


## Course List FA-24

This list will be updated as courses are added or changed; current offering and course descriptions can be found on the Portal.

<u>Faculty</u>	<u>Course#</u>	<u>Level</u>	<u>Degree Req?</u>	<u>Instructor Permission?</u>	<u>Coursename</u>
Anderson, John	ES 4038	MA	ES	Yes	Ecology and Natural History of the American West
Anderson, John	HS 4042	MA	HS	Yes	Reading the West
Andrews, Nancy	AD 3013	M	ADS		Animation
Andrews, Nancy	AD 5033	A	ADS	Yes	Making Art: Effort, Resilience, Persistence
Baker, Laurie	ES 1085	I	QR		Data Science I: Visualization
Baker, Laurie	ES 3098	M	QR		Data Science II: Programming for Data Analysis
Capers, Colin	HE 1010A	I	HE		Human Ecology Core Course
Cass, Blake	HS 4102	MA	W	Yes	Methods of Tutoring Writing Across the Curriculum
Cline, Ken	HS 4042	MA	HS	Yes	Reading the West
Cline, Ken	HS 4043	MA	HS	Yes	Wilderness in the West: Promise and Problems
Clinger, Catherine	AD 2029	IM	AD HY		Contemporary Artist as Researcher and Activist
Clinger, Catherine	AD 4019	MA	ADS	Yes	Studio Printmaking
Collum, Kourtney	HS 2087	IM	HS		Transforming Food Systems
Cox, Gray	HE 1010B	I	HE		Human Ecology Core Course
Donovan, Martha	HS 2076	IM			Life Stories: Memory, Family, and Place
Feldman, David	ES 1024	I	QR		Calculus I
Feldman, David	ES 1056	I	ES QR		Physics and Mathematics of Sustainable Energy
Friedlander, Jay	HS 4108	MA	HS	Yes	The Camino
Gadeken, Kara	ES 1090A	I	ES		Intertidal Ecology
Gibson, David	MD 2015	IM			Endgame Decarbonization
Graham, Carrie	MD 1030	I			Zoological Field Sketching
Henderson, Jonathan	AD 4050	MA	ADS		Sound Studies Practicum
Henderson, Jonathan	AD 6030	IMA	ADS		Samba Percussion Ensemble
Khor, Su Yin	HS 1110	I	W HS		Food and identity in writing: Multimodality in composition
Letcher, Susan	HE 1010C	I	HE		Human Ecology Core Course
Levin, Robert	HS 2118	IM	W		Introduction to Journalism: Telling the Story
Longsworth, Gordon	HS 2020	IM			Geographic Information Systems I: Foundations & Applications
Mahoney, Daniel	HS 2057	IM	HS		Fail Better: Writing Short Fiction
McKown, Jamie	HE 1010D	I	HE		Human Ecology Core Course
McKown, Jamie	HS 3129	M	HS		Electing a President
Morse, Suzanne	ES 3010	M	ES		Agroecology
Morse, Suzanne	ES 4041	MA	ES		Seeds
Muller, Brook	AD 1073	I	AD		Sustainable Architecture
Nguyen, Duc Hien	HS 1119	I	HS QR		Introduction to Microeconomics
Pena, Karla	HS 1117	I	HS	Yes	Spanish: Immersive Beginning I
Pena, Karla	HS 1118	I	HS	Yes	Spanish: Beginning II
Pena, Karla	HS 3125	M	HS	Yes	Spanish: Intermediate II
Sebastian, Neeraj	AD 1071	I	ADS		Fundamentals of Painting
Sebastian, Neeraj	AD 1077	I	ADS		Fundamentals of Drawing
Slabach, Brittany	ES 2010C	IM	ES		Ecology: Natural History
Slabach, Brittany	ES 3104	M	ES		Vertebrate Zoology
Stabinsky, Doreen	HS 3103	M	HS		Terrestrial Politics
Swann, Scott	ES 2010A	IM	ES		Ecology: Natural History
Tai, Bonnie	ED 1013	I	HS ED		Changing Schools, Changing Society
Taneja, Palak	HS 1114	I	W HS		College Seminar: Murder, Mystery, Mayhem: Women in Crime
Taneja, Palak	HS 4110	MA	HS		Setting Sail with Amitav Ghosh
Todd, Sean	ES 1022	I	ES		Introduction to Oceanography

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Todd, Sean	ES 2030	IM	ES		Marine Mammal Biology I
Turok, Katharine	HS 2125	IM	W		Journeys: Writing for Voyagers, Trekkers, Wanderers
van Vliet, Netta	HS 1120	I	HS		Introduction to Cultural Anthropology
van Vliet, Netta	HS 2081	IM	HS		Postcolonialism and Psychoanalysis
Waldron, Karen	HS 2010	IM	HS		Literature, Science, and Spirituality
Waldron, Karen	HS 4109	MA	HS		The Contemporary World of Women's Novels
Weber, Jill	ES 2014	IM	ES		Trees and Shrubs of Mount Desert Island
Winer, Joshua	AD 1026	I	ADS		Introduction to Photography
<b>VISITING FACULTY</b>					
Benson, Robert	HS 1121	I			Finding Faith: Toward Meaning, Purpose, Justice & Belonging
Braddock, Scott	ES 1038	I	ES		Geology of Mt. Desert Island
Earley, Annika	AD 1063	I			The History of Making Prints
Gagnon da Silva, Pamela	HS 1053	I	HS		Intimate Partner Violence: Dynamics and Community Response
Jacoby, Franklin R	HS 2098	IM			Introduction to Philosophy of Mind
Kheireddine, Sarah	ES 1066	I	ES QR		Chemistry I
Kim, June	AD 4049	MA			Advanced Photography
Koch, Galen	AD 4050	MA	ADS		Sound Studies Practicum
Koch, Galen	HS 3100	M			Within Living Memory: Audio Production and Podcasting
McCune, Kreg	AD 1039	I	ADS		Ceramics I
McKernan, Tara	ED 1024	I			Human Growth and Learning: From Infancy to Adolescence
McLean, Adam	AD 1067	I			Music Fundamentals: Intro to Reading/Hearing/Writing/Playing
Neuhouser, Jeffry	HE 1010E	I	HE		Human Ecology Core Course
Null, Carol	ED 1011	I	ED		Children's Literature
Robbins, Dani	AD 1056	I			Beginning Contemporary Dance Technique
Shaw, Matthew	AD 3012	M	ADS		Documentary Video Studio
Summers, Kristy	AD 2012	IM	ADS		3D Studio: Introduction to Three-Dimensional Art and Design

 College of the Atlantic  
**Course Descriptions**  
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5/13/2024

**AD1026 Introduction to Photography**

Photography is a common language spoken across cultural, economic and geographical boundaries - used in news gathering, commerce and fine art. Being able to use the camera as an effective tool for self expression or in the pursuit of a documentary project is a skill which is applicable to a large number of COA students. A broad introduction to photography and digital printing, this course will introduce the principles and applied techniques of contemporary photographic practices. Designed to put the student in charge of their camera, we'll begin with basic camera controls such as aperture and shutter speed and progress on to more advanced topics such as the proper use of 'flash'. Also covered will be an introduction to Adobe Photoshop and/or Adobe Lightroom as well as good printing practices in a digital environment. Students will be evaluated on the quality of finished prints included in a final portfolio, their participation in class exercises and critiques and individual growth over the course of the term. Please note that camera equipment will not be provided. Students will need to use their own DSLR camera (with adjustable shutter speeds and f-stops) or borrow this equipment from the library which is typically lent in 4 hour blocks of time.

Level: Introductory. Prerequisites: none. Lab Fee: \$110. Class Limit: 13. Meets the following requirements: ADS

**AD1039 Ceramics I**

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

**AD1056 Beginning Contemporary Dance Technique**

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: 11. Lab fee: \$30. Meets the following degree requirements: None.

**AD1063 The History of Making Prints**

In this seminar, we will cover the history of printmaking. Rather than take a chronological approach to print history, the seminar examines four broad themes surrounding historical and contemporary printmaking: prints and politics, printmaking as a process, the appropriated image, and collaboration/participation. These themes encompass a breadth of artists, works and time periods. The ideas presented and discussed in this seminar provide a context and a ground for the student to more clearly define their own creative practice and relationship to the history of printed art forms. Readings, writing assignments, and at-home projects challenge students to critically position themselves, as well as the practice of print in general, within the broader scope of visual culture. It also assists in developing a habit of research, and understand that it can be an essential part of the creative process. Assessment will be based on evidence that the student has completed assignments and readings; and, active and meaningful participation in seminar discussions.

Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: None. Meets the following degree requirements: None.

### **AD1067 Music Fundamentals: Intro to Reading/Hearing/Writing/Playing**

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

Level: Introductory. Prerequisites: none. Class limit: 12. Lab fee \$35. Meets the following degree requirements: None.

### **AD1071 Fundamentals of Painting**

In this course, students will be introduced to the basic aspects involved in the process of translating what they are observing in space onto two-dimensional surfaces in oil paint. Students will be introduced to the basics of color theory, mixing and matching colors, and also explore how color can change depending on context. Through the assignments we will investigate how form, volume, space and light can be captured in paint. Students will learn how to build their own frames and stretch and prepare canvases for painting and develop a studio practice, which includes cleaning and maintenance of brushes, the palette and other tools. A broad range of ideas and concerns in painting throughout history, from various parts of the world will be introduced in the class. In the last part of the term, different aspects of composition will be discussed: the way colors and shapes can work together to create an integrated image. Assignments will include quick paintings as well as paintings that are made over the course of multiple class sessions. The assignments over the course of the term will build students' confidence in translating what's in front of them, which makes the task of taking on the images in their heads, the images they are interested in, less daunting. Students will learn how to look at and analyze their peers' work and provide them with constructive feedback during critiques. Previous drawing experience at high school or college level is strongly recommended. Evaluation will be based on how the specific criteria set for each assignment are met, participation and engagement during critiques, and receptivity to feedback.

Level: Introductory. Prerequisite: None, but previous drawing experience at high school or college level is strongly recommended. Class limit: 12. Lab fee: \$110. Meets the following degree requirements: ADS.

### **AD1073 Sustainable Architecture**

This seminar serves as a design primer for human and environmentally friendly approaches to the design of the built environment captured by the term "sustainable architecture." We will consider the different and sometimes competing understandings of what sustainable architecture means (for it is not one homogenous thing), discussing and evaluating these various "logics" from the standpoint of performance (energy efficiency and reduction in global greenhouse gas emissions for example) as well as from the perspective of aesthetics and architectural meaning. We will deconstruct and investigate building systems in the first half of the class: landscape and site systems; water; heating, cooling and ventilating (with a strong focus on passive or natural systems); and building materials, envelope, and construction. We will then discuss integrated building systems, that is to say, design strategies for achieving synergies between systems so the sum is greater than the parts (arguably the overarching goal of sustainable design). Exposure to and analysis of case study projects and guest talks by cutting edge contemporary practitioners will enrich our understanding of the current state of sustainable architecture and promising directions now under research and development.

This course does not require previous coursework in architecture and design, only interest in design and sustainability, curiosity as to their intersections, and overall commitment to the acquisition of basic architectural literacy skills that will be of value in multiple arenas and capacities (as future designer, client, advocate, critic, concerned citizen, other). Evaluations will be based on participation and sustained engagement with course material and content, maintenance of a sketchbook that combines notes and simple illustrations (diagrams), short quizzes to assess understanding of core sustainable design principles and strategies, and analysis of case study projects through a framework we will introduce in the first part of the class.

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

### **AD1077 Fundamentals of Drawing**

This is an introductory drawing course. Students will work primarily from direct observation to translate what they are seeing onto paper using dry and wet media. In their drawings, students will learn how to articulate a broad range of values in charcoal and investigate how tone and line can communicate a sense of space and form. Students will learn sighting and measurement techniques to translate relative proportions across their compositions. A broad range of ideas about composition and organization of forms will be introduced by engaging with the work of artists from different parts of the world throughout history. Students will work with a variety of materials and techniques: from charcoal to ink to using collage to deconstruct and then rebuild spaces.

Evaluation will be based on the completion of exercises and assignments in a way that demonstrates an understanding of the concepts and ideas introduced in the class, engagement with course materials, participation in discussions and critiques, and the ability to respond to feedback in one's work.

Level: Introductory. Prerequisites: None. Class limit: 13. Lab fee: \$80. Meets the following degree requirements: ADS.

### **AD2012 3D Studio: Introduction to Three-Dimensional Art and Design**

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

### **AD2029 Contemporary Artist as Researcher and Activist**

The student will be introduced to a contemporary stream of visual culture that places nature, ethos, competing ideologies, and our relationship to these within the context of emergent forms of art activism. In response to environmental and social crisis, theory and praxis figure significantly in the work of artists and artist collectives from around the globe whose practice manifests as socially engaged art (SEA) defined by Pablo Helguera; data/information reimagined as by Mona Hatoum and Trevor Paglen; or examinations of reconciliation and mass trauma in the work of Doris Salcedo and Kara Walker. In some cases, artworks engage with nature/culture by their placement in site-specific locations, through new modes of picturing, and/or through the appropriation of hypothetical scientific musings or emerging technologies (e.g., Ed Atkins, fictionalized genetic hybridization and subversion of surveillance tools). Many of the artists we examine make use of new tools designed for industrial purpose, medical, agricultural, or scientific research. Others further participatory dialogues within anti-racist, de-colonizing, and queer-centred discursive practices. This work is inherently transdisciplinary and human ecological in disposition and character. Many of these producer-artists appropriate the role of "researcher" in order to bring attention to ecologies that human beings have disrupted or will disrupt. Doris Salcedo, Tacita Dean, Kara Walker, Mark Dion, Shirin Neshat, Ai Weiwei, Andra Ursuta, Karim Ben Khelifa, Raven Chacon, Frances Alys, Natalie Jeremijenko, Guillermo Galindo, among others, will be considered. Evaluation is based on class participation, evidence of completion of weekly readings, a final paper, and a class presentation.

Level: Introductory/Intermediate. Prerequisites: none. Lab fee: \$50. Class limit: 15. Meets the following degree requirements: AD HY

### **AD3012 Documentary Video Studio**

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: \$50. Class limit: 12. Meets the following degree requirements: ADS

### **AD3013 Animation**

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: previous introductory art course. Lab fee: \$30. Class Limit: 12. Meets the following degree requirements: ADS

### **AD4019 Studio Printmaking**

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: 6. Lab fee: \$200. Meets the following degree requirements: ADS

### **AD4049 Advanced Photography**

This course is designed to provide students opportunities to build on their technical and conceptual skills of photography created in accordance with the creative vision of the photographer. There will be a focus on photographic image-making within a fine art context in conjunction with development of heightened awareness and concepts in relation to personal perspective. Each class will include discussion of reading assignments, in-class shooting assignments, looking at contemporary artists and their photographic practices. Art concepts, ideas, and critiques of ongoing student work will occur weekly. In addition, there will be an individual meeting with the instructor at midterm aimed to solidify each student's work. Students will be evaluated based on the completion of a series of assignments, the development of a self-chosen body of work, participation in class discussions/critiques and class attendance.

Level: Intermediate/Advanced Prerequisites: Introduction to Photography or some photography experience/knowledge. Class limit: 12. Lab fee: \$110. Meets the following degree requirements: None.

### **AD4050 Sound Studies Practicum**

How are artists and scholars of sound engaging various crises in the anthropocene? What are the possibilities and limitations of responding to or representing a place through sound recording and playback? How do contemporary composers and sound artists engage place-specific material in their work? This practice-based course examines the interdisciplinary field of sound studies through close reading, listening, and hands-on (ears-on?) work in sound. Students will create place-based recording projects and site-specific sound installations that draw on local fieldwork excursions around Frenchman Bay, as well as on archival research connected to the Maine Sound and Story Archive and others. Students will sharpen skills in field recording, audio editing, multi-channel sound mixing and presentation, artistic collaboration, and building sonic-rich soundscapes as they work to create immersive sound art projects. This class will work to expand the narrative podcast format, seeking more abstract and layered forms that draw on research and storytelling to help audiences sense a place or a concept through the experience of sound. The course will examine key readings in the field of sound studies, and investigate the practice of sound artists working at the intersections of sound and climate change, sound and social (in)justice, the repatriation of sound recordings, sound and ethnographic practice, and more. Students must have prior experience recording and editing sound, and a willingness to collaborate with their peers to synthesize and realize their ideas. This course will involve fieldwork excursions outside of class time. Evaluation will be based on class participation, engagement with class projects and assignments, and the demonstration of learning in relationship to course content.

Level: Intermediate/Advanced. Prerequisites: At least one of any of the following courses (or by permission of the instructor): AD4015 Film Sound Image, HS3100 Within Living Memory, AD 1058 Dissecting Popular Music, HS3122 Navigating Change, HS3120 Audio Journalism, AD3014 Soundscape, AD1040 Audio Production and Engineering, AD 1072 Audio Production as Compositional Tool. If you have not taken one of these courses but feel you have the background to take this course, please reach out to the instructor. Class Limit: 12. Lab fee: \$50. Meets the following degree requirements: ADS.

### **AD5033 Making Art: Effort, Resilience, Persistence**

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; students are encouraged to elect for a credit/no credit grade.

Level: Advanced. Prerequisites: multiple previous art classes and permission of instructor. Class limit: 12. Lab fee: \$80. Meets the following degree requirements: ADS

### **AD6030 Samba Percussion Ensemble**

Samba is one of music's great spectacles – loud, coordinated, precise, and kinetic. The music is equally at home on the stage and in the street. All are welcome to participate in COA's samba percussion ensemble. The individual percussion parts range in complexity so the music suits a wide range of skills and levels of experience. The musical repertoire for the ensemble will be developed in coordination with Caique Vidal, a Brazilian percussionist who will visit the class (virtually) on a few occasions to offer perspective and insights drawn from his experience with the music. Alongside rehearsal and performance, students will study the history of samba music in Brazil. We will read Barbara Browning's *Samba: Resistance in Motion* and also discuss what the music's recontextualization to a college campus in Maine might mean for its performers and listeners. Student assessment will be based on rehearsal attendance, class discussion participation, reading response journals, and a final group presentation.

Level: Variable, Introductory through Advanced. Prerequisites: None. Class limit: 12. Lab Fee: \$60. Meets the following degree requirements: ADS

### **ED1011 Children's Literature**

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. Prerequisites: none. Class limit: 15. Lab fee: none. Meets the following degree requirements: ED

### **ED1013 Changing Schools, Changing Society**

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

### **ED1024 Human Growth and Learning: From Infancy to Adolescence**

Humans don't have a steady growth rate. In the first two years of life for human children the rate is fast, and then it slows for the next seven to ten years and then things speed up again. Interestingly, a child's brain is already at 90% of its full size by age five. So many factors go into the development of children from their birth to the time that they enter adulthood. What do children inherit from their parents, biologically, culturally, socially, and how do those influences help us understand individual child development? In this course, students will explore and examine the contributions of prominent theorists and empirical research to

foster a deeper understanding of the complexities of child development from birth through adolescence. This foundational learning will support students as they investigate additional influences on development. Students will be asked to reflect on their own development and the factors that helped to shape their own growth. Additionally, students will read and discuss current research in psychology, neuroscience, education, and sociology as integral parts of student learning. Understanding the arc of development is essential for individuals who work in education and related fields. Knowing what to expect in typical development is imperative to providing appropriate experiences and curriculum, and facilitates positive coaching and partnering with parents and caregivers. While this class is primarily geared towards individuals who may pursue education or education-adjacent fields, it is ultimately a class intended to explore what it means to develop and grow as a human from early childhood up to adolescence. Students should expect the following experiences and assessments: rich class discussions based on readings and personal reflections, field observations, hands-on activities, assigned work, and class presentations.

Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: None. Meets the following degree requirements: None.

### **ES1022 Introduction to Oceanography**

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: 15. Meets the following degree requirements: ES

### **ES1024 Calculus I**

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: None. Meets the following degree requirements: QR

### **ES1038 Geology of Mt. Desert Island**

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: 14. Lab Fee: \$50. Meets the following degree requirements: ES

### **ES1056 Physics and Mathematics of Sustainable Energy**

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 CO<sub>2</sub> emissions levels and look at how this is related to energy use. We will then turn our attention to basic ideas from physics, including the definition of energy and the difference between energy and power. The bulk of the course will consist of a survey of different forms of energy consumption and generation. Throughout, we will quantitatively analyze technology from both a local and global point of view. For example, we will calculate how much electricity one can generate on a rooftop, and we will also examine the role that solar PV could play toward the goal of eliminating fossil fuel use worldwide. In a unit on financial mathematics, students will learn about the time value of money and several ways of quantifying investments, including ROI (return on investment) and IRR (internal rate of return). Students will apply these financial tools in several short case studies. If time permits, we may also cover negative emissions technologies and the electrical grid, including grid stability



issues and the potential of smart-grid technology. This will be a demanding, introductory, class. Evaluation will be based on weekly problem sets.

Level: Introductory. Prerequisites: None. Class Limit: 30. Lab fee \$10.00 Meets the following degree requirements: QR ES

### **ES1066 Chemistry I**

This is the first half of a two-term sequence designed to help students describe and understand properties of materials. The course first explores how atomic and molecular structure relates to the physical properties of materials and their reactivity. The course explores the reasons, rates, and outcomes of chemical reactions. Course material is applied to better understand living systems, the natural environment, and industrial products. The course meets for three hours of lecture/discussion and for three hours of lab each week. Students are strongly urged to take both terms of this course. Evaluations are based on class participation, lab reports, and quizzes.

Level: Introductory. Prerequisites: none. Class limit: 14. Lab fee: none. Meets the following degree requirements: ES, QR.

### **ES1085 Data Science I: Visualization**

How can one summarize information and data and convey its meaning to others? What is an effective data visualization? What is an ineffective or dishonest one? And, for that matter, what is data? This course will explore these questions by introducing student to the broad field of information visualization. Students will learn about different types of visualizations that may be used to explore variation and covariation, the evolution of processes through time and space, and representing parts of a whole. Much of the work of this course will be carried out using computers and the R programming language, but we will also explore non-computational approaches to visualization. Students will develop skills in data collection, data cleaning, and creating different types of data visualizations (e.g. bar charts, scatter plots, density plots, heat maps, violin plots, time series, and interactive graphics) and effective data communication while working on problems and case studies inspired by and based on real-world questions. We will also critique and reflect upon data visualizations in our daily lives. Students will also gain familiarity with descriptive statistics and ways to organize and summarize categorical and numerical data to pick out key information.

This course is designed to serve as an introduction to programming in R. Students will learn to gain insight from data, to use literate programming and version control so that these insights are reproducible by others, and to develop code collaboratively. Students who successfully complete this course will be able to work with large data sets, transform those data, and implement effective visualizations. Throughout the course we will be using GitHub, ggplot2, Rmarkdown, ganimate, RShiny and the tidyverse packages for data manipulation. This course is intended to appeal to a wide range of students. The skills and habits of mind taught in this course are applicable not only in the sciences and social sciences, but in almost all fields. Evaluation will be based on several short homework and lab assignments, participation in in-class activities, and a final project.

Level: Introductory. Prerequisites: None. Class limit: 16. Lab fee: none. Meets the following degree requirements: QR

### **ES1090A Intertidal Ecology**

The intertidal occupies the space on the ocean shore between the highest and lowest extents of the tides, and the organisms inhabiting the intertidal must adapt to an ever-fluctuating environment. It is unique among ecosystems in that it condenses and concentrates many ecological processes along a strong physiological gradient, and so serves as an ideal environment to observe and investigate fundamental ecological principles.

In this course, you will be introduced to the many diverse intertidal ecosystems of coastal Maine, from rocky shorelines to tidal mudflats to salt marshes. Through discussions in class and observations in the field, we will endeavor to answer the questions:

What organisms are found in the intertidal, and how are they adapted to life there?

How is the distribution of intertidal organisms dictated by living in a transitional environment?

How do intertidal organisms interact with each other, and how does this shape the community?

We meet twice per week for class time with one afternoon lab period. During lab time we will be going on field trips as much as possible to explore the local intertidal habitats. This course is intended as an accessible introduction to marine community ecology and field work. Assessment is based on weekly question sets, lab assignments, and a short research proposal.

Level: Introductory. Prerequisites: None. Class limit: 16. Lab fee: \$40. Meets the following degree requirements: ES.

### **ES2010C Ecology: Natural History**

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.

Level: Introductory/Intermediate. Prerequisites: None; field work involves strenuous hiking. Class Limit: 11. Lab fee: \$95. Meets the following degree requirements: ES

### **ES2014 Trees and Shrubs of Mount Desert Island**

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

### **ES2030 Marine Mammal Biology I**

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: 12. Lab fee: \$200. Meets the following degree requirements: ES

### **ES3010 Agroecology**

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

Level: Intermediate. Prerequisites: Signature of the instructor and one of the following: Biology: Cellular Processes of Life, Plant Biology, Ecology, or Economics. Class limit: 12. Lab fee: \$75. Meets the following degree requirements: ES

### **ES3098 Data Science II: Programming for Data Analysis**

Continuing on the themes explored in Data Science 1, students will go beyond data visualization to gain insight from data using statistical and machine learning techniques. Students who successfully complete this course will be able to work with large data sets, transform those data, and apply statistical and machine learning techniques to analyze data. Students will build on their knowledge of GitHub, ggplot2, Rmarkdown, and the tidyverse packages for data manipulation, visualization and analysis, to include an analytical toolkit for answering different types of questions and working with different types of data. Students will be exposed to a variety of topics including: webscraping, generalized linear models, machine learning, and text analysis. We will also explore rotating advanced special topics in data science (e.g. image processing, spatial analysis).

This course is intended to appeal to a wide range of students. The skills and habits of mind taught in this course are applicable not

only in the sciences and social sciences, but in almost all fields. Evaluation will be based on several short homework and lab assignments, participation in in-class activities, and a final project.

Level: Intermediate. Prerequisites: Data Science I: Visualization. Class limit: 16. Lab fee: None. Meets the following degree requirements: QR.

### **ES3104 Vertebrate Zoology**

In this course, we will explore the phylogenetic, morphological, and ecological diversity of vertebrates within an evolutionary framework. Using a comparative approach, we will explore the diversity of major vertebrate groups, with a focus on local representatives; interpret major evolutionary transitions; and identify the relationships between structure and function. We will practice developing hypotheses about vertebrate ecology and evolution, considering morphological, behavioral, ecological, and life history traits. The laboratory component will be a mixture of work with museum specimens, dissections, and fieldwork. We will focus on nomenclature of anatomy, standard necropsy and identification techniques, including use of taxonomic keys. Fieldwork will introduce methods to survey and monitor vertebrates, including standard capture, handling, and marking techniques. The laboratory is scheduled with early field mornings in mind. Days we are not conducting field work, we will meet later for lab. There is a required weekend field trip. This class involves a fair amount of reading and memorization to help develop a strong foundation in the taxonomy of vertebrates, as this course is a prerequisite for other advanced vertebrate courses. Assessments include quizzes, a lab/field journal, a practical, and a final written “dream project” on a vertebrate ecology and evolution question of your choice.

Level: Intermediate. Prerequisites: ES1054 Biology: Form and Function and a course in ecology. Class limit: 11. Lab fee: \$75. Meets the following degree requirements: ES.

### **ES4038 Ecology and Natural History of the American West**

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

Level: Intermediate/Advanced. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: none. Meets the following degree requirements: ES

### **ES4041 Seeds**

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: \$120. Meets the following degree requirements: ES

### **GS6023 The Drag Practicum**

This group study aims to research historical and current practices of drag as an art form, a political act, and somatic practice. The group will engage in questions of what drag is, who it serves, what it looks like and has looked like in the U.S. and beyond, and its relation to other genres of performance such as burlesque and clown. We will research those questions through reading queer theory text and drag artists' memoirs, and viewing documentaries, filmed performances, and live shows in Bangor or Portland. We will examine where drag is now and investigate recent legislation against drag artists and the queer community in the U.S., as well as drag's role within queer culture and the implied binaries of Queens and Kings.

Alongside this research, we will also dive into the medium ourselves. The group will explore drag culture through the fashion, music, and subcultures that we are personally tapped into to create individual drag personas. Our goal in performing will be to authentically investigate personal experiences of gender and use it to experiment and play with costuming, make-up, movement, and comedy. The study will culminate in a drag show at the end of the term that we hope inspires and brings joy to the College of the Atlantic community and Mount Desert Island community.

### **HS1053 Intimate Partner Violence: Dynamics and Community Response**

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: 12. Lab fee: \$10. Meets the following degree requirements: HS.

### **HS1110 Food and identity in writing: Multimodality in composition**

It feels like pizza has always been considered American, but we know that it was originally brought to the US by Italian immigrants. Both the US and Italy claim pizza as a national dish, and this type of debate about where food comes from—and who it belongs to—is highly connected to our national and local identities. As humans continue to migrate across borders and blur the boundaries in digital spaces, our identities continue to develop as we interact with each other and different types of food. We will consider how this movement shapes our ideas of 'foreign' and 'local' and how one becomes the other, as well as the line between honoring a culture and appropriating it.

We will examine the intersections of the genre conventions, rhetorical situation, and the writers' identities to understand how these elements work together when producing texts. We will learn key composition concepts (genre, rhetorical situation, and multimodality) and support the development of your genre research skills. We will use these concepts and conduct genre research to examine various food writing genres, such as narratives, recipes, and social media posts to understand how writing is an activity that goes beyond putting words together on a piece of paper. These activities will support your overall genre research skills and deepen your understanding of writing, which can be transferred to other writing activities beyond this course. Classes will be based on genre analysis activities and group discussions. We will read works that address food writing genres and identity, and we will watch documentaries that explore the intersections of food, identity, and migration. Course assignments include your reproduction of a food writing genre, weekly reading responses, reflections and narratives to document your learning trajectory, which will also be used for assessment purposes.

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

### **HS1114 College Seminar: Murder, Mystery, Mayhem: Women in Crime**

The Monster is real, and it's calling.  
-Michelle Mcnamara

Grew up reading Nancy Drew and Miss Marple? Can't let a day go by without listening to a murder mystery podcast like Serial or My Favorite Murder? Love binge-watching shows like Killing Eve and Big Little Lies? Consider watching true crime documentaries your hobby? Then this is the class for you.

This college seminar will allow you to delve into the world of murder, mysteries, and the mayhem caused by these through a woman's eyes. Be it a woman sleuth, a femme fatale, or a damsel in distress, women have been inextricably related to the world of crime. It is no wonder that they make up almost 75% of the listeners of true-crime podcasts and 80% of CrimeCon attendees (Times.com). We will study this phenomenon by paying close attention to not only literary genres like novels, short stories, and non-fiction writing but also non-literary (and multimodal) genres that include pop-culture favorites like TV shows, documentaries, and podcasts, some of which are mentioned above. Other works that we might consider are Sharp Objects (fiction), Dial A for Aunties (fiction), I'll be Gone in the Dark (non-fiction), Mommy Dead and Dearest (documentary), and The Keepers (documentary).

Since this class also meets the writing requirement, part of your focus will be understanding writing as a dynamic literate activity by composing varied works. For example, you'll write short reflection posts responding to questions like "Why women kill"?, opinion or review pieces that could appear in The New York Times, conduct interviews, and work on a term-long genre evolution project. All these are different genres and might target a specific audience: me, online readers, fans, or your peers. You will be evaluated on class participation, written work, and a final project.

Students will be evaluated on class participation, written work, and a final project. Lots of attention to be paid to peer review and revision as well.

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

### **HS1117 Spanish: Immersive Beginning I**

This course is immersive and interdisciplinary. Students work exclusively in Spanish, and the language is always taught through the cultural context of Latin America and more specifically Yucatán. Students learn not only in the classroom but also through constant interactions with other Spanish-speaking environments, fostering cultural enrichment and connection. This course is for students who have minimal experience with Spanish and are anticipating an immersion experience in a Spanish speaking context such as the Yucatán Program. Daily classes and assignments emphasize the development of basic comprehension and communication, both written and spoken. Students write, read texts, present on various topics, converse in pairs and groups, sing and dance, learn basic grammar, and develop their vocabulary. Outside of the daily classes, students organize and perform in the annual Spanish Festival. The grammatical structures developed in this course include but are not limited to: all parts of speech, such as articles, adjectives and adverbs in present tense; the use of reflexive verbs; past tense and all variety of sentence structures. This course also provides an orientation to living and studying in Yucatán, Mexico. The lab time is a specific formal orientation to immersion, building on the cultural context incorporated in daily classes. Upon completing this course, students will be able to express themselves and communicate confidently in Spanish. They will be able to share opinions, knowledge, questions, emotions wishes, and preferences as well as petitions, greetings, congratulations and thanks using simple sentence structures. Additionally, they will have developed a basic cultural understanding, allowing them to incorporate themselves into new contexts with more ease. Evaluation is based on presentations, compositions, listening and spoken tests, written tests covering grammar, daily homework, and most importantly class participation.

Level: Introductory. Prerequisite: Instructor Permission. Class limit: 10. Lab fee: \$30. Meets the following degree requirements: HS

### **HS1118 Spanish: Beginning II**

This course is immersive and interdisciplinary. Students work exclusively in Spanish, and the language is always taught through the cultural context of Latin America and more specifically Yucatán. Students learn not only in the classroom but also through constant interactions with other Spanish-speaking environments, fostering cultural enrichment and connection. This course is intended for students with a basic knowledge of grammar and some fundamental vocabulary. Daily classes and assignments strengthen the ability of students to express themselves clearly orally and through writing. Students write, read texts, present on



various topics, converse in pairs and groups, sing and dance, learn basic grammar, and develop their vocabulary. Outside of the daily classes, students organize and perform in the annual Spanish Festival. The course reviews grammar structures familiar to the students before continuing with the study of additional basic grammatical structures, which may include but are not limited to: complex sentence structures in present perfect and past continuous; imperatives; conditionals; two future tenses; personal pronouns and pronouns of direct and indirect objects; as well as more simple and compound sentence structures. Upon completing this course, students will be able to express themselves and communicate confidently in Spanish. They will be able to express general information and stories in past tenses. They will be able to express differing degrees of certainty, feelings, desires and preferences. They will also be able to express obligations, ask for permission, and explore possibilities. Evaluation is based on presentations, written compositions, listening and spoken tests, written tests covering grammar, daily homework, and most importantly class participation.

Level: Introductory. Prerequisite: Instructor Permission. Class limit: 10. Lab fee: \$30. Meets the following degree requirements: HS

### **HS1119 Introduction to Microeconomics**

Economics has a popular reputation as a field of study centered around making money and getting rich. However, for most of its history, economics has been about understanding and changing the way the world works. How do we get our dinner every night? What does it take to transform coffee beans harvested in plantations in Costa Rica to the morning cup of Starbucks across their 38,000 global locations? Why do some individuals amass unfathomable personal wealth while others face daily struggle for material survival? These questions are what economists primarily study. Whether seemingly straightforward or seemingly unfathomable, at their core these issues are about the process of social provisioning. It can be further broken down into the following questions: (i) As a society, how do we determine what to produce and how much? (ii) As a society, how do we distribute what we produce? And (iii) Who benefits from and who are harmed by our production, distribution and consumption? In this course, we will examine these questions from the perspective of individuals and firms, and we will consider the ways an individual's preference and decisions are shaped by social institutions and how they, in turn, affect other beings, both human and non-human. You will be introduced to topics such as: individual's decision making under constraints, social coordination dilemmas, firm's wage-setting and labor discipline, supply-demand and price setting, market's successes and failures, and the limits of economic growth. This course aims to increase your ability to use abstract, quantitative models to approach complex, real-world problems such as worsening economic inequalities and global climate change. Upon completion of this course, you will have developed practices of thinking critically and politically about public policies and debates. You will also expand your capacity for numerical literacy and quantitative skills such as drawing valid conclusions based on data and communicating your reasoning and results effectively and clearly. The course is especially valuable for students with interests in civic engagement, social justices, political transformation, and sustainable development. Knowledge in calculus, statistics, and linear algebra is not necessary, and familiarity with elementary algebra will be helpful but not required. Students' learning will be assessed through problem sets and (take-home) exams.

Level: Introductory. Prerequisites: Knowledge in calculus, statistics, and linear algebra is not necessary, and familiarity with elementary algebra will be helpful but not required. Class limit: 12. Lab fee: None. Meets the following degree requirements: HS QR.

### **HS1120 Introduction to Cultural Anthropology**

This course is an introduction to some of the central questions, arguments, and concepts of Cultural Anthropology. Broadly defined, "cultural anthropology" is the study of human cultures. Historically, such study has focused on explorations of difference through conducting fieldwork over an extended period of time in a specific community. Understandings of the discipline have changed over time, from definitions of it as an objective social science in the late 19th and early 20th centuries, when anthropology was dominated by European and U.S. anthropologists conducting fieldwork in places in Africa, Latin America and Asia, to definitions of it as a subjective interpretative social science that has been transformed and critiqued by anthropologists across the globe studying a wide range of human cultures and institutions, including their own societies. In the 1970s and 1980s, anthropologists began to "study up" through focusing on cultures of entities such as the World Bank, corporations, the military, scientists and investment bankers. Today, almost anything can be a focus for anthropological study.

In this class we will address questions and arguments about structure, difference, power, colonialism, politics, representation and responsibility, both in terms of cultural anthropology's own formation as a colonial discipline, and in terms of the tools for critical thinking that have emerged out of anthropological work. What kinds of social organization and economic systems tie people together? What produces conflict? What is the significance of myths, rituals and symbols? How are social systems reproduced over time? How do they change? What is the significance of relations of identification and interaction between individuals and group categories? What are the political implications of how the human is defined? As we learn about how different thinkers have

engaged these questions, we will also critically examine the concepts that inform them, including ideas of agency, responsibility, representation and action. Texts will likely include work by Ruth Benedict, Lee D. Baker, Franz Boas, Jacques Derrida, Emile Durkheim, Michel Foucault, Sigmund Freud, Clifford Geertz, Zora Neale Hurston, Alfred Kroeber, Claude Levi-Strauss, Karl Marx, Sidney Mintz, Rosalind Morris, Anand Pandian, Gayle Rubin, Marshall Sahlins, Edward Said, Marilyn Strathern, Deborah Thomas, Michel-Rolph Trouillot, Victor Turner, and Eric Wolf. Course work will include engaging with ethnographic writing and ethnographic research methods, as well as with transdisciplinary encounters with anthropology, including work in literature, philosophy, feminist and postcolonial theory. Students will be evaluated on individual and small group ethnographic research and writing assignments, class participation, and weekly reading responses.

Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: None. Meets the following degree requirements: HS.

### **HS1121 Finding Faith: Toward Meaning, Purpose, Justice & Belonging**

What is “faith ?” What assumptions do “faithful” people make about themselves, others, the world, and the sacred ? How do people interpret sacred texts ? How might faith help people find identity and belonging, and (conversely), how might faith lead to exclusion ? How does faith guide life decisions, and how do such decisions – particularly ones that involve alleviating suffering, pursuing justice, or promoting sustainability – reflect faith ? How does faith engage the inevitability of death ? Faith shapes many aspects of human life. While critiques of faith often focus on its potential for harm (particularly violence and oppression), this course aims to swim in the opposite direction, seeking to understand the dynamics of faith that can lead to lives of meaning, purpose, belonging, or advocacy. We’ll explore philosophical, psychological, ecological, communal, and even some political dimensions of faith. And we’ll engage a variety of real-life people for whom faith is a meaningful and relevant – and central – aspect of their lives. Students of all faith traditions and perspectives are welcome – including students who do not identify with any particular tradition. Field trips to various faith-based institutions will be offered to allow for immersion experiences. Course texts may include works such as Alastair McIntosh’s *Soil and Soul*, Jim Wallis’ *The False White Gospel*, Karen Armstrong’s *The Case for God*, Zora Neal Hurston’s *Moses, Man of the Mountain*, or Kathy Baldock’s *Forging a Sacred Weapon / Walking the Bridgeless Canyon*, along with shorter articles relevant to the course. Sacred texts will be primarily Hebrew and Christian scriptures, with texts from other traditions according to student interest.

In addition to robust class discussions marked by curiosity and respect, and regularly-assigned readings of both primary and secondary sources, students can anticipate short / reflective writing assignments along with a final paper. Assessment will be based on evidence that the student has completed assignments and readings, and active and meaningful participation in seminar discussions.

Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: None. Meets the following degree requirements: None.

### **HS2010 Literature, Science, and Spirituality**

A survey of Anglo-American literature from the Scientific Revolution to the present. Focuses on the ongoing debate about the role of science in Western culture, the potential benefits and dangers of scientific experimentation, the spiritual, religious, social and political issues that come about with the Ages of Discovery and Reason, and their treatment in literature. Specific debates include concerns over what is “natural,” whether knowledge is dangerous, the perils of objectivity, and the mind/body dichotomy; works include Shelley’s *Frankenstein*, Ibsen’s *An Enemy of the People*, Brecht’s *Galileo*, Lightman’s *Einstein’s Dreams* and Naylor’s *Mama Day* as well as short stories and poems. Writing-focused option.

Level: Introductory/Intermediate. Prerequisite: Writing Seminar I. Offered every two or three years. Lab fee: \$10. Class limit: 15. Meets the following degree requirements: HS

### **HS2020 Geographic Information Systems I: Foundations & Applications**

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: 10. Lab Fee: \$75. Meets the following degree requirements: None.

### **HS2057 Fail Better: Writing Short Fiction**

This course will serve as a workshop both for creating our own short fictions as well as a forum for reading and responding to work by established authors. As a class we will get down to business; we will read and discuss amazing short stories and amazing authors; we will learn how to offer constructive criticism of each other's work; and we will write, we will write, we will write. Class meetings will combine analysis of published work with a discussion of how individual writers approach their craft. We will study the conflict, character, plot and music of prose. The focus of this class will be literary fiction. I define literary fiction as work that is concerned not just with what happened, but why it happened. It is character driven and explores the motivations, desires, drives and consequences of the complex human experience. It is the stuff of life. Representative authors: Jorge Luis Borges, Julio Cortázar, Amelia Gray, Makoto Kawabata, Gish Jen, Hemingway, Flannery O'Connor, Milan Kundera, Mary Gaitskill, James Baldwin, Junot Diaz. Students are expected to create four shorter and one longer piece of fiction, respond to published writers, lead weekly discussions, participate in class response to fellow writers, and to revise their own work in substantive ways.

Level: Introductory/Intermediate: Prerequisites: None. Course limit: 12. Lab fee: none. Meets the following degree requirements: HS

### **HS2076 Life Stories: Memory, Family, and Place**

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 Roorbach's *Writing Life Stories*), and essays on memoir and memory (e.g., Patricia Hampl's *I Could Tell You Stories: Sojourns in the Land of Memory*). Class time will include discussion of readings, writing exercises designed to help students with matters of language and technique in their own writing, and group critiques of work-in-progress. Student work will be publicly shared through a reading and exhibit on campus. Students will be evaluated on the effort and quality of their writing, their commitment to the writing process, their participation in peer review and workshops, a final portfolio of all their writing, and a public presentation of their finished work.

Level: Introductory/Intermediate. Prerequisites: None. Class limit: 12. Lab fee: \$20. Meets the following degree requirements: None.

### **HS2081 Postcolonialism and Psychoanalysis**

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. Class limit: 12. Lab fee: \$10. Meets the following degree requirements: HS

### **HS2087 Transforming Food Systems**

This course explores possibilities for transformative change across local and global food systems. The course centers on the questions: What would it take to ensure access to healthy, safe, affordable, culturally appropriate foods for all people? The first part of the course critically examines capitalist food systems with particular attention to the ways culture, politics, and economics shape our interactions with food. Through readings and exercises, we explore issues such as nutrition, worker safety, contested agricultural and land use policies, hunger, and environmental and community health. The second part of the course examines case studies of transformative food movements around the world, from the Zero Hunger programs in Belo Horizonte, Brazil, to La Via Campesina global campaign for agrarian reform. We focus particularly on food sovereignty and agroecology movements. The final third of the course focuses on transformative work in Maine and at COA. Students take multiple field trips to participate in local movements and to learn about their philosophies, objectives, and activities. By the end of the course, students will be able to analyze how power shapes food systems and articulate a theory of change for addressing a food systems problem of their choice. Students are evaluated based on participation in class discussions and field trips, a series of reflection papers, and a final project including a paper and an audio-visual presentation.

Level: Introductory/Intermediate. Prerequisites: None. Class limit: 20. Lab fee: none. Meets the following degree requirements: HS

### **HS2098 Introduction to Philosophy of Mind**

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, panpsychism, 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. Meets the following degree requirements: None.

### **HS2118 Introduction to Journalism: Telling the Story**

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 American 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 several 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, and developing skills for efficiency and self-critique. They will be introduced to the history of American journalism, the ethics and laws specific to the field, and the modern media landscape. Students will also learn about and practice photojournalism. A final project in the course will include significant research and utilize students' skills in interviewing, observation, and documentation learned over the term.

Students will be evaluated on the following criteria: the quality of their reporting, the effectiveness of their revisions, and participation in class discussions and peer review sessions. Students taking this course should have sufficient sentence structure, grammatical, and word usage skills to communicate effectively in writing. Students that are not confident in those areas may enroll, but should strongly consider taking the course for credit/no credit.

Level: Introductory/Intermediate. Prerequisites: None. Class limit: 12. Lab fee: none. Meets the following degree requirements: W

### **HS2125 Journeys: Writing for Voyagers, Trekkers, Wanderers**

How can witnessing and reporting other worlds—whether a country, a village, a river, a mountain, or a back alley--make us more sensitive travelers, sharpen awareness of cultural biases, and empower place-based writing? This course highlights the allure, the dangers, uncertainties, risks, and joys of travel expressed in student writing. What words, images, foods, music, rituals, or other sources of inspiration spark curiosity and passions that make us want to go places?

Genre analysis, writing, and transdisciplinary research projects will deepen a sense of place as the course explores the rhetoric of travel and its transformative impacts. Students will experiment with, for instance, flash-essays, chronicles, interviews, journals, and field notes. Research projects will spotlight judicious selection of relevant sources, integration of data, and inclusion of multimodal elements. We will consider, too, the relation between travel writing and ethnography, between travel and gender, racial, religious, and ethnic components. Conveying impressions after short or extended excursions, students will recognize and develop which rhetorical strategies are appropriate for particular purposes, situations, audiences, discourse communities, and genres. Maps, films, infographics, letters, newspaper articles, guidebooks, blogs, Instagram posts, diaries, and logs constitute genres that may be examined and created. Students will further hone their craft in writing workshops, conversations, conferences, and presentations.

Short excerpts that reflect the intimate connection between travel and writing will be discussed, and the various rhetorical strategies employed by writers such as Matsuo Basho, Tu Fu, Álvaro Núñez Cabeza de Vaca, Olaudah Equiano, Mary Kingsley, James Baldwin, Maxine Hong Kingston, Taras Grescoe, Bill Bryson, Annie Dillard, William Least Heat-Moon, Anthony Bourdain, Eileen Myles, Binyavanga Wainaina, and Hans M. Carlson. Whether an Inuit film for global audiences, or the map of a route across the North American continent by water, or notes in a diary from the Hindu Kush, for example, the course materials do more than simply record or narrate experiences and territories: they also report and shape the world and what it means to us. Evaluations will be based on class discussions, writing projects, and presentations.

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

### **HS3100 Within Living Memory: Audio Production and Podcasting**

This course will explore the process of narrative storytelling with sound. We will study a broad range of audio formats, from podcasts to audio installations to interactive soundwalks. Students learn each step of creating an audio story, from recording techniques and initial collection in the field or in archival collections through the writing to the final production of a podcast or audio piece. Students will learn the technical skills of digitizing audio and conducting interviews, scripting and writing stories based on that audio, editing audio and creating sound-rich audio productions in digital editing software.

This class will focus primarily on digital material already collected in the field or found in local collections. These stories are from downeast communities in Hancock and Washington Counties and will build on ongoing collaborative work. Students will work in small groups and individually on each stage of production based on their interests as well as on ongoing projects. Opportunities exist to explore various forms of audio storytelling in a final project. This course is for students with interests in documentary work, storytelling, oral history, and community-based research broadly construed. Students will be evaluated on individual audio assignments (transcription, scripting, digitizing, and production work) as well as their contribution to group projects

Level: Intermediate: Prerequisites: None. Class limit: 12. Lab fee: None. Meets the following degree requirements: None.

### **HS3103 Terrestrial Politics**

This course explores politics of the terrestrial, of the earth and its defenders, through lenses of both theory and practice. Through their writings and, where possible, in direct conversation, we interact with activists and movements involved in struggles to protect earth, land, livelihoods, and community, and those actively working to build alternatives to ways of being in the world that they are struggling against. We also read theoretical reflections on these struggles, drawing from scholars in the fields of political ecology, political ontology, and political economy, among others. Locally rooted activities take place within global economic and political contexts – markets, international treaties, and other spaces and places where local and global come into contact, where ontologies collide, and where different forms of power are produced and interact across distances. Course materials and discussion will explore these global contexts, concrete ways and means by which economic and political power is contested in these spaces, and ongoing experiments with and strivings toward a different world, one where many worlds may fit. Topics explored include resistance against mining and other extractive industries, pipeline fights, land grabbing for agro-industrial expansion, carbon and



biodiversity offset markets, and geoengineering. Evaluation in the class will be based on preparation for and participation in class discussions, regular reflective essays on readings, and a final extended essay, presentation, or podcast on some aspect of terrestrial politics.

Level: Intermediate. Prerequisites: None. Class limit: 18. Lab fee: None. Meets the following degree requirements: HS

### **HS3125 Spanish: Intermediate II**

This course is immersive and interdisciplinary. Students work exclusively in Spanish, and the language is always taught through the cultural context of Latin America and more specifically Yucatán. Students learn not only in the classroom but also through constant interactions with other Spanish-speaking environments, fostering cultural enrichment and connection. This course is designed for students with substantial vocabulary and intermediate grammatical structures, including the imperative mood as well as simple and compound tenses in the indicative mood. Students in this course should also have some understanding of the subjunctive mood. Daily classes and assignments foster student's abilities to express themselves clearly in speech and writing. Students write, read texts, present on various topics, and converse in pairs and groups, all while learning intermediate grammar and developing their vocabulary. Outside of the daily classes, students organize and perform in the annual Spanish Festival. This course focuses on the study of intermediate to advanced grammatical structures, which may include but are not limited to: a review of all tenses in the indicative and imperative moods, as well as an in-depth study of the subjunctive in present and past tense. Students deepen their knowledge of time markers and transitional phrases to construct more complex sentences. Upon completing this course, students will be able to communicate confidently in Spanish. They will be practiced in asking for and giving advice, paraphrasing other people's statements and opinions, and using complex structures for analysis and reflection. Evaluation is based on presentations, written compositions, listening-comprehension, written tests covering grammar, tests, daily homework, and most importantly class participation.

Level: Intermediate. Prerequisites: Permission of Instructor. Class limit: 10. Lab fee: \$30. Meets the following degree requirements: HS.

### **HS3129 Electing a President**

This class will be an intensive immersive exploration of presidential elections in the United States. It runs only in the Fall terms of US presidential election years, using the current campaign as a lens through which to explore a wide array of issues related to presidential elections specifically, as well as elections in the US generally. It is structured as a working lab that is supplemented with a series of discussion and lecture sessions. In lab sessions students will combine into teams to conduct term long tracking projects focused on the upcoming US presidential election. This may include battleground state profiling, campaign finance monitoring, litigation tracking, advertising and media placement, debate watches, candidate travel schedules, etc. In addition to the lab sessions, regular discussion and lecture sessions will provide students with a crash course in interdisciplinary approaches to a range of issues related to the conduct of US presidential elections. This may include examinations of the history of campaigns, campaign advertising and messaging, the structure of presidential elections and the role of the electoral college, the conduct of voting and voter access, campaign finance reform, empirical research on campaign effects and outcomes, polling and poll methodology, campaign organization and administrative structure, best practices for GOTV and targeted mobilization, etc. A great deal of what will be covered in both the lab and discussion sessions will depend on the nature of the current campaign in that particular year and which issues are most salient. Students will also take part in ongoing community education projects at different times throughout the term, whether that involves providing assistance through voter registration and access, debate watch debriefings, issue education, candidate profiles, community forums, etc.. On the night of the election the class will organize and host a returns watching festival on campus. The class will develop the various activities and events for the festival, and coordinate the planning alongside the instructor. The remaining class sessions after the election will focus on debriefing the results as well as addressing any outstanding issues that linger beyond election day (e.g. disputes over election counts and the certification of results). Students will be evaluated on the basis of their engagement with class sessions and other class related activities, their work for their tracking projects, short form response papers related to discussion topics, their debrief reports, and check in meetings with the instructor. Presidential election season can be a stressful, and at times uplifting time for many community members. This class is a great way to engage the campaigns in a direct and hands on manner, while also learning more about elections generally and presidential elections specifically. It is open to a wide range of students with varied interests. Given the working lab nature of the class, it is flexible enough to accommodate both students who have had extensive experience with politics and campaigning in the US context, as well as students for whom this will be their first exposure to anything campaign related, and everyone else in between.

Level: Intermediate. Prerequisites: None. Class limit: 12. Lab fee: None. Meets the following degree requirements: HS.

### **HS4042 Reading the West**

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: Permission of instructor; camping/backpacking ability. Class limit: 12. Lab fee: \$1,500. Meets the following degree requirements: HS

### **HS4043 Wilderness in the West: Promise and Problems**

Wilderness has been the clarion call for generations of environmentalists. In a letter in support of the Wilderness Act, writer Wallace Stegner characterized the importance of wilderness as an essential "part of the geography of hope." That single phrase and the current controversy surrounding the concept of wilderness provide the central focus of our explorations of wilderness in western lands. This course examines the question of wilderness from multiple perspectives in the hopes of providing an understanding of both the concept and real spaces that constitute wilderness. Through conversations with wilderness managers, field work, and experience in federally designated wilderness areas in National Parks, National Forests, Wildlife Refuges and on BLM lands, the course will also examine what "wilderness management" means on the ground in the varied landscapes of the western United States. In this context, we look at historical and contemporary accounts of the value of wilderness, ecological and cultural arguments for wilderness, and the legal and policy difficulties of "protecting" wilderness. Considerable time is spent evaluating current criticisms of the wilderness idea and practice. The class will culminate at a week-long national conference celebrating the 50th anniversary of the Wilderness Act. The 50th Anniversary National Wilderness Conference provides an incomparable opportunity for students to hear from and interact with federal management agencies, academics, recreation experts, and environmental advocacy organizations. Presenting their final course work at this conference will also give students an opportunity to share their ideas and to receive valuable feedback from this sophisticated and well-informed audience of wilderness experts. Classwork emphasizes hands-on service-learning projects as well as reading, writing, and theoretical discussions. Students will be evaluated on journal entries, contributions to the class discussions, response papers, engagement in field activities, questions in the field, and contributions to group work. This course will be integrated with and requires co-enrollment in Reading the West and Ecology and Natural History of the West.

Level: Intermediate/Advanced. Prerequisites: Ecology, Our Public Lands, and permission of instructor and concurrent enrollment. Class limit: 12. Lab fee: none. Meets the following degree requirements: HS

### **HS4102 Methods of Tutoring Writing Across the Curriculum**

The roles and responsibilities of a writing tutor are evershifting. As writing studies scholar Toni-Lee Capossela tells us, a tutor will at various times be "a reader, a respondent, a questioner, a critic, a listener, a friend, a colleague, a collaborator, or a guide." By presenting a range of writing center theories and research, this course will give students theoretical knowledge and practical tutoring strategies that will enable them to make informed choices when working with developing writers across different disciplines and conventions. Topics include negotiating the priorities of a tutoring session, differentiating between and responding to the needs of global and small-scale revision, motivational scaffolding, and understanding the often recursive nature of the writing process. Additionally, students will be exposed to active learning strategies and concepts such as cognitive load theory, the zone of proximal development, embodied cognition, and the affective domain. In the first part of the term, students will put their practical and theoretical knowledge into use by conducting one-on-one tutoring sessions with their classmates. During the second half of the term, students will collaborate with experienced tutors, and by week 8 they will begin to tutor on their own. Students will write two major essays—the first a literacy narrative, the second an expository essay on a writing center topic of their choosing.

Level: Intermediate/Advanced. Prerequisites: Students need to have a commitment to writing and a demonstrated ability to write successfully for college classes. They don't need to have previously taken a writing program-approved writing course, though. Class limit: 15. Lab fee: None. Meets the following degree requirements: W.

### **HS4108 The Camino**

The Camino monster course travels the roughly 500-mile pilgrimage route of the Camino Frances. Students will walk the path from St. Jean Pied-du-Port to Santiago de Compostela that millions have traveled since the end of the 9th century. Designated as the first Cultural Route of the Council of Europe and a UNESCO World Heritage Site, the route starts in France, crossing the Pyrenees and traveling through the vineyards, plains of wheat and sunflower, verdant hills, medieval villages, and storied cities of northern Spain. While founded as a Catholic pilgrimage, people walking the route today may be embarking on a personal challenge, wrestling with existential questions and life transitions, searching for an intentional community with more caring societal norms or journeying for a myriad of other reasons. Intertwined with the Camino's religious, cultural, and personal significance is its role as an economic engine across the millennia. The Roman roads and forts are testament to its long standing economic significance. From the age of the Knights Templar through today, the Camino continues to be the economic lifeblood of the region and the small businesses, inns and villages along the route. The course has three primary components. First, students will investigate the human ecology of the Camino through modern and ancient readings, film screenings, visits to sites of historical and cultural significance, and interactions with pilgrims. These materials and interactions will inform group discussions, as well as papers, presentations and other deliverables. Second, to move students beyond their quotidian routine, participants will follow a guided plan of self-discovery, introspection, and reflection that will take place on and around their daily walks. These activities include a series of exercises, one-on-one meetings, and journaling. Finally, to dive deeper into their own Camino, students will conduct a capstone research project of their own design. Proposals, finalized early in the course, shall include the most appropriate means of communicating their findings, such as a research paper, in-depth presentation, or other modality. Whether students are interested in history, geography, commerce, sustainable tourism, art, human relations, spirituality, local foodways, or what it means to be human, this journey will provide ample fodder for a curious mind. Evaluation will be based on engagement with the course, participation in group discussions and meetings, quality of the various written and verbal assignments, and the capstone research project. There are no prerequisites or language requirements. However, some knowledge of Spanish is encouraged and can provide for a more enriching experience. Students must be capable of walking with a 20+ pound backpack over a variety of terrain for an average of 12.4 miles (20 km) per day. As this is a monster expeditionary course, space is limited and enrollment requires permission of the instructor.

Assessment will be based on evidence that the student has completed assignments and readings; conducted a substantive and thorough independent research project; as well as, active and meaningful participation in seminar discussions and other course activities.

Level: Intermediate/Advanced. Prerequisites: None. Class limit: 12. Lab fee: \$1,100. Meets the following degree requirements: HS.

### **HS4109 The Contemporary World of Women's Novels**

This course selects from among the most interesting, diverse, and well-written of contemporary women's novels — many from the global South and all from other countries than the US — 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 tensions between sameness and difference among women's experiences, and narrations of women's experiences, around the world. The course begins by acknowledging the historical realities that limited women's narrative options in the publishing industry until quite recently. We will examine a relatively unknown yet rather extraordinary short novel from 1967: Sawako Ariyoshi's *The Doctor's Wife*. After Ariyoshi, we will read from quite varied authors published within the last fifty years, writers such as: Buchi Emecheta, Clarice Lispector, Nawal El Saadawi, Tsitsi Dangarembga, Hanan al-Shaykh, Jeannette Winterson, Rose Tremain, Nora Okja Keller, Fadia Faqir, and Yvonne Vera. We will also read some classic and contemporary feminist literary theory to gain a sense of how feminist scholars approach women's novels and our questions. The course is especially designed for students interested in women's and gender issues who have had some previous experience with literary analysis, close reading of texts, and/or feminist theory. As one way to do the work of an intermediate/advanced class, each student will choose an additional author to investigate, either a novelist or theorist who has published since 2000, and read a novel or theoretical essay by this author outside of class. Students will be evaluated based on class engagement, response papers, passage analyses, a presentation to the class of the outside novel or theory and the questions it raises, and a final evaluation essay.

Level: Intermediate/Advanced. Prerequisite: a previous literature course and signature of the instructor. Class limit: 15. Lab fee: None. Meets the following degree requirements: HS.

### **HS4110 Setting Sail with Amitav Ghosh**

"For him it meant that everything which existed was interconnected: the trees, the sky, the weather, people, poetry, science, nature. He hunted down facts in the way a magpie collects shiny things. Yet when he strung them all together, somehow they did become

stories — of a kind.”

-Amitav Ghosh, *The Hungry Tide*

Amitav Ghosh uses the words above to describe one of his characters, but the same words could be used for him. A prominent postcolonial writer in English with a background in social anthropology, Amitav Ghosh has long written about the world's interconnectedness in both his fiction and nonfiction. His works are not just stories but reflections on how the past shapes the present and the future and how memories of the past, long forgotten, can teach us how to deal with the issues that plague us now, like climate change.

This course, then, will be a deep dive into his magnum opus, the Ibis trilogy: *The Sea of Poppies* (2008), *The River of Smoke* (2011), and *The Flood of Fire* (2015). As we set sail on the Indian Ocean, journeying alongside the crew of Ibis, we will explore the intricate web of connections brought forward by the themes of subalternity, colonialization, trade, wars, and the environment. While our focus will be on the novels, we will also look at some of the author's nonfictional work, like *Smoke and Ashes: Opium's Hidden Histories* (2023), which will provide an understanding of the context but also the depth of his research that culminated into three key pieces of literature.

This will be a reading-intensive class appropriate for students interested in fiction, history, and languages (some languages that appear are Bengali, Hindi, Bhojpuri, Persian, Cantonese, Chinese Pidgin, and Mauritian Creole). A background in literary/critical theory and familiarity with Ghosh's other works will be helpful, though not required. You will be evaluated through class discussions and written assignments such as short responses, an oral presentation, a 10-12 page critical analysis paper, and a multimodal project.

Level: Intermediate/Advanced. Prerequisites: None. Class limit: 15. Lab fee: None. Meets the following degree requirements: HS.

### **MD1030 Zoological Field Sketching**

The ability to make careful observations and record them through sketches is an invaluable tool for artists, scientists, and other curious and creative people. Maintaining a sketchbook can be both a professionally useful and personally rewarding practice. This multidisciplinary course will encourage students to develop a regular sketchbook practice using animals as the focus of study. It is intended for any student who wishes to improve their sketching and observational skills, gain an understanding of animal anatomy and learn about local animal life. Students will draw from museum specimens, taxidermy mounts, and live animals using a variety of media and techniques suitable for field sketching. Class will take place in the Dorr Museum and at field sites within Acadia National Park and Hancock County.

This course will meet for two three hour sessions per week. The first session will include a lesson about a particular animal taxon, followed by sketching exercises using museum specimens and mounts as references. In the second session, students will draw from live animals in the field. Students will also spend approximately nine hours per week outside of class on additional field sketching assignments, readings, and research.

Evaluations will emphasize participation and student growth rather than artistic ability. Our focus will be on practice and learning to effectively record observations, not on creating polished illustrations. Prior experience with drawing is not required.

Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: \$70. Meets the following degree requirements: None.

### **MD2015 Endgame Decarbonization**

Recent reports say we need to cut global carbon emissions in half by 2030 and eliminate carbon emissions by 2050 or sooner. How can we electrify climate solutions to meet these urgent targets? What steps are needed to eliminate fossil fuel consumption, and how quickly can we implement them? To maintain the habitability of the planet, we have no choice but to win the carbon endgame. This course will discuss the technical requirements of the clean energy transition, including beneficial electrification, energy efficiency and renewable energy, but the emphasis will be on societal shifts needed to accelerate economy-wide decarbonization. Students will examine how fossil fuel corporations have lied about their impacts on the climate for decades, and how that has influenced policies and funding programs. This course will focus on readings, reflection and discussion. Topics covered will include the social, environmental, and economic impacts of fossil fuels versus renewable energy. Students will examine the role of diverse economic sectors including real estate, finance, and education in this transition. Students will explore the facets of transitioning an entire town or neighborhood away from fossil fuels, and the benefits or challenges associated with planning and implementing projects at a larger scale than an individual home. How can we completely transition off fossil fuels within a generation? Students who successfully complete this course will be able to identify the steps to transition a building off fossil fuels, and have a conversational understanding of how various economic sectors are critical to support the global clean

energy transition. This course will provide students with the tools and experience to reduce community energy use and greenhouse gas emissions in a holistic manner. Evaluation will be based on participation in class discussions, completion of 3-4 written assignments including reflection papers, and 1-2 class presentations.

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