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

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

AD1039  Ceramics I  Mann, Rocky
This beginning course in ceramics will explore the making of objects with clay by using the potter's wheel, slab roller, coils and press molds. We will explore surface design using slips, under glazes and glazes and patterns. Through these methods we will incorporate wax resist, tape resist, plastic resist, sgraffito, slip and glaze trailing. Six hand-built and twenty wheel-thrown works are required, with reviews taking place during week five and week ten.

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

AD1055  Kinetic Sculpture Introduction  Tardie, Hannah
Kinetic Sculpture Introduction uses the Arduino microcontroller to explore light, sound, movement, and interactivity as tools for art making. Students will learn the basic principles of electronics and their myriad sculptural applications. The course will explore human and machinic sensing and how they converge in kinetic sculpture. This is a studio course that will be supplemented by lectures/presentations, video, critiques, and readings. Grading criteria will include craftsmanship, technical proficiency, aesthetic sensibility, critical thinking, and overall effort. This is a beginner level class, no prior experience in electronics is necessary.


AD1056  Beginning Contemporary Dance Technique  Robbins, Dani
In this introductory level course, we’ll work to develop a movement practice that centers both self care and togetherness. This class will draw on a variety of contemporary practitioners and methods, relying on somatosensory feedback to access availability, spaciousness, presence and pleasure both individually and collectively. Students will investigate basic patterns of choreography, experimenting with principles of velocity and momentum and exploring personal and shared movement impulses. Assigned readings, screenings, and writing assignments will complement and support our physical practice. Students will be evaluated based on attendance, successful completion of assigned work, depth of engagement during class and with course materials, and the expansion of their individual movement capacities. All class meetings will take place in-person and on campus. Participants of diverse abilities, needs, and backgrounds are encouraged to enroll. Dance experience is welcomed, but not necessary.


AD1057  Performance & Ecology: What can theater do?  Mendez, Khristian
This course investigates live performance’s historical and contemporary engagement with ecological concerns. Our course will begin by establishing a common language for discussing theatre. We will then explore a range of international performance, while learning about the contexts (environmental, cultural, and institutional) that influence their development, production and reception. We will focus our attention on the interaction between narrative, embodied, and material elements within these performances while reading sections from texts in literary ecocriticism, performance studies, theatre history, environmental history, and anthropology. If in-person, there will be one fieldtrip mid-semester. Key questions will include: how might the body of a performer complicate the distinction between “environment” and “society”? What are the means by which we can categorize a play or a production as “ecological”? What are the specific affective narratives embedded within environmentalist discourse and how might performance interrupt or complicate those? What might have performance already done for the environment? Course goals are to refine our skill set for analyzing the relationship between scientific facts and narrative, a better sense of the
impact that live performance can have on the various communities where it takes place, and a sharper framework for engaging an audience with questions regarding the “natural” world. Major works will likely include: Manuela Infante’s Estado Vegetal; the Rude Mechanics’ Not Every Mountain; Rolling Ryot’s Rainforest Reverb; Anne Washburn’s Mr. Burns, a Post-Electric Play; Chantal Bilodeau’s Sila; Grupo Sotzi’s Uk’u’x Ulew; William Shakespeare’s The Tempest and The Winter’s Tale; Adam R. Burnett’s Mammoth: A De-extinction Love Story; Animal Facts Club’s Gulf of Maine; Art At Work MAINEUSA’s Blessing of the Creatures; Shawna Dempsey & Lorri Millan’s Lesbian National Parks and Services. Students will be evaluated through eight weekly responses, a mid-term performance-and-production analysis exercise, and a final project of their choosing.

Level: Introductory. Prerequisites: Some interest and/or previous coursework in art history, dramatic literature, literature, performance analysis is recommended but not required. Class limit: 12. Lab fee: $85.

AD3012 Documentary Video Studio
Shaw, Matthew
A documentary video or film purports to present factual information about the world. A documentary may take a stand, state an opinion, or advocate a solution to a problem. A documentary may function in the realm of art. Documentaries may compile images from archival sources, interview testimonies about social movements or events, record an ongoing event "as it happens", or synthesize these and other techniques. We will look at various documentaries both historic and contemporary, and a number of strategies and styles, including: video diaries-autobiographical works, cinema verite, propaganda, documentary activism, nature documentaries, and experimental genres. Students will learn the basics of video production, including, using a video camera, video editing, production planning, lighting, microphone use, and interview techniques. Students will make several documentary projects, both collaboratively and individually. Students will be evaluated on their participation in group discussions and critiques, and on the documentary projects they produce.

Level: Intermediate. Prerequisite: any introductory-level arts and design studio course or film history course (previous video production experience is not required). Lab fee: $30. Class limit: 12. Meets the following degree requirements: ADS

ED1021 An Introduction to Art Education
Youkeles, Janet
An Introduction to Art Education is designed for students who are curious about translating their passion for art into a career as an art educator in K-12 settings and learning about inspiring the powerful and eloquent expression of others. This course brings the many nuanced perspectives of teaching and learning in the field of art education into focus by drawing students into the value of both reflecting on their own experiences as artists and learners, and through their investigations of questions that arise. What informs practice? What do meaningful educational outcomes look like? What perspectives of art history, curriculum design, artistic development, educational theory, pedagogy, or assessment standards align with my students' visions of the meaning and value of art education? By the end of the course, students will be able to assess the effect of a wide range of practices and the theories that empower learners to meet their goals as developing artists. Six hours of observation in a K-12 art room setting is required.

Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: $20.

ES1083 Lichen Biology
Olday, Fred
This course is a general introduction to the biology of lichens, including the unique nature of the lichen symbiosis and the structure, reproduction, chemistry, and ecophysiology of these intriguing organisms. Particular emphasis is given to field and laboratory methods of identification including field recognition of important genera, micro-habitat preferences of selected species, collection techniques, use of keys, methods of identification, and proper curation. Major goals of the course are to have students develop the “hands on” skills and the confidence necessary to identify lichens to the species level. The class will meet twice a week, three hours each meeting, with one hour devoted to lecture, two hours to lab. An all-day Saturday field trip is planned at the beginning of the term to introduce students to the diversity of microhabitats in which lichens are found, proper collection techniques, writing brief, accurate field notes, and starting their personal collections. In addition, one or more Saturday morning help sessions will be provided if needed to help students get started on their personal collections. The course grade will be based on: (a) class participation (10%); (b) demonstrated capacity for doing independent work (20%); (c) bi-weekly quizzes (40%); and (d) a student final project consisting of a properly identified and curated collection of 15 species of lichens, excluding taxa previously identified in class as part of group keying exercises or needing the assistance of the instructor (30%). The final project must include a minimum of seven crustose lichens. Bonus course credit will be given for any new MDI, county, or state records (5%).

ES2044 College Seminar: 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. This class is intended for first year students, who will have priority during registration. Returning students may take this course with permission of the instructor. This course meets the first year writing course requirement.

Level: Introductory/Intermediate. Prerequisites: None; field work involves strenuous hiking. Class Limit: 11. Lab fee: $75. Meets the following degree requirements: ES,W

ES2045 Applied Data Science

There isn’t really much consensus on what Data Science actually is. Some argue that it’s a nascent interdisciplinary field that encompasses elements of computer science, applied statistics, and data visualization. Others insist that it’s a “fourth paradigm” of science: empirical, theoretical, computational, and now “data-driven”. Regardless of what it is, what may be most important is to understand what Data Science does and what you can learn to do with it!

This course will be both a broad overview of how Data Science is done in the “real world” with a specific focus on learning applications of practical Data Science skills. This would be a great class for those interested in an introductory exploration of Data Science as a primary area of focus as well as those looking to add a degree of technical expertise with data to pre-existing work and interests. We’ll be focusing on four major areas of application: (1) properly building data-driven questions and hypotheses; (2) obtaining, organizing, and transforming data; (3) exploratory data analysis and pattern recognition; and, as time permits, (4) data visualization and communication. Leaving this class, students will be able to immediately apply these concepts to a broad array of interests. For example: students should be able to generate hypotheses from disparate data sources (such as minutes from ACM), obtain and transform data from websites (like accessing the U.S. Census Bureau API), explore and analyze data to discover patterns (such as through spatial biological data sets), and visualize such data for easy communication to peers and laypersons.

Classes will be taught as a mix of live coding exercises, lectures, and group discussions. No prior programming experience is required - we’re going to be learning to use the R programming language in this course! - but a familiarity with computers and data will be helpful. Students will need to use either their personal laptop or a COA loaner laptop for class and programming exercises. Evaluation will be through class participation and discussion, several data investigation exercises, and a final project. The data investigations will take the form of written analyses of several well-known data sets as well as investigations of synthetic ones created specifically for the course. The final project will take the form of an oral presentation of an analysis. This can be either done in a group or as an individual and may be of any topic of sufficient interest to the student(s) involved.


ES3093 Plants and the Urban Environment

The proportion of people living in cities is increasing worldwide. As we hasten to make our cities and towns sustainable in the face of climate change, more livable and healthy for the world’s population, we will need to integrate plants more intelligently into our built environments. Green roofs, rain gardens, and bioswales are successful examples of highly designed plant communities that serve multiple functions in the built environment. Yet, generally, urban landscapes present challenging and extreme living conditions for many plants.

In this botany course we examine plant adaptation to extreme environments. What do alpine plants have in common with plants in a desert, or beside a highway? What mechanisms and morphologies enable plants to withstand heat, drought or water loss? With awareness that plants are the foundation of our own habitat, we explore these questions through lectures, lab sessions, and field trips to local sites.

This course is intended for students with previous botany coursework who want to deepen their appreciation of plants and their adaptations. Evaluations are based on weekly quizzes, an exam, a field/lab notebook, and class participation.

ES4089  Marine Mammals: In Sickness and in Health         Burgess, Tristan
Primarily practical course introducing students to the fundamental concepts of physiology in marine mammals and an overview of what health, threats and disease processes mean in the context of marine mammals. The course includes a general description of the key physiological systems, and the most common diseases and health threats to marine mammals as well as the role of marine mammal health in changing ocean ecosystems. Practical classes include an introduction to the incident command structure, marine mammal necropsy technique, sample collection and the role of necropsy investigation in marine mammal research and stranding response. These dissection classes also provide the material to review the link between structure and function in anatomy and physiology in the marine mammal context. Students will be evaluated on the basis of their contribution to group discussions, a student presentation project and a term paper.


HS1053  Intimate Partner Violence: Dynamics and Community Response    Gagnon da Silva, Pamela
From a historical perspective domestic violence has been noted as primarily a "women’s issue”. We now recognize the misuse of power and control in relationships as a complex and prevalent social issue that profoundly impacts our society as a whole. To address the complexity of domestic violence we must strive toward changing the belief systems that allow this problem to exist. Together we will explore these belief systems by examining the aspects of culture that shape and support domestic violence on individual, community, institutional, and global levels. We will review the history of the domestic violence movement, including its roots in the women’s movement and how that movement grew into a network of victim-centered services and community-based advocacy responses. As a student you will learn how best to respond to victims of intimate partner violence, and how to apply the core principles of individual, community, institutional, and social change advocacy. You will be challenged to consider and reflect upon your own beliefs and cultural lenses throughout the course. The class format includes lectures, role-plays, media presentations, interviews with guest speakers, group work, and discussions. Opportunities will be provided for students to reflect upon experiences, to practice skills, and apply new learning through community and cultural change projects. Students will be evaluated on their critical thinking, analysis, and synthesis of the course goals and objectives as demonstrated by participation in class activities (responsiveness to required and suggested readings and materials, guest and peer generated discussion), personal culture analysis (personal reflection, self-evaluation).

Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: $10.

HS1085  Introduction to Sexual Health         Magnuson, Maddy
This multi-disciplinary course will explore a breadth of human sexuality topics drawing from public health theories, prevention education practices, feminist scholarship, and queer activism. Prevention education promotes the knowledge, attitudes, and skills necessary for a sexually healthy population and seeks to prevent the spread of disease and violence. In addition to educating individuals in how to engage in health promoting behaviors, effective prevention education takes into consideration cultures that inhibit or facilitate health. Prevention education supports policies, practices, and norms that create an environment where all populations can thrive.

The World Health Organization defines sexual health as, “a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences free from coercion, discrimination and violence…” With this definition in mind we will discuss topics including sexual health and reproduction, sexual identity, intimacy, sensuality, and sexualization. Sources of discussion may include the social-ecological model of health, theories from twentieth century sex researchers such as William Masters and Virginia Johnson, tactics of sexual health activists such as ACT UP, feminist writers such as Audre Lorde, and web-based sex education platforms such as Afrosexology and Amaze. From discussions students can expect to examine their personal attitudes, gain up-to-date knowledge and resources, and grow their skills for promoting sexual health in their lives and communities. This course may be most helpful for students interested in working in the fields of sexual and interpersonal violence prevention, HIV prevention, or reproductive health. Students will be evaluated based on class participation, two papers, and a final project. This is an online course and will be taught using platforms for synchronous and asynchronous discussions.

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

HS1092  This Place Called India         Taneja , Palak
What is the first thing that comes to mind when you hear the word, India? Bollywood? Curry? Poverty? The way we encounter a place/space and form an opinion about it has a lot to do with the kind of popular cultural representations that float around with
the power to perpetuate (or dispel) stereotypes. Literature, for example, offers a fertile ground to explore the idea of a place like India. Therefore, this class will be your literary introduction to India in its diversity.

Students will be evaluated based on class participation, along with written assignments and a multimodal presentation. So, by producing well-thought-out and carefully researched responses, movie reviews, presentations, and more, you will get to engage with various aspects of India. We will be studying works by Jhumpa Lahiri, William Dalrymple, Anita Desai, among others. These literary texts and additional materials like films, food, advertisements, and newspaper reports will be a means to study the politics of history, location, image, identity, diaspora, gender, and (mis)representations. The main purpose of this class is to help you use literature to develop your own idea of this place called India.


**HS1094  Public Speaking Workshop**
Rand, Kendra

Consider all the ways that public speaking could be a part of your academic and professional paths: presenting your research, sitting on a webinar panel, speaking up at ACM, advocating for an urgent cause or policy, preparing your senior project presentation, delivering a formal address at a special occasion, or even deciding to perform spoken word at an open-mic. This course will prepare you to thoughtfully analyze your audience, research and organize relevant information, and deliver the critically important, well-prepared presentation that you’re capable of. Along the way we will be guided by, and critically analyze, three varied and sometimes contradictory premises: that it’s imperative to master the art of formal, standard presentation/speech delivery, that it’s equally important to respect and refine your own unique, authentic voice and speech communication style, and that important change happens when we both listen carefully and speak up loudly. This class will be conducted as a workshop with an emphasis on students producing increasingly advanced speeches for public performance and/or consumption. Students will complete three graded, “formal” presentations while also considering additional creative approaches and formats for public communication. Students will work with a variety of short texts and videos to generate new ideas and helpful public speaking habits. The real benefits of this course come from the positive, supportive, environment in which students can practice new public speaking skills and learn from each other. This class emphasizes a fun, dynamic, “hands-on” approach to constructing speeches. Students who feel that they are less proficient in the area of public communication should not be worried that this would somehow disadvantage them in terms of their overall evaluation. All students, regardless of their levels of comfort, experience, or English-proficiency are encouraged to consider this course. This workshop is designed to help you improve your public presentation skills regardless of whether you are a complete novice to public speaking, or already have many years of practice. Your final evaluation for the course will be based on your engagement with the process, not on some objective standard of who gave the best speeches.

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

**HS2056  Constitutional Law: Civil Rights and Liberties**
Seddig, Robert

This course on U.S. constitutional interpretation focuses on civil rights and liberties especially since the "Due Process Revolution of the 1960s" and will emphasize the Bill of Rights and the 14th Amendment using landmark Supreme Court decisions. Topics include: speech, press, expressive conduct, religious liberty, race-based and gender-based discrimination, personal autonomy (such as privacy and right to die), and reproductive rights, marriage equality, and the rights of the accused. With sufficient enrollment, all students will participate in a moot court (simulated Supreme Court) decision, arguing a case currently pending before the U.S. Supreme Court. Student evaluation will be based upon written quizzes, short papers, case briefing (case summary writing), and the moot court decision (either a lawyer's brief or justice's opinion). This course is appropriate for students interested in rights advocacy, rights activism, diversity studies, public policy, and legal studies.


**HS2063  Hate Crimes in the Contemporary US and Europe**
Wessler, Stephen L

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


HS2098  Introduction to Philosophy of Mind  Jacoby, Franklin R
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.

HS2103    Writing for Nonprofits  Lewis, Rhiannon
This course is designed for students who are interested in nonprofit organizations and want to become strategic and effective communicators in this setting. We will learn to compose clear, concise, and compelling materials that meet the varied communication needs typical of nonprofits. Through analyzing the writing of nonprofits, investigating case studies and sector trends, and producing a portfolio of original materials, we will gain an understanding of the common genres of nonprofit writing and develop skills needed to support a successful mission-driven organization. In addition to writing for multiple audiences and communication channels, students will practice selecting appropriate imagery and creating content collaboratively. Students are encouraged to pursue a service-learning opportunity by working with a local nonprofit organization. Evaluation is based on class participation and successfully completing four short writing assignments (options include a mission statement, case for support, fundraising letter, brochure, talking points, press release, and content marketing piece) and one longer project, such as a grant proposal, report, or study.

Level: Introductory/Intermediate. Prerequisites: Permission of instructor. Class Limit: 12. Lab fee: none. Meets the following degree requirements: W

HS2106    The Power of Debt  Stivers, Abby J.
Is having debt good or bad? Is having credit card debt worse than having student loans, and if so why? Why are home mortgages usually set up over the course of 30 years? If a country paid to educate you, do you “owe” them? Are you indebted to your parents and if you are, should you pay them back in money or in some other way? These are some of the questions that will be explored in this class. This course will cover interpretations of the rise of money, the social power of debt (both monetary and other), and the disconnect between the ways in which people think about debt and the way households and companies actually use it and the function debt plays in the economy. This course will use both sociological and anthropological readings to inform your understanding of the connections between money and meaning. Successful completion of this course will depend heavily on completing the weekly readings. Evaluation will be based on course participation and three short papers.

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

HS2107    Indigenous Peoples, Climate Change and Power  Fairbank, Chelsea
This course introduces students to some of the critical environmental issues Indigenous peoples face in Maine and throughout North America due to climate change and environmental injustice. Students will explore theories of structural power and colonization, as well as case studies examining the legal recognition of Indigenous peoples, and their lands, by contemporary governments. These historical forces, and their effects on current environmental, political, and legal logics will be critically analyzed while also exploring various legal and political strategies applied by Indigenous nations as they adapt to climate change and participate in the global policy response to our changing climate. Students will have the opportunity to deepen their understanding of Traditional Ecological Knowledge (TEK) and Indigenous Science in relation to climate effects on natural resource conditions, as well as climate justice resistance and resilience movements. Through rethinking colonialism, the course
will deconstruct contemporary issues of climate change while analyzing some of the ideological and structural logics that perpetuate environmental devastation, its disproportionate impacts on Indigenous peoples globally, and the local and Indigenous movements who are dynamically changing the narrative around resistance, justice, and knowledge. Students will be evaluated based on class participation, a series of synthesis papers, a student designed mini-ethnographic project, and a final research proposal and paper.


**HS4096 Tutorial: Creative Writing**

Cass, Blake

This class concentrates on the theory and practice of poetry and short fiction, though there will also be a place for "Starting Your Novel" students to finish up. Our goal is to develop the skills of verbal craftsmanship and self-criticism. Class meetings combine the analysis and critique of individual students' writing with the discussions of published works by other writers. We also frequently discuss matters of standards, the creative process, and the situation of the writer in the contemporary world. Students are expected to submit one piece each week, to participate in class response to fellow writers, to make revisions on all work, and to contribute their best pieces to the printed class anthology at the end of the term.

Level: Intermediate/Advanced. Prerequisites: Permission of Instructor. Class limit: 5. Lab fee: none. Meets the following degree requirements: HS