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.


AD2031  Scavenging Color & Light: Introduction to Painting  Schrade, Daniel Kojo
This course will introduce students to the fundamentals of painting, such as composition, light, and color. Students will learn about material and the technical matters of painting. Students will work with oil based paint, experiment with water based alternatives to acrylic mediums and learn to prepare their own canvases. Besides creating individual paintings, students will collectively work on large-scale canvases. This course will develop from individual representational set-ups towards collective, abstract work. Regular class critiques will assist in examining formal composition principles. While we will discuss historic work examples from a post-colonial perspective, the course will focus on the work of contemporary non-western artists. Readings and artist presentations will be assigned. Assignments require students to work independently outside of class. Evaluation will be based on painting projects, participation in class discussions, critiques and artist presentation.

Level: Introductory/Intermediate. Prerequisites: Drawing I or permission of instructor based on portfolio review of independent work. Class limit: 12. Lab fee: $120. 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

AD5037  Adaptation  Baker, Jodi
This course will look closely at a small selection of plays adapted from other works. At its core this is a dramaturgical practice and methods course. Students will investigate impulses and processes for re-envisioning, re-working, re-purposing another’s text. We will read and discuss some theories of adaptation (mostly, but not exclusively, as they pertain to collaborative art making practices) as well as a sampling of contemporary criticism. A central goal of the course will be to better understand how the term adaptation is understood across disciplines and to fuel a complex discussion about what might make a theatrical adaptation feel relevant or effective in a given context. We will also look closely at moments in history that have instigated a serious 'looking back', spurring a collective creative impulse to re-visit and re-invent previously established works. One could argue that we are currently living in such a cultural moment. Please note: this course requires a significant reading load. Students will be required to close read/view all adapted texts, all original source materials and a variety of supporting texts (as described above). We will also draw from film, visual art and music for this study. Evaluation will be based on a sequence of short practical assignments and demonstrated engagement with the course materials through live discussion and a shared class blog.

Level: Advanced. Prerequisites: Permission of instructor required; previous coursework in literature, creative writing, art history
ED1011  **Children's Literature**  
*Sweeney, Meryl*

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. Class limit: 15. *ED*

ED1014  **Child Development**  
*Alex, Joanne*

How does a child think? What causes him/her to learn? What teaching approaches work best with young children? These questions and more will be explored through readings, lectures, field observations, and planned class activities. This course will provide an introduction to early childhood education (preschool to eighth grade). Theorists such as Piaget, Vygotsky, Montessori, Gardner, Erikson, Maslow, Kohlberg, and Gilligan will be used to examine the physical, mental, emotional, moral, and social aspects of childhood growth and development. Students will explore a range of curriculum models, approaches, and strategies as they learn to apply developmental theory to best practices. These best practices will include the role of teachers in creating meaningful learning experiences and classroom environments (curriculum), documenting learning, assessment, inclusion, and family involvement. The primary modes of instruction for this class will be lectures, classroom discussions, field observations/reflections, and cooperative hands-on learning activities. Short reflective papers, an observational journal, and class projects will be used to assess learning.

Level: Introductory. Class limit: 15. Meets the following degree requirements: ED

ED1019  **Advocacy and Education for English Learners**  
*Chien, Ming-Tso*

Cultural and linguistic diversity in the classroom is becoming increasingly prevalent around the world. In the United States, for example, approximately ten percent of all students in public schools are English learners (ELs), i.e., students who are in the process of acquiring English as an additional language. ELs enjoy valuable opportunities with their additional set of cultural and linguistic resources, but they may also face discrimination as a result of racism, linguicism, and/or xenophobia. These forms of discrimination, along with other systemic barriers, can negatively affect ELs’ academic achievement and sense of belonging in their schools and communities. This course, based on a framework of culturally and linguistically responsive pedagogy, has two overarching goals. First, it aims to equip aspiring educators with the tools to recognize and respond to bias and inequity in the education of ELs. Second, it aims to introduce these future educators to the fundamental principles and techniques for teaching and advocating for culturally and linguistically diverse students. Human ecologists planning to work as educators in the school or the communities to serve ELs and their family will find this course helpful. Students who take this course will learn through active and critical engagements with readings and audio-visual materials, whole-class and group discussions, reflective and analytical writings, lesson planning, micro-teaching, and project planning. They will be evaluated through weekly responses to course materials as well as individual and team project-based assignments, such as interviews with ELs or current EL educators, advocacy projects targeting issues affecting ELs, outreach initiatives that build partnerships and/or enhance cross-cultural understanding.

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

ED2010  **Disability Rights in Education**  
*Rabasca, Adam*

Across the country, varying state regulations and practices call into question the manner with which students with disabilities are taught, served, and prepared for the future in an economically and socially challenging community and environment. Their rights are governed by the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. Course participants will learn how students with disabilities are ensured their rights to access and a free appropriate public education as well as how this translates into post-secondary education, employment, and society. Students will be evaluated on synthesis of information in written format and in visual presentation and on in-class multi-modal engagement. Students will also be expected to complete an independent research project evaluating the manner in which disability rights are ensured within the very community and environment in which we live.

ES1079  Remote Islands of the Atlantic  Drennan, Matthew
There is something compelling about islands, especially remote oceanic specks of land hundreds of miles from a continent. How was the island created? What flora and fauna are found there? Are there humans? How did they arrive and who discovered this oceanic speck? For over five hundred years explorers and settlers have engaged with the distant islands of the Atlantic for landmarks, for resources, for adventure, and, in some cases to create homes. This course will explore these questions, setting the human element in a geo-political context with reference to discovery and settlement. From the Falklands and South Georgia in the south, we’ll move northeast to the mid-Atlantic Ridge to examine Tristan da Cunha, St. Helena and Ascension. Each of these islands have played important roles in human history, and they also host some of the most remarkable populations of seabirds in the world. North of the equator, we’ll journey to Cape Verde, the Canaries, the Azores, on to Iceland, Greenland and Svalbard. The role of these islands in global conservation and the growth of eco-tourism will be examined.

Once we have familiarized ourselves with aspects of remote island ecology and history, we will use this lens to briefly examine more familiar coastal islands such as Manhattan or the British isles. The class will be taught in a lecture and discussion format and students will be assessed on the basis of two papers, one at midterm, and one as a final, and occasional quizzes.

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

ES2037  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. Meets the following degree requirements: ES

ES3090  Practicum in Sustainable Energy  Carroll, Bryan
This is a hands-on, project-based class in which students will collaboratively plan for and participate in all aspects of renewable energy projects on College of the Atlantic's campus. Examples of projects include installation of a solar photovoltaic array, airsealing and insulating one of the college's buildings, or planning and installing a greenhouse heating system. Students will learn how to take a project from design through fruition while navigating the various phases of the project lifecycle including operation and maintenance. The course will begin with an overview of existing technology and an analysis of the current energy generation and consumption data for the project site(s). The class will then plan the project and present this plan to the community. As part of this planning process, students will learn about the economics of renewable energy systems, including return on investment (ROI), internal rate of return (IRR), and related quantities. Students who successfully complete this class will gain the skills necessary to conceptualize, plan for, finance, and implement renewable energy projects. Evaluation will be based on several short presentations, problem sets, and active and effective participation in all aspects of the project. Default grade is Credit/No Credit.

Level: Intermediate. Pre-requisites: Permission of instructor; Physics and Mathematics of Sustainable Energy is strongly recommended. 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.


**HS1084  College Seminar: Utopia/Dystopia**

Lakey, Heather

The practice of social dreaming has a long history in philosophical thinking, stretching back to Hesiod and Plato. What constitutes a perfect or ideal society? Or, if no such place is possible, what makes for a well-functioning society? Likewise, what constitutes a terrible society? What kind of places and spaces do we want to avoid? These are important questions for human ecologists to ask as we seek to improve our relationships with our natural, social, and technological environments. To explore questions of ideal and flawed places, this course studies the concepts of utopia and dystopia across a range of philosophical, political, and literary writings. Although we will focus our attention on theoretical literature, we will read several novels and short stories, and students will present research on a work of utopian or dystopian fiction.

Additional course questions include: What motivates us to envision utopias and dystopias? Does political philosophy require a utopian vision? What do utopias and dystopias tell us about social fears, anxieties, and hopes? Course readings will focus on classical Greek thought, Enlightenment thought, political theory, and critical theory. Texts may include Plato’s Republic, Thomas More’s Utopia, Marx and Engels’ Communist Manifesto, William Godwin’s Enquiry Concerning Political Justice, Sigmund Freud’s Civilization and Its Discontents, Charlotte Perkins Gilman’s Herland, Octavia Butler’s Blood Child, Ursula K. LaGuin’s The Ones Who Walk Away From Omelas, Hannah Arendt’s The Origins of Totalitarianism, George Orwell’s Nineteen Eighty-Four, and selections from The Utopian Reader by Gregory Claey’s and Lyman Tower Sargent. Since this course is being offered as a college seminar and will meet the first-year writing requirement, we will focus on writing as process—prewriting, writing, and rewriting. As students draft bi-weekly writing assignments, they will meet with the professor or TA either individually or as part of a weekly writing lab. Papers will be peer reviewed and each student will be expected to revise each paper. In addition to bi-weekly papers, there will be an in-class presentation, a midterm exam, and a final paper.

Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: $30. Meets the following degree requirements: HS, W

**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.


**HS2101  Latin American Literature: Border Stories**  
Mahoney, Daniel  
Since 1848, the border between the United States of America and Mexico has posed a cultural enigma. The literature of the people inhabiting this area reflects the diverse and complex society that has evolved over a period spanning almost 200 years. We will begin by reading selections from Neil Foley’s Mexicans in the Making of America and Gloria Anzaldúa’s Borderlands/La Frontera in order to locate ourselves geographically. We will then read a variety of contemporary Mexican and Latinx writers, whose work confronts the border from different perspectives and literary genres which may include: Octavio Paz, Ada Limón, Natalie Scenters-Zapico, Yuri Herrera, Carlos Fuentes, Tomás Rivera, Gloria Anzaldúa, Valera Luiselli, and Jeanine Cummins. We will also consider film (Chulas Fronteras, Espaldas mojadas, Backyard/El traspatio, Sin Nombre, A Touch of Evil) and music from the borderlands to aid in our study of this complex area of the world. Evaluation will be based on engagement with the materials and discussion, weekly written responses, a midterm essay and a final project.

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

**HS2102  The Social Life of Waste**  
Berry, Brieanne  
Waste is all around us, yet often nearly invisible. The US Environmental Protection Agency estimates that the average American generates over four pounds of waste each day. This course will look carefully at our discards, bringing them into focus as a wicked sustainability challenge, a source of value, and a cultural product. Students will critically engage with efforts and infrastructures to manage and reduce waste in the state of Maine and beyond. This course moves beyond critique, however, to focus on potential solutions to the waste problem. Our focus will be, as James Ferguson suggests, to think through “real strategies and tactics that would enable one to mobilize around specific programs or initiatives that one might be for, not against.” Through readings, experiential learning, guest lectures, critical reflection, and discussions, students will explore (1) the scale and scope of the waste problem, (2) strategies for managing and reducing waste, and (3) the role of policy in addressing waste issues. This course will emphasize experiential learning. Students will visit sites where waste is processed and revalued to explore the benefits and barriers of these practices as solutions to the waste problem. Students will be evaluated based on their participation, as well as through short written assignments that emphasize critical reflection, synthesis, and translation of academic theories for broader policy audiences.


**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

**HS3097  AI: Futures Studies and Philosophy of Technology**  
Cox, Gray

This is a course in future studies and political philosophy focusing on the nature of artificial intelligence (AI) and its implications for human ecology in the modes of thought, forms of collaborative decision-making and in the structures of institutions, societies and culture in US and around the globe in the coming decades. We will critically examine a series of prominent models for understanding different ways artificial intelligence works and is transforming our societies and landscapes. We will critically examine and experiment with some key methods in futures studies to look at possible futures, assess their attractiveness and probability, and consider what steps might be taken to promote or prevent them. Methods considered will include, for instance: variations of extrapolation techniques, futures markets, scenario building, the Delphi process of consensus and futures imaging. A weekend workshop on futures imaging will be included as part of the course. Texts will include materials from Yuval Harari’s Homo Deus, Nick Bostrom’s Superintelligence, and a wide variety of short essays and website materials. Assignments will include short homework exercises, two problem sets, and a series of short papers building to a final project on a topic of the student’s interest. Topics could include, for example, the impact of drones and cyber warfare on the national security state system, the role of automated and/or distance learning in transforming education, the use of AI to monitor and manipulate environmental systems or transformations of health care or food systems in light of AI when combined with nanotechnology, genetic modification or big data. Student work will be evaluated on the extent to which it demonstrates the development of skills for critically understanding, assessing and appropriately using the theories and methods covered in the course both in written projects as individuals and in collaborative discussions and workshop activities.

Level: Intermediate. Prerequisites: A readiness to engage with theoretical models, methodological techniques and philosophical questions in disciplined and critical ways. Class limit: 15. Lab fee: $35. Meets the following degree requirements: HS

**HS4091  Comparative Global Politics of Biol. Diversity & Clim. Chng**  
Stabinsky, Doreen

Climate change and biological diversity are prominent issues on the global political and environmental governance agendas and in public environmental consciousness. Each issue will be the focus of a major United Nations summit in 2020. Parties to the UN Convention on Biological Diversity will negotiate new post-2020 goals for halting biodiversity loss; parties to the UN Framework Convention on Climate Change will see the launch of new commitments and a framework for action under the Paris Agreement. Meanwhile, public narratives of the escalating and intersecting dual “crises” of climate change and biodiversity loss provide a broader context for questioning the role and effectiveness of intergovernmental treaty regimes in addressing these crises.

This course will take a comparative and critical look at two multilateral treaty regimes: the UN Convention on Biological Diversity and the UN Framework Convention on Climate Change. Students will study legal characteristics of each of the treaties, how problems are defined and addressed within each, mechanisms used for implementation, and the governmental and non-governmental actors involved in the work of treaty implementation. We will also look at how these two treaty bodies work together to address issues at the intersection of climate change and biological diversity. Finally, we will spend some time in the course reading a range of theoretical perspectives and pondering larger political and philosophical questions: Are our current intergovernmental institutions up to the challenge of addressing these immense planetary challenges? What are the potentials of and limits to intergovernmental spaces and collective action that might we discern? What role might there be for non-governmental actors and social movements to contest and construct more effective regimes? How does a study of these regimes help us imagine what a global politics of the terrestrial might look like?

Students will be evaluated based on their participation in class discussions, regular writing assignments reflecting on course readings, a presentation related to one of the treaty regimes, and a final synthetic essay that engages with topics covered during the term.

Level: Intermediate/Advanced. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: None. Meets the following degree requirements: HS
HS4092  The Measure of Our Lives: Toni Morrison Seminar  Waldron, Karen

This course will be an intermediate/advanced seminar honoring and exploring the works of Toni Morrison (1931–2019), an African-American author who won the Nobel Prize for Literature in 1993, the Pulitzer Prize for Fiction in 1988 and numerous other notable awards. She was a giant of a public intellectual and contemporizing figure in American Literature; her works continue to inspire and transform readers and scholars of all identities although her primary purpose was to write for black people. As Morrison herself said, "If there is a book that you want to read, but it hasn't been written yet, you must be the one to write it." In writing she changed the literary landscape of the US. In particular, her poetics illustrate how African-American and especially African-American women authors express depths of meaning and experience absolutely central to any understanding of the complex culture and histories of the US. Another Morrison quote hints at the profundity of her own view of her life's work: "We die. That may be the meaning of life. But we do language. That may be the measure of our lives." These two quotes provide a framework for the course, which seeks students interested in language and its power, literature and its insights, and the black female experience. Over the course of the term students will read through Morrison's oeuvre of novels (The Bluest Eye, Sula, Song of Solomon, Tar Baby, Beloved, Jazz, Paradise, Love, A Mercy, Home, God Help the Child) as well as a number of her key essays and addresses (Playing in the Dark, The Source of Self-Regard), scholarly criticism, and responses to Morrison's 2019 passing. There may be some division of labor with the later novels (after Paradise), but the course is reading intensive. Students will also prepare frequent short written responses and a final project responding to Morrison in some way. Evaluation will be based on class participation, response papers, passage analysis, and the final Morrison project to be shared with the class.

Level: Intermediate/Advanced. Prerequisites: Prior literary study, and permission of instructor. Class Limit: 15. Lab fee: none. Meets the following degree requirements: HS

HS4093  The Cider Project  Little-Siebold, Todd

This year-long class will consist of a series of workshops, activities, and field trips over the course of the academic year. The course will be focused on understanding all stages of hard cider production from evaluating fruit to fermentation all the way to the final bottling and label design. There will be additional background and contextual readings on the history and culture of cider. The goal will be to produce a hard cider ready in the following year. Working with cider makers from Maine and New England students will learn about how to identify the qualities in apples that make for excellent cider. They will then harvest fruit locally by foraging for high quality fruit to press into cider. With local cider makers students will then begin the fermentation process from monitoring the biochemistry of the juice through racking and secondary fermentation. Finally, in the spring the class will design the final labels, bottle the cider, and, in accordance with state law, evaluate the quality. At each stage participants will have workshops, readings, and projects that are part of the class. All students will be required to participate in a core series of workshops and activities, and then they will choose from among other activities as well. The course is appropriate for those interested in food studies, biochemistry, agricultural history, and botany, among other fields. No previous coursework required, but preference will be given to students who have some relevant academic background or personal experience. Evaluation will be based on engagement with and completion of core shared work, participation in workshops and field trips, and individual projects. There may be an optional two week trip to England to visit and learn from traditional cider makers there. This is a year-long course carrying a single credit. Students must be on campus for all three terms of the academic year.

Level: Intermediate/Advanced. Prerequisites: Permission of instructor; see above. Class limit: 11. Lab fee: $125. Meets the following degree requirements: HS

HS5057  Active Optimism: Practices in Transforming Food Systems  Collum, Kourtney

In "Beginning to End Hunger," M. Jahi Chappell quotes the Brazilian sociologist Herbert Jose "Betinho" de Souza, who said "I'm not some stupid optimist. I'm an active optimist." Chappell goes on to argue that active optimism—the notion that problems can be solved if we act on them with critical knowledge—is precisely what is needed to end hunger. This course will embrace the practice of active optimism by engaging students in place-based efforts to address food systems issues at COA. In this advanced course, students will form project teams and work collaboratively to build on on-going campus food systems initiatives. During week one of the course, students will select project teams and work with the instructor to develop a reading list and schedule tailored to the groups' needs. Thereafter, class time will be dedicated to discussing readings, developing and peer-reviewing research plans and materials, presenting progress-reports, collecting and analyzing data, and facilitating community input and outreach activities. Depending on their project, students may focus more or less on data collection and analysis, policy development, or program implementation. Students will be evaluated based on their participation (including self-directedness and professionalism), the quality of the processes and outputs of their projects, and their ability to work collaboratively with classmates and the campus-community (in particular, community-partners including COA’s dining managers, farm managers, Food Systems Working Group, and the Cabinet).

Level: Advanced. Prerequisites: Two previous courses in food systems, and permission of instructor. Class limit: 12. Lab fee:
none. Meets the following degree requirements: HS