

## New, Revised and Visiting Course Descriptions WI-20

11/1/2019

### **AD1036 Figure Drawing**

**Hilbert, France**

This course introduces students to the techniques, methods, and history of the depiction of the human figure through direct observational drawing. We will be working from a live, nude model to investigate structure, anatomy, and the expressive nature of the human form through a variety of traditional and contemporary approaches. Students will also be trained to look at the figure abstractly through careful consideration of negative space surrounding the figure, siting parallel visual relationships across the body, and by considering lines of gravity as a horizontal and vertical axis for comparative analysis. They will also develop a rudimentary understanding of anatomy (artistically) through skeletal studies and muscle groups while developing both traditional and unconventional ways of seeing and drawing the figure. Students will expand and refine their observational skills, become proficient with a variety of drawing media and understand how these concerns overlap to create representational images. Understanding the integration of formal elements of drawing and how they are combined to achieve a sense of solidity, proportion, gravity, and animation when representing the human figure are our primary concern. Evaluation will be based on active physical and verbal participation in both work and in-class discussions or critiques, an increased proficiency to accurately represent the human form, individually designed projects, experimentation with drawing media. A final digital portfolio of work and self-evaluation is required.

Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: \$200. Meets the following degree requirements: ADS

### **AD1039 Ceramics I**

**Mann, Rocky**

This beginning course in ceramics will explore the making of objects with clay by using the potter's wheel, slab roller, coils and press molds. We will explore surface design using slips, under glazes and glazes and patterns. Through these methods we will incorporate wax resist, tape resist, plastic resist, sgraffito, slip and glaze trailing. Six hand-built and twenty wheel-thrown works are required, with reviews taking place during week five and week ten.

Level: Introductory. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: \$95. Meets the following degree requirements: ADS

### **AD1042 Introduction to Glass Blowing and Sculpture**

**Perrin, Linda**

This hands-on course will introduce the student to glass as an artistic material. The weekly schedule includes a lecture on campus and a four-hour lab off campus at a professional art glass studio. Work in the studio will focus on learning the basic skills necessary to complete simple blown glass forms. Students will learn basic glass blowing techniques including gathering glass from the furnace, using hand tools, and creating different shapes on the blowpipe. An ongoing emphasis on shop safety will be maintained during demonstrations of the proper use of equipment and tools. In addition to glass blowing, students will be instructed to complete projects using slumping and enameling kilns, diamond lapidary saws, a sand blasting cabinet, and water fed grinders. The weekly lecture will focus on the historical evolution of glass working methods, from the first hollow core vessels to contemporary art glass by Dale Chihuly or Beth Lipman. Students will be evaluated based on attendance, regular reviews of the student's sketchbook, the ability to make five basic vessel shapes, and a final sculptural project.

Level: Introductory. Prerequisites: none. Class limit: 10. Lab Fee: \$250 (covers energy, glass, and exhaustive materials employed in the studio, such as wooden blocks, kevlar gloves etc.)

### **AD4027 Film Production: Haunting**

**Andrews, Nancy**

The haunted house story, nestled as a sub-genre of ghost stories within horror, is often psychological and supernatural. It almost always features a dissolving of boundaries--of the living and dead, the normal and the paranormal, the mind and the exterior world. In stories, ghosts often haunt, but they stand for memories and past events, and the spaces they inhabit are often charged with meanings and emotions. A house can be a metaphor for the body, the mind, for comfort or for patriarchal oppression. Rooms can hold secrets. This genre relates to the psychology of the self, memory, isolation, the uncanny and mysteries of the relationship of body and spirit. This course is part of a three-credit program centered on the production of a short narrative film. Students will study various texts, films, and theoretical writings, concerning topics to include: haunting, spaces of house and home, identity, paranormal, and memory. We will explore some Maine connections to the genre. There are rich associations with houses and other spaces as demonstrated in the work of Gaston Bachelard, Carl Jung, Shirley Jackson and Toni Morrison. Whether literary

(Turn of the Screw, The Tell Tale Heart, The Haunting of Hill House) theatrical (séances, Haunted Hotel) or cinematic (Us!, Hausu), we will use texts—books, plays, movies, poems—as research to better understand the movie(s) we are creating. Students will be asked to respond and utilize texts in various ways ie. creating mood boards, improvisational scenes, drawing or design responses, filming scenes, short responses films, or response papers. Students will be responsible for participating and contributing to discussions and class blog. Students will be evaluated on written responses, in class activities and effective participation.

Level: Intermediate/Advanced. Prerequisites: Co-enrollment in Making a Low Budget Movie and Lights, Camera, Action, Wrap!; permission of instructor. Class limit: 15. Lab fee: None. Meets the following degree requirements: ADS

### **AD4028 Film Production: Making a Low Budget Movie**

**Andrews, Nancy**

What does it take to make a movie outside of the Hollywood system? How do independent films get made? What are the roles in a production team? How do you plan a production? Budget? Fundraise? Create breakdown sheets? Make Contracts? Storyboard? Rehearse? This course is part of a three-credit program centered on the production of a short narrative film. The students in this course will work to prepare for the film/video production of a screenplay. Roles for our production will be defined and students will perform the tasks of pre-production. Students will be evaluated on their work and completion of their roles, their collaboration and contribution to the overall pre-production of the project.

Level: Intermediate/Advanced. Prerequisites: Co-enrollment in Haunting and Lights, Camera, Action, Wrap!; permission of instructor. Class limit: 15. Lab fee: None. Meets the following degree requirements: ADS

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

**Andrews, Nancy**

This course is part of a three-credit program centered on the production of a short narrative film. In this course we will create elements, shoot and record scenes of a film based on a script and storyboard. With the guidance of faculty and professionals in the field (sound mixer and cinematographer) students will complete the production through the performance of roles on set and behind-the-scenes. Roles will include acting, production design/art direction, costuming, producing, directing, animation and special effects, script supervision, cinematography/lighting, sound recording/mixing and music. Students will be evaluated on their work and successful completion of their assigned roles, their collaboration and contribution to the overall production. This course will be focused primarily on production process. Editing and post-production will be in rough cut form.

Level: Intermediate/Advanced. Prerequisites: Co-enrollment in Haunting and Making a Low Budget Movie; permission of instructor. Class limit: 15. Lab fee: \$250. Meets the following degree requirements: ADS

### **ED3012 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

### **ES1075 Geology of National Parks**

**Hall, Sarah**

In this introductory geoscience course students will learn foundational principles and concepts such as plate tectonics, geologic time, climate and weather, rocks and minerals, and surface processes through an exploration of some of the National Parks of the United States. Through virtual field trips of various parks, students will visualize how regional climate and surface processes such as rivers, glaciers, and wind interact with the bedrock and surficial materials to produce some of the most iconic landscapes. While Acadia National Park offers a view of an ancient and eroded supervolcano, Yellowstone offers a glimpse of a dynamic landscape built on a modern supervolcano. While a few glaciers still cling to the high peaks of Glacier National Park, Yosemite hosts steep glacially carved valleys and polished domes reminiscent of a glaciated past. Class time will be used for lectures, discussions of readings, and laboratory exercises. During labs, students will get to know ~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

### **ES1076 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.

### **ES3088 Introduction to Neurobiology**

**Graham, Kourtney**

This course introduces students to the structure and function of the mammalian nervous system with emphasis on the human brain and its connection to behavior, health and disease. Topics covered by the course include structure and function of nerve cells, synaptic transmission, gross organization of the brain, sensory and motor systems, emotion, memory systems and diseases of the brain. This course has two lecture/discussion sessions per week and students are evaluated on class participation, two take-home exams, and a class presentation.

Level: Intermediate. Prerequisites: Biology: Cellular Processes or equivalent, and permission of instructor. Class limit: 15. Lab fee: none.

### **ES4052 Bioinformatics**

**Gatti, Daniel**

Biology has undergone a revolution due to the maturation of high-throughput RNA and DNA sequencing technologies. RNA sequencing can quantify the expression levels of thousands of genes, proteins or metabolites and produce terabytes of data. This data can be combined with millions of DNA sequencing reads to identify genetic mutations that affect gene or protein levels. How can we determine the quality of large data sets? How can we make sense of such vast data to prioritize genes or genetic variants that may help us to treat human diseases? How can we protect ourselves from spurious and irreproducible results? In this course, we will learn fundamental techniques of data analysis for RNA and DNA sequencing data. The course will begin by surveying the technology behind high-throughput sequencing and will progress to alignment of RNA reads to a reference genome. We will then learn how to identify differentially expressed genes using methods that correct for potential biases and correlation structure in the data. Next, we will combine DNA sequences with gene expression data to understand how genetic variation produces differences in gene expression levels. Students interested in learning widely applicable bioinformatics techniques will benefit from this course. Students who complete this course will be able to read and assess the quality of high-throughput sequencing data, to align RNA or DNA reads to a reference genome, to quantify differences in gene expression between groups, and how to associate DNA sequence variation with gene expression variation. We will use the R programming language and Bioconductor libraries. Evaluation will be through quizzes, homework and a final project.

Level: Intermediate/Advanced. Prerequisites: Biology I: Cellular Processes of Life or equivalent, and either Python I or Data Science I. Class limit: 15. Lab fee: None. Meets the following degree requirements: ES, QR

### **HS1064 College Seminar: Practical Skills in Community Development**

**Beard, Ronald**

In rural areas throughout the world, citizens, nonprofit leaders, agency staff, and elected officials are coming together to frame complex issues and bring about change in local policy and practice. This course outlines the theory and practice of community development, drawing on the instructor's experience with the Dúthchas 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

### **HS1079 College Seminar: History of the American Conservation Movement**

**Cline, Ken**

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

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

### **HS2063 Hate Crimes in the Contemporary US and Europe**

**Wessler, Stephen L**

Students will learn what causes bias motivated violence in schools and communities, how to develop effective prevention strategies, how to reduce police violence toward traditionally targeted groups, and why hate crimes have such destructive impacts on individuals and communities. The course will focus on hate crimes and police and community response in the US and in Europe. The students will examine their own ethnic, racial, gender, sexual orientation and religious identities as victims and/or perpetrators of bias and violence. The course will examine bias and violence in Europe toward traditionally targeted groups such as LGBTQ, Muslim, Jewish, migrant and Roma people. Finally, the course will examine approaches to reducing bias motivated violence by police toward groups such as blacks, Muslims and Roma. Students will be evaluated based on short written responses to readings, in-class discussion, two papers and a final project. The final project will explore some aspect of bias motivated violence through persuasive writing, fiction, poetry, art, photography/film, advocacy or interviews. Course readings will include scholarly writing, reports from human rights NGOs, first person accounts and one novel. Class sessions will involve discussions led by me and at times by students, small group discussions between students and occasional guest presenters. The class will travel to Portland or Lewiston to meet with refugees from places in which bias motivated violence has been significant.

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

### **HS2086 Politics and the Supreme Court**

**Seddig, Robert**

The U.S. Supreme Court has been called "the most powerful court in the world," and yet the founders regarded the judiciary as "the least dangerous branch" of government, exercising "neither force nor will, but merely judgment." (Alexander Hamilton) This seminar will examine the three branches of the U.S. national government, with its primary focus on the Supreme Court. We will assess the relations among the branches at the beginning of the twenty-first century, asking whether separation of powers and 'checks and balances' exist today. Added focus on executive authority (including the increased use of executive orders by the President) and legislative powers (often under conditions of stalemate). Is the Supreme Court supreme in its power? What does it do? Does the Supreme Court "interpret the law"? Does it, in fact, make public policy, by mediating conflicts over values and power at the national level? Was Hamilton "wrong" in his projection of its role in American national government? The Supreme Court in recent years has been at the "storm center" of protracted disputes on segregation, abortion, affirmative action, marriage and partnering, free exercise of religion, and the death penalty. Can the Court resolve these national disputes more easily than other governmental institutions? And, if so, why? Is the Supreme Court resolution of disputes circumventing our "democratic" institutions?

This seminar seeks to improve our understanding of how the Supreme Court functions and to develop our analytic skills about rival claims of liberal or conservative ideologies at work. Main topics include: judicial politics and appointments, jurisdiction, standing, collegial decision-making, adhering to or undermining key precedents, judicial activism and restraint, and the impact of judicial holdings. Evaluation will be based upon class participation, two short papers, and a research-based term paper.

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

### **HS2096 Nature, Humans, and Philosophy**

**Lahey, Heather**

According to CoA's website, Human Ecology studies the relationship between humans and their natural, cultural, built and technological environments. But what do we mean by "nature" and what distinguishes a natural environment from a cultural one? Moreover, what kind of relationships should we cultivate with our natural environments? This discussion-based course offers a philosophical and ethical exploration into the concept of nature. We will draw on a variety of readings from environmental ethics, ecofeminism, deep ecology, American philosophy, Taoism, and Post-Structuralism in order to critically interrogate our understanding of nature, as well as our ethical beliefs regarding human responsibility to the natural world. We will read selections from thinkers such as Aristotle, Carolyn Merchant, Ralph Waldo Emerson, Ramachandra Guha, Aldo Leopold, John Muir, Arne Naess, Val Plumwood, Kate Soper, Mark Sagoff, Vandana Shiva, Gary Snyder, Henry David Thoreau, Lao Tzu, Terry Tempest Williams, and others.

In the first half of the course, we will examine different philosophical frameworks that theorize the idea of nature and environmental responsibility. Guiding questions include the following: What is "nature"? How is the concept of nature politicized and socially constructed? Do we have moral obligations to nature? How should humans relate to nature? What assumptions drive the conceptual distinction between humans and nature? During the second half of the course, we will pivot our attention to specific ethical topics such as: control over natural resources, environmental justice, the land ethic, rights for non-human objects, wilderness, and sustainability and consumption. Throughout the course, we will revisit questions pertaining to philosophy and environmental activism, and we will consider how philosophy can help us to articulate our ethical responsibilities to our natural environments.

Upon completion of this course, students will have gained a richer philosophical understanding of the idea of nature and they will be familiar with key debates in environmental ethics. Course requirements include weekly writing assignments, a midterm exam, a final paper, and class participation. There are no prerequisites, but students should arrive to this class prepared to engage difficult philosophical texts and to share their ideas with others.

Level: Introductory/Intermediate. Prerequisites: None. Class limit: 15. Lab fee: \$30. Meets the following degree requirements: HS

### **HS3041 Intermediate Atelier in French Language and Conversation**

**Hilbert, France**

This course helps intermediate level students increase proficiencies in all four skill areas - listening, speaking, reading and writing - using a workshop format drawing on the internet resources and pedagogical methods of the French language institute at CAVILAM in Vichy, France. Classes will meet three times a week for 1.5 hours each session and will include discussions, readings, small and large group activities, and a variety of other exercises that draw on authentic language materials. This is for students with sufficient background in French to engage in basic conversations and learn in a workshop format - students who, using the Common European Framework, are at an A2 to B1 level. Students will be evaluated through written and oral tests, class participation, short papers and oral presentations.

Level: Intermediate. Prerequisite: Placement exam required to confirm level. Class limit: 15. Course fee: \$25.

### **HS3093 Maine Land Conservation and Management**

**Morrell, Hale**

Maine is home to almost 100 land trusts and other non-profits which help conserve about 2,500,000 acres of land which are open to the public for hiking, snowmobiling, boating, and other outdoor recreation. Students taking this course will learn about how land trusts and other conservation entities function as an organization, acquire land, and steward it. Additionally, they will learn how land management such as forestry, farming, trail-making, and invasive plant mediation contributes to conservation. The lab portion of the class will be used to visit local conserved lands and volunteer with organizations. The classroom portion will include student-led discussions and guest lectures from professionals such as land trust staff, foresters, farmers, preserve stewards, researchers, volunteers, and educators. Primary readings will be based on the Land Trust Alliance Standards and Practices Curriculum. Students will be evaluated on weekly written responses to their readings and speakers, problem sets, and a final project with a local land conservation or management group.

Level: Intermediate. Prerequisites: GIS and Ecology strongly recommended; permission of instructor. Class limit: 10. Lab fee: \$20.



### **HS4085 Writing Your Novella**

**Cass, Blake**

Although the novella remains one of the most underappreciated and misunderstood literary genres, its structural brevity offers students the ideal form to study how to create long-form fiction. Class time will be primarily devoted to discussing the novellas we have read. Texts may include "Seize the Day" by Saul Bellow, "The Grownup" by Gillian Flynn, "Neighbors" by Lilia Mompote, "Pedro Paramo" by Juan Rulfo, and "Indian Nocturne" by Antonio Tabucchi. During class, we will look at strategies of dialogue, point-of-view, plot, and setting. Students will learn how other writers develop characters with precision, fluidly integrate backstory and flashbacks into narratives, and make use of the three narrative modes: full scene, half scene, and summary narration.

To help establish a routine of writing, students will sign up for daily work periods in the writing center. Some work periods will start with a prompt to help students focus their imaginations on specific aspects of their stories, but most work periods will primarily be dedicated to individual writing. By maintaining a habit of writing and reflecting throughout the course on their progress, students will develop a process of writing that works for them. By the end of the course, each student will be expected to hand in a polished first draft ranging between 20,000 to 50,000 words. Shorter novellas will go through more extensive revision than longer novellas. Students will be evaluated on their participation in class and their ability to execute narrative strategies in their novellas.

Level: Intermediate/Advanced. Prerequisites: Permission of instructor; students will be asked to share a sample of their writing. Class limit: 12. Lab fee: None.

### **HS4086 Derrida and Questions of Difference**

**van Vliet, Netta**

Algerian Jewish philosopher, Jacques Derrida (1930-2004), one of the most widely translated French philosophers of the 20th century, developed a body of work often referred to as "deconstruction." Derrida's oeuvre has influenced multiple fields and disciplines, including Literature, Anthropology, Philosophy, 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 Levi-Strauss, Karl Marx, Martin Heidegger and Emmanuel Levinas. As we move through Derrida's texts and those informed by them, we will pay particular attention to questions about sexual difference, colonialism, the human, death in relation to life, and representation. Students will be evaluated on participation in seminar discussions, weekly reading responses, a mid-term paper and final paper. There are no prerequisites for this course, but students will be expected to conduct close readings of challenging texts. Students are encouraged to contact the professor with any questions about the course and whether it is a good fit for them.

Level: Intermediate/Advanced. Prerequisites: None. Class limit: 12. Lab fee: \$10. Meets the following degree requirements: HS