New, Revised and Visiting Course Descriptions
SP-20

3/3/2020

AD1016 World Percussion
Bennett, Michael
This is a "hands on" class for learning and performing conga, snare drum, drum set, hand percussion techniques, focusing on the role of percussion in European, Latin American, African, and American music. In addition to enjoying themselves and having a better understanding of the world of percussion, students master rhythmic notation, counting and subdivision, time signature, and reading percussion music. Requirements include: test on notation, composition of a percussion ensemble solo that will be performed by the group, and a paper on a percussion topic of student's choice with approval of the instructor.

Level: Introductory. Class limit: 12. *ADS*

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

AD1043 Introduction to Contemporary Dance
Robbins, Dani
This course will serve as a basic introduction to contemporary dance technique and composition. Classes will be held on a weekly basis in a two-part, complementary format: a weekly technique class and a weekly process lab. In the technical portion of this course, students will work to develop movement pathways that are spacious and articulate. Technique classes will begin with a thorough warm-up rooted in anatomy and various somatic modalities. We will move through a series of exercises and movement phrases that will prepare us for full-bodied dancing and help us realize our personal movement vocabularies. In the process lab, students will use their growing technical foundation to explore the body as a choreographic archive. Readings, viewings, class discussions, and small choreographic projects will contextualize our research within the broader community of contemporary dance makers, and will help us excavate the choreographic material inside of ourselves. Students will be asked to prepare weekly response writings and choreographies to share during the process lab. This course is open to bodies of any ability, no dance experience is required.

Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: $25.

AD3017 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.


**AD4031** Movement Training: Elements of Collective Action  
Baker, Jodi

This course is a practical investigation of physical and social dynamics, contemporary principles in movement building, community dialogue and justice. It’s an action-based study in responsible creative principles, rooted in questions of power and shared leadership - what's actually at stake when you engage with someone else’s community. We will explore these topics primarily through daily physical training practice and research into community organizing structures and strategies. Course topics will be closely tied to the goals of the SP-20 Complex Movements residency. Complex Movements is a Detroit based artist collective supporting the transformation of communities by exploring the connections between complex science and social justice movements through multimedia interactive performance. A portion of the study will be dedicated to the history and evolution of their work. Members of CM may visit the class to share in the work and discussion and students in the course may also act as de facto ‘interns’ for CM during their time on campus. There will be a certain amount of personal research and field work but students should be prepared to move in class every day for the majority of the studio block. The course will draw on the work of the following artists, activists, scholars and writers (among others): Grace Lee Boggs, Ruth Little, adrienne maree brown, Anne Bogart, Briony Barr, Anna Deavere Smith, Griel Marcus, Sara Ahmed, Yvonne Rainer, Dave Feldman, Jack Halberstam, Taylor Mac, Robin Kelley. Evaluation will be based on class participation, consistent engagement with all introduced topics and assignments as well as complete professionalism and commitment to the success of the Complex Movements residency project. Default grading option for this course is Credit/No Credit.

Level: Intermediate/Advanced. Prerequisites: Permission of instructor; short questionnaire and interview required. Class limit: 11. Lab fee: $75. Meets the following degree requirements: ADS

**ED1017** Young Adult Literature  
Ryan, Siobhan

Students will learn about the history of and current trends in Young Adult Literature. Young adult literature is one of the strongest areas of publishing in America currently. For example in 2014 The Fault in Our Stars was the best selling print and ebook work in America. Exposure to young adult literature will allow pre-service teachers to have an overview of current titles that can be used in or out of class, while students not interested in teaching will have opportunities to stretch their reading and writing canon. Assignments will include reading both academic and trade books as well as articles. Students will learn through a variety of methods from class discussion to preparing class lectures. They will be in touch with professional young adult writers, and they will also have choice in a term-long project that will be done throughout the trimester. Evaluation is on a continual basis as the course is structured to allow students to demonstrate growth over the course of the trimester. There will be rubrics for class participation and assignments, and students will complete self-evaluations.

Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: $10.

**ES1016C** Ornithology  
Drennan, Matthew

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

Level: Introductory. Requirements: Permission of instructor. Lab fee: $75. Class limit: 12. Meets the following degree requirements: ES
ES1041 Fire: Science, Policy and Practice
Carroll, Matthew
This course is designed to engage students in a student-centered, active learning environment focused on learning about wildland fire management. Classes will be a mix of lecture, discussion and hands-on practice with the tools and techniques of wildland fire management. Field trips to view prescribed fire operations and prescribed fire unit preparation will take place if/when opportunities and conditions permit. Assigned readings will be a basis for class discussion. Students are expected to keep up with assigned readings and come to class prepared to discuss them. Assessment will be in the form of basic comprehension tests, a midterm problem set and a more extensive final project. Opportunities for students to build upon this class are plentiful given wildland fire's ecological, social and political importance.

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

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

Level: Introductory. Prerequisites: Permission of instructor. Class limit: 15. Lab fee: $100. Meets the following degree requirements: ES, QR.

ES2038 College Seminar: Geoscience Research
Hall, Sarah
This is a course in conducting geoscience research and practicing scientific communication through writing and oral presentation. Each student will spend the term working on one research project that is part of broader ongoing community-based work in the MDI region. Topics for student projects will be tied to existing local projects and in collaboration with researchers, educators, and community members. The projects may follow a wide range of formats and should connect to student interests. Some examples of possible projects include: investigating seasonal variation in groundwater chemistry, identifying the resource needs of high school educators teaching data literacy based on geoscience datasets, or the review and synthesis of the state of EPA standards for the acceptable limits for chemicals found in drinking water. After choosing a project, students will ask questions of existing data, review existing literature, design the next phase of a project, collect observations, and make interpretations based on those observations. Each week, students will practice writing and peer review of project components: proposal preparation, literature review, methodology description, presentation of results or products, interpretation and synthesis connected to prior work, and potential future work. Class time will be used for lectures, meetings with visiting collaborators, a few local field trips, student presentations, and writing instruction and revision. Students will be evaluated based on their weekly written work, their ability to meet milestones throughout the project work, and their final dissemination (report and oral presentation) of their project.

Level: Introductory/Intermediate. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: None. Meets the following degree requirements: W, ES

ES2039 Physics II: Modern Physics
Feldman, David
This version of Physics II covers Einstein's theory of special relativity and selected topics in quantum mechanics. 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. The final third of the course will turn toward the foundations of quantum mechanics, including: spin-1/2 particles, wave-particle duality, and Bell's inequalities and the Einstein-Podolsky-Rosen paradox. If time permits, we may cover additional topics, such as blackbody radiation, the photoelectric effect, and Bohr's model of the hydrogen atom. This class makes extensive
use of algebra. Students should be comfortable working with mathematical abstraction. Evaluation based on weekly problem sets, class participation, several short writing assignments, and a final exam or project.

Level: Introductory/Intermediate. Prerequisites: Comfort with high-school level algebra. Class limit: 20. Lab fee: $35. Meets the following degree requirements: ES, QR

**ES2040  Introduction to Forestry**  
Morrell, Hale

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

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

**ES4055  Climate, Culture and the Biosphere**  
Hamley, Kit

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

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

**GS6019  Math for Elementary Educators**  
Westall, Helen

In the Math for Elementary Educators group study we take a deep dive into the content and theory of elementary math. We will be writing and learning curriculum taught and used in K-8 schooling. Topics covered will include: problem solving, numbers and operations, number theory, geometry and algebra. The premise of the class is to focus on the content not the pedagogy. In each of the areas we cover we intend to not only understand the content, but also to gain a conceptual understanding that allows us to know the “why” behind the rules and methods for solving problems. We will work linearly from K-8 doing our best to study everything that we might be asked to teach with K-8 certification. This class will meet twice weekly for two hours each time as a group, in addition to the time we spend working independently. Independent work will consist of lesson planning for our weekly meetings, reading, math problem worksheets, attending presentations from community educators, and math focused professional development. Students will be evaluated with a pre and post test, using the Praxis practice exams, as well as with a project based on the course content. Students will be expected to attend all classes and to engage with the material and their partners. When this class is concluded we will have reviewed and investigated all of the math content required to serve students in the K-8 classroom setting.

**HS1063  Public Speaking Workshop**  
Rand, Kendra

This class will be conducted as a workshop with an emphasis on students producing increasingly advanced speeches for public performance and/or consumption. We will cover a wide variety of areas including those related to constructing the speech in advance (invention and arrangement), as well as those related to the actual performance of the text (style, memory, and execution). While the primary goal of the class is to create an environment in which students can improve these vital public communication skills, another important goal is to cultivate critical and respectful listening skills (which are themselves vital public communication skills). A wide variety of speaking genres will be covered during the term, though there will be a strong emphasis on public advocacy and persuasion.
This class is designed for students with varying levels of public speaking backgrounds. A diverse array of experiences, skills, and strengths helps foster a collaborative and supportive speaking environment. Throughout the term students will work on individual projects, in pairs, and in larger collaborative groups. There will be a minimal focus on theoretical questions in favor of a "hands on" approach to constructing speeches. Students will be evaluated on a number of "process" oriented assignments. Final evaluation will be relative to individual participation in the process and not to an objective scale of public speaking talent. As such, students who feel that they are less proficient in the area of public communication should not be worried that this would somehow disadvantage them in terms of grading.


**HS1071 Fixing Elections: Workshopping Democratic Solutions**  
McKown, Jamie  
This course will be an in depth exploration of contemporary flashpoint issues involving the design, administration, and regulation of politics and elections in the United States. We will examine a series of contemporary controversies by examining their history, the stakeholders involved, and the pros and cons of the relevant alternative reform measures that have been proposed. Topics covered in a given term will vary based on changing external factors such as the timing of elections as well as student interests. Likely areas that may be covered include: campaign finance reform, gerrymandering, instant runoff voting, election technologies, voter suppression, alternative governmental models, the electoral college, party primaries, campaign communication regulations, 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

**HS2097 Fiction Writing: Crafting Believable Characters**  
Cass, Blake  
By gaining exposure to theatrical techniques, students will learn how to craft bold works of fiction with rich, believable characters. Drawing on the work of theater practitioners such as Sanford Meisner and Viola Spolin, this activity-based course will involve daily individual and collaborative writing exercises that teach students to orient themselves within fictional worlds through heightened sensory awareness and instill a practice of exploring character through desires and objectives. The goals are to provide a set of tools that enable students to express the inner complexity of a wide-range of characters through action and nuanced, realistic dialogue.

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

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

**HS2098 Introduction to Philosophy of Mind**  
Jacoby, Franklin  
What is the mind and how does it relate to the body? This two-part question will guide the structure of this introductory course in the philosophy of mind. Other questions that will arise include how can the mind influence the body? Is this distinction between mind and body deep? Is there a single discipline that can tell us what the mind is and, if not, why not? Is science of help? What strategy or method is best suited to understanding the mind? Do other cultures or religions offer insight? Is the mind inherently mysterious and unknowable?

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

Evaluation will be based on class 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.

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

This course will examine immigration, anti-immigrant bias and other barriers to immigration currently and in the past in the United States. We will also examine immigration and barriers in one or two other countries, such as the United Kingdom and Hungary. Our primary focus, however, will be on the USA. We will probe the pros and cons of allowing immigrants to come to the USA or other countries. We will explore the reasons why leaders and citizens are hostile to immigrants and we will examine strategies for reducing anti-immigrant bias and violence. We will examine how governments and non-governmental organizations (NGOs) are addressing the large number of migrants who come to the USA or to European countries without permission and without legal documentation. Students will gain skills for analyzing the approaches of governments to immigration and the responses and initiatives of immigrant rights NGOs. Readings will range from articles or books, investigative pieces written by journalists, reports from non-profit organization and novels. We will hear in class, on field trips or via Skype from immigrants, activists and investigative journalists. Students will be evaluated on short written responses to readings and guest presenters, two papers, in class participation and a final project. The final project will explore the topics in the course through fiction, poetry, art, film, advocacy, interviews or other forms of expression.

Level: Intermediate. Prerequisites: None. Class limit: 15. Lab fee: $25.

**HS4087  History Workshop: Wabanaki Studies  Little-Siebold, Todd**

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

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

**HS4088  Literature of Exile  Turok, Katharine**

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

Readings include material by twenty-first-century writers from every continent, such as Chimamanda Ngozi Adichie, Claire G. Coleman, Daša 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

**HS4089  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 students with experience in academic research, literary analysis and creative writing. Students will be evaluated based on quality of completed assignments, both creative and academic, and participation in class discussion.

Level: Intermediate/Advanced. Prerequisites: Experience and skills in academic research, literary analysis and creative writing. Class limit: 12. Lab fee: none.

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

This course extends conservation management thinking on what are 'healthy' marine ecosystems to include local social values. We investigate ways to capture community perspectives in marine conservation using social arts practice to enable expression of values and knowledge through visual narratives. The course will include a practical field component where, as a group, we design and implement a community-engaged project on a local marine conservation issue in Frenchman's Bay. The practical section meets once a week either on campus or in the field; this will include additional times outside of the class schedule. Also meeting once a week will be a seminar component, where lectures will mix with discussion on assigned readings in community engagement methods in participatory marine conservation management, social arts practice, visual ethnography and arts-based research. Local experts involved in marine resource management in Frenchman's Bay will join to discuss issues with the class. Evaluations will be based on participation in group work; written responses to readings, contribution to student-led discussions of their content, and consistent contribution to in-class discussions; an individual background research project, and a report assessing the group project completed in this course. This report will critically examine expectations, intentions, and observations of process and outcomes. Each student will decide on an aspect of the community-engaged group project to evaluate in depth, using a relevant method (e.g. action research, surveys, semi-formal interviews, or other quantitative or qualitative methods), focusing on evaluating implementation process or outcome.

Level: Introductory. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: $75.

**MD3014  Museum Practicum**  Colbert, Dru

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

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

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