding large- and small-scale calamitous events that seem to originate from below the surface of Earth. Our enquiry engages with legendary tales, historical records, material culture and scientific discourses that document attempts to explain the meaning and/or mechanism of such memorable episodes. What causes a mountain to eject ash and toxic gases? What infernal force creates lava flow? Why does the earth shake? Why do some natural waters cause harm? How do we understand that which we cannot see? Through case-studies informed by the literature of science, the arts and humanities, we will plumb the depths and limits of the human imagination. This class uses both a lecture-based and seminar-style discussion approach as well as time spent visiting local lab and field sites. Students will be evaluated based on their weekly activities and writing assignments, and a final project with both oral and written presentation components. Level: Intermediate/Advanced. Prerequisites: At least one previous class in either art history or literature is required; an additional class in, or knowledge of, geoscience is strongly suggested. Permission of instructor. Class limit: 12. Lab fee: none. Meets the following degree requirements: HY
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MD 2011 Fisheries, Fishermen, and Fishing Communities
HS 1071 Fixing Elections: Workshopping Democratic Solutions
ES 5041 Forest Ecology
HS 2091 Forms of Poetry
AD 1019 Four-Dimensional Studio
HS 1013 From Native Empires to Nation States
ES 3016 Functional Vertebrate Anatomy
ES 1014 Gardens and Greenhouses: Theory/Practice of Organic Gardening
HS 2038 Gender, Politics & Nature in Folk/Fairy Tales of the World
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HS 3069 Genocide, Resistance, Response and Reconciliation
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## DATES AND DEADLINES FOR 2021-2022

### TERMS

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<td>3/11/22</td>
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<td>Commencement</td>
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<td><strong>BUSINESS OFFICE</strong></td>
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<td>11/05/21</td>
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<tr>
<td>Payment due dates</td>
<td>8/11/21</td>
<td>12/06/21</td>
<td>3/18/22</td>
<td>8/12/22</td>
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<tr>
<td>Course withdrawal (no reversals)</td>
<td>10/15/21</td>
<td>2/04/22</td>
<td>4/29/22</td>
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<td><strong>REGISTRAR</strong></td>
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<td>Registration</td>
<td>10/17/21-10/22/21</td>
<td>2/06/22-2/11/22</td>
<td>5/01/22-5/06/22</td>
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<tr>
<td>Add/drop</td>
<td>9/17/21</td>
<td>1/07/22</td>
<td>4/01/22</td>
<td>9/16/22</td>
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<tr>
<td>Independent study proposals</td>
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<td>9/16/22</td>
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<td>Advising forum</td>
<td>10/13/21</td>
<td>2/02/22</td>
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<td>Student self-evaluations</td>
<td>12/03/21</td>
<td>3/15/22</td>
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<td>12/02/22</td>
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<td>Faculty grades &amp; evaluations</td>
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<td>4/01/22</td>
<td>6/24/22</td>
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<td>for WI-22</td>
<td>for SP-22</td>
<td>for FA-22</td>
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<td>Watson Fellowship First Draft</td>
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<td>Human ecology essay draft</td>
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<td>Final signed human ecology essay</td>
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<td>Senior project proposal</td>
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<td>Senior project, completed</td>
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<td><strong>SUMMER 2022 BUSINESS OFFICE (2021–22 Academic Year)</strong></td>
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