

New, Revised and Visiting Course Descriptions FA-19

7/15/2019

AD2025 Principles of Comedic Improvisation

Fingerhut, Larrance

This course teaches the underlying principles of improvisational comedy. Improv at its most basic level is about agreement, cooperation, and collaboration towards a common goal. Improvisers must offer their support/agreement in a very real and active way by listening to their fellow performers and by offering their own ideas/initiations/creativity. In this way people work together to build a scene/story out of nothing but pure creativity and the willingness to support and agree with one another. The most fundamental idea of improvisational comedy is captured in the phrase "Yes, and...." Every improviser is responsible for saying "Yes..." to every idea he or she receives and to add her or his own input and ideas. Students will be taught the basic principles of improvisation and will get a chance to improvise in each class. Classes will consist of ensemble building warm-ups, theatrical improvisational games, and improv scene work that will encourage each participant to offer their ideas without judgment. We will also explore The Harold which is the classic Chicago long form structure.

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

AD3012 Documentary Video Studio

Shaw, Matthew Patrick

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

AD3032 Intermediate Ceramics

Mann, Rocky

This is a ceramics course for students with intermediate levels of skill. This course will focus on hand-building, clay slab construction and advanced throwing techniques. A basic level of skill on the potters wheel is required. Glazing and decorating processes, alternative firing techniques and ceramic technology will be introduced, as well as artistic concepts and design principles relevant to artistic expression in the ceramic medium. Historical and contemporary ceramic works and artists will be studied. Students will be evaluated on class attendance, participation, completion of assignments and sketch book entries.

Level: Intermediate. Prerequisites: Ceramics I, a similar course in another college or high school, or permission of instructor. Class limit: 12. Lab fee: \$95. Meets the following degree requirements: ADS

AD3036 Digital Design: Visual Communication in Digital Media

Lowgren, Jonas

Graphic design and visual communication is increasingly taking place in digital media, which implies a range of new possibilities as well as challenges for designers and communicators. Digital media is interactive, offering viewers the possibilities to engage and explore through individualized experiences. These experiences are also collaborative, turning audiences into networks of communicating peers. Participatory experiences are also amorphous, combining previously distinct media forms such as text, image, audio and video into a dynamic occurrence.

This course is for students interested in learning effective visual communication through digital media. We explore the two cornerstones for building design aptitude: a repertoire of design examples, and practical skills. This will be realized through recurring discussions, a series of design exercises, and a final project. The digital design genres we will concentrate on include information design, visualization, data journalism and collaborative media. A user-centered perspective will be adopted throughout, involving methods and techniques to design for user experience (UX). Evaluation will be based on active participation in and contribution to class discussions (20%), course exercises (30%) and a final project (50%).

Level: Intermediate. Prerequisites: Graphic Design Studio 1 or permission of instructor. Class Limit: 12. Lab fee: \$40

AD5032 Advanced Studio Printmaking

Clinger, Catherine

This art studio course is a continuation of the introductory course Studio Printmaking. A print mirrors the surface of its matrix and presents a reflection of the physical and/or immaterial realms of objects and ideas. Representing concepts clearly in any medium requires an artist to engage in thoughtful collaboration with materials in order to realize the potential of form as a means of expression. This advanced studio course will explore ways to address this aesthetic challenge through printmaking by experimenting with conventional and non-traditional ways of creating a range of matrices. Students will acquire skills as printmakers with an emphasis on multiple-plate, collagraph, and other advanced techniques. Students will develop a deeper understanding of the history of prints; how they have functioned to communicate, document, and transmit information through images on paper – engaging with more complex discourses of representation. Students will be evaluated on their projects, participation in critiques, level of engagement with materials, ability to work in a collaborative studio, and final project.

Level: Advanced. Prerequisites: Studio Printmaking and at least one drawing class; permission of instructor. Class limit: 8. Lab fee: \$150. Meets the following degree requirements: ADS

ED1013 Changing Schools, Changing Society

West, Todd

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

ES2014 Trees and Shrubs of Mount Desert Island

Weber, Jill

This course introduces you to the native and ornamental shrubs and trees of Mount Desert Island. Lectures will cover basics of plant taxonomy and forest ecology focusing on the dominant woody plant species of the region. Laboratory and field sessions will involve the identification of woody plants and an introduction to the major woody plant habitats of the island. The course is designed to teach botany and plant taxonomy for students interested in natural history/ecology, forestry, and landscape design. Evaluations are based on class participation, weekly field/lab quizzes, a plant collection, and term project.

Level: Introductory/Intermediate. Recommended: some background in Botany, Ecology. Offered every year. Class limit: 16. Lab fee: \$40. Meets the following degree requirements: ES

ES2022 Introductory Entomology

Graham, Carrie

Nearly 80% of all described species belong to the class Insecta. Due to their abundance, diversity and adaptability, insects are crucial components of terrestrial, freshwater and human-made ecosystems. Students with a background in entomology can apply their knowledge of insects to many other fields, including botany, ecology, anthropology, epidemiology and medicine, agriculture, climate change, visual arts, history, and even the culinary arts. This course will give students a sampling of entomological applications within these diverse fields. Students will be given a solid introduction to insect biology, ecology, taxonomy and identification through lectures, lab sessions and field trips. They will assemble their own insect collections and will learn to identify all Maine insect orders and many common insect families. Lectures, field trips and readings will emphasize the important role of insects in human lives and our impact on the environment. Students will be evaluated on their insect collections, performance on lab quizzes, participation and one paper with presentation.

Level: Introductory/Intermediate. Prerequisites: Bio 1 or permission of instructor. Class limit: 15. Lab fee \$35.

ES4053 Ecosystem Ecology

Letcher, Susan

Ecosystem ecology is the branch of ecological science that considers the large-scale transfer of matter and energy among different living and non-living compartments in ecosystems. Thinking about the natural world with this level of abstraction has provided critical insights into the processes that support life on Earth, the feedbacks that connect the geosphere and atmosphere to the biosphere, and the ways life is likely to respond to large-scale perturbations such as climate change. In this course, we will explore the deep history of life on earth and how living things have transformed the chemistry of the planet. We will study how energy flows and nutrients cycle in present-day ecosystems, and how these processes are coupled and regulated by the actions of living organisms. Using examples from terrestrial, freshwater, and marine systems, we will study how to quantify fluxes of energy and matter. We will analyze the factors that affect rates of ecosystem processes such as plant growth and decomposition in different ecoregions. We will explore the feedbacks that link living and non-living matter into a single complex network. The drivers and ramifications of climate change will be a recurring theme throughout the term. This course will be useful for students interested in global change research, particularly those who plan to pursue graduate degrees in related fields. Students will be assessed based on class participation, a research paper and presentation, and a project on communicating scientific information.

Level: Intermediate/Advanced. Prerequisites: Cellular Processes of Life (or equivalent) AND Ecology. Class limit: 20. Lab fee: none. Meets the following degree requirements: ES

ES4054 Wildlife Ecology

Morrell, Hale

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

Level: Intermediate/Advanced. Prerequisites: Biology and Ecology and permission of the instructor. Critical Zone 1, GIS, Statistics strongly encouraged. Class limit: 10. Lab fee: \$50.

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.

HS1063 Public Speaking Workshop

Rand, Kendra

This class will be conducted as a workshop with an emphasis on students producing increasingly advanced speeches for public performance and/or consumption. We will cover a wide variety of areas including those related to constructing the speech in advance (invention and arrangement), as well as those related to the actual performance of the text (style, memory, and execution). While the primary goal of the class is to create an environment in which students can improve these vital public

communication skills, another important goal is to cultivate critical and respectful listening skills (which are themselves vital public communication skills). A wide variety of speaking genres will be covered during the term, though there will be a strong emphasis on public advocacy and persuasion.

This class is designed for students with varying levels of public speaking backgrounds. A diverse array of experiences, skills, and strengths helps foster a collaborative and supportive speaking environment. Throughout the term students will work on individual projects, in pairs, and in larger collaborative groups. There will be a minimal focus on theoretical questions in favor of a "hands on" approach to constructing speeches. Students will be evaluated on a number of "process" oriented assignments. Final evaluation will be relative to individual participation in the process and not to an objective scale of public speaking talent. As such, students who feel that they are less proficient in the area of public communication should not be worried that this would somehow disadvantage them in terms of grading.

Level: Introductory. Class limit: 12. Lab fee: none.

HS1076A College Seminar: Truth

Cox, Gray

What is the opposite of “fake news”? Does science have the power – or the right -- to tell us where we came from or what the future of our climate will be? Are there such things as universal human rights or ethical norms that are independent of the prejudices of individual people or cultures? Do intuitions or emotions give us higher truths than rationality? Can computers with Big Data discover truths that are inaccessible to mere humans? This course will explore these and related questions about what “truth” might mean, what forms it might take, how we might arrive at it, and how it might inform our public politics and private lives. It will look at a mix of classic and contemporary short texts that exemplify good writing about these general questions. It will also look at current cases and applications of these ideas in the news of the day. Using a College Seminar format, the course will emphasize the writing process to practice skills to formulate, thoughtfully analyze, and revise views about these issues. The course goals are to develop student skills in the critical analysis of arguments and texts and to increase skills in writing clear expositions and persuasive prose. It will include some reading materials and in-class exercises to explore alternative writing processes. Course assignments will include brief homework activities, short papers with revised versions of each, and one longer research paper providing an extended revision of an earlier piece. Students will be evaluated based on the extent to which their class participation, homework and writing assignments demonstrate substantive progress on the course goals. Class sessions will alternate between seminar discussions, short lectures and peer review sessions of papers.

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

HS2050 Religious Intolerance in the United States

Wessler, Stephen L

This course will examine bias directed at religions in the contemporary United States. In this course we will examine our own religious identities as well as the stereotypes we have about religions. We will also probe the level and impact of bias toward a number of religions in the US, including Jehovah’s Witnesses, members of the Church of the Latter Day Saints, Catholics, members of new religious movements, Jews and Muslims. This course will address timely and controversial issues including the relationship between religion and laws and policies affecting the LGBTQ population, immigration and terrorism. Finally, conflict resolution efforts both in Kosovo, aimed at resolving tensions and violence between Albanian Muslims and Serbian Orthodox Christians, and in Northern Ireland, addressing animosity and violence between Catholics and Protestants, will prompt a discussion of approaches for reducing anti-religious bias. Students will be evaluated on 3 papers (a paper on each student's religious or non-religious identity, a research paper on a topic chosen by each student and an opinion editorial), class discussion and short written assignments relating to the readings for the course.

Level: Introductory/Intermediate. 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.

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

HS2090 Postcolonial Studies and Psychoanalysis II

van Vliet, Netta

This course considers the definition of the human through a focus on scholarship in postcolonial studies that has been informed by psychoanalysis. The course is the second in a sequence, following Postcolonial Studies and Psychoanalysis I. While the latter served as an introduction to the ways in which Postcolonial Studies and Psychoanalysis have been brought to bear on one another, this course will go in depth to focus on the thought of a select group of thinkers in postcolonial studies (e.g. Gayatri Spivak, Jacques Derrida, Frantz Fanon), whose work has been shaped by psychoanalysis. In so doing, this course will bring questions about sexual difference to bear on considerations of colonial and postcolonial difference.

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, and 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 in postcolonial studies that are informed by psychoanalysis, this course considers 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, sexual difference, and concepts of representational politics. Students will be evaluated based on class participation, reading responses, a mid-term essay and final paper.

Level: Introductory/Intermediate. Prerequisites: Students do not need to have taken Postcolonial Studies and Psychoanalysis I to take this course, but prior coursework in Literature, Anthropology or related fields is necessary; permission of instructor required. Class limit: 12. Lab fee: \$10. Meets the following degree requirements: HS

HS2094 College Seminar: Literature, Science, Spirituality

Waldron, Karen

It's not just modern science fiction that concerns itself with the impact Western scientific thought has had on human communities and spirits. Reason and revelation have been in tension, as modes of seeking knowledge or truth, since classical times and they remain so today. Furthermore, the literary imagination has made "fictions" about science and scientists for as long as the terms have had cultural meaning (in English, since the 14th century). This course will examine some of these fictions, moving from past to present. We will look at how "science" became a topic for Western literature and how that literature, especially over the last three hundred years, has considered and reflected scientific thought. We will notice how scientists have been treated in imaginative works ranging from celebration to satire. We will think about how and when intelligence and knowledge came to be associated with the scientist rather than the artist or theologian, despite science's initial alliance with art, and whether that association is changing. Students will participate actively in the seminar and will also write and revise four short critical analyses. There will be a final take-home examination. This course meets the first-year writing requirement.

Level: Introductory/Intermediate. Prerequisites: Students will benefit from having some experience of writing about literature. Class limit: 12. Lab fee: none. Meets the following degree requirements: HS, W

HS2095 Philosophy of Science: Reason, Truth, and Reality

Jacoby, Franklin

What makes science special? In answering this question, this course will look at several more specific inquiries: Is science rational? Does science have an aim and does this aim have anything to do with truth or with reality? Is there a scientific method? Can science tell us how to live our lives? How should we understand the relationship between science and other systems of thought? This course will address these questions by examining texts from a number of 20th century philosophers. We begin with the earlier part of the century and the logical positivists. With this groundwork, we will then analyze the movement in philosophy of science towards an emphasis on history and on scientific practice, especially work by Kuhn, Feyerabend, and Toulmin. The final part of the course will discuss responses to these philosophers. By taking this course, students will become familiar with central issues in the philosophy of science, how to read dense texts, and how to develop a philosophical argument through writing. Students will be evaluated based on class participation, two take-home exams, and a final term paper.

Level: Intermediate. Prerequisites: None. Class limit: 15. Lab Fee: none.

HS3090 Homesteading: Theory and Practice

Taylor, Davis

This course examines homesteading as an economic and cultural practice. Maine is a center of homesteading activity in the United States and an ideal place to study the theory and practice of homesteading. From a food systems perspective, homesteading represents a means of divesting from the global food system through the practice of subsistence agriculture and food preservation. Viewed from an anthropological perspective, homesteading raises interesting questions about why some

individuals eschew conventional lifestyles and seek significant degrees of self-sufficiency, various forms of intentional living, and commitments to non-commodified production. A critical examination of homesteading raises questions about privilege and the benefits and limits of social movements founded on personal choice and private property. And viewed through economics, homesteading can be seen as a choice to resist the intrusion of market-based relationships into social life and an attempt to restore social relationships and normative values other than efficiency to production and consumption.

Applying these lenses, this course will examine the conditions that influence contemporary homesteading practices. Three key questions frame the course: (1) What motivates self-identified homesteaders to resist normative lifestyles and seek self-sufficient, non-commodified ways of living? (2) How do variables such as class, education, race, geographic location, and property-ownership shape homesteading practices? (3) What are the benefits and limits of homesteading as a form of resistance to commodified production and consumption? Through readings and fieldwork, students will attempt to answer these questions. Readings will include personal and ethnographic accounts of homesteading as well as critical studies of non-commodified living. Fieldwork will include four daytrips to homesteads. Students will be evaluated based on participation, interviewing exercises, a field journal, and a series of reflection papers.

Level: Intermediate. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: \$50. Meets the following degree requirements: HS.

HS4069 Leaving Capitalism

Taylor, Davis

Markets are the dominant form of economic organization in the world today: particularly in the Global North, the vast majority of people sell their specialized labor to earn money, and use the money to obtain, via markets, the goods and services they need or desire. However, since the earliest days of capitalistic production, there were voices that articulated deep-seated critiques of capitalism while finding value in non-commodified production and consumption. These voices are still with us today, along with those who seek to act on such critiques by meeting much of their material needs through non-market means such as self-production, acts of reciprocity, and gift exchange. This course examines theories, concepts, and experiences centered on this practice of "leaving capitalism": seeking food, shelter, and clothing to the greatest degree possible through non-commodified production and consumption, in places where commodified production and consumption are the dominant norms. We will examine counter-hegemonic activities, particularly homesteading, that seek to restore visible, non-exploitive relationships to production activities, thus challenging commodity fetishism and alienation (in Marxist terms) and narrow definitions of economic efficiency (in Neoclassical terms). We will lean heavily on theories and case studies of diverse/ community/ solidarity economies as articulated by JK Gibson-Graham, Ethan Miller, and others; other topics will include capitalism (alienation and commodification), Buddhist/ Gandhian economics (which emphasizes local economies, community self-reliance), work (the nature of work, what constitutes good work), resistance/avoidance (James C. Scott), and degrowth. By studying and integrating these ideas as they relate to production, consumption, and social relations, we will also seek to redefine contemporary economics beyond its traditional emphasis on commodity production, restoring "the social" to this social science. Evaluation will be based on problem sets, participation and engagement in classroom discussions and field experiences, and a final poster presentation.

Level: Intermediate/Advanced. Prerequisites: One course in economics or social theory, and permission of instructor. Class limit: 15. Lab fee: 40. Meets the following degree requirements: HS