

# COURSE CATALOG 2018-2019

 College of the Atlantic



Convocation	Wednesday, September 5, 2018
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Winter Term	Monday, January 7—Friday, March 15, 2019
Spring Term	Monday, April 1 —Friday, June 7, 2019
Commencement	Saturday, June 8, 2019

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## HUMAN ECOLOGY: AN EDUCATIONAL APPROACH

Emboldened by human ecology as an educational philosophy, faculty and students at the College of the Atlantic embrace the act of knowing about the world and knowing oneself deeply. One of the touchstones of this philosophy is independent thinking that results in a diverse array of educational trajectories and transformational processes.

The radicalism of an education in human ecology is a probing and determined search for the roots of contemporary social, cultural, political, and environmental issues. By engaging the experimental and pluralistic heritage of learning in the liberal arts traditions, we seek to inspire theoretically informed and personally reflective learning.

Exploring human ecology requires the skills and dispositions necessary to live with commitment to a community that is both local and global. To thrive and contribute to such a complex world, students will become empowered through the mastery of intellectual and practical skills.

The habits of heart and mind necessary for this challenging education include:

- To be passionate about and dedicated to learning
- To bring both heart and mind to the tasks of learning and living
- To live in the questions and to increase tolerance of uncertainty
- To be playful, open and, creative
- To act responsibly and with compassion

### WHAT YOU SHOULD LEARN AT COA

1. **Creativity:** In all endeavors the ability to imagine and construct novel approaches or perspectives, to be innovative and to invent. This includes the flexibility to use many different approaches in solving a problem, and to change direction and modify approach, the originality to produce unique and unusual responses, and the ability to expand and embellish one's ideas and projects. This also includes taking intellectual and creative risks and practicing divergent thinking.
2. **Critical Thinking:** The ability to not only interpret and evaluate information from multiple sources but also to induce, deduce, judge, define, order, and prioritize in the interest of individual and collective action. This includes the ability to recognize one's self-knowledge and its limits, challenge preconceptions, and work with imperfect information.
3. **Community engagement:** A deep understanding of oneself and respect for the complex identities of others, their histories, their cultures, and the ability to lead and collaborate with diverse individuals, organizations, and communities. This includes the ability to work effectively within diverse cultural and political settings.
4. **Communication:** The ability to listen actively and express oneself effectively in spoken, written, and nonverbal domains.
5. **Integrative thinking:** The ability to confront complex situations and respond to them as systemic wholes with interconnected and interdependent parts.
6. **Interdisciplinarity:** The ability to think, research, and communicate within and across disciplines while recognizing the strengths and limitations of each disciplinary approach.

## INTRODUCTION

College of the Atlantic is a small undergraduate college awarding a Bachelor of Arts and a Master of Philosophy in Human Ecology. The college's mission is to foster interdisciplinary approaches to complex environmental and social problems and questions in the face of rapid cultural change. The academic program encourages students to view the world as an interacting whole by bringing together traditional disciplines through the unifying perspective of human ecology.

A human ecological perspective can most effectively be developed through an education that:

- encourages students to pursue their individual academic interests within the context of a broad

education in the arts, sciences, and humanities

- promotes the acquisition and application of knowledge through internships, independent research, and group study projects
- offers a college self-governance system that develops active responsible citizenship and collaborative decision-making skills

This academic catalog is intended as a resource for all members of the college community. It is to be used as a manual for academic policies and procedures and for meeting the college's goals for education.

All academic requirements, guidelines, and regulations have evolved from lengthy discussions among faculty, students, and staff. Members of the community are encouraged to use this catalog as a basis for discussion of any clarification or revision to the policies and procedures of the academic program. Students who wish to see a policy change should bring their suggestions up through one of the standing committees.

## COLLEGE OF THE ATLANTIC MISSION AND VISION

College of the Atlantic enriches the liberal arts tradition through a distinctive educational philosophy—human ecology. A human ecological perspective integrates knowledge from all academic disciplines and from personal experience to investigate—and ultimately improve—the relationships between human beings and our social and natural communities. The human ecological perspective guides all aspects of education, research, activism, and interactions among the college's students, faculty, staff, and trustees. The College of the Atlantic community encourages, prepares, and expects students to gain expertise, breadth, values, and practical experience necessary to achieve individual fulfillment and to help solve problems that challenge communities everywhere.

The faculty, students, trustees, staff, and alumni of College of the Atlantic envision a world where people value creativity, intellectual achievement, and the diversity of nature and human cultures. With respect and compassion, individuals will construct meaningful lives for themselves, gain appreciation for the relationships among all forms of life, and safeguard the heritage of future generations.

## ACADEMIC PROGRAM AND POLICIES

### DEGREE REQUIREMENTS

The degree of Bachelor of Arts in Human Ecology is granted upon completion of thirty-six credits specified below and three requirements bearing no credit. Eighteen of the thirty-six credit units must be earned at COA, and a minimum of six terms must be spent enrolled full- or part-time at COA. One of those six terms may be a COA internship, but a minimum of five must be spent on campus. The normal full-time annual load is nine credits, three in each of the three ten-week terms. One COA credit unit is the equivalent of 3.3 semester hours; nine COA credits are the equivalent of 30 semester hours.

Courses that fulfill resource area and other requirements are indicated by resource area codes and noted in the course descriptions: AD = Arts and Design, ED = Educational Studies, ES = Environmental Sciences, HS = Human Studies, HY = History, QR = Quantitative Reasoning, WF = Writing-Focused, and W = Writing. Courses that fulfill degree requirements must earn a grade of C or higher.

### First Year Requirements

- Human Ecology Core Course (HE)
- one writing (W) course or two writing-focused (WF) courses within the first five terms of attendance
- one history (HY) course within the first two years of attendance
- one quantitative reasoning (QR) course within the first two years of attendance

### Resource Area Requirements

- AD two courses (taught by different COA faculty, one must be a studio course)

- ES two courses (taught by different COA faculty)
- HS two courses (taught by different COA faculty)

### Internship

- either non-credit satisfaction of the requirement or
- full-time, one term enrollment, earns three credits

(Note: Both options require a proposal and approval of the Internship Committee prior to starting. The internship, whether for credit or not, must be followed by at least one term of enrollment on campus.)

### Senior Project

- three credits, either in a single term or split over multiple terms

### Additional Non-course Requirements

- human ecology essay
- community service
- writing portfolio

### COMPONENTS OF THE CURRICULUM

Small classes are the foundation of COA's curriculum. With a faculty to student ratio of 1:10, individualized attention and a seminar format are the classroom norm. Average class size is 12.5. A normal full-time student load is three courses per term; a normal full-time faculty teaching load is five courses over three terms. Students design their own programs of study, with a few distribution requirements.

### FIRST-YEAR REQUIREMENTS

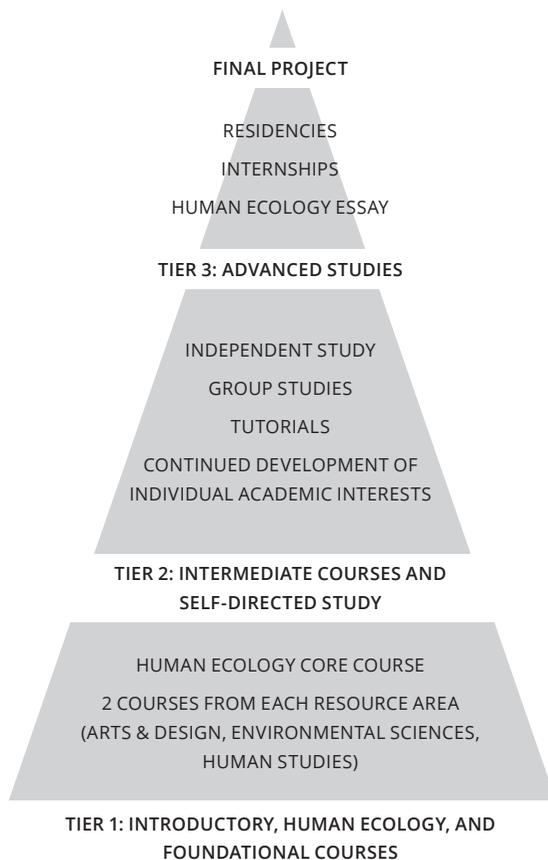
The Human Ecology Core Course (HE) is a requirement for all first-year students. Additional requirements which should be taken in the first two years of attendance include one writing (W) course or two writing-focused (WF) courses, one history (HY) course and one quantitative reasoning (QR) course. Please refer to the Writing Requirement section for more information. These requirements apply to all first-time first-year students and transfer students entering with less than the equivalent of 9 COA credits, and are waived for transfer students entering with 9 or more COA credits.

### RESOURCE AREA REQUIREMENTS

The curriculum is organized into three multidisciplinary resource areas: Arts and Design, Environmental Sciences, and Human Studies. A required "distribution" of two courses from each of the resource areas helps a student become familiar with the methodology and perspective of each and incorporate these perspectives into his or her own work. A student must take a minimum of two courses in each resource area, each from a different COA faculty member. One of the Arts and Design courses must be a studio class, listed as ADS. Amongst academic disciplines, studio art is the making of art contrasted to the study of art history and theory.

The resource area distribution enables a student to gain a broad foundational understanding of approaches used in each resource area of the curriculum; courses satisfying the distribution requirement should be selected in consultation with academic advisors. A student combines course work from all three resource areas to design programs of study which are interdisciplinary and individualized.

The following cannot be used to satisfy the resource area requirements: independent studies, practica, tutorials (except for some music tutorials), group studies, or MD courses. While MD courses, which



are interdisciplinary by design, have validity and purpose, they are distinctly not appropriate for the distribution requirement.

Transfer credits from other institutions may be used to fulfill resource area requirements. However, only one AD, HS, or ES may be used in this manner. Approval of courses to fulfill resource area requirements from other institutions is handled by the registrar in consultation with representative faculty and advisors; the student must provide the catalog descriptions of the courses to be used for this purpose. AP and IB credits may not be used to satisfy resource area requirements.

## **SELF-DIRECTED STUDIES**

### **Independent Study**

An independent study provides an opportunity for the student to design his or her own course. It is intended to be student-initiated and carried out under the supervision of faculty or community sponsors. An independent study is appropriate for advanced or specially focused work not offered in the regular course curriculum, for study in fields not offered by the college, or study requiring work off-campus.

First-year students are not allowed to undertake an independent study. No more than two independent studies are permitted within one academic year (they cannot be banked). Transfer students with 9 or more COA credits are permitted to take two independent studies per year starting from the first year they enroll at COA. Every independent study must have a project director. An on-campus faculty sponsor is required if the independent study project director is an off-campus resource. In the event that the off-campus project director fails to generate a grade and written evaluation, the on-campus sponsor is responsible for providing this information.

Students must be in good academic standing with no prior incomplete coursework. An independent study is considered incomplete until the proposal has been completed and the student's self-evaluation and description of the study have been submitted to the registrar, along with the director's grade and written evaluation.

Proposals must document 150 academically engaged hours; this can include such activities as meetings with the director, reading, research, studio work, laboratory time, writing, etc. Proposals need to include educational goals, anticipated learning resources, assessment criteria, and an approximate time-table of events. An honorarium is available to off-campus project directors pending receipt of grade and evaluation of student's work. A cover sheet must be submitted with the proposal, and requires the following signatures:

- student
- study director—COA faculty, staff or non-COA expert (non-COA directors must submit credentials specific to the independent study, for instance a CV or resume, for review by the registrar)
- faculty sponsor (required when the director is not a member of the COA faculty)
- advisor
- academic probation officer

### **Group Study**

The group study is a student-initiated, one-term project, which provides an opportunity for collective pursuit of specific academic problems, topics, or issues which are not offered in the regular curriculum. Key factors in the success of any student-designed study at COA are planning, goal-setting, and evaluation. The content of group studies ranges widely. Some groups work on "hands-on" projects which have tangible products. Some groups are more seminar-like, with the objective being the sharing of information among members. Group studies are taken for credit/no credit only. First-year students and those on academic probation are not eligible. The group study administrator is required to submit an evaluation of each student to the registrar within three weeks after the end of the term. Participants decide how these evaluations will be done.

The requirement that students describe these plans clearly in a proposal is intentional. In addition to review of the student's planning, the Academic Dean and the Academic Probation Officer review the students' proposal for its content and relationship to the rest of the curriculum, as well as academic

eligibility. A group study must be approved prior to the registration period for the term when it will be done; deadlines for submission of proposals are published in the back of this catalog and online.

For a group study to be established the following requirements must be met:

- a minimum of five and maximum of eight active participants
- at least three of the five should share responsibility for the design of the group study and the preparation of the proposal

The proposal should:

- contain a clear description of the educational goals and methods of the study
- identify the tangible products
- include a syllabus based upon a minimum of three hours of regularly scheduled meetings per week and a total of 150 academically engaged hours
- outline criteria for evaluation, being clear about what constitutes participation worthy of credit
- identify a faculty sponsor and any additional resource persons
- identify a student administrator
- contain an itemized budget. Budget support is available from the college for expenditure such as travel and supplies necessary to the learning activity. The maximum award is \$300.

Approval procedure:

- Proposals must be submitted to the academic dean by the published deadline (week three of the term prior to registration) with an itemized budget that includes expenses, which are essential for the learning to take place.
- The group study proposal cover sheet (available on the COA registration web page) must accompany all proposals and have all required signatures.
- At midterm, representatives of the group are required to make a progress report to the academic dean

Students may not take two group studies in the same term or more than two per academic year.

### **Residency**

A residency is a three-credit, term-long educational experience designed by an advanced student. In order to do a residency students must have earned at least eighteen COA credits and be in good academic standing. A maximum of two residencies may be used toward graduation requirements. Residencies offer students the opportunity to put together their own cohesive program of study in order to explore areas which may not be provided in either the content or structure of the regular academic curriculum.

- Students should have a developed interest in an area that cannot be satisfied by the regular curriculum and have the motivation, work habits, and creativity necessary to pursue this interest in an academically responsible manner. Students must have an excellent academic record and be in good standing to participate in a residency.
- Students have used the residency term to explore topics as diverse as: women's health issues; the history of western thought; physical, cultural, and intellectual approaches to dance; and issues in psychology and the treatment of mental illness. A recent residency used quilting as a theme to explore color theory, organic and chemical fabric dyeing, computer aided design, and three quilting cultures. A residency allows a student to learn first-hand the educational value inherent in interdisciplinary study.
- A COA faculty member must be the primary director of a residency and have scheduled contact with the student throughout the term. This may be done by office visits (if the residency is local or on campus), or remotely by phone, email or internet. Any outside director to the project will assist the primary director in completing final evaluations. Residencies are taken for credit/no credit only. While students are encouraged to only do one, a maximum of two can be allowed.
- Students must submit a proposal to do a residency. The residency application form may be

downloaded from the registration page on line or picked up at the registrar's office. The application for the residency must be submitted to the Review and Appeals Committee by the registration deadline for the term in which it is to occur. (See schedule of deadlines in the back of this catalog and online.) Late residency applications will NOT be considered. Students are advised to register for alternate classes in the event that their residency application is not approved. All residency applications will be approved or rejected by Review and Appeals Committee before the end of the term prior to when the residency is to occur.

## TUTORIALS

Tutorials are faculty-initiated studies for one to five students which cover specialized material not available within the regular curriculum. They differ from independent studies and group studies in that faculty members, not students, are responsible for design and implementation. Tutorials cannot be used to fulfill resource area requirements (with the exception of some music tutorials).

## INTERNSHIP

An internship is an academic degree requirement. Internships are supervised work experiences in an area compatible with a student's academic focus, career paths and interests. One central goal of the internship is to provide students with the experience of working for others in a professional setting and being supervised and evaluated on their performance in a work environment. Internships are typically off-campus and site-based, not remote work. The program director encourages students to plan ahead for meeting the internship requirement. The internship committee will insure the central goal of the internship is realized in a way that advances the student's professional development.

Internships allow students to apply their knowledge and skills to the job market, develop new skills, clarify future goals, and establish important career contacts. Internships also offer students opportunities to engage in identifying and seeking employment, developing resumes and support materials, interviewing successfully and making informed decisions. Returning to a former employer, worksite, or working with relatives may not be considered for an internship placement. Interns are encouraged to take part in additional training, meetings, and workshops held at their worksite.

Students are encouraged to meet with their advisor and the director of the internship program as they begin planning for their internship. Students must be enrolled for at least one full year on campus prior to doing an internship. Transfer students should consider meeting with the internship program director as soon as they arrive on campus. A student must be in good academic standing and have no outstanding account balances prior to enrolling for an internship.

In order to integrate the internship with later academic experiences the internship cannot be during the final term of enrollment. A student must spend at least one term enrolled (for at least one credit) following the internship and prior to graduation. The following term may be the senior project.

The internship office maintains an active file of organizations, alumni mentors, and job contacts to help students find internships that are appropriate to their career needs and interests. The director is available to help students take advantage of the resources of the office. Often faculty have contacts that produce internships in their fields.

Students may elect to do an internship for credit or non-credit. The successful completion of either an eleven-week, full-time (440 hours total) credit internship or an eight-week, full-time (320 hours total) non-credit internship satisfies the degree requirement. After accepting an internship, the student develops a proposal and resume, and receives a letter of commitment from the internship sponsor/supervisor which is submitted to the internship committee for review. Once approved by the committee the student may begin the internship. Within three weeks from the start of the term following the internship, the student must submit an internship report and an evaluation from the sponsor/supervisor and prepare a poster presentation about their experiences to the college community. The internship director compiles a transcript evaluation which includes excerpts from the proposal, report, and the sponsor's evaluation. All internship documentation is filed in the internship office.

Current guidelines for writing proposals, resumes, and reports are available in the internship office and on the college's website.

In certain instances students may take up to two three-credit or non-credit internships. Students wishing to take a second for-credit internship must have strong support from their advisors, strong

rationale for the need of a second internship, and an approved proposal. Student teaching may be used to fulfill the internship requirement. Students choosing this option must meet the standards set for both the Student Teaching Practicum and the internship.

## SENIOR PROJECT

The senior project is a three-credit independent effort required for the human ecology degree. It is a significant intellectual endeavor, experiment, research project, or original work which is intended to advance understanding in a particular academic area and bring together the skills and knowledge acquired during the student's college career. It is a major work at an advanced level, occupying at least one term, earning three credits. The three credits of a senior project may be spread over two or more terms if the research requires more than ten weeks or if the student wishes to combine the senior project with course work in his or her final terms. Many approved senior projects take place primarily off campus.

With the exception of the spring term prior to graduation, senior project enrollment may be combined with course enrollment even if the total load is four credits. If a student wishes to conduct a senior project, in whole or in part, in the spring term and enroll for one or more classes, registering for more than three credits total, he or she must gain approval through an appeal to Review and Appeals Committee prior to the end of the add/drop period for the spring term.

Once a student registers for his/her senior project, he/she will have one year to complete it barring extensions. If at the end of that time period the project is not completed the student will be withdrawn from the institution. When a student re-enrolls to complete his/her project he/she must reapply through the Office of Admission and pay all applicable admission fees, as well as a special one-time senior project registration fee. The project must be completed by the end of the term. If the student does not complete the project in the allotted time, the next enrollment will be at the full rate of three credits with a new proposal required and with one year to complete the project.

A COA faculty member or a non-COA expert may serve as the senior project director. This person is responsible for the final evaluation and may or may not be the faculty member on a student's permanent advising team. In addition, resource persons outside the college may be used. Non-COA project directors are eligible for a \$400 honorarium.

Review and Appeals Committee posts deadlines for submission of senior project proposals; the deadlines are listed on the back cover of this catalog and online. Students wishing to register for senior project credits must obtain a signature from one of the co-chairs of the Review and Appeals Committee on their registration form. In order to obtain a signature from a chair of Review and Appeals, a student must have submitted a complete proposal to the committee for review.

Proposals should be readable by the general community and free of jargon. The relevance of the project within the context of a COA education should be clear. A completed proposal or intent form should be submitted to the Review and Appeals Committee before registering for senior project credits. Project proposal cover sheets are available in the Registrar's Office and online with a checklist of required elements included.

The following elements must be included in a senior project proposal:

- statements describing purpose, methodology, schedule for completion, criteria for evaluation, manner of final presentation, and the role of the project director;
- detailed description of the way in which this project is a culmination of the student's work at COA, including academic background, career goals, and qualifications to do this work;
- documentation of how the student will achieve 450 academically engaged hours;
- bibliography and/or other references which place the work in a theoretical context, demonstrating what will be new learning or original; and
- a cover sheet bearing signatures of the permanent advising team members and the project director, including the preliminary project title.

*Note: senior projects without completed and approved proposals cannot receive credit, which may result in a student not being able to graduate.*

The completed senior project must be submitted to the library archivist no later than the end of the ninth week of the spring term. Failure to meet this deadline will jeopardize the student's ability to

graduate in June. The student is responsible for submitting his/her project in a format approved by the library archivist, following the guidelines posted on the registrar's webpage. This includes a brief abstract (200–400 words, single spaced) describing the project. The project is cataloged by the library and added to its permanent collection of senior projects for reference by future students.

Students must also submit a description and self-evaluation electronically to the Registrar's Office; the project director will submit an evaluation. Letter grades are not given for senior projects.

#### **ETHICAL RESEARCH REVIEW BOARD (ERRB)**

Research on human subjects is an integral part of human ecology at College of the Atlantic. The college's policy on human subjects research is intended to foster an environment that supports and encourages such research. In addition, the policy establishes mechanisms to assist those wishing to undertake human subjects research. College of the Atlantic has in place a set of procedures concerning research involving human subjects to ensure the physical and psychological safety of participants and to ensure that researchers follow appropriate ethical standards and comply with federal laws protecting research subjects. Research that will be reviewed includes faculty research, senior projects, and graduate theses. In addition a limited set of classroom projects, residencies, and independent studies may also require review, especially if they are disseminated publicly.

An Ethical Research Review Board (ERRB) will be appointed by the academic dean at the beginning of each academic year. The ERRB is charged with implementing this policy in a manner appropriate to the interdisciplinary nature of COA and consistent with federal law. The ERRB will provide researchers with materials and tools to determine if their project(s) fall under the category of human subject research. The ERRB will assist researchers wishing to undertake research on human subjects to develop strategies for meeting ethical and legal standards appropriate to their research.

Students and faculty must seek approval for their research from the ERRB when they initially propose their work. Student projects which do not gain approval, may not be granted college credit or count as fulfilling graduation requirements. The application for approval, in the form of an ethical research review form and accompanying narrative, will be forwarded for review and approval to the chair of the ERRB who will convene to review proposals on a rolling basis. Researchers may appeal the ERRB's decision to the academic dean or her or his designee. The dean's decision is final.

For further information or a full statement of the college's policy and details on the process of application and review, contact the ERRB chair.

#### **WRITING REQUIREMENT**

There are two components to the writing requirement:

1. **Writing Course:** This is one of the First Year requirements for all students entering with fewer than nine COA credits. Students must take either one writing class or two writing-focused classes within their first five terms at COA. Writing courses are designated W in the course description: writing-focused classes are designated WF and classes with a writing-focused option are designated WFO. Students who have scored a five or higher on the AP English exam or a six or higher on the IB A1H exam are exempted. The writing program director may also exempt entering students; these must be documented in writing.

1. **Writing Portfolio:** The goal of the second phase of the writing requirement is to ensure that all students write at an advanced collegiate level. Students entering as first-year students, or transfer students with fewer than nine credits, must submit a writing portfolio once they have completed fifteen COA credits, or have been in attendance for five terms. Transfer students with nine or more credits are required to submit a portfolio by the end of their third term of residence. Failure to meet this requirement may result in the student's not being allowed to register for the following term.

The portfolio should be submitted to the faculty assistant at [bcarter@coa.edu](mailto:bcarter@coa.edu). This portfolio, which is reviewed by a member of the team of faculty reviewers, should include:

- three essays written for courses—these essays should explain a concept or issue
- one must demonstrate that you can analyze an issue or argue a position
- one (that could be expository or argumentative) must be 5+ pages

At least one essay must demonstrate that you can use and document sources appropriately.

These essays are reviewed to ensure that students meet the criteria specified in the writing rubric. These criteria include the ability to:

- write coherently
- organize a paper so that the writing moves logically from sentence to paragraph to whole paper
- write sentences that do not interfere with the author's intent or meaning and use sources consistently and appropriately

When students demonstrate that they can clearly explain and/or address an issue and formulate and support a coherent and logical argument without significant mechanical or grammatical errors, they will have met the second component of the writing requirement.

Students whose writing is flawed by minor mechanical errors or minor errors in documentation will be asked to work with a writing tutor until they have mastered the problem.

Students with more serious writing issues will meet with their advisor and the faculty reviewer and/or the writing program director to collaboratively develop a plan to improve their writing. The development and implementation of the plan should not only be supportive but should allow the student to achieve a higher level of writing competency. The written contract will not only articulate the specific goals that must be met but also may include, but is not limited to, the following: taking other writing or writing-focused courses, working on writing in other courses, or working on a regular basis in the writing center.

### **HUMAN ECOLOGY ESSAY**

The human ecology essay is a work of exposition, argumentation, extended description, or narration and should be approximately 2,000 words long. By choosing and developing a subject of personal or social significance, the student explores her or his perspective on human ecology. The human ecology essay is not expected to be a paper done for a course, although it can evolve from such a paper or be produced in a writing class. The human ecology essay must be clear, concise, and coherent. In some cases a student may choose to do a nonverbal "essay," or write a piece of fiction or poetry. If this is the case, the student must submit a two- to four-page essay explaining how the project reflects her or his notion of human ecology.

The student's advisor and one additional faculty member will serve as readers for the human ecology essay. When the student turns in their first draft of the essay, they must specify the names of their two readers to the Faculty Assistant along with the draft. Both readers must be continuing faculty members. Both the readers must approve the essay in order for the essay to be considered approved. Usually a student's essay goes through several drafts and takes 3-6 weeks to be approved. It is the student's responsibility to submit drafts to both readers and find out their readers' schedules for commentary no later than six weeks before the deadline for final approval (approximately the first of January). Students are strongly encouraged to work with the writing center on their essays; their readers may require them to do so.

Students are strongly encouraged to begin work on their human ecology essay during the second half of their junior year. The initial draft is due toward the beginning of the fall term of the student's senior year, and the final draft is due in mid-February. Both the initial draft and the final draft must be submitted to the faculty assistant and the two readers by the appropriate deadlines. The student's advisor oversees the human ecology essay process and ensures that deadlines are met.

Students who fail to meet human ecology essay deadlines will jeopardize their ability to graduate or stand in June. Essays that are submitted after the deadline will not be eligible for inclusion in the human ecology essay publication.

### **COMMUNITY SERVICE**

All students at COA are required to complete forty hours of community service prior to their last term of enrollment. The college believes that community service provides valuable experience as well as personal and educational opportunities that complement a student's studies in human ecology. A student can satisfy the community service requirement through on-campus or off-campus volunteer work. On-campus service suggestions include committee membership, planning campus-wide activities such as Earth Day, or volunteering at Beech Hill Farm. Off-campus service includes activities that

strengthen the college's ties to the local community such as coaching local athletic teams, tutoring math in an after-school program, or volunteering at a nursing home. A combination of on-campus and off-campus experiences is encouraged.

Community service must be on a volunteer basis (not for pay or for credit) and consist of a minimum of forty hours in total. Most students have an excess of community-oriented work and ultimately need to decide which experience to use to fulfill the requirement. The director of internships and career services is responsible for assessing the adequacy of the student's service. A one-page form with a description of the activity, length of involvement, and reflections must be completed and returned to the Internship Office prior to graduation. The required form is available on the college's website. In addition this office has resources for on and off campus community service opportunities.

## **REVIEW AND APPEALS**

The Review and Appeals Committee, a subcommittee of Academic Affairs, considers student proposals for senior projects and residencies, and petitions for exceptions to requirements and unusual requests for credit. This subcommittee also receives and reviews appeals for reconsideration of any other decisions regarding a student's academic work, and assesses and evaluates fees related to the academic program.

## **ADVISING**

When students arrive at College of the Atlantic they are assigned an initial academic advisor. The working relationship between student and advisor is very important because of the self-directed nature of study at the college. The freedom of students to plan individual programs carries with it the responsibility to develop coherent courses of study. The academic advisor serves as the primary resource for this planning process.

The advising relationship is critical to the success of students' academic programs and students are encouraged to change advisors as their academic interests and needs evolve. Change of advisor forms may be found on the COA website.

The best advisors are those who share intellectual and educational interests with their advisees. It is hoped that through class contact and campus events, students will develop collegiality with one or more faculty or staff. It is from these connections that they will choose an advisor best suited to their educational and career pursuits.

The advisor serves as both professional mentor and guide as students work their way through their college careers. Advising meetings may take the form of discussing resource area requirements, considering further educational or career planning, or simply serving as a sounding board for a student's academic and personal concerns. Students are highly encouraged to meet with their advisors regularly.

As there is an atmosphere of collaboration at College of the Atlantic, students are encouraged to seek connections with other faculty, staff, and students to broaden their advising experience. For questions or further information on the advising system, please contact the academic dean.

## **STUDENT RESPONSIBILITY**

College of the Atlantic's advising system is set up to provide students with help and guidance in a number of areas. However, a student's education is ultimately her or his responsibility. In particular, it is the responsibility of all COA students to adhere to the requirements and deadlines published in the course catalog and other college materials.

## **CLASS ATTENDANCE**

Students are expected to attend the first class meeting for any course in which they are enrolled. Students who do not attend on the first day of the class may be dropped from the course at the sole discretion of the instructor. Students may also be dropped if they enroll for a course without having met the published prerequisites. Students do not need the instructor's signature to drop a class during the add/drop period. However, students are asked to inform the instructor of their decision to drop, so that their seat in the class may be given to other students. College of the Atlantic does not have a

college-wide policy concerning class attendance. However, individual faculty members may—and usually do—set attendance expectations for their classes. In the event that a class is missed, the responsibility for making up any missed work lies with the student, in negotiation with the faculty member.

#### **ACADEMIC INTEGRITY**

By enrolling in an academic institution, a student is subscribing to common standards of academic honesty. Any cheating, plagiarism, falsifying or fabricating of data is a breach of such standards. A student must make it his or her responsibility to not use words or works of others without proper acknowledgment. Plagiarism is unacceptable and evidence of such activity is reported to the academic dean or his/her designee. Two violations of academic integrity are grounds for dismissal from the college. Students should request in-class discussions of such questions when complex issues of ethical scholarship arise.

#### **DEGREE PROGRESS**

It is the student's responsibility to be aware of his or her status as a degree candidate, and to utilize his or her advisor to certify progress for graduation. To help make this certification clearer, students should use their student portal to follow their academic progress.

#### **REGISTRATION: CONTRACTS AND SIGNATURES**

When a student submits his or her course registration, he/she has made a commitment to those courses or other credit units. The student will owe tuition to match that registration, and the student's transcript will list the titles of those courses, whether or not credit is earned. Add/drop forms must be filed by the deadlines set for each term in order to make changes to course registration. All financial obligations must be cleared (or loan payments made current) with the college before a student may register, receive a diploma or have a transcript sent. Lost library books are also considered financial obligations to the college.

#### **COURSE/FACULTY EVALUATIONS**

At the end of a course, Personnel and Academic Affairs committees require course/faculty evaluations from each student enrolled. Course evaluation forms ask questions regarding course organization, idea synthesis and clarity, class-teacher rapport, importance of the course to the COA curriculum, and recommendations for future classes. These forms are extremely important in evaluating teacher performance. They provide a written history of faculty work critical to accurate assessment of teaching success.

Course evaluation forms are available either in paper format or online through the student portal by choice of the instructor. Paper forms should be submitted to the Office of Academic and Administrative Services. All evaluations are held until faculty evaluations of students are in, then they are passed to the Personnel Committee and the academic dean for use in continuing reviews of faculty work and in periodic reviews for contract renewal. Faculty members are expected to read course evaluations, but do not have access to them before writing evaluations of students.

#### **ACCOMMODATING STUDENTS WITH DISABILITIES**

To ensure that programs, activities and services are accessible to all matriculating students, College of the Atlantic is committed to providing reasonable accommodations for students with documented disabilities. Documented disabilities may include, but are not limited to: a learning disability; attention deficit disorder; a visual, auditory, or mobility impairment; a physical or mental health illness.

COA's policy and practice comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the state and local requirements regarding students with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of the College of the Atlantic.

In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities. A reasonable accommodation is one that is consistent with the academic standards of the college and does not fundamentally alter the nature of the course or program. COA works directly and individually with students throughout the accommodation process. Final authority for determining the most reasonable and effective accommodation rests with the college and is based

on the nature of the course or program and the individual student's disability-related need(s). A qualified individual is a person who, with or without reasonable accommodations, can perform the essential functions of a program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

COA's designated Disability Support Services are located within the offices of Student Life in Deering Commons. From this office students needing accommodation will be directed to academic, programmatic, or campus mobility specialists for assistance. Students are encouraged to meet with a Disability Support Services professional to develop a plan for their academic accommodations. A request for accommodation is deemed reasonable if it is based on documented individual needs and does not compromise essential requirements of a course or program, does not pose a threat to personal or public safety, and does not impose undue financial or administrative burden.

Students seeking reasonable accommodations must provide current documentation of the disability either before or at the time they request accommodations. It is the responsibility of the student to work with appropriate staff or faculty each term to ensure that appropriate accommodations are put in place at the start of the term. COA does not provide assessment services for documentation of Learning Differences—all testing is done by outside evaluators at the student's expense.

## RECORDS AND EVALUATIONS

Each unit of work completed at College of the Atlantic has a three-part evaluation consisting of a course description, instructor evaluation, and a student self-evaluation. Evaluations serve a dual purpose; they form an ongoing portfolio and permanent record for use by the student and advisors, and they comprise the narrative transcript that may be read in conjunction with applications to other schools and future employment. As a summary and synthesis of work over a period of years, the transcript is an effective way to show how courses and projects mesh into a coherent education of the student's own design.

## TRANSCRIPTS

An official College of the Atlantic transcript can include either a single page that lists all of the course titles, credits attempted/earned, or a full transcript that also includes narrative evaluations and self-evaluations.

Unofficial transcripts are available on the student portal. Transcripts will not be released if the student has overdue bills in the Business Office and/or Thorndike Library. Students have access to their own files in the Registrar's Office during regular office hours. In keeping with policies under the Family Educational Rights and Privacy Act (below), the college requires the student's release, in writing, before opening educational records to third parties.

## PRIVACY

The college's policies, consistent with the Family Educational Rights and Privacy Act of 1974 (FERPA), are as follows:

This act is a Federal law, which provides that academic institutions will maintain the confidentiality of student education records.

College of the Atlantic accords all the rights under the law to students who are declared independent. No one outside the college shall have access to nor will the institution disclose any information from students' records without the written consent of students, except to persons or organizations providing student financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

College of the Atlantic also requests, beyond the requirements of law, that all students, whether or not declared independent, give their written consent in the sending of evaluations and transcripts to parents and to officials of other institutions in which students seek to enroll. Within the COA community, only those members, individually or collectively, acting in the students' educational interest are allowed access to student educational records. These include personnel in the Financial Aid, Business, Admission, Student Life, Internship, and Registrar's offices, academic deans, advisors, and faculty, within the limitations of their need to know.

At its discretion, the college may provide Directory Information in accordance with the provisions of the Act to include: student name, address, phone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational institution attended, and participation in officially recognized activities and sports. Students may withhold Directory Information by notifying the registrar in writing within two weeks after the first day of an academic term. Requests for non-disclosure will be honored until the end of an academic year; authorization to withhold Directory Information must therefore be filed annually.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable. COA students have unrestricted access to their own records; they may have copies made of their records at their own expense, with certain exceptions (in cases of overdue bills in the Business Office and/or Thorndike Library).

Education records do not include employment records, alumni records, student health records, or records of instructional, administrative, and other personnel which are the sole possession of the maker and are not accessible or revealed to any individual. Health records, however, may be reviewed by physicians of the student's choosing.

Students who believe that their education records contain information that is inaccurate or misleading, or otherwise in violation of their privacy or other rights, may discuss their problems informally with the registrar and/or the faculty member involved. If the decisions are in agreement with the student's request, the appropriate records will be amended. If not, students will be informed by the registrar of their right to a formal hearing. Student requests for a formal hearing must be made to the Review and Appeals Committee, which will inform students of the date, place, and time of the hearing.

## **INSTRUCTOR EVALUATIONS**

The first part of an evaluation is written by the instructor (or by group study members or, for an independent study, by the student) and is an objective description of the course work and criteria used for evaluation. The second part is also written by the instructor and addresses the student's performance in light of the stated criteria. The narrative evaluation is an opportunity for the instructor to discuss a student's work in a way that cannot be communicated through a letter grade alone.

Student grade options are credit/no credit or letter grades. For some courses (residencies, internships, and senior project), letter grades are not an option; the instructor may also choose to opt only for credit/no credit. Request for a credit/no credit grade must be made in writing on the add/drop form no later than the add/drop deadline. Grade options may not be changed retroactively. The grading option to be selected should be discussed thoroughly with advisors and faculty.

The COA faculty follow the following grading definitions:

For determining credit/no credit the following criteria are used.

Credit: Satisfactory completion of the requirements as stated in the course description. The quality of the work may range from an excellent to an average comprehension of course material. Equivalent to C or above in letter grade system.

No Credit: Failure to complete the requirements as stated in the course description or to demonstrate satisfactory comprehension of the course material. A final status of "No Credit" means that work was not sufficient for credit and/or that it is too late for credit to be considered.

For letter grades the following criteria are used.

- A Excellent: outstanding or superior insight extending beyond the normal requirements for the course; exceeding expectations; completion of all required work
- B Good: conversant in all course topics; completion of all course work
- C Satisfactory: comprehension of the material and completion of basic requirements
- D Completion of minimal requirements and demonstration of minimal competence, academic credit is awarded
- F Failure to complete minimal requirements or to demonstrate comprehension of key course topics, recorded as a "No Credit" for those not opting for letter grades

## **GPA**

COA does not provide/calculate GPAs for its students. However, upon special request, the registrar will calculate a GPA based only on courses for which the student received letter grades, and include it in a separate letter that also states the number of courses from which the GPA is calculated.

## **STUDENT SELF-EVALUATIONS**

The third part of the evaluation is the student's self-evaluation. While optional for most courses, it is required for independent studies, residences, and senior projects. The self-evaluation is an important component of the narrative transcript. It provides an opportunity to record the student's assessment of the progress of his or her education and provides valuable insights to the reader about the student's performance in classes beyond what is conveyed by a letter grade. Instructions for submitting self-evaluations are distributed by the registrar at the end of each term and are available on the student portal. Self-evaluations may be submitted for up to two weeks following the end of the term and are posted after faculty have submitted their grades and evaluations. Late self-evaluations are not accepted since they must remain independent of faculty evaluations.

## **MID-TERM EVALUATIONS**

An in-class mid-term evaluation is done in every course and although this does not become part of a student's permanent academic record, it is an important means of student-teacher evaluation. Ideally, the mid-term evaluation is a class-wide discussion of the students' performance, class expectations, and suggested enhancements for the remainder of the term. If students are under-performing at this point in the term their academic advisor and the academic dean or his/her designee are notified.

## **INCOMPLETE WORK**

Completing assigned work for classes in a timely manner is a necessary part of education just as effective time management is a necessary skill in the world beyond COA. If a student encounters difficulty completing work by the specified deadline, s/he should speak with her/his instructor and/or advisor to seek assistance. Similarly, if an instructor finds that a student repeatedly turns assignments in late or not at all, s/he should speak with the student to determine how to help the student complete work necessary for learning and academic credit. An incomplete grade will automatically turn to an "F" three weeks into the subsequent term unless proper paperwork is filed with the registrar.

If a student has not completed all of the work necessary to meet the requirements of a course by the end of the term, the student must either complete a written extension request (form available in Registrar's Office and online) or be evaluated on the merit of work completed. A student who falls behind in their work should speak to the instructor(s) as soon as possible to determine if an extension may be approved. It is the student's responsibility to request an extension and submit the form.

When the faculty member receives a completed extension form, s/he may either deny the request and evaluate the student on the merit of work completed, or grant an extension up to the end of the fourth week of the following term. The extension may be lengthened beyond the end of the fourth week at the faculty member's and academic probation officer's discretion. Any extenuating circumstances requiring extensions beyond this deadline should be determined jointly by the student, faculty member, and academic probation officer since such extensions impact grading, financial aid and billing.

If by the contracted extension deadline the work still is not complete and there is no further extension, the faculty member will evaluate the student based on work completed to date. If the faculty member does not assign a grade or credit, the extension will revert to a failing grade or no credit. Students must file signed extension contracts with the Registrar's Office within three weeks from the end of the term.

## **ACADEMIC STANDING**

A COA student's progress toward the degree is measured in credit units; to be considered in good standing a student must be earning credits in satisfactory proportion to the number attempted and must not be on Academic Probation.

Each COA course is worth one credit, though amounts of commitment and effort required may vary. With permission of an advisor, students other than first-term registrants may register for a maximum of four credits in a term.

## SATISFACTORY ACADEMIC PROGRESS

Normal or satisfactory progress toward the degree is made through the equivalent of four full-time years of study, or nine COA credits per year. The student must be aware of this definition of full-time for various purposes of eligibility for financial aid and student loans, especially from sources such as VA benefits: full-time enrollment is three credits per term and nine per year. The college recognizes many good reasons for graduation timetables that differ from a traditional four-year program; it is a student's responsibility to discuss his or her program with advisors and to be aware of financial aid implications.

Financial aid implications include the potential loss of all aid if the student does not maintain Satisfactory Academic Progress (SAP). Generally, this means the student must maintain the equivalent of a "C" average or GPA of 2.0 or higher (some exceptions may apply). If a student loses aid due to failure to maintain SAP, he or she must reestablish SAP before aid can recommence, assuming the student is otherwise eligible. The full SAP policy can be found on the COA website and in the Office of Financial Aid.

Credit (CR) issued for any courses taken as P/F versus a grade is treated, for financial aid purposes, as the equivalent of a "C" or 2.0 GPA. Students should be aware of the implications of this and the potential impact on their overall GPA at any given time.

## ACADEMIC PROBATION

Students who receive a D, F, or an NC (fails to receive credit in a class taken credit/no-credit) in a given term or have two or more outstanding extensions are automatically placed on academic probation. There are three levels of academic probation, and the changes to the criteria for getting off of academic probation require more consistent academic success in subsequent terms. Students on academic probation are notified in writing (as are their advisors) and the students must attend a mandatory meeting with the academic probation officer within the first three weeks of the subsequent term. Such meetings are used to identify and address the issues causing the student to get probationary status and to ensure successful future terms. Although academic probation is a serious issue, the tenor of this meeting is to be constructive and supportive, not punitive.

In order to be removed from academic probation, the student must pass all of her or his classes in the subsequent term with grades of C or higher and receive no new extensions. Students on academic probation are not considered in good academic standing. Students on academic probation are not eligible for independent studies, residences, or EcoLeague or other consortium exchanges. If a student remains on academic probation for a second consecutive term, the student will have an academic contract created for them. Academic contracts are individually constructed and have carefully defined outcomes targeted to enhance the student's success. Example contract conditions may include but are not limited to:

- reduced course load for the subsequent term
- mandatory attendance at study skills group
- mandatory check-in meetings with advisors/teachers/counselors
- required work with a writing tutor
- requirements that students turn in no late work and/or miss no classes

Included in the academic contract will be clearly spelled out consequences for failing to meet the terms of the contract. International students and the academic probation officer should be attentive to the consequences academic probation has for maintaining F-1 student status and for eligibility to remain in the United States.

The academic probation officer is appointed by the academic dean. The academic probation officer has discretion to interpret the above procedures to support student success while maintaining high academic standards. Decisions made by the academic probation officer may be appealed to the academic dean or her/his designee, whose decision is then final.

In order to be removed from academic probation, a student must pass his or her classes with a C or higher in the subsequent term with no extensions.

**After three consecutive terms on academic probation, or accumulating a total of five Fs, students will be suspended from the college for one academic year.**

## TRANSFER CREDIT

A student can transfer a maximum of eighteen credits to COA, the equivalent of sixty semester credit hours or ninety quarter hours in systems commonly used at other institutions. One COA credit is equivalent to 3.3 semester hours or five quarter hours. Work at another accredited institution is transferable with a grade of C or above and approval by the Registrar, and will appear on the COA transcript with a grade of CR. Except for students receiving VA benefits, COA degree candidates may elect not to use transfer credit toward the degree even though all work from previous institutions must be submitted during the admission process. Transfer credits must be authorized by the student before the registrar can apply them to the student's transcript. Once transfer credit has been applied to a student's COA record, it cannot be removed.

A transfer student bringing in nine or more COA credits is exempt from the freshman requirements (Human Ecology Core Course, History, Writing and QR courses). A student transferring in eighteen credits is encouraged to begin planning for the completion of degree requirements and to select an advising team as soon as possible. New transfer students should first make sure that the Registrar's Office has received final transcripts of all previous college course work; students are often accepted for admission before the final transcript of previous work is available, and students must send for an update to ensure that all transfer credits are applied.

First-time freshman students who have taken college courses while enrolled in high school may elect to transfer in these credits after they have earned 9 COA credits. This transfer of credits does not exempt them from the First Year requirements.

A COA student planning to take a course or a term of work as a visiting student at another college is advised to get approval in advance from the registrar of its eligibility for transfer. Credit is rarely granted for work done at non-accredited institutions. Proposed study of this type must be evaluated and approved for transferability in advance by Review and Appeals Committee.

## CREDIT BY EXAM (AP OR IB) OR MILITARY EXPERIENCE

A maximum of one term (three credits) may be given for credit by examination or military experience. Advanced Placement, International Baccalaureate and other successful examinations may also serve as prerequisites for COA courses. AP and IB credits cannot be used to meet HY, QR or Resource Area requirements. Students entering as first-time freshmen must earn 9 COA credits before AP or IB credits may be applied to their COA transcript. Any AP or IB credits must be transferred by the end of the student's Junior year.

**Advanced Placement (AP):** Scores of four or higher on AP exams are acceptable for transfer.

**International Baccalaureate (IB):** Scores of five or higher on IB Higher Level exams are acceptable for transfer. Standard Level exam scores are not eligible for transfer.

**DANTES:** Passing exam scores are eligible for credit under the American Council on Education recommendations. Requests for credit are handled on a case by case basis. Contact the Registrar's Office for more information.

**Military training experience:** May be acceptable for credit under the American Council on Education guidelines. As with DANTEs, credit requests are handled on a case by case basis. Contact the Registrar's Office for more information. Official scores and transcripts must be mailed directly to the COA Registrar's Office. Advanced standing credit earned while in high school is held in reserve and may not be recorded on the student's record until the beginning of the student's second year. A student has the opportunity any time after their first year to request the addition of these credits to their transcript. The amount of credit transferred affects the long term eligibility for Federal financial aid funds and speed of progress toward graduation; a student is strongly advised to discuss his or her individual situation and timetable with academic and financial advisors.

## GRADUATION AND SENIOR YEAR

Students should submit intent to graduate forms in the winter term prior to the academic year in which they intend to graduate. There are a number of important deadlines that fall during the student's senior year—i.e., the human ecology essay, the senior project, and the certification of gradua-

tion requirements form. It is the student's responsibility to adhere to all published deadlines, even in the event that the student is away from campus.

In some cases students may "stand" at graduation even if they have not completed all graduation requirements. Students who stand may participate in all graduation ceremonies and celebrations, but will not receive a diploma nor be considered a graduate of the college until all graduation requirements are met. Students may participate in only one graduation ceremony.

Students who wish to stand must submit a completed standing contract form to the academic dean for the privilege to do so. This contract must include a detailed plan, with clear deadlines, for completing all degree requirements.

A student may stand only if he or she has three or less COA credits remaining. If these credits are for the senior project, the student must have their senior project proposal fully approved at the time he or she petitions to stand. Students may not stand if they have not completed their human ecology essay, writing portfolio, community service or their internship.

The academic dean will decide on this request, in consultation with the student and her or his advisor(s). The dean's decision is final. If the standing contract is accepted, the student is required to submit a \$500 deposit, which is returned in full to the student upon completion of all work/graduation. Standing is not an option for graduate students.

### LEAVE OF ABSENCE

A student may request a leave of absence for up to one calendar year or three consecutive terms. Forms for this purpose are available in the Registrar's Office and online. Approval depends upon justification of the leave in the context of the student's overall academic plan. The expected duration of the leave must be stated at the time that the form is submitted. Failure to file a request for leave by the end of add/drop period for any given term results in automatic withdrawal from the college.

A student who has either formally withdrawn from the college or lost matriculant status as stated above, but desires to return to the college, must complete a short re-application form available from the Office of Admission in order to be reconsidered as a candidate for matriculation.

For purposes of repayment of student loans, a student is considered to be withdrawn as of the end of the last term of enrollment, even though he or she is on an approved leave of absence. For COA purposes, the student can continue as a "degree candidate not enrolled." For loan purposes, however, a student is either a registered, tuition-paying student or not. This rule applies to students away on non-credit internships and to seniors whose last enrollment (usually the senior project) takes place in a term earlier than spring term prior to graduation.

A student who elects to take a leave of absence with pending incomplete or unsatisfactory work may expect to meet with the academic dean upon return.

### MEDICAL LEAVE

College of the Atlantic strives to maintain an environment that supports intellectual well-being and academic excellence. Nevertheless, unexpected circumstances can and do occur that affect a student's ability to succeed in COA's rigorous intellectual climate. The following policy is intended to facilitate a student's necessary departure from and subsequent re-entry into the college.

A medical leave of absence is available for students who have medical or psychiatric conditions that severely limit their ability to perform academic work. Students who need this type of leave of absence must meet with the dean of student life and the academic dean. All medical leaves must have the written recommendation of a physician or mental health professional. Medical leaves are usually granted for up to three terms. **Medical leaves are not possible after week 8 of the term.**

Students who take a medical leave during a term will earn no academic credit for the term and their class enrollments will show a grade of "W" (withdrawn). They will be refunded for tuition and room as dictated by the refund policy detailed in this catalog. During the time of the leave, students must actively engage in appropriate treatment as recommended by their physician or therapist.

Return and re-enrollment from a medical leave of absence are contingent on a written assessment by a physician or therapist that is evaluated by the dean of student life in consultation with on-campus health services staff. The dean of student life will then establish a re-entry plan (i.e. referral to a local

specialist, ongoing treatment plan) as necessary with the returning student to ensure that she/he is fully aware of the resources available to support them. The academic dean will meet with the student to review an appropriate academic course load upon their return to the college.

In the event that a student's continuation at the college poses a significant risk to the well-being of that student or to others in the community, the dean of student life can place a student on involuntary medical leave. The student may appeal this decision (in writing) to the president of the college within five working days.

## ADDITIONAL PROGRAMS

### EDUCATIONAL STUDIES

The Educational Studies Program at College of the Atlantic prepares students for teaching in a variety of educational settings. Students may obtain Maine State teacher certification through our professional certification program or they may choose to specialize in non-traditional, field-based, and/or outreach education. The program is highly selective, providing qualified students with a rich range of pedagogical opportunities and intellectual resources. Students are challenged to translate the environmental and social themes that form the basis of their education at College of the Atlantic into effective and exciting educational experiences for others. The Educational Studies Program seeks to expand students' understandings of the professional possibilities in public and private schools as well as informal educational settings.

The interactive and interdisciplinary nature of education at College of the Atlantic serves as a model for the kind of education our students hope to create as teachers. Many graduates are teachers in public and private schools; others have chosen careers as outdoor educators, interpretive naturalists, and environmental educators.

### TEACHER CERTIFICATION

COA has been granted the authority by the state of Maine to award teaching certification to its successful program graduates. This certification, which is reciprocal in forty-two other states, is available in the following areas: elementary education (grades K-8); and secondary certification (grades 7-12) in life science, social studies, and English language arts. Students electing to pursue professional teacher certification may either do this as an internship or may take three additional credits beyond the COA graduation requirement. COA has an excellent working partnership with the local public and private schools. This relationship affords our students the opportunity to practice what they learn by getting them abundant "hands-on" experiences in classrooms, after school programs, museums, alternative educational settings, and summer camps.

The program standards are set by the State Board of Education and are interpreted by COA's Educational Studies Committee. Courses satisfying the components are coded ED in the course description section in this catalog. For further information and a complete list of program requirements see the director of the Educational Studies Program or visit the COA website.

## CONSORTIUM AGREEMENTS/EXCHANGES

### CONSORTIUM AGREEMENTS

It is possible to set up a consortium with many accredited colleges/universities in the US and abroad. Consortium agreements allow you to take courses at another school and still use your COA Federal financial aid awards. Students must have completed a minimum of three terms at COA and be in good academic and social standing. Credits will appear on your COA transcript as transfer credits. See the Financial Aid Office for more information.

EcoLeague: The EcoLeague is a consortium of six colleges and universities that share similar missions and value systems based on environmental responsibility, social change, and educating students to build a sustainable future. The EcoLeague consists of small liberal arts institutions with strong environmental science, marine biology, outdoor studies, education, and other academic programs. These colleges all stress experiential education so that students are prepared to take on real world chal-

lenges when they graduate. EcoLeague partners are Prescott College, Alaska Pacific University, Green Mountain College, Northland College, Dickinson College, and College of the Atlantic.

How the EcoLeague works:

- EcoLeague exchanges are open to students studying any academic area.
- Students must have completed nine COA credits to be considered.
- COA students may spend up to two semesters (one year) at the host EcoLeague institution during their sophomore or junior years.
- Students continue to pay full-time tuition to their home institution. Lab, course fees, room and board, and any required fees are paid to the institution the student is visiting. Additional costs for special programs and travel are covered by the student.
- Credits earned at EcoLeague institutions are accepted at the home institution as COA credits (not transfer credits).
- Students must fill out an “intent to participate” form available from the Registrar’s Office, and once approved, the participation/registration form.
- Students are expected to return to their home institution upon completion of the EcoLeague semester(s).

See the registrar’s or dean’s offices for more details.

The New School: College of the Atlantic and The New School (TNS) have established an exchange program whereby students from COA may participate for up to two semesters at TNS. Students will pay tuition to their home institution, and will pay course fees, room and board, and any additional fees to the host institution. Students must have completed a minimum of three terms at COA and be in good academic and social standing, and must apply for this exchange at least three months before the start of the semester. Credits will be accepted as COA credits (not transfer credits). See registrar for more information.

University of Maine: Any degree-seeking undergraduate student enrolled at COA or The University of Maine at Orono (UMO) is eligible to participate in a cooperative exchange between COA and UMO, after completing two terms as a full time student as defined by their home institution. College of the Atlantic students may enroll for coursework at The University of Maine at Orono and UMO students may enroll for coursework at COA. This exchange is contingent on a space available basis. See registrar for more information.

#### **AFFILIATION AGREEMENTS**

COA has affiliation agreements with a number of organizations, whereby COA agrees to award credit for courses offered through their programs. In all cases, students must have completed a minimum of three terms at COA and be in good academic and social standing to apply. Students must submit a signed consortium agreement form to the Registrar’s Office prior to enrollment in the program, and are charged an administrative fee (\$500 per COA credit) to process the credits. See registrar for more information.

Center for Ecological Living and Learning (CELL): College of the Atlantic will award credit for study abroad programs offered by CELL. CELL programs focus on local and global solutions to environmental, social, and economic problems and are offered in Central America, East Africa, Iceland, and the Middle East. Students apply directly to CELL and pay tuition and fees to CELL. Enrollment is limited to a maximum of one semester worth of credit (16 semester credits, equivalent to 4.8 COA credits).

National Outdoor Leadership School (NOLS): College of the Atlantic will award credit for semester programs offered by NOLS. NOLS courses include field studies and practice of wilderness expedition skills, leadership, group dynamics, safety and judgment development, and an introduction to environmental studies and ethics. Credit value depends on the length of the NOLS course (variable up to 16 semester credits, equivalent to 4.8 COA credits). Students apply directly to NOLS and pay NOLS fees.

SEA|mester: College of the Atlantic will award credit for academic courses taken on SEA|mester voyages. Students apply directly to SEA|mester and pay tuition and fees to SEA|mester. Enrollment is limited to a maximum of one semester worth of credit (12 semester credits, equivalent to 3.6 COA credits).

## GRADUATE PROGRAM

Beginning in 1990 COA has offered the Master of Philosophy in Human Ecology degree. This program is intended both for COA graduates who want to extend the type of work begun as undergraduates and for students from elsewhere who want to add a human ecological focus to their research. The MPhil is designed as a two-year program, involving nine credits of course work (from upper level courses in the integrated curriculum and nine credits of thesis research). The Graduate Committee, composed of the director of the graduate program and faculty representatives from each resource area and the associate dean for advanced studies, is responsible for administering the MPhil program; the director reports to the president and academic dean. Any graduate student requesting a waiver or variance of any graduate degree requirements must submit a petition in writing to the Graduate Committee, which will discuss the matter as needed with the Academic Affairs Committee.

**Enrollment:** Students are expected to enroll full-time in each term of their first year of graduate study, during which most or all of the nine required graduate course credits are to be completed. In second or subsequent years, students are encouraged to maintain full-time status and study on campus until graduation, but may petition their thesis committee and the director of the graduate program for formal approval of part-time enrollment or leaves of absence in a given term. All degree requirements must be completed within four years of first enrollment in the MPhil program. Newly admitted graduate students may begin their enrollment in any academic term.

**Thesis Committee:** Upon arrival at COA, each graduate student establishes a thesis committee composed of a chair, someone identified at the time of acceptance into the program and keenly interested in the student's research topic, plus at least one other COA faculty member, and an optional outside practitioner or expert in the student's field of inquiry. Working with the thesis committee, the student designs his or her program, including a nine-credit thesis project and nine course credits relevant to the thesis. During the thesis year, a faculty member from the Graduate Committee may join the thesis committee to serve as a reader and to advise regarding general policy matters. Graduate students are expected to schedule meetings of their committee as a group at least once a term. Following this meeting the chair of the committee will report progress towards the degree to the graduate program director.

**Plan of Study and Thesis Proposal:** Graduate students are required to turn in a plan of study at the end of their first term of enrollment. A thesis proposal is due at the end of the third term. Individualized graduate programs should combine several academic disciplines, have a strong field or applied component, or broaden current research in human ecology.

**Graduate Courses:** Graduate course credits may come from intermediate or advanced level courses or tutorials, independent studies. Expectations for graduate course credit are arranged in discussion between each graduate student and the faculty member teaching a course. It is the responsibility of each graduate student to initiate these discussions at the beginning of each term. Graduate credit cannot be given for introductory level courses, group studies, courses in which the student does not receive the equivalent of a 'B-' or better, or courses which are not completed within an academic year. If a graduate student takes a course credit/no credit, the student must attain the equivalent of grade 'B-' or better to receive credit.

**Transfer Credits:** A maximum of three of the nine course credits may be transfer credits. All transfer of credit is subject to approval by the thesis committee and director of the graduate program. Credits from prior academic work must be upper level courses relevant to the student's plan of study at COA, earned within one calendar year prior to first enrollment in the MPhil program, and from academic work above and beyond any courses that were a part of the student's undergraduate program. Transfer of credits during graduate enrollment must be approved in advance.

**Thesis Credits:** During those terms in which thesis credits are taken, students are encouraged to be in residence on campus and to meet with the chair of the thesis committee frequently for discussion, direction, and advice. They should also meet regularly with other members of their committee. The nine requisite thesis credits are not graded, but each is assessed as "satisfactory" or "unsatisfactory" by the chair of the thesis committee and reported to the registrar. Students are expected to submit a proposed plan of study for thesis credits at the beginning of each term where such credits are to be taken. This plan will indicate the intended focus for that term (literature review, writing thesis sections, field, lab or studio work, etc). At the end of each term where thesis credits are to be awarded the student will submit a short summary of what they have accomplished.

**The Thesis:** A thesis, required of all graduate students, investigates a specific area with rigor, allowing the student to gain and demonstrate expertise in a particular topic and make an original contribution to the field. The thesis is judged on rigor, relevance, and results. The thesis must have an interdisciplinary component; sections of a thesis may be rather specialized but at least part of it must be accessible to a general audience. The college welcomes theses that take non-traditional forms, depending on the student's field and audience. Each thesis must be carefully documented and demonstrate a high standard of scholarship. The form and structure of the thesis is to be shaped by consideration and knowledge of similar theses in a student's field, by the structure and design of the project, and suggestions of the thesis committee. A thesis of traditional form includes: a title page (with signatures), acknowledgments, a table of contents, a list of figures, an abstract, the body of the thesis, a bibliography, endnotes, and appendices. Three copies of the final version of the thesis, each on thesis bond paper, must be submitted (bound or unbound) to the Graduate Committee prior to graduation. Note: See the library archivist for information on formatting copies for the COA archives, due at the end of week nine.

**Thesis Presentation:** Each graduate student will arrange a public presentation of his/her thesis a minimum of two weeks prior to the expected date of graduation. All thesis committee members are expected to attend this presentation, and the student will be examined on the form and content of the thesis.

**Graduate Seminar:** A graduate seminar is scheduled periodically to provide a forum for discussing issues in human ecology, sharing research skills, critiquing each other's work, and fostering scholarship and identity among graduate students. Participants in the graduate seminar include all graduate students and representatives of the Graduate Committee; thesis advisors and any invited participants.

## IMMUNIZATION REQUIREMENT

Maine state law requires that all students provide certification by a doctor, nurse, or other health official of their immunity to rubella ("German measles"), rubeola (measles), diphtheria, and tetanus. Evidence of immunity may be demonstrated with either a record of immunization with dates and dosages or a report of laboratory results of tests for immunity.

MMR (measles/mumps/rubella). Documentation must show that the student was immunized with live vaccine, after 1968, and again after the student reached fifteen months of age.

DT or Td (diphtheria/tetanus). If the student's most recent shot was over ten years ago, a booster is required.

Certain exceptions do apply; the student may either provide a doctor's statement that one or more of these inoculations would be medically inadvisable, or the student may file a signed statement that he or she has a religious or philosophical objection to such immunization. In either of these cases, the student would be excluded from classes in the event of an outbreak of one of the diseases. One of the above options must be followed before a student attends COA classes. If already immunized, the student must send or bring a copy of the immunization record signed by the health professionals who either administered the shots or have the records. Shots are available in Bar Harbor at the local health facilities; the COA nurse can also administer the immunizations.

## REGISTRATION AND FEES

### Registration

Registration for an academic term takes place during week six of the preceding term. Registration materials are available approximately one week prior to registration, students register online through their student portal. Student accounts must be paid in full in order to access online registration.

Returning students registering for classes after the registration deadline will be assessed a \$100 late registration fee. If this "late registration" happens after the payment due date, the student will have one week to settle his/her account with the Business Office. Failure to settle the account will result in an additional \$300 late payment fee. Students may not register for classes after the end of week two.

A student must have paid or made arrangements to pay all tuition and fees by the statement due date. The college accepts payment plans with outside agencies, however these plans must be in place, approved, and current by the statement due date. If previous payment plans were delinquent in the past, COA reserves the right to refuse the establishment of a new payment plan.

### Add/Drop

A student may make registration changes through the first week of the term by submitting an add/drop form to the Registrar's Office. After the add/drop period has ended, the student's current registration can be viewed on their portal. If the student feels that an error has been made on the schedule, he or she should notify a staff member in the Registrar's Office immediately.

Add/drop forms returned to the Registrar's Office after the add/drop deadline will be assessed a \$100 late fee. Appeals may be granted for extenuating circumstances; such appeals will be reviewed by the Review and Appeals Committee.

### Withdrawal

A student may withdraw from a class up through the end of week four by submitting an add/drop form specifying the request for withdrawal. A grade of "W" (withdrawal) will appear on the student's transcript. Students should be aware of the tuition reimbursement policy for withdrawals (refer to the Course Withdrawal/Financial Considerations section for more information). A student wishing to withdraw after the fourth week may only do so with written consent from the course instructor and approval by an academic dean. **Withdrawals are not permitted after week eight.**

### Auditors

Students are allowed to audit one course during a term with the instructor's permission and with payment of the \$150 audit fee. Auditing is entirely at the discretion of the instructor. Instructors cannot accept auditors if they have had to turn away credit-seeking students. Appeal for conversion of "audit" to "credit" in a case in which the student has actually participated in a course as a full-credit student must be made to Review and Appeals Committee no later than the end of the fifth week of the term; this action does require payment of additional for-credit fees on the part of the student. Audits show on transcripts as AU. Students may not audit a course if they are on Academic Probation.

Individuals from the Bar Harbor community may also audit a COA course with permission of the instructor and payment of \$150 plus any applicable lab fees, providing that no COA matriculant will be displaced. Auditing is limited to one course per term. No refunds will be given for audited courses. All fees are due the date of registration.

### NON-DEGREE SEEKING STUDENTS

Persons desiring undergraduate credit may enroll as special students if they meet the prerequisites of the desired courses and have the permission of the instructor. Long-term residents of Hancock, Washington, and Waldo counties may enroll for a limited number of courses, on a space-available basis, at a reduced tuition rate. To be eligible for this special rate Hancock County status must be determined by the Office of Admission prior to registration. Other special students pay regular full tuition rates. The number of Hancock County courses taken per student is restricted to three per year. Only three Hancock County classes may apply toward matriculation. Special students are expected to pay at the time of registration. Lab and activity fees apply. More information on policies and procedures for special students is available in the Registrar's and Admission offices.

### TUITION

- All fees are billed in June, July, November, and February, and must be paid by the specified due date.
- The total annual undergraduate tuition for 2018-2019 is \$42,993. Tuition is charged at a flat rate of \$4,777 per credit or \$14,331 per term for full-time enrollment (plus housing/dining charges and other fees). An additional fourth credit or less than full-time enrollment is calculated accordingly. Costs for one year at COA, including tuition, housing, food, books and materials, and miscellaneous expenses, may be estimated at \$54,969.
- Summer enrollment is considered the first term of the next academic year.

- The fee for internships taken for credit, regardless of the length of the work period, is \$14,331; the internship is a full-time enrollment earning three COA credits. Senior
- projects are worth three academic credits and therefore are also charged at the full tuition rate.
- COA alumni enrolling for student teaching after graduation will pay for three credits at the Hancock County rate. Non-matriculating students wishing to complete student teaching at COA will be charged for three credits—Hancock/Washington/Waldo county discount may apply if the student meets the criteria.
- Members of COA staff families receive tuition reduction per defined policy guidelines, but pay applicable community resource fees.
- Full-time graduate tuition rates are \$9,555 per term. Additional associated fees and Penalties apply as outlined for undergraduates. Hancock County rates do not apply for graduate students.
- If a non-credit class or internship from a prior academic year is changed to credit, the costs of that credit will be at the current year's rates.

#### **PAYMENT OF BILLS**

Students have access to account statements on their student portal. Paper bills will not be mailed. Students must have either paid or made arrangements to pay all tuition and fees by the payment due dates. A late payment fee of \$300 will be assessed on overdue accounts.

Payment due dates:

- Fall: August 6, 2018
- Winter: December 3, 2018
- Spring: March 18, 2019
- Summer 2018: July 10, 2019
- Fall 2019: August 1, 2019

COA accepts payment plans with an outside agency, however, the approved plan must be in place and remain current. The college is usually able to assist students and/or their parents in working out a payment plan. College of the Atlantic accepts MasterCard and Visa for bill payments up to \$1000 a term. In the event that a check is returned to College of the Atlantic for insufficient funds, the student account will be charged a \$40 service fee. Online payments may be made through TMS at (<https://coa.afford.com>). If wiring funds please request instructions from the Business Office. Bills for special term enrollment (i.e. Yucatan/Cavilam), where the student starts the term before the regular COA term begins, will be due before the student leaves for the program. International and special deposits are non-refundable.

A late payment fee of \$300 will be assessed on overdue accounts and on delinquent payment plans. Students will not be allowed to register for the next term if there is an outstanding balance on their account. If a student has had a late payment in a prior term, COA may unenroll the student from the upcoming term if that payment is not paid by the due date. Transcripts, grades, or diplomas will not be released until the student account is paid in full.

#### **HOUSING AND DINING**

The fee for a room in COA housing is \$6,210 per year. There is a non-refundable \$150 security deposit charged to all students living in housing. The full meal plan is \$3,537 per year (all first time students living in COA housing are on the full meal plan). For those students living off campus and not opting to be on the full meal plan, there are three additional meal plan options: ten meals/week for \$2,667, five meals/week for \$1,494, and a \$100 declining balance card. Meals/week plans are not transferable from term to term. Declining meal plan balances can be used from term to term but expire at the end of the academic year.

#### **STUDENT ACTIVITIES FEE**

A \$90 student activities fee is charged each term for every enrolled student, whether the student is on campus or not. These fees fund a budget administered by the Student Activities Committee.

## HEALTH FEE

A \$93 per term health fee is charged for all matriculated and visiting students. This covers the cost of a visit to the campus health clinic (lab work or other tests are not covered by the fee).

## LAB FEES

Laboratory fees are charged by the term for courses in which expendable materials are used and/or field trips are required. These fees usually range from \$10 to \$50, but may be higher depending on the nature of the class (i.e. lab and art classes have more consumables). Amounts may or may not be known in time for catalog printing, but will be listed on registration materials and billed with tuition. Lab fees are not subject to refund after the add/drop period.

## CREDIT BALANCE RETURNS

In the event a student's bill has been overpaid, a Credit Balance Return (CBR) will be automatically issued to the student after add/drop has been completed and all financial aid for the student has been received and applied to the student's account each term. If the CBR is a result of a PLUS loan, overpayment by a parent, or from a parent payment plan (TMS), the refund will be returned to the parent unless a written (and signed) authorization from the parent is given to the Business Office to return the funds directly to the student. Parent authorizations are needed each term. Credit Balance Returns will not be automatically processed for overpayments from international payments, a 529 plan, or other unique payment. Students will be notified when a CBR is available for pickup in the Business Office; checks are not put in student mailboxes. If the credit is to be left on account for a future term, then written authorization to the Business Office is required.

## COURSE WITHDRAWALS/FINANCIAL CONSIDERATIONS

**Full Course Withdrawal:** Students who register for a term but withdraw from all courses, either for medical or non-medical reasons, by 4:00 p.m. on the add/drop deadline will receive a full reversal except for program fees, which are not refundable (and see health insurance below). Additionally, a prorated charge for any days of on campus room and board will be assessed. Students who withdraw from all classes in weeks two through week five will receive a daily prorated refund based upon the cash amount paid for the current term. No additional billing adjustments are computed for housing and meals as they are already included in the amount paid. There are no reversals after week one for student activity fee, health fee, program fees or lab fees (and see health insurance below). In the rare case of a student staying on campus for more than one night after dropping all classes, COA will assess a prorated charge for room and board. Federal Aid adjustments and outside scholarships will be adjusted per the laws of such aid.

If a student is enrolled in a COA sponsored international or off campus program and drops the program after the deposit deadline but before the program begins, a \$500 fee will be assessed. If a student drops the program once the program begins, the standard reversal policy above applies.

**Health Insurance for full course withdrawal:** Students who elect to be on the health insurance plan and withdraw from all classes within 30 days of the start of health coverage (August 15) are eligible for a refund if they have not utilized the plan. If the student has accessed services and the insurance company has received the claim within the 30-day window, a premium reversal will not be granted. If the student withdraws from all classes after the 30 days of start of coverage, no health insurance refund will be granted. If a student withdraws from all classes within the 30-day window and a reversal of health insurance premium was granted, any claims received after that time will be denied by the insurance company and the student will be responsible for all charges.

**Partial Course Withdrawal:** Dropping one or two courses (partial drop): Students who drop one or two courses will receive credit toward tuition for a future term based upon the below chart. This credit must be used within the next four consecutive terms and will be factored into computing that term's financial aid award. The student may not apply the credit to a prior term balance. All balances must be paid prior to application of this credit.

Reversal credit schedule per courses dropped:

Add/drop deadline:	Full tuition and lab fee reversal, excluding non-refundable program fees
Week 2:	\$4,000 credit toward tuition for a future term

Week 3:	\$2,500 credit toward tuition for a future term
Week 4:	\$1,500 credit toward tuition for a future term
Week 5:	\$500 credit toward tuition for a future term
Weeks 6–10:	No credit or reversal

The date that is used to determine the reversal amount is the date the completed paperwork is turned into the Registrar's Office.

#### FINANCIAL AID AND WORK STUDY

Financial aid information is available in COA's Financial Aid Office. The financial aid program is explained in detail in the COA publication, Financial Planning Options, which is available from the Office of Admission and Financial Aid. Students applying for financial assistance at COA must complete the Free Application for Federal Student Aid (FAFSA) and COA's institutional application for financial aid. New applicants should file online at [www.fafsa.gov](http://www.fafsa.gov). Renewal applicants receive a renewal FAFSA from the federal processor via email. COA's application for financial aid is distributed to renewal financial aid students' mailboxes, usually before winter break. In a case where a student's natural parents are divorced or separated, the college requires that the non-custodial parent complete the non-custodial parent's statement (available from the Office of Admission and Financial Aid) in order for the student to be considered for institutional sources of financial aid.

The timetable below applies for financial aid applications prior to the fall term:

- January 1–February 15 Financial aid applications should be completed and mailed.
- April 1–June 15 COA mails financial aid replies to on-time applicants.

While late application does not necessarily disqualify a student from financial aid, it may reduce the student's award if COA funds have already been allocated. Students who register on time receive priority in the awarding of COA institutional financial aid.

Financial aid awards are generally calculated assuming full-time enrollment. Adjustments to the award are made if a student is enrolled less than full-time. Awards are also subject to adjustment if a student receives additional outside resources after the award is tendered or if a student's costs are lower than originally projected. Students are expected to complete the requirements for their self-directed programs within the thirty-six required COA credits and are generally not eligible to receive institutional financial aid beyond this credit limit. It is further required that a student maintain satisfactory progress toward successful completion of the human ecology degree (see section on Satisfactory Academic Progress).

Further details regarding COA's Financial Aid Satisfactory Academic Progress Policy as well as general financial aid policies and procedures are available in the Financial Aid Office and on the COA website.

Work-study assignments are managed by the Financial Aid Office. Once assigned, a student sets up his or her work-study schedule with the job supervisor. The student and the work-study supervisor keep records of hours worked, and the student is responsible for submitting their hours online every other week.

## COA FACULTY MEMBERS 2018—2019

Anderson, John: BA, University of California, Berkeley; MA, San Francisco State University; PhD, University of Rhode Island. zoology, behavioral ecology, anatomy, physiology

Andrews, Nancy: BFA, Maryland Institute College of Art; MFA, The School of the Art Institute of Chicago. performance art, video production

Baker, Jodi: BA, California State University, Fresno; MFA, National Theatre Conservatory, Denver Center for Performing Arts. performing arts

Borden, Richard: BA, University of Texas; PhD, Psychology, Kent State University. environmental psychology, personality and social development, contemporary psychology, philosophy of human ecology

Carpenter, William: BA, Dartmouth College; PhD, University of Minnesota. literature, creative writing, comparative mythology

Cline, Kenneth: BA, Hiram College; JD, Case Western Reserve University. public policy, environmental law

Clinger, Catherine: BFA, University of Kansas; MA, University of New Mexico; MPhil, University College London; PhD, University of London. art history, studio arts

Colbert, Dru: BFA, Auburn University; MFA, The School of the Art Institute of Chicago. visual communications, 3D art and design, museum studies

Collum, Kourtney: BS, Western Michigan University; MS, University of Maine; PhD, University of Maine. food systems and sustainable agriculture

Cooper, John: BA, Trenton State; MA, Trenton State. music fundamentals, aesthetics of music, improvisation

Cox, J. Gray: BA, Wesleyan University; PhD, Vanderbilt University. philosophy, peace studies and language learning

Feldman, David: BA, Carleton College; PhD, University of California, Davis. mathematics, physics

Foley, Sean: BFA, Herron School of Art; MFA, Ohio State University. drawing, painting

Friedlander, John Jay: BA, Colgate University; MBA, Olin Graduate School of Business at Babson College. green business

Gatti, Daniel: BA, Georgia Institute of Technology; MS, PhD, University of North Carolina. computer science

Hall, Sarah: BA, Hamilton College; PhD, University of California, Santa Cruz. geology, earth science

Hess, Helen: BS, University of California, Los Angeles; PhD, University of Washington. invertebrate zoology, biomechanics

Hill, Kenneth: BA, University of Michigan; EdM, Harvard University; MS, PhD, Cornell University. education, psychology

Hudson, Reuben: BA, Vassar College; PhD, McGill University. chemistry

Kozak, Anne: BA, Salve Regina College; MA, St. Louis University. writing, literature

Letcher, Susan: BA, Carleton College; PhD, University of Connecticut, Storrs. plant biology

Little-Siebold, Todd: BA, MA, University of Massachusetts, Amherst; PhD, Tulane University. history, Latin American studies

Mancinelli, Isabel: BS, Catholic University of America; MLA, Harvard University. community and regional planning, landscape architecture

McKown, Jamie: BA, Emory University; MA, Georgia State University; PhD, Northwestern University. government, polity

Morse, Suzanne: BA, PhD, University of California, Berkeley. applied botany, plant ecology, agricultural ecology

Petersen, Christopher: BA, University of California, Santa Barbara; PhD, University of Arizona. ichthyology, marine ecology

Ressel, Stephen: BS, Millersville University; MS, University of Vermont; PhD, University of Connecticut. vertebrate biology, environmental physiology

Stabinsky, Doreen: BA, Lehigh University; PhD, University of California, Davis. agricultural policy, international studies, global environmental affairs

Tai, Bonnie: BA, Johns Hopkins University; EdM, EdD, Harvard University. educational theory, research, and practice

Taylor, Davis: BS, United States Military Academy; MS, PhD, University of Oregon. environmental and resource economics

Todd, Sean: BSc, University College of North Wales; PhD, Memorial University of Newfoundland. marine mammal physiology and behavior

van Vliet, Netta: BA, Lewis and Clark College; MA, PhD, Duke University. cultural anthropology, Israeli studies

Visvader, John: BA, CUNY; PhD, University of Minnesota. philosophy, philosophy of science, history of ideas

Waldron, Karen: BA, Hampshire College; MA, University of Massachusetts; MA, PhD, Brandeis University. literature and writing; minority, cultural, and feminist theory; American studies

### EMERITUS

Beal, Elmer: BA, Bowdoin College; MA, University of Texas at Austin. ethnology, anthropological theory, traditional music

Carpenter, JoAnne: BA, University of Massachusetts; MA, University of Minnesota; MFA, University of Pennsylvania. art history, architectural history, painting

Katona, Steven: BA, Harvard University, 1965; PhD Harvard 1971. biology

Lerner, Susan: BA, University of Cincinnati; California Institute of Arts. women's studies

McMullen, Ernest: Art, University of Maryland, Portland Museum School, Portland State University. ceramics, visual studies

## LECTURERS

Capers, Colin: BA, MPhil, College of the Atlantic. writing, film

Donovan, Martha: BA, Williams College; MA, Middlebury College. English, literature and writing

Lakey, Heather: BA, MPhil, College of the Atlantic; PhD, University of Maine. women's, gender, and sexuality studies

Mahoney, Daniel: BA, California State University; MFA, University of Massachusetts, Amherst. writing

Peña, Karla: MS in Teaching Spanish as a Foreign Language, Antonio de Nebrija University, Madrid, Spain.

Swann, Scott: BA, MPhil, College of the Atlantic. ecology, ornithology

Turok, Katharine: BA, Wheaton College; MA, Rutgers University. comparative literature

Winer, Josh: BA, College of the Atlantic; MFA, Massachusetts College of Art and Design. photography

## LECTURERS EMERITUS

Demeo, Anna: BS, University of Colorado; MS, PhD, University of Maine. sustainable energy education and management

Stover, Candice: B.A. Northeastern University, ; M.A. Pennsylvania State University. writing, literature

## ADJUNCT FACULTY

Alex, Joanne: BA Colby College; MEd, University of Maine. education

Barter, Christian: BA, Bates College; MFA, Vermont College. poetry

Beard, Ronald E.: BS, MS, University of Maine, Orono. community leadership

Bennett, Michael A.: BM, University of Maine, Orono. percussion

Drennan, Matthew: BA, College of the Atlantic. seabird ecology

Fingerhut, Larrance: BA, New England Conservatory. improv, piano, music

Gallon, Robert: BS, Columbia University; Ph.D., City University of New York. clinical psychologist

Heckscher, Philip: BA, Harvard. literature, French history, calligraphy

Leaverton, Lisa: BA, Peabody Conservatory of Music; MFA, University of Iowa. music, storytelling and performance

Lepcio, Andrea: BA, College of the Atlantic; MFA, Carnegie Mellon University. writing, plays, theatre

McNally, Jay: BA, College of the Atlantic. business education

Moody, Paula: BA, Johnson College; MEd University of Maine, Orono. primary and special education

Olday, Fred: BA, Pennsylvania State University; MA, Harvard University; PhD, University of Massachusetts. botany, plant science

Poier, Salvatore: LLM, Facoltà di Giurisprudenza, Università degli Studi Di Trento, Italy; MA, the International Institute for the Sociology of Law; PhD, Università degli Studi di Milano, Istituto di Filosofia e Sociologia del Diritto. law

Ryan, Siobhan: BA, Boston College School of Arts and Science; MLIS, Pratt Institute, School of Information and Library Science. children's literature

Sanborn, Kelley Rush: BA, Boston College; MA, Wheelock College. supporting students with disabilities in the regular classroom

Seddig, Robert: BA, Carleton College; MA, PhD, Princeton University. politics

Shepard, Jennifer: BA, University of Iowa. improv, acting, directing

Weber, Jill: BA, University of Northern Colorado; MS, University of Maine. botany

Wessler, Steve: BA, Harvard College; JD, Boston University School of Law. human rights, law

## FACULTY ASSOCIATES

Frank, Katherine: BA, University of Michigan; MA, PhD, Duke University. anthropology

Honea-Fleming, Patricia: BA, MA, Georgia State University; PhD, Purdue University. psychology

Kates, Robert W.: MA, PhD, University of Chicago. anthropology

## RESEARCH ASSOCIATES

Anderson, Karen: Geographic Information Systems Specialist, Acadia National Park

Blavascunas, Eunice: BS, BA The Evergreen State College; MA University of Texas; MA, PhD, University of California Santa Cruz

Cole-Will, Rebecca: BA, University of Maine; MA, University of Alberta. anthropology

Connery, Bruce: Biologist, Acadia National Park

DenDanto, Dan: BA, College of the Atlantic. population biology of fin whales using genetic techniques

Guenther, Carla; BS, Worcester Polytechnic Institute; PhD, University of California, Santa Cruz

Harris, Tanner: BA, College of the Atlantic, MS, University of Massachusetts, Amherst

Hazan Connery, Judy: Biologist, Acadia National Park

Heth, Giora: BS, MS, PhD, The Hebrew University of Jerusalem Chemical communication, evolution of behavior, olfactory neuroscience  
Jacobi, Charlie: BA, Middlebury College; MS, Virginia Tech. Natural Resources Specialist, Acadia National Park

Jones, Leslie: BA, College of the Atlantic; MS/ JD, Vermont Law School. natural resources, land conservation and the environment

Mainwaring, Alan: BS, Rochester Institute of Technology; PhD, University of California, Berkeley. computer science, wireless network monitoring of habitats

Manski, David: BS, University of Arizona; MS, Texas A&M. Chief, Division of Resource Management, Acadia National Park

McGreavey, Bridie: BA, Bates College; MS Antioch University of New England, PhD, University of Maine, Orono; communication and sustainability science,

Negoita, Luka: BA, College of the Atlantic.

O'Keefe, Susan; BA, Saint Petersburg; MS, Oxford University; conservation and policy.

Rock, Jennifer: BA, College of the Atlantic. zoology, evolutionary biology

Springuel, Natalie: BA, College of the Atlantic; MS, Antioch New England. environmental studies and communication, forest practices

Stevick, Peter: BA, College of the Atlantic. population biology of humpback whales

Todrank, Josephine; BA, College of the Atlantic; MTS, Boston University School of Theology; MA and PhD, University of Pennsylvania; evolution of behavior, olfactory neuroscience.

Vaux, Peter: BS, University of London; PhD, University of California, Davis; Aquatic ecology, limnology, landscape theory

Watts, Diana; MA, John Hopkins University; PhD, University of California, Berkeley; business administration

Weber, Jill; BA, University of Northern Colorado; MS, University of Maine, Orono; botany

Zoidis, Ann: BA, Smith College; MS San Francisco State University; behavioral observations and data collections of several avian and mammalian species

Jacobi, Charlie: BA, Middlebury College; MS, Virginia Tech. Natural Resources Specialist, Acadia National Park

Jones, Leslie: BA, College of the Atlantic; MS/ JD, Vermont Law School. natural resources, land conservation and the environment

Mainwaring, Alan: BS, Rochester Institute of Technology; PhD, University of California, Berkeley. computer science, wireless network monitoring of habitats

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McGreavey, Bridie: BA, Bates College; MS Antioch University of New England, PhD, University of Maine, Orono; communication and sustainability science,

Negoita, Luka: BA, College of the Atlantic.

O'Keefe, Susan; BA, Saint Petersburg; MS, Oxford University; conservation and policy.

Rock, Jennifer: BA, College of the Atlantic. zoology, evolutionary biology

Springuel, Natalie: BA, College of the Atlantic; MS, Antioch New England. environmental studies and communication, forest practices

Stevick, Peter: BA, College of the Atlantic. population biology of humpback whales

Todrank, Josephine; BA, College of the Atlantic; MTS, Boston University School of Theology; MA and PhD, University of Pennsylvania; evolution of behavior, olfactory neuroscience.

Vaux, Peter: BS, University of London; PhD, University of California, Davis; Aquatic ecology, limnology, landscape theory

Watts, Dianna; MA, John Hopkins University; PhD, University of California, Berkeley; business administration

Weber, Jill; BA, University of Northern Colorado; MS, University of Maine, Orono; botany

Zoidis, Ann: BA, Smith College; MS San Francisco State University; behavioral observations and data collections of several avian and mammalian species

## COA STAFF MEMBERS 2018–2019

### OFFICE OF THE PRESIDENT

Darron Collins: President

Abigail Curlless: Assistant to the President

### ACADEMIC DEANS

Kenneth Hill: Academic Dean and Co-Chair of Faculty Development Group

Chris Petersen: Associate Dean and Co-Chair of Academic Affairs

Judy Allen: Associate Dean and Co-Chair of Academic Affairs

Karen Waldron: Associate Academic Dean and Co-Chair of Faculty Development Group

### ACADEMIC SERVICES

Marie Stivers: Director of Academic and Administrative Services

Barbara Carter: Assistant to the Faculty

### ADMINISTRATIVE DEAN

Andrew Griffiths

### ADMISSION OFFICE

Heather Albert-Knopp: Dean of Admission

Linda Black: Admission and Financial Aid Assistant

Ezra Hallett: Admission Counselor

Donna McFarland: Associate Director of Admission & Student Services

Todd Miner: Assistant Director of Admission

### ALLIED WHALE

Tom Fernald: Allied Whale Research Associate

Lindsey Jones: Stranding Coordinator

Rosemary Seton: Allied Whale Research Associate, Marine Mammal Stranding Coordinator (on leave)

### BEECH HILL FARM

Anna Davis: Farm Manager

David Levinson: Farm Manager

Wayne Biebel: Assistant Farm Manager

### BOAT CAPTAIN

Toby Stephenson: Captain of the *M/V Osprey*

### BUILDINGS AND GROUNDS

Millard Dority: Director of Campus Planning, Buildings, and Public Safety

John Barnes: Assistant Director of Buildings and Grounds

Troy Carver: Night Watchman

Robert Colson: Custodian

Russel Holway: Head Custodian

James Houghton: Night Watchman

Barbara Meyers: Gardener

Robert Nolan: Buildings Tom Strehan: Custodian

Bruce Tripp: Head of Grounds

### BUSINESS OFFICE

Melissa Cook: Controller

Patricia Pinkham: Business Office Manager

Jenel Thurlow: Accounts Payable Representative

Shana Willey: Accounts Receivable/Student Payroll Representative

### COMPUTER SERVICES

Pamela Mitchell: Director of Information Technology

Jarly Bobadilla: IT Systems Manager

Eric Johnson: Desktop Support Manager

Sean Murphy: Assistant Director of Information Technology

### DEVELOPMENT OFFICE

Lynn Boulger: Dean of Institutional Advancement

Kenyon Grant: Director of Creative Services

Jennifer Hughes: Manager of Alumni Relations

Caitlin Meredith: Capital Campaign Assistant

Amanda Mogridge: Manager of Advanced Services

Wes Norton: Manager of Donor Engagement

Kristina Swanson: Development Officer

### EDUCATION STUDIES PROGRAM

Linda Fuller: Associate Director of Educational Studies

**FINANCIAL AID**

Director of Financial Aid: TBA

Amy McIntire: Assistant Director of Financial Aid

**FOOD SERVICES**

Lise Desrochers: Co-Director of Food Services

Ken Sebelin: Co-Director of Food Services

Heather Halliday: Cook/Baker

Conor O'Brien: Cook

Michael Parks: Cook

Alexis Watson: Dining Hall Manager

**GEOGRAPHIC INFORMATION SYSTEMS**

Gordon Longworth: Geographic Information Systems Lab Director

**GEORGE B. DORR MUSEUM OF NATURAL HISTORY**

Carrie Graham: Museum Supervisor

**INTERNSHIPS & CAREER SERVICES**

Jill Barlow-Kelley: Director of Internships and Career Services

**PEGGY ROCKEFELLER FARMS**

C.J. Walke: Farm Manager

**COMMUNICATIONS**

Rob Levin: Director of Communications

Dan Mahoney: Editor, *COA Magazine*

**REGISTRAR'S OFFICE**

Judy Allen: Registrar

Mindy Viechnicki: Assistant Registrar

**STUDENT LIFE**

Sarah Luke: Dean of Student Life

Dianne Clendaniel: Coordinator of International Student Services

Barbara Conry: Director of Student Support and Wellness

Ingrid Hill: Operations Manager

Nick Jenei: Coordinator of Community Engagement

**SUMMER PROGRAMS**

Laura Johnson: Director of Summer Programs

Renee Duncan: Director of Summer Field Studies

**SUSTAINABILITY & ENERGY**

Spencer Gray: Energy Analyst

Andrea Russell: Sustainability Coordinator & CEC Program Manager

**THORNDIKE LIBRARY**

Jane Hultberg: Director of the Thorndike Library

Trisha Cantwell Keene: Associate Director of the Thorndike Library

Wendy Kearny: Weekend Supervisor (nights)

Catherine Preston-Schreck: Library Assistant/Work Study Student Coordinator

Hannah Stevens: Library Specialist for Archiving and Cataloging

Zach Soares: Audio-Visual Technology Specialist

## 2018–2019 COURSE LISTINGS

### **1011 Introduction to Arts and Design**

Faculty: Mancinelli, Isabel

Meets the following degree requirements: ADS

This course is the fundamental course for students pursuing studies in Arts and Design, offering insights into a range of issues addressed in the arts and design curriculum. This course includes studio, field, historical, and theoretical components. Students learn how basic design principals are applied in garden design, historic architectural styles, and planning. They also examine the history and application of perspective drawing and color theory. Students are expected to observe, document, analyze, and make recommendations for improvement of the designed world. Studio work involves both individual and team efforts which are presented for class critique. Learning to give constructive critique is an essential skill and an integral part of many arts and design courses. The last two weeks are dedicated to final projects where students delve deeper into any aspect of the course. Students are expected to complete each project, read assigned books and excerpts, and participate in class discussions and critiques. All work is submitted at the end of term and evaluations are based on attendance, participation, and submitted work. Offered every fall. Level: Introductory. Prerequisites: None. Class limit: 25. Lab fee \$30.

### **1012 Introduction to Keyboard/Piano**

Faculty: Cooper, John

Meets the following degree requirements: ADS

This is a learn-the-basics course in which the essentials of keyboard harmony are introduced in order for the student to be able to play functional piano. Areas of study include basic chords (major, minor, diminished, and augmented and their inversions), 7th chords, basic fingering and scale patterns, finger dexterity, rhythm drills, aural perception, and reading lead sheets/sheet music. This is a practical, hands-on course for those interested in playing not only piano, but also organ and synthesizers. Introduction to MIDI is also included. Keyboard II is a continuation of practical technique leading to keyboard fluency. Level: Introductory. Prerequisites: none. Class limit: 20. Lab fee: \$20. Meets the following degree requirements: ADS

### **1013 Jazz, Rock, and Blues: From Their Origins to the Present**

Faculty: Cooper, John

Meets the following degree requirements: AD HY

This course is a survey of the particular styles of music that have had such a profound effect on America, as well as the world in the twentieth century. Students inquire of the social, cultural, and aesthetic elements that led to the creation of each style. The use of recorded examples provides a chronological examination of the principal musicians and com-

posers as well as an analysis of the more influential soloists and groups. The course includes technical background into the various common musical “bonds of union” between Jazz, Rock, and Blues, as well as discussion concerning the permeation of these characteristics into secular and non-secular music of the 1900s. There is considerable study of the social significance of the music, exploration of the broad cultural and artistic aspects of the music, how these styles changed and evolved, and how their growth related to parallel changes in fine art music. Level: Introductory. Class is open to all students, regardless of musical experience. Lab fee: \$10.

### **1014 Music Fundamentals: Intro to Reading/Hearing/Writing/Playing**

Faculty: Cooper, John

Meets the following degree requirements: ADS

This hands-on course deals with the aural, mental, and physical elements of music and its production. It is divided into instructional segments including: Ear Training and Aural Perception, Music Theory, Basic Keyboard Skills, Arranging and Composition, and Basic Guitar Skills. [Detailed descriptions of segments available in Registrar's office.] This course is open to all students, regardless of musical experience. The sole prerequisite is a desire to make music or simply to enrich one's skills as a critical listener of music. Efforts are made to accommodate the special needs of the musical novice, as well as to challenge the experienced performer. Emphasis is on popular song styles, but analysis of Western Art Music forms are included for comparison purposes. Level: Introductory. Prerequisites: none. Class limit: 20. Lab fee \$20.

### **1016 World Percussion**

Faculty: Bennett, Michael

Meets the following degree requirements: ADS

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.

### **1018 Introduction to Guitar**

Faculty: Cooper, John

Meets the following degree requirements: ADS

This course is a fundamental study in guitar chord construction, note reading, chord symbol identification, fingerboard facility, theory as related to guitar,

chord inversions, and scale and mode work. Students are expected to attain introductory improvisational skills and basic facility in practical guitar performance. Level: Introductory. Students must provide own instruments (acoustic or electric). Class limit: 20. Lab fee: \$10.

### **1019 Four-Dimensional Studio**

Faculty: Andrews, Nancy

Meets the following degree requirements: ADS

This class gives students an opportunity to investigate time-based art. 4-D art draws on the vast and varied traditions of theatre, dance, media, and music, often crossing boundaries to create hybrid works. This course will focus on concepts and processes related to representing and experiencing events that take place in time. Strategies for planning, proposing, and producing work individually or collaboratively will be discussed and practiced. Some class periods will be workshop in style, and include physical and vocal exercises and improvisations. The course will include basic instruction and use of video cameras and sound recording devices. A majority of the learning in this studio course will happen as students make projects and reflect on their work and the work of others. Documentation and information about contemporary and historic time-based art will be presented. Students will be evaluated based on imaginative exploration of ideas and materials, extent and depth of work processes and research, completion of assigned projects, and participation in class discussions. Level: Introductory. Lab Fee \$30.00. Class limit: 12.

### **1020 History of Western Music**

Faculty: Cooper, John

Meets the following degree requirements: AD HY

This course covers the traditions of western "art" music from the era of Renaissance (1450-1600) through Baroque (1600-1750), Classical (1750-1820), Romantic (1820-1900), Impressionism (early 1900s) and into the 20th century primarily in Europe. Through these five centuries of Eurocentric artistic development the areas of music, art, literature, philosophy, religion, and architecture continuously merge. Extensive study is devoted to how this "convergence of ideas" led to the advancement of the western society and its direct descendant, the Americas. Major composers covered include Gabrieli, Bach, Handel, Mozart, Schubert, Beethoven, Tchaikovsky, Brahms, Wagner, Puccini, Chopin, Strauss, Liszt, Rimsky-Korsakoff, Stravinsky, Schoenberg, Debussy, Ravel, Ives, Copland. The course requires extensive reading, listening to recordings, and video observation. Level: Introductory. Prerequisites: none. Class limit: 20. Lab fee: \$10.

### **1022 Art Since 1900: Harmony and Conflict**

Faculty: Clinger, Catherine

Meets the following degree requirements: AD HY

The artworks of Pablo Picasso and Hannah Höch; both the well-known and lesser-known artist made

paintings and sculptures that facilitate our understanding of how people experienced the twentieth century. Cubism, Surrealism, Expressionism, Minimalism, and more - these artist movements were initiated through group declarations of common aesthetic purpose. This art history survey looks at how their varied concerns with theories of the unconscious, radical political programs, social upheaval, and scientific discoveries were expressed through artistic production. Anxiety, joy, curiosity, and activist predilection combine to formulate a rich amalgam of fresh and challenging visions of the world. Level: Introductory. Prerequisites: none. Lab fee: \$65. Class Limit: 18.

### **1025 Movement Training Basics**

Faculty: Baker, Jodi

Meets the following degree requirements: ADS

An introduction to a wide variety of physical skills useful for anyone interested in investigating their own physical potential for self-expression. Techniques used will be derived from classical ballet, clowning, mime, sports, acrobatics and improvisation. The work will promote a greater sense of physical awareness and imaginative possibility and will focus on mental and physical stamina, flexibility and agility. Together we will challenge our own preconceptions about body image and body language and work creatively and collaboratively to clarify abstract concepts through physical action. Evaluation is based on class participation and engagement with introduced topics and concepts. Students with any or no movement experience are welcome. Default grading option is Credit/No Credit. Level: Introductory. Prerequisites: none. Course limit: 15. Lab fee: \$20.

### **1026 Introduction to Photography**

Faculty: Winer, Joshua

Meets the following degree requirements: ADS

Photography is a common language spoken across cultural, economic and geographical boundaries used in new gathering, commerce and fine art. Being able to use the camera as an effective tool for self expression or in the pursuit of a documentary project is a skill which is applicable to a large number of COA students. A broad introduction to photography and digital printing, this course will introduce the principles and applied techniques of contemporary photographic practices. Designed to put the student in charge of their camera, we'll begin with basic camera controls such as aperture and shutter speed and progress on to more advanced topics such as the proper use of 'flash'. Also covered will be an introduction to Adobe Photoshop and/or Adobe Lightroom as well as good printing practices in a digital environment. Students will be evaluated on the quality of finished prints included in a final portfolio, their participation in class exercises and critiques and individual growth over the course of the term. Level: Introductory. Prerequisites: none. Lab Fee: \$110. Class Limit: 13.

### **1027 History of Filmmaking I (1895-1945)**

Faculty: Capers, Colin

Meets the following degree requirements: AD HY WFO

This course explores the history, production and meanings of motion pictures. Using various films as case studies, we will look at the development of film forms, techniques and genres, beginning in the 1890s and progressing through the first fifty years of cinema history. The films studied will include: narrative, avant-garde, documentary, and animation. Students will learn concepts of film analysis and criticism. Students will have opportunities to practice critical skills in class discussions, and in research and writing assignments. Students will be evaluated based on attendance, participation in class discussion, and written papers. Writing focus option. Level: Introductory. Class limit: 15. Lab fee: \$35.

### **1028 Chinese Calligraphy**

Faculty: Heckscher, Philip

Meets the following degree requirements:

In this class students will develop brushwork skills and an appreciation of the history and aesthetic of Chinese calligraphy. The course will cover each of the five styles of Chinese Calligraphy: seal, clerical, regular, running, and grass. We will also discuss the historical context in which Chinese written language and calligraphy evolved, biographies of famous calligraphers, and differences between Western and Chinese calligraphy. Class sessions will consist of a combination of demonstrations, discussion, and class practice. Students will be evaluated on participation in class discussions and critiques, skill in brush techniques, finished calligraphic pieces, and one or more projects. Projects may include calligraphy murals, finger-painted characters, calligraphy clothing, and cutting signature "chops". Level: Introductory. Prerequisites: None; no experience with Chinese or calligraphy is required. Class size: 12. Lab Fee: \$25

### **1031 Beginning Drawing**

Faculty: Foley, Sean

Meets the following degree requirements: ADS

This course provides an introduction to basic free-hand drawing with an emphasis on drawing from observation. The student is introduced to a wide range of drawing methods, media and concepts, while developing perceptual skills and an ability to utilize drawing as a tool for thinking, expression, invention, and communication. The learning in this course is rooted in an intensive, studio based art making experience through which one will gain the necessary skills to begin creating works of art within a historically and culturally aware context. This studio course prepares each student for the careful interpretation and evaluation of their own work, that of their peers, and artwork of current or historical significance. This capacity for interpretation and evaluation is made possible through an instructional emphasis on learn-

ing to see and translating what is seen during the act of drawing. Students will be evaluated on their studio work, participation, articulation of concepts, and degree of improvement over the term. Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: \$40.

### **1033 Beginning Painting**

Faculty: Foley, Sean

Meets the following degree requirements: ADS

Beginning Painting is the introductory course to the art, craft, and history of painting. Students will develop a basic understanding of the materials and techniques of the painter and their application. Through a sequence of exercises ranging from color studies to observational still life painting to more experimental projects focusing on the medium, the student will gain a solid foundation towards making paintings. This course is about painting in its most basic and fundamental sense. Emphasis is placed on learning a variety of painting skills, developing a basic awareness of color theory and auxiliary craftsmanship such as building stretchers, stretching canvas, priming, etc. Students will work towards an informed perceptual and thoughtful expression of a subject using the medium and techniques of painting. Class time will also include lectures and demonstrations directly pertaining to these concerns in order to provide art historical examples and strategies for proceeding with painting exercises and assignments. Students will be assigned readings and discuss them in relation to their development and the course in general. Evaluation will be based on painting projects, participation and articulation of concepts as demonstrated in critiques and short written responses that evidence engagement with course topics. Level: Introductory. Prerequisites: Drawing I or permission of instructor based on portfolio review of independent work. Class limit: 12. Lab fee: \$180.

### **1034 Ceramics I**

Faculty: Mann, Rocky

Meets the following degree requirements: ADS

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. The default grade option for this class is Credit/No Credit. Level: Introductory. Prerequisites: none. Class limit: 12. Lab fee: \$95.

### **1035 Introduction to Documentary Photography**

Faculty: Winer, Joshua

Meets the following degree requirements: AD

This course is an exploration into the history of the still image in reportage style work. We'll explore

the ways news-gathering techniques, ethical considerations and the impact of the image itself have changed over time. We'll look at the work of iconic documentary image-makers and read critical writings about the social, economic and other forces at work. We'll also look at the power relationships established by market forces and political climates that influenced what stories were told and by whom. We'll also explore the evolution of documentary work in the contemporary world of the citizen journalist and the so-called "hypermedia" environment. There will be considerable reading, looking at the work of historical and contemporary practitioners and weekly shooting assignments. One longer, final project will be expected. Level: Introductory/Intermediate. Prerequisites: Introduction to Photography or similar experience. Class limit: 12. Lab fee: \$100.

### **1036 Figure Drawing**

Faculty: Foley, Sean

Meets the following degree requirements: ADS  
This course introduces students to the techniques, methods, and history of the depiction of the human figure through direct observational drawing. We will be working from a live, nude model to investigate structure, anatomy, and the expressive nature of the human form through a variety of traditional and contemporary approaches. Students will also be trained to look at the figure abstractly through careful consideration of negative space surrounding the figure, siting parallel visual relationships across the body, and by considering lines of gravity as a horizontal and vertical axis for comparative analysis. They will also develop a rudimentary understanding of anatomy (artistically) through skeletal studies and muscle groups while developing both traditional and unconventional ways of seeing and drawing the figure. Students will expand and refine their observational skills, become proficient with a variety of drawing media and understand how these concerns overlap to create representational images. Understanding the integration of formal elements of drawing and how they are combined to achieve a sense of solidity, proportion, gravity, and animation when representing the human figure are our primary concern. Evaluation will be based on active physical and verbal participation in both work and in-class discussions or critiques, an increased proficiency to accurately represent the human form, individually designed projects, experimentation with drawing media. A final digital portfolio of work and self-evaluation is required. Level: Introductory. Prerequisites: None. Class limit: 13. Lab fee: \$200.

### **2011 Graphic Design Studio I: Visual Communication**

Faculty: Colbert, Dru

Meets the following degree requirements: ADS  
Visual communication is one of the most pervasive means of human communication. Graphic design, within the realm of visual communication, is a pro-

cess used to effectively convey ideas and information visually through print, electronic media, products in the marketplace, and structural elements in the built environment. Its application may be promotional, editorial, informational, expositional or instigational. It may cater to, or critique -- commercialism, colonialism, capitalism, and advertising -- or alternately be used to organize information and visualize complex data, or concepts. Is it possible to construct a visual message that will be received through the din and noise of our overstuffed media environment? Past other competing messages? What are some of the contemporary issues surrounding design and the roles and responsibilities of graphic designers in the workplace and in their communities? In this introductory/intermediate level studio course you will become familiar with visual rhetoric and the basic elements, principles, and processes of graphic design that will help you to construct effective visual messages. You will work on a variety of conceptual visual communication projects in the realms of information design, editorial design, and promotional design. Lectures, demonstrations, assignments and critiques will offer a balanced framework for developing skills in creative perception, critical thinking and visual communication. An emphasis is placed on these elements and evaluation will be weighted more heavily in these areas than technical expertise on the computer. You will however, be required to learn the basics of several computer graphic applications (Adobe Photoshop, Adobe Illustrator, and Adobe InDesign and/or Quark) in order to complete coursework. You will receive basic instruction in these programs in class, but will be expected to refer to computer manuals and guide books for specific tools and techniques that may be required to visualize your ideas. Level: Introductory/Intermediate. Prerequisites: Introduction to Arts and Design or Two Dimensional Design I recommended. Class limit: 14. Lab fee: \$85.

### **2012 3D Studio: Introduction to Three-Dimensional Art and Design**

Faculty: Colbert, Dru

Meets the following degree requirements: ADS  
This course is an introduction to three dimensional design and sculpture. Through a variety of projects students will analyze and apply the classic organizing principles of three dimensional design work. Elements of form, space, line, texture, light, color, scale and time (including sound, sensory perceptions, movement and natural processes) will be explored -- with attention paid to how a work functions, involves a viewer, activates a space, or impacts an environment, physically, psychically or socially. Projects in the class will progress from the creation of objects, to investigations of the sensory and objective aspects of space. Students will experiment with subtractive and constructive processes using traditional as well as contemporary materials such as found, recycled and natural objects. A diverse range of materials and techniques will be introduced and demonstrated. Discussion of historic and contemporary artists' work

will augment the course. Students will be evaluated based on completion of projects, participation in class discussions and individual/group critiques. Level: Introductory/Intermediate. Class limit: 15. Lab Fee \$85.

### **2013 Constructing Visual Narrative**

Faculty: Colbert, Dru

Meets the following degree requirements: ADS

Narrative: n. & adj. N. a spoken or written account of connected events in order of happening. The practice or art of narration. Adj. in the form of, or concerned with, narration (narrative verse). How is meaning shaped by the images we create? In all cultures, throughout time, artists have sought ways to tell stories about far ranging topics -- the unknown, the success of a hunt, gods and goddesses, historical events, wars, court tales, biblical themes, social instruction, morals, politics, product promotion, and personal imaginings. Historically, artists have adapted visual story telling techniques to exploit evolving technology and changing social concerns, from ancient wall markings, tomb inscriptions, scrolls, illuminated manuscripts, pottery decoration, carved totems, pictorial painting, to sequential engraved prints, comic books, graphic novels, graffiti and the web. In this studio course, students will investigate "visual language", symbolism, and some of the pictorial devices, materials, and techniques employed by artists to tell stories visually -particularly through sequential composition in the graphic arts. Through focused assignments, discussion of artists' works (historic and across cultures), and guided demonstrations in a variety of materials and techniques, students will respond to select historic forms of visual narrative to create unique contemporary forms in which to tell their own relevant stories. "Case Study" studio projects will be selected to focus on key points in world history that mark technological transition in material, technique and pictorial devices employed by artists to render visual narratives. Projects will range from the hands-on exploration of ancient wall painting and low relief carving technique, through non-press printing techniques such as linocut, image transfer, and potato prints, to collage of found images, xerography, Polaroid print manipulation, digital prints and "synthetic" imaging on the computer. Students will be encouraged to explore and invent new forms of sequential composition and utilize new or previously unexplored materials or techniques. Concurrent investigations in visual studies will focus on the meaning created through the use of pictorial devices, signs and symbols, and the creation of narrative structure through repeated image/duplication, sequential composition, and visual allegory. Students will be evaluated on writing assignments, level of completion and analysis of assigned readings, research and presentation, quality and completion of projects, and participation in class activities and discussion. There are no prerequisites, however, the following courses are recommended: Intro to Arts and Design, or 2D courses in drawing, painting, printmaking, or graphic

design, photography, or writing and/or literature courses. Level: Introductory/intermediate. Prerequisites: none. Class Limit: 15. Lab Fee: \$85.

### **2014 Curiosity and Wonder: Design & Interpretation in the Museum**

Faculty: Colbert, Dru

Meets the following degree requirements: ADS

From "cabinet of curiosity" to "exploratorium", this studio course surveys contemporary museum activities and methods of communication through visual display, space, and interaction. Students will engage in a project-development process to refine "big ideas", determine educational goals, and learn techniques to design and build their projects. Class participants will gain an understanding of factors that influence learning, media and modes that may be utilized to communicate complex content, and how meaning is constructed by the selection, organization and layering of intellectual material through the use of object, text, image, and experiential devices. Projects and hands-on workshops will provide an opportunity to gain skills and techniques in visualizing ideas by developing concepts in the form of plans, sketches, models, and narrative description. Students will have an opportunity to evaluate and create interpretive material for the George B. Dorr Natural History Museum at the College of the Atlantic. Students will be evaluated through participation in class discussion and critiques, attendance, and for completion and quality of assigned projects. This course is appropriate for all students interested in informal education in the museum environment, design, and visual communication. Level: Introductory/intermediate. Prerequisite: One or more courses in Arts and Design OR Educational Studies. Class limit: 15. Lab Fee: \$85

### **2015 The Reality Effect: Art and Truth in the 19th Century**

Faculty: Clinger, Catherine

Meets the following degree requirements: AD HY

There are myriad realities described by artists and authors. This course concerns itself specifically with the development of visual Realism from 1800-1945 in Europe and America. We will examine the origin of artist methodologies of production as they relate to modernity. Our concerns will include the relation of art to significant political, sociological, and psychological programs of the nineteenth and early twentieth centuries. The new realities created through revolutions in political and social structures, and in our understanding of the physical composition of the world itself are made evident in art that pictures social class, large historical moments, and a specific instant of time in a way that changes how we visualize reality and challenges our understanding of actuality. Students will be evaluated based on class participation, class discussion leadership, reading notes, and written paper. Level: Introductory/Intermediate. Prerequisites: none. Class limit: 16. Lab Fee: \$30.

## **2016 Contemporary Artist as Researcher and Activist**

Faculty: Clinger, Catherine

Meets the following degree requirements: AD HY

The student will be introduced to the post-modern stream of visual culture that places nature and our relationship to it within the context of pressing global issues. These artworks engage with nature by their placement in site-specific locations, through new modes of picturing, and/or through the appropriation of natural materials. Many of the artists we will examine make use of new tools designed for industrial purpose, medical, technological or scientific research. Other artists utilize organic materials to craft their designs. These artists appropriate the role of “researcher” in order to bring attention to ecologies that human beings have disrupted or will disrupt. How these artists bring us to a deeper understanding of our relationship with nature through new media is our concern. Evaluation is based on class participation, evidence of completion of weekly readings, and a final paper and a class presentation. The class will take at least one field trip. Level: Introductory/Intermediate. Prerequisites: none. Lab fee: \$50. Class limit: 15.

## **2017 Drawing Mineral and Botanical Matter in the Forest of Maine**

Faculty: Clinger, Catherine

Meets the following degree requirements: ADS

Viewed as a regular practice, the descriptive power of drawing can intensify the experience of observational fieldwork, provide the draughtsperson with a richer understanding of the cycles within a landscape, and deepen our relationship with the natural world. The primary setting for this studio course is Mount Desert Island. The subject matter of our visual attention includes trees, rock features, and other indigenous plant life of the island. Students will learn a variety of drawing methods in order to document the natural history of a specific place. Coursework includes: maintaining a field sketchbook, graphically recording the development of a singular botanical life-form over the course of the term, and producing visual notations in the sketchbook during a bi-weekly slide lecture on the history of artistic representations of the natural world. Evaluation is based on class participation, evidence of completion of weekly assignments, and final project. Level: Introductory/Intermediate. Prerequisites: permission of instructor. Lab fee: \$120. Class limit: 12.

## **2020 History of Photography**

Faculty: Winer, Joshua

Meets the following degree requirements: AD HY

This introductory course charts the history of photography from early nineteenth-century nascent technologies (daguerreotypes and tintypes) through to the diverse range of photographic media currently practiced by contemporary artists and photographers (film and digital). In this art history course, we will

consider how the new visual discourse of photography was informed by both technological and social developments. Photography cannot be defined as a unified medium; therefore, this course investigates both discontinuous as well as coalesced conventions within its own history; in other words, how and why photographs look different from each other. In addition to noting external influences upon the photographic object, we will explore how photography helped to shape a variety of visual disciplines from painting to zines. Accordingly, our class will discuss formal photographic syntax (how they are composed and the forms they appear represent) and allied aesthetic practices as well as the wider social and political issues that influenced the content of its visual culture. We will study how artists use photographic practices in the context of social and activist functions to examine a diversity of subjects: gender and class, ethnic and national identity, among others; and, how categorical distinctions between mass culture and avant-garde art, commercial and fine art photography are not always stable. Course readings include writings by historians, artists, and critics that reflect the unstable status of the photographic object within the intersections of science, technology and culture, aesthetic discourse and everyday documentation. We will look at many photographs. Students will be evaluated on their participation in class discussions, short essay assignments, and a final project or paper. Level: Introductory/Intermediate. Prerequisites: none. Class Limit: 15. Lab Fee: \$30.

## **2021 The Science of Comedy**

Faculty: Baker, Jodi

Meets the following degree requirements: AD

This course explores the nature and history of modern comedy and investigates the tools and techniques of great comic performers. We'll cover the evolution of comedy aesthetics from vaudeville and silent film to contemporary stand up and television and we'll explore what, if any sort of ‘funny’ is timeless. The course uses film, video, live performance and readings. Students gain practical experience through work on classic routines, physical comedy skills and sketch development as well as experimenting with the peculiar mathematics of comic timing. Together, we will try to pinpoint what actually makes something funny and as importantly, why people crave laughter so much in the first place. There will be at least one field trip. Evaluation is based on participation in activities and discussion as well as a portfolio of short topic responses and a final presentation/paper. Level: Introductory/Intermediate. Prerequisites: none. Course limit: 12. Lab fee: \$55.

## **2022 Film Theory**

Faculty: Capers, Colin

Meets the following degree requirements: AD WFO

How do motion pictures express ideas? Why do we respond to them in the ways we do? Film theorists have approached these questions from contexts

as diverse as formal composition (sound, mise-en-scene, color, cinematography and editing), signs and symbols (semiotics), cultural and/or gender concerns, and psychoanalysis. In this class, we will practice using these and other theories to understand and analyze moving pictures. Each week we will screen one or two feature length movies as well as a number of short films. Screenings will be complemented by source texts from critics, theorists, artists/film-makers and cinephiles. Students may choose to take this course as writing intensive; those who do will be required to write and revise three or four critical response essays based in analytical frameworks covered in the course. All students will be required to complete a final research paper and presentation. Students should expect to spend 7-9 hours a week in class meetings, labs and screenings (in addition to writing, research). Students will be evaluated on papers, final project and participation in discussions. Writing Focus option. Level: Introductory/Intermediate. Prerequisites: Previous art class recommended. Class limit: 12. Lab fee: \$35.

### **2023 Actor Training I**

Faculty: Baker, Jodi

Meets the following degree requirements: ADS

This course is geared toward students with or without performance experience. Together we will establish a common language to define the most important tools for an actor. Through a series of games and exercises, students develop new skills and practice making bolder, clearer choices within improvised, devised or established scenes. The goals are to create confidence in any sort of performance situation and to find ways of applying acting skills to other academic and outside experiences. Evaluation is based on participation in class activities and discussion, successful completion of all performance projects, including productive rehearsal time and an organized portfolio of written responses. There will be at least one field trip. Default grading option for this course is CR/NC. Level: Introductory/intermediate. Prerequisite: none. Course limit: 12. Lab fee: \$50.

### **2025 Principles of Comedic Improvisation**

Faculty: Fingerhut, Larrance; Shepard, Jennifer

Meets the following degree requirements:

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.

### **2026 Illustration**

Faculty: Colbert, Dru

Meets the following degree requirements: ADS

Illustrating magazines or books, envisioning scientific ideas, inventing characters and imaginary worlds, representing natural subjects; this intermediate studio arts course in visual communication engages you in examining and creating images that depict ideas, stories and information. Through lectures and assignments students will investigate the history of illustration, view the work of contemporary illustrators, and be instructed in traditional and digital illustration techniques. Students will be encouraged to explore a variety of mediums and develop a unique and personal approach to image making. Class members will learn and practice the process of researching and developing ideas from rough sketches to finished artwork that is publication-ready. Emphasis is on the elements that form strong visual ideas. Exercises and workshops will introduce techniques in various mediums including gouache, watercolor, colored pencil, scratchboard, and ink. Instruction will include, and encourage, a wide variety of experimental hand-generated techniques on a range of surfaces. Students will also be instructed in the basics of digital applications for image generation, assembly and alteration. A final project will afford students an opportunity to define their own content focus. Evaluation will be based on attendance, participation in discussions and critiques, timely completion of assignments, quality of work produced, and their ability to clearly communicate ideas through illustration. Offered in alternate years. Level: Introduction/Intermediate. Prerequisites: Introduction to Drawing, Painting 1, Printmaking, or Graphic Design, and signature of instructor. Class limit: 15. Lab fee: \$100.

### **2027 Alternative Processes in Photography: 19thC. to Digital**

Faculty: Winer, Joshua

Meets the following degree requirements: ADS

Prior to the advent of digital technologies, many contemporary photographers thought about the world, and their work, as either "Black and White" or "Color" but that history was incomplete and left many of the earliest successful photographic processes out. During the middle and late part of the 19th century, there were many competing processes for producing a monochromatic image. We now tend to group these historical processes into a general category of so-called "Alternative Processes" which include the

Cyanotype, Van Dyke Brown, Albumen, Salted Paper Print, Gum Bichromate, Kallitype and many, many others. This hands on, lab based class will offer students the opportunity to work in at least five different historical processes. We'll explore some of the methodologies in common usage during the 19th century that are still viable today. We'll also learn to make purposed, custom digital negatives to print from and students are encouraged to arrive with some preexisting images that they're interested in working with. Basic computer skills and a general understanding of photography are expected. Some reading will be required. Students will be evaluated on their willingness to experiment with image making techniques, individual progress over the term, class participation during critiques and the successful completion of a representative body of work including a digital portfolio of finished pieces. Level: Introductory/Intermediate. Prerequisites: Intro to Photography, Black and White Photography or permission of instructor. Class limit: 10. Lab fee: \$250.

### **3010 Architectural Design Studio**

Faculty: Mancinelli, Isabel

Meets the following degree requirements: ADS  
In this design studio students are introduced to the field of architectural design and the design process. We examine various aspects of this functional art including scale, texture, volume, void, light, rhythm, and form. Basic principals of architectural structures and a brief historical overview are presented. Students attempt to apply these principals in solving practical problems. They are expected to develop basic architectural drafting skills to represent three dimensional space in two dimensions. The course includes model building skills and an actual design project. Level: Intermediate. Prerequisites: Recommended Introduction to Arts and Design and/or Two-Dimensional Design. Offered every other year. Class limit: 11. Lab fee: \$25.

### **3011 Landscape Architecture Design Studio**

Faculty: Mancinelli, Isabel

Meets the following degree requirements: ADS  
This studio course introduces students to the profession of Landscape Architecture, the design process and skills. Aspects to be covered include site analysis, program development, design concept, final site design and graphic representation. Evaluations are based on understanding and interpretation of the site program, application of the design process and articulation of ideas and concepts through graphics and oral presentation. Level: Intermediate. Prerequisite: Introduction to Arts and Design, Two-Dimensional Design, Trees and Shrubs, or signature of instructor. Offered every other year. Class limit: 11. Lab fee \$40.

### **3012 Documentary Video Studio**

Faculty: Andrews, Nancy

Meets the following degree requirements: ADS  
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.

### **3013 Animation**

Faculty: Andrews, Nancy

Meets the following degree requirements: ADS  
This course explores animation as a form of creative expression, experimentation and personal vision. Various techniques, such as drawing, cut-out, painting on film, and under-the-camera collage, will be introduced. Students will create flip-books, video pencil tests and 16mm animated films. Students will be given exercises and assignments that guide them through processes for making art. Various artists' animated films will be screened and discussed. History and concepts related to animation and film will be introduced through screenings, readings and discussions. Level: Intermediate. Prerequisite: Introduction to Art and Design, 2-D Design or Signature of Instructor. Lab fee: \$50. Class Limit: 12.

### **014 Soundscape**

Faculty: Andrews, Nancy

Meets the following degree requirements: ADS  
Soundscape may be defined as an environment of sound (or sonic environment) with emphasis on the way it is perceived and understood by the individual, or by a society. It thus depends upon the relationship between the individual and any such environment. The term may refer to actual environments, or to abstract constructions such as musical compositions and tape montages, particularly when considered as an artificial environment. In this interdisciplinary course we investigate a broad range of acoustic

concepts, ranging from a scientific treatment of the nature and behavior of sound both in air and underwater, the biology of hearing, the use of sound by animals in communication, and the cultural applications of sound and music in human society. Students will explore methods of composition using sounds as materials for assigned projects. Various approaches to understanding and experiencing sound will be examined, including spoken word, radio shows, music, and experimental forms. Labs will focus on understanding the nature of sound, and practical application of sound equipment, technique and theory. Students will learn about microphones, sound recording, amplification, and the physics of sound. The course will culminate in a performance to the community of student presentations that expresses the wide use of sound as part of our culture. Evaluation will be based on class participation and a set of assignments, including a final project. Emphasis will be placed on an artistic interpretation of soundscape, although students will be expected to have a basic understanding of the scientific basis of acoustic phenomena. Level: Intermediate. Prerequisites: One AD and one ES course. Class Limit: 12. Lab fee \$60.

### **3015 Art of the Puppet**

Faculty: Andrews, Nancy

Meets the following degree requirements: ADS  
Puppetry is the art of designing, constructing, and operating puppets, usually for an audience. A puppet is an articulated figure controlled by external means. Puppets have been used for entertainment, education, therapy, spectacles and social/political demonstration. This course will explore both the construction and use of puppets, investigate the theory, history and practice of puppetry, and seek out the role and potential of puppets. Various types of puppets will be made, including hand puppets, rod puppets, shadow puppets, and large scale puppets. Students, individually and in collaboration, will create both original and adapted scripts and scenarios for their puppets, exploring relationships between text, story, character and movement of the puppet. In addition to live work, students may choose to develop puppets for use within film, video or multimedia projects. The course will include readings on puppetry, screenings, presentations, demonstrations, and group discussions. Students will be evaluated on 1) participation in class discussions and exercises, 2) quality and effort demonstrated through projects/presentations and, 3) understanding and study of readings and screenings as demonstrated in discussions and projects. Level: Intermediate. Recommended pre-requisite: at least one of the following: Intro to Art and Design, 2-D Design Studio, 3-D Design, Performance Art or The Sculptural Object in Performance. Class limit: 12. Lab fee \$60.

### **3016 Land Use Planning I**

Faculty: Mancinelli, Isabel; Longworth, Gordon

Meets the following degree requirements: ADS  
In this course we will examine what key physical aspects make communities desirable places to live, work and visit and how principals of sustainability can be integrated into the planning process. New development often undermines a sense of place and poses threats to environmental resources such as water quality. Through analyzing a local town in terms of its natural resources, cultural history, scenic quality and the built environment, students determine how new development and conservation may be balanced. They learn how to use computerized geographic information systems (GIS) as a planning tool in developing their recommendations. Students present their final class project to local community decision-makers. Offered every other year.

Level: Intermediate. Prerequisites: Previous coursework in GIS is not required. Class limit: 12. Lab Fee \$50.00. Meets the following degree requirements: AD

### **3018 History of Filmmaking II (1946-Present)**

Faculty: Capers, Colin

Meets the following degree requirements: AD HY WFO

D. W. Griffith, pioneer of early cinema, prophesied in 1924 that by 2024 cinema would have been instrumental in "eliminating from the face of the civilized world all armed conflict". Where have things gone wrong? Cinema is a powerful medium that in many ways is still struggling to find its place among the other arts; there are many promising byways that have been overlooked or under-explored. This course explores the histories, production and meanings of motion pictures. Using various films as case studies, we will look at the development of film forms, techniques and genres from 1946 to the present - the second half of cinema history. Films studied will include examples of narrative, documentary, animation, and the avant-garde. Students will learn concepts of film analysis and criticism, and will have opportunities to practice critical skills in class discussions and in research and writing assignments. Evaluation will be based on attendance, participation in class discussion, written papers, and research presentations. Film gives us the opportunity to, in the words of David Lynch, "get lost in another world...to dream in the dark". Who decides which dreams we will see? Through an understanding of where cinema has been we can more effectively shape its, and our, future. Writing Focus option. Level: Intermediate. Prerequisites: none. Class limit: 20. Lab fee: \$35.

### **3019 Intermediate Drawing**

Faculty: Foley, Sean

Meets the following degree requirements: ADS  
Intermediate Drawing continues the technical and perceptual issues covered in Drawing 1 as a foundation to investigate conceptual and process based

modes of drawing. The term will begin with observational drawing but move towards narrative, abstraction, and more independent projects that reveal how drawing can be used as a way of exploring concepts as well as subjects. Class time will also include lectures directly pertaining to these concerns in order to provide a historical or methodological context for proceeding with drawing projects and assignments. This studio working environment will be similar to a workshop where students will investigate and share ideas, techniques, and interpretations in an open collegial environment. A particular emphasis will be placed on the student's verbal aptitude in meaningfully conveying conceptual, technical, and pictorial concerns discussed in class and in relation to their work. Students will be assigned readings, write about their work and deliver a presentation focusing on the work of a contemporary artist relevant to their development. Evaluation will be based on drawing projects, participation and articulation of concepts as demonstrated in critiques and engagement with course topics. Level: Intermediate. Prerequisites: Drawing I, Two-Dimensional Design or instructor approval by evidence of equivalent experience. Class limit: 12. Lab fee: \$80.

### **3020 American Dreaming: Theatre and Activism in the US**

Faculty: Baker, Jodi

Meets the following degree requirements: AD HY  
The course focuses on dramatic literature connected to historically relevant political and social issues in the U.S. Students will read plays and study a variety of artists that have used theatre as a viable force for change over the last century. Together we'll explore the mechanics and dynamics of particular performances as well as the cultural context in which these works were conceived. We will investigate significant periods in American history such as the New Deal, the House Un-American Activities Committee, the Civil Rights Movement, the emergence of the AIDS epidemic, the attack on the World Trade Center and the economic crash of 2007-08 - and we will explore the impact of these events on this particular form. Research will include Circuit Chautauqua, Pat Chappelle, Hallie Flanagan and The Federal Theatre Project, Susan Glaspell, Clifford Odets, Arthur Miller, Lorraine Hansberry, The Living Theatre, The Open Theatre, Adrienne Kennedy, Marie Irene Fornes, The Wooster Group, Anna Deavere-Smith, Luis Valdez, Tony Kushner, Suzan-Lori Parks, Young Jean Lee, Brandon Jacob Jenkins, The TEAM, Radiohole and more. Evaluation is based on full participation in class discussion, successful completion of all short projects and assignments and a major final project/paper. Level: Intermediate. Pre-requisite: Successful completion of the writing requirement and at least one literature course. Course limit: 12. Lab fee: \$75.

### **3023 Sustainable Design in the Built Environment**

Faculty: Gordon, John

Meets the following degree requirements:

In the world of design and construction, green building is a relatively recent development. Its fundamental goal is to reduce the environmental impact of the built environment. This course will introduce the field of sustainable design, explore the fundamental concepts of green design and construction, and focus on tools and strategies necessary to design and construct high-performance buildings and communities. Students will discover how the practice of quality can fulfill the goals of sustainable design and construction. Evaluation will be based upon class participation, research presentation(s) and solution for a building design problem. Level: Intermediate. Prerequisites: Architectural Design Studio, Landscape Design Studio, construction or carpentry experience, any alternative energy course, or permission of either Isabel Mancinelli or the instructor. Class limit: 12. Lab fee: \$30.

### **3025 Special Topics in Production**

Faculty: Baker, Jodi

Meets the following degree requirements: ADS

This course provides practical experience in the processes required to build a theatrical production. Because each rendition of the class focuses on new source material, new production methods and concepts, students may receive credit for this course multiple times. Students research, rehearse, and produce a performance for the public in collaboration with a faculty director. The material and pedagogical focus of the course changes with each successive rendition. The number of students enrolled in the course varies depending upon the demands of the project. Students with any or no experience in theater are welcome but priority is based on seniority and/or specific academic investment in the given project, process or subject matter. In most cases, all assignments (cast and crew) will be made the previous term, through auditions and interviews. Those interested in non-actor aspects of production (set design, light and sound design, stage management, dramaturgy etc.) are especially encouraged. The course meets four days a week and those enrolled must be available for a certain amount of additional collaborative work outside class time (extra rehearsals, construction and tech work, plus final performance dates and strike). A production schedule will be available by week one. Evaluation is based on demonstrated commitment to the process as well as a final reflective paper based on the experience. Default grading option is Credit/No Credit. Level: Intermediate. Prerequisites: none. Class Limit: 12. Lab fee: \$75.

### **3026 Museum Practicum: Designing & Building ANP Centennial Exhib.**

Faculty: Colbert, Dru

Meets the following degree requirements:

This tutorial offers students the opportunity to participate in the authorship, design and fabrication of an exhibition in COA's George B. Dorr Museum that celebrates the centennial of the formation of Acadia National Park. This exhibition will showcase the COA community relationship with the park over time in the form of interpretive exhibits that present student, faculty and staff experiences and work in the park. Content areas range from the historic origins of Acadia National Park, to natural history study and stewardship/research projects. With guidance, students in the tutorial will engage in researching content, writing exhibit labels and text, designing exhibit areas, and fabricating exhibits. Evaluation will be based on (dependent on specific tasks that include research, writing, and fabrication): attention to detail, quality of craft, effective collaboration in an iterative group process, and the timely completion of work. The success of this group project is dependent upon a high level of scholarship and crafting of exhibit areas toward an end of the term completion date for the realization of exhibition elements. Level: Intermediate. Prerequisites: Permission of instructor and at least one of the following: Curiosity and Wonder, Acadia: Exploring the National Park Idea, Graphic Design Studio 1, or Graphic Design Studio 2. Limit: 6. Lab fee: none.

### **3027 Intermediate Painting**

Faculty: Foley, Sean

Meets the following degree requirements: ADS

Intermediate Painting simultaneously emphasizes the technical and conceptual fundamentals of painting in relationship to the cultivation of a student's developing personal aesthetics. Projects will examine the evolution of modernist painting and its emphasis away from representational, perspectival space towards abstract, optical flatness. More generally, we will be examining the relationships between form and content and ways that students can develop a sustainable, serious and personalized studio "practice". The aim is to cultivate informed, thoughtful perceptions and expression of a subject through the medium, techniques, culture, and history of painting. The technical emphasis is on developing painting skills appropriate to the student's subject and a rigorous experimentation with media and techniques. Auxiliary craftsmanship such as creating mediums and grounds, building stretchers and panels, as well as stretching and priming canvas will be a significant part of this course. Students will receive basic woodshop training and will be required to make their own supports this term. Students will be evaluated on the quality of their construction, stretching, and priming in addition to their participation, verbal articulation, and studio work. This course will also feature demonstrations, a field trip, art historical slide presentations and readings of relevant artists and writers that

provide a historical and/or philosophical context for our work this term. Scholarly research and constructive questioning will be stressed, along with developing a work ethic appropriate for pursuing painting in serious manner. All students will be able to coherently articulate their ideas concerning their process, technique, work, vision, and an art historical context for their work. Level: Intermediate. Prerequisites: Permission of the instructor. Priority will be given to students who have completed AD1033 Beginning Painting. Class limit: 10. Lab fee: \$200.

### **3028 Abstraction**

Faculty: Foley, Sean

Meets the following degree requirements: ADS

This course is designed to provide students with a thorough experience with the issues of abstraction, from the early days of modernism to current contemporary abstract art. The course seeks to discuss the various strategies, sources and methods of abstraction used by artists throughout history and encourage an understanding that any form of re-presentation is inherently an abstraction of reality. Projects will encourage experimentation with a variety of drawing media, paints, supports, and methods of application. This course provides students a nurturing and exploratory experience of the formal and material issues unique to abstraction and its contemporary manifestations. It will assist students by providing contextual historical information with corresponding studio demonstrations and projects in order to demystify abstract art. A primary aim of this course is encourage subjective accountability and a thoughtful relationship to abstraction. It will emphasize that the conceptual possibilities of abstraction not only assist a student's emerging artistic aesthetics but also can also positively affect their relation to nature, science, and life in general. This course will feature demonstrations, a mandatory field trip, art historical slide presentations and readings of relevant artists and writers that provide a historical and / or philosophical context for our work this term. Scholarly research and constructive questioning will be stressed, along with developing a work ethic appropriate for pursuing art / inquiry in serious manner. All students will be able to coherently articulate their ideas concerning their process, technique, work, vision, and an art historical context for their work through short written response and in class one-on-one discussions. Evaluation will be based on active physical and verbal participation in both work and in class discussions or critiques, an increased proficiency to accurately represent the human form, individually designed projects, experimentation with drawing media. A final digital portfolio of work and self-evaluation is required. Level: Intermediate. Prerequisites: One of the following courses: Drawing 1, Intermediate Drawing, Beginning Painting, 2-D Design, Drawing Mineral and Botanical Matter; or permission from instructor. Class limit: 10. Lab fee: \$200.

### **3031 Storytelling and Performance**

Faculty: Leaverton, Lisa

Meets the following degree requirements:

This studio arts course invites students to engage multiple applications of storytelling as performance. Whether providing testimony and witnessing in community negotiations, seeking healing or reconciliation among family and friends, prompting topical discourse within the community, or honoring a person or tradition through living thought, it is the storyteller's intentions that guide our methods of preparing for and evaluating a given performance. Through a progression of oral storytelling performance projects in combination with listening activities, reading activities, research assignments and performance exercises, students will engage with multiple storytelling applications and consider how the stories we tell constitute meanings. Our exploration encompasses stories in daily communication, personal stories (our own and others), and storytelling within the public sphere. In a final project students will model a qualitative research project, focusing on socio-cultural context of personal narratives and develop a story program to perform within the COA community. Past research topics have included a variety of storytelling applications through local and national movements and initiatives: Restorative Justice, Truth & Reconciliation Commission, Veterans History Project, narrative health communication and folk/oral art traditions. Evaluation will be based on attendance and participation in class activities, including successful completion of a series of group performance exercises, written responses, three assigned performance projects and an interview/research project. Level: Intermediate. Prerequisites: Intro-level AD performance art course and completion of writing requirement recommended. Class limit: 12. Lab fee: \$30.

### **032 Intermediate Ceramics**

Faculty: Mann, Rocky

Meets the following degree requirements:

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.

### **3033 Modern and Contemporary Drawing Practices**

Faculty: Foley, Sean

Meets the following degree requirements: ADS

This course introduces students to modern and contemporary approaches to drawing. We will investigate a range of concepts that will include chance and accident, conceptual and process oriented work, narrative, abstraction and other current modes of drawing. Exploring these ideas through projects that build upon the skill level of each student, we will consider how drawing is applied as a means to examine concepts as well as subjects and ultimately, how drawing can be developed as an unconventional way of "knowing". Level: Intermediate. Prerequisites: None; students with or without drawing experience are welcome. Class limit: 12. Lab fee: \$80.

### **4010 Improvisation in Music**

Faculty: Cooper, John

Meets the following degree requirements: ADS

This "hands on" theory/performance course for singers, instrumentalists, guitarists, pianists, drummers, etc., deals with improvisation, a spontaneous exchange or interplay of musical ideas and moods. It offers the musician the opportunity to utilize his/her technical ability to its fullest extent while enjoying the creative freedom of spontaneous composition. The class addresses technical and aesthetic aspects of improvisation in all styles of music (jazz, rock, blues, classical, folk, etc.), including the elements of melodic development, melodic cliches, rhythmic and melodic embellishment, harmonic substitutions, and development of the ear. It is multilevel in format, allowing for students of all technical proficiency to participate. In addition to two class sessions weekly (where extensive time will be spent in performance situation), each student also meets with the instructor on a private basis. In short, this course enables students to use the "tools of improvisation" to be able to make a "personal musical statement" while playing, singing, "jamming," etc. Level: Intermediate/Advanced. Lab fee: \$20.

### **4013 Activating Spaces: Installation Art**

Faculty: Colbert, Dru

Meets the following degree requirements: ADS

"space in active dialogue with the things and people it contains..." -RoseLee Golberg, from *Space as Praxis*

Installation art is one of the most original, vigorous, and fertile forms of contemporary art. It often involves working in specific non-art sites where the activation of the place, or context, of artistic intervention is concerned not only with art and its boundaries, but also with the fusion of art and life. Installation art extends the area of practice from the studio to public space. Architects, urban planners, and environmental designers consider similar formal and social aspects of space in the creation of city plans, buildings, and public spaces. Through hands-on projects and a survey of historic and contemporary art and design work, this intermediate level 3D studio course offers an opportunity to explore formal aspects and social contexts of space and time as a medium for making art. Students will create interior and exterior

installations that may incorporate sculptural elements, everyday objects, light, sound, or other devices. Course work will investigate the objective and subjective qualities of space, material, and form, and the meanings created through their juxtaposition. In addition to studio work, we will survey a variety of historic and contemporary contextual art works including: spaces laid out by architects and designers, installation itself as an art form, public art projects, sacred spaces, the work of visionary artists, historic sites, and monuments. Students will be evaluated on their participation in class activities and critiques, their timely completion of projects, and attendance. Level: Intermediate/Advanced. Prerequisites: 3D studio classes in art, architecture, environmental design, performance art or signature of instructor. Class limit: 10. Lab fee: \$75.

#### **4014 Graphic Design Studio II: Digital Projects**

Faculty: Colbert, Dru

Meets the following degree requirements: ADS

This studio course offers students an opportunity for in-depth study of contemporary issues, applications and techniques in graphic design. Students will pursue conceptual problem solving through creative exercises and theoretical and applied studio projects. Particular emphasis will be placed on advancing skills in creative problem-solving, typography, layout, image generation and preparing art for print. Digital and hands-on methods (techniques such as block print) for image generation will be explored to create original illustrations. Projects will include typography and illustration exercises, identity design, environmental design and interpretive information design. Students will be encouraged to solicit a design project from the local community and produce it in the context of the class by engaging in the creative process from concept to production oversight during the course of the 10-week term. In addition to structured class assignments, students will have an opportunity to propose and pursue their own design projects.

This class will be conducted in seminar/studio format. Emphasis will be placed on the design process—from creation to production, the timely completion of project phases, creative solutions and advancing skill in typography, layout and image generation. The detailed schedule will depend largely on the course make-up and individual project proposals. Level: Intermediate/Advanced. Prerequisites: Signature of Instructor, Graphic Design Studio 1. Class limit: 12. Lab fee: \$85.

#### **4015 Film Sound and Image**

Faculty: Andrews, Nancy; Cooper, John

Meets the following degree requirements: ADS

This hands-on course will explore sound composition, editing, and mixing to create soundtracks for video and/or film. Students who take this course must have a background in music composition and/or sound and video production in order to collaborate on creative video/sound projects. Sound

recordings will include music and voice as well as everyday sounds and special sound effects. The class will incorporate a number of group projects as well as individual exercises to illustrate sound recording and mixing strategies. We will also study sound in relation to video/film through readings and screenings. In addition to class assignments, students will start developing sound tracks for their independent projects. Students will be evaluated on their success in creating compositions, recordings, and mixes for video/film projects; and their ability to bring together moving pictures with a soundtrack to create a whole that is more than the sum of its parts. Students will also be evaluated on their participation in class discussions and exercises. Level: Intermediate/Advanced. Prerequisites: Background in music composition and/or sound and video production. Class limit: 12. Lab fee: \$40.

#### **4016 The Wilderness in Landscape Art I: Proto-Ecological Visions**

Faculty: Clinger, Catherine

Meets the following degree requirements: AD HY

This course is concerned with the visualization of what is wild in the landscape and how artists pictured that which others saw as untamed. Course readings will engage with a variety of texts written by art historians, geographers, historians, writers, and theoreticians that address the invention of the modern idea of wilderness. Assumptions governing what constitutes wilderness and how artists have shaped our perception of it are among topics which we will consider. Landscapes contain life that seems to fluctuate between haggard or feral states of nature. We will investigate how an artist distinguishes between that which is cultivated and that which is natural; what images evoke nostalgia for a lost past or suggest the preference for a human dominance over those origins we have isolated ourselves from. Students will examine visual evidence in the fine arts that indicates a growing awareness of the effect of the Industrial Revolution in North America and in Europe. Although we look at ecologies through the eyes of artists, students interested in the science, history, and literature are encouraged to take the course. Evaluation will be based on a research paper and class presentation. There will be a class trip to view art and/or sites relevant to our discussion. Level: Intermediate/Advanced. Permission of instructor required. Lab fee: \$50. Class limit: 12.

#### **4019 Studio Printmaking**

Faculty: Clinger, Catherine

Meets the following degree requirements: ADS

Printmaking is the process of transferring an image from one surface to another. A print mirrors the surface whence it came and also performs as a reflection of the physical and/or immaterial realms of objects and ideas. Representing concepts clearly in any medium requires an artist to engage in thoughtful collaboration with materials in order to realize the

potential of form as a means of expression. This studio course will explore ways to address this aesthetic challenge through printmaking. Students will acquire basic skills as printmakers with an emphasis on relief (woodcut and linocut) and intaglio (line etching, engraving and aquatint) techniques. They will also develop a broad understanding of the history of prints; how they have functioned to communicate, document, and transmit information through images on paper. Students will be evaluated on their projects, participation in critiques, level of engagement with materials, ability to work in a collaborative studio, and final project. Level: Intermediate/Advanced. Prerequisite: Permission of the instructor, Introduction to Arts and Design, and a drawing class. Class limit: 10. Lab fee: \$200.

### **4021 Analog Photography: B&W**

Faculty: Winer, Joshua

Meets the following degree requirements: ADS

As digital photography became affordable and proliferated, many business models, critics and artists themselves spoke about the final death of traditional, so called "wet" photography. Film was supposed to be dead, once and for all. But film wasn't quite ready to die, and even as the economy and common practice has shifted largely to digital capture, film and photographic paper are still being produced and consumed, albeit on a different scale. This course is an introduction to traditional analog darkroom processes and manual camera operation. Students will gain a basic understanding of black and white photography through exercises and assignments that emphasize fundamental camera and darkroom skills including: proper metering, evaluating quality of light, elements of composition, good negative making and evaluation and good print making and evaluation. Work will be critiqued and evaluated based on both technical and aesthetic merit in a class critique format. Readings will be assigned in conjunction with course content. Level: Intermediate/Advanced. Prerequisites: Intro to Photography or permission of instructor. Class limit: 8. Lab fee: \$250.

### **5014 Graphic Attack: Advanced Graphic Design Studio II**

Faculty: Colbert, Dru

Meets the following degree requirements: ADS

The name of this course, "Graphic Attack", refers not only to the power of image and text within our visually saturated physical and virtual environments, but to the need to evaluate and respond critically to mass media. Students will explore and discuss the roles and responsibilities of designers as primary crafters of visual messages through promotion, advertising and identity design and investigate the work of artists and designers who appropriate tools of advertising to construct alternative messages outside of, and often in critique of, the commercial realm. This advanced level studio art course combines critical examination of contemporary graphic design practice with

studio projects in creative problem solving. Practice in design research, layout and composition, typography, digital imaging and text/image composition will be combined with hands-on studio projects in image generation such as block print, silkscreen, monoprint, instant photography, xerography and collage techniques. Projects will range from investigations of personal identity and branding to advertising and package design in the retail and socio-political environments. Through studio visits, students will have an opportunity to meet professional artists and designers to discuss first hand process and ethical issues related to their work. Students will be evaluated on conceptual problem solving ability, effectiveness of design solutions, understanding and practice of the incremental process of design, timeliness and quality of work, and thoughtful participation in class discussion and critique. Level: Intermediate. Prerequisite: Signature of instructor, Graphic Design Studio I. Class limit: 12. Lab Fee: \$85

### **5017 Animation II**

Faculty: Andrews, Nancy

Meets the following degree requirements: ADS

The class further develops ideas, skills, and animation projects through a mix of: in-class projects/demos/skill based activities, readings, discussions, screenings, presentations, and individual meetings with the instructor. Students will write a production plan that will serve as an outline of each student's project(s) for the term. The instructor will provide useful activities, information, resources, critiques and guidance. A schedule of presentations of student works-in-progress will be created. Readings will address ideas and theories related to animation studies and processes. Advanced animation techniques may include camera work and sound design. Work completed over the term may be a single longer animation or a series of animated shorts depending on the student's preference and animation goals. However, all students will be expected to produce advanced level work and encouraged to experiment and push their work to the highest level. Students will be evaluated on their projects, participation in critiques and discussions and overall level of engagement with the course material and class. Level: Advanced. Pre-requisite: Animation, signature of instructor. Class size: 12. Lab fee: \$80.

### **5023 Romanticism: The Triumph of the Imagination over Reason?**

Faculty: Clinger, Catherine

Meets the following degree requirements: AD HY

Scholar Isaiah Berlin considered Romanticism to be the greatest single shift in the consciousness of the West. This advanced course will consider the diverse body of Romantic Art through thematic enquiry, case studies, critical and historical analysis. Divergent aesthetic ideologies in Romantic Art will be examined in relationship to both major trends and minor currents of intellectual thought during the

period 1780-1840 in Europe, with an emphasis placed largely on German Romanticism. Taken together, many of the literary and philosophical texts associated with the movement have been understood as fundamental critiques of rationality; however, it is the less celebrated illustrations found in scientific treatises and works of art not acknowledged in the canon of the visual arts, as well as images embedded in various forms of printed matter, which effectually capsize Enlightenment aesthetic theories and provide impetus to the development of Realism. Although the body of scholarly work that studies the interstices of Romantic art, literature, and music is enormous, the course will narrow the scope by focusing on certain works as sites of a particular pictorial kind of representational transdisciplinarity. The course proposes that the widespread interconnectedness within the fine and popular arts, through aesthetic and material production, inform the conceptualization of Romantic imagery. Excellent evaluations will be based on a high level of class participation, a consistent demonstration of the close reading of assigned texts, and a commitment to generous listening during group discussions - along with timely submission of two short essays and a final research paper. Level: Advanced. Prerequisites: A minimum of one history, anthropology, or literature course and permission of instructor. Class limit: 12. Lab fee: \$30.

### **5025 Strangers and Performance**

Faculty: Baker, Jodi

Meets the following degree requirements: ADS  
This course explores the dynamics of stranger interactions across disciplines and in a variety of contexts, first by gaining a basic understanding of how the topic has been considered by scientists, social theorists, architects and city planners over the last century but also by understanding how these particular social dynamics fundamentally connect to work in theatre and in art. Through a series of practical experiments, students discern when, why and how stranger interactions are meaningful, how they differ in urban and rural contexts and how that meaning is tied to the shared work ethic at the heart of the theatrical contract. We will consider the politics of public and private spaces as well as key strategies in staging urban centers, national parks, schools, museums, and theatres. We will also examine stranger archetypes and related terminology like mob-rule, groupthink, bystander effect and collective consent. Students will explore the inherent risks and rewards that stem from personal interactions with strangers and they will study existing and emerging art, performance and technology projects that attempt to incite these interactions. Students will also develop their own ideas for public performance and new theatre technology. Readings will likely include work from Kio Stark, Paul Auster and Sophie Calle, Bertolt Brecht, Peter Brook, Roland Barthes, William H. Whyte, George Simmel, Anne Bogart, Susan Sontag, Jorge Luis Borges. Visual, theatre and performance artists may include Andrew Schneider,

Richard Renaldi, Natalia Koliada and Nicolai Khalezin, Marina Abramovic, Chris Burden, Rotozaza, Mammalian Diving Reflex and Complex Movements. The course requires a large amount of off-campus work and at least one weekend field trip. Evaluation will be based on consistent engagement with course topics and the class blog, successful completion of a series of solo and collaborative fieldwork assignments and a comprehensive final project w/process essay. Level: Advanced. Prerequisites: This course is by permission only. Previous coursework in theatre and movement, art history, design and social theory is strongly encouraged. A written expression of interest in the course is required. Class limit: 12. Lab fee: \$100.

### **5026 Negotiating Wonder**

Faculty: Foley, Sean

Meets the following degree requirements: AD  
Writer and ecologist Edith Cobb suggested, "The ability to look upon the world with wonder is a technique and essential instrument in the work of the poet, the artist, or the creative thinker." This advanced course will explore wonder as the poetic source of curiosity and knowledge. We will consider wonder as a visual phenomenon and engage it through transdisciplinary readings within the fields of the arts, science, natural history, education and philosophy in order to develop a structural means to frame and personalize the slippery and subjective experience of wonder as an antecedent to knowledge. Our discussions will be purposefully broad in order to develop techniques, provocations and general criteria to explore a wide variety of concepts useful towards engaging the inexplicable. We will discuss wonder in relation to its associated conditions of the marvelous, the fantastic, the uncanny, the horrible, the terrible, and the abject. These highly subjective and elusive concepts will be examined as "conditions" of wonder. We will not seek to concretely "explain" these rich concepts but use them actively, as immersive and interrogative tools that students can exert to articulate or provoke a sense of wonder in service of developing better questions. The reading load for this course is heavy. A high level of class participation, a consistent demonstration of the close reading of assigned texts, and a commitment to thoughtful listening during group discussions are the course standards for excellence. Additional criteria include response papers and a sustained final independent project to be presented to the group. There will also be a required field trip to the Massachusetts Museum of Contemporary Art in North Adams, MA to tour the art exhibition "Explode Everyday: An Inquiry into the Phenomenon of Wonder". Level: Advanced. Prerequisites: Permission of the instructor and a minimum of one history, anthropology, or literature course. Priority will be given to students who completed AD5023 Romanticism. Class limit: 10. Lab fee: \$100.

## **5029 The Range of Sublimity in the Artist Mind**

Faculty: Clinger, Catherine

Meets the following degree requirements: AD HY Edmund Burke's chief contribution to aesthetics is his exegesis on the contrary states that define the Beautiful and the Sublime: these are the regular and irregular, binaries of pleasure and pain, appeal and terror, knowingness and not-knowing. Burke encourages the viewer of a *épave* to distance herself from the natural agencies that incite emotional response to landscapes. In keeping a distance; however, we risk participating in a lifeless, hegemonic practice that colonizes nature and hinders aesthetic engagement. Proximity to nature (rather than detachment from it) makes visible the consequences of eighteenth-century imperial and nineteenth-century nationalist missions masked in many of the works of the Hudson River School. Non-native forces in the Western Hemisphere took ownership of humans, places, resources, and in the process, devastated whole peoples and ecologies. Through travel, study, research and creative activity, students will learn to see and appraise the transformation of peripatetic practice into art; as well as witness how art can both reveal and conceal the nature of place. How have the varied notions of sublimity affected artist practice over the past 250 years? What are artists making now that counters a narrative that privileges detachment over intimacy and counters modernity's embrace of indifference? This course will consider the concept of sublimity, both as subject and agent, in the work of visual artists during the aforementioned epochs and the present one. Students will be evaluated on class participation, annotated bibliography, and research paper. This course requires concurrent registration with AD5030 Artist/Naturalist/Visionary (Foley) and AD5031 Journey into Substance (Clinger/Foley). Level: Advanced. Prerequisites: An art history, anthropology, or literature course, and permission of instructor. Class limit: 12. Lab fee: \$100.

## **5030 Artist/Naturalist/Visionary**

Faculty: Foley, Sean

Meets the following degree requirements: ADS This course will explore artist materials, ideology and techniques of the Hudson River School Painters alongside contemporary post-studio practice that critiques and expands our notions of the accomplishments of the Hudson River School artists. In this mixed media course, students' subjects and methods will be inspired by the traditions of the Hudson River School but can be approached with broader contemporary concerns that support, complicate or interrogate the ideals held by this uniquely original group of American artists. Students will create and prepare painting supports, paper, etching plates and other base media in weeks zero and one so that they will be ready to work upon return from each field trip expedition. In the field students will employ the documentary methods of the Hudson River painters that includes journals, drawing, watercolor, pastel

and oil sketches. We will also use photography as a source medium. On campus students will learn about historical pigments and binders to mix their own paint. They will develop their field sketches in ways similar to the Hudson River School where close observation in the field will mingle with ambitious imaginative interpretations of the landscape as a metaphor. We will discuss the visual compositional strategies of using atmospheric light, symbolism, allegory, representation of particular natural specimens, scale, meteorological phenomena, color psychology, chiaroscuro, and active compositions. In the field we will meet with internationally known and highly regarded contemporary artists that work within the milieu of the Hudson River School these may include Mark Dion, Walton Ford, Alexis Rockman, Fred Tomaselli and Hope Ginsburg. They will discuss the issues that arise for the students and expand our critical understanding of this iconic American period of artistic production to provide even more creative models and strategies for students' work. Evaluations will be based on the degree to which students are able to coherently articulate their ideas concerning their process, technique, work, vision, and context for their work. This course requires concurrent registration with AF5029 The Range of Sublimity in the Artist Mind (Clinger) and AD5031 Journey into Substance (Foley/Clinger). Level: Advanced. Prerequisites: An intermediate drawing or painting class, and permission of instructor. Class limit: 12. Lab fee: \$100.

## **5031 Journey into Substance: Art of the Hudson and New England**

Faculty: Clinger, Catherine

Meets the following degree requirements: ADS This course takes us on a series of short expeditions to museum collections (Wadsworth Atheneum, Mass MoCA, Dia Beacon, Boston MFA), outdoor parks (Storm King, deCordova Museum and Sculpture Garden), and other key sites (Hudson River, Olana, Mount Katahdin, etc.) Our purpose in visiting these places is not only to see works of art, but also to retrace the journeys of those artists who have produced the canon that includes well-known iconic vistas that are in fact visual fiction. Through interrogation of these ophthalmic constructs at the very site of their fabrication, the student will engage with the prospect of vision, conjugation of imaginative capacity, and create thoughtful work deeply sourced through the context of place and experience. Evaluation will be based on steadfast class participation and a final project that incorporates ideas and experiences from the entire 3-credit program. This course requires concurrent registration with AD5029 The Range of Sublimity in the Artist Mind (Clinger) and AD5030 Artist/Naturalist/Visionary (Foley). Level: Advanced. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: \$500.

### **5032 Advanced Studio Printmaking**

Faculty: Clinger, Catherine

Meets the following degree requirements: ADS

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 and 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.

### **5033 Making Art: Effort, Resilience, Persistence**

Faculty: Andrews, Nancy

Meets the following degree requirements: ADS

In this advanced art practicum and seminar, students will pursue the development of a body of art work or series of art works. Through practice, critique, discussion, readings, and interactions with artists and those involved in supporting and presenting artists, students will gain a better understanding of art as an ongoing pursuit, beyond classes and assignments. What does it take to maintain and fertilize the long-term project or a life's work? How can a creative process be carried on, maintained and sustained? The primary goal of this course is for each student to develop their art practice, better understand their creative processes, and show evidence of these developments. This course is an excellent lead-up to a senior project in the arts. Students may work in any medium, but should already have the basic skills required for their chosen project(s)/body of work. This course requires significant dedication outside of class to make artworks. Students are expected to possess and/or extend their ability to be self-directed and motivated. Students will be evaluated on their progress towards their goals, and participation in discussions and critiques; pass/fail grade encouraged. Level: Advanced. Prerequisites: multiple previous art classes and permission of instructor. Class limit: 12. Lab fee: \$80.

### **5034 Lorca's Theatre**

Faculty: Baker, Jodi

Meets the following degree requirements: AD

This course will investigate Lorca's work as a playwright and director through close readings, live performance, video, group discussion and practice. It is part of a three-credit expeditionary program focused on the life and work of Federico García Lorca and its unique relevance in the face of today's cultural and political landscape. This course will focus primarily on Lorca's ideas about creative process and audience dynamic as articulated in interviews, writings and most especially his 1933 lecture *Juego y Teoría del Duende* in which he defines the core of his work as sensual and irrational—a struggle not a thought and a sort of corkscrew that can get art into the sensibility of an audience. Assigned readings will include Lorca's rural trilogy (*Yerma*, *Blood Wedding* and *The House of Bernarda Alba*) as well as some of his lesser known plays, especially *The Public*, *The Audience* and also his work in film and opera. In connection, students will learn about his tenure as artistic director of the rural touring company *La Barraca* (*The Shack*) and his personal/professional/collaborative relationships with other artists of the time. Through a sequence of practical reading, building and performance projects, plus 3 weeks of field study in the rural and urban areas of Spain, students will gain a deeper understanding of the people, places and circumstances that influenced Lorca's plays, the profound effect his work had on theatre in the twentieth century and how it continues to influence art and performance today. Students will be evaluated on successful completion of all short projects and assignments, quality of work produced and effective contribution to the group discussion and dynamic. Level: Advanced. Prerequisites: Successful completion of the writing requirement and at least one literature intensive course at COA, and simultaneous enrollment in the other two courses required for this expeditionary project. Permission of instructor required. Class limit: 10. Lab fee: \$1500.

### **6010 Tutorial: Individual Music Instruction**

Faculty: Cooper, John

Meets the following degree requirements: ADS

This tutorial offers small group instruction in a defined musical or media discipline. It involves at least one 1 1/2 hour weekly meeting with the instructor, and independent or group time of at least 8-10 hours weekly, with more time for advanced work. Requirements include an end of term project or performance. Level: Variable. Offered upon demand. Lab fee: \$20.

### **1010 Experiential Education**

Faculty: Tai, Bonnie

Meets the following degree requirements: HS ED

Even before John Dewey published *Experience and Education* in 1938, experiential education had been practiced in various forms around the world. This

course explores the philosophy of experiential education and its diverse practices in the realms of adventure education, service learning, workplace learning, environmental education, museum education, and school reform. Group activities and fieldtrips will provide opportunities to participate as both learner and teacher in a variety of teacher-led and student-designed experiences. The final project involves researching an existing experiential education program, its philosophy, and its practices. Evaluation is based on class and fieldtrip participation (including one multi-day fieldtrip), reflective logs, curriculum design, service-learning journal, an oral presentation of the service-learning, and a final essay that articulates a philosophy of experience in education. Level: Introductory. Offered every other year. Lab fee: \$100. Class limit: 15.

### **1011 Children's Literature**

Faculty: Ryan, Siobhan

Meets the following degree requirements: ED

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\*

### **1013 Changing Schools, Changing Society**

Faculty: Tai, Bonnie

Meets the following degree requirements: HS ED

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.

### **1014 Child Development**

Faculty: Alex, Joanne

Meets the following degree requirements: ED

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.

### **1015 Educational Innovation**

Faculty: Fuller, Linda

Meets the following degree requirements: ED

Given the rapid pace of change in communications, career opportunities, learning options, and the global economy, U.S. schools are struggling to adapt. As technology, culture, politics, and media facilitate new and more diverse means of learning, how are educators adjusting to "new" learners from toddlers through senior adults? Driving questions include: Who is leading innovation and where? What are some of the ways educators are experimenting with teaching? How are innovators changing the purposes of schools? Who is currently starting schools and why? How is brain research impacting innovation within and outside of public schools? How are digital natives, eco-warriors, and the call for global literacy accommodated in mainstream schools? If public schools, as some charge, have outlived their usefulness: what next for education? With the objective of

exploring and understanding innovative ideas for classrooms, school design, and district structures, as well as alternative places and means of learning, we will work toward a more comprehensive understanding of what is new, and potentially revolutionary, in schools and in education beyond schooling. Evaluation will be based on class participation (including leading a discussion around a particular area of individual interest), a series of four reaction papers, and both live and virtual “field” explorations of innovative practices and organizations. The final project will be based on the design and proposal of an innovative educational option. Level: Introductory. Prerequisites: none. Class Limit: 15. Lab Fee: \$10

### **1016 Introduction to Adolescent Psychology**

Faculty: Hill, Kenneth

Meets the following degree requirements: HS ED  
This course focuses on the segment of the human life span from puberty to early adulthood. In this class we will examine the physical, cognitive, social, and moral aspects of adolescent growth and development. Issues to be considered include adolescent relationships (peers, family, romantic), adolescent issues (identity formation, at risk behavior, schooling, and stereotypes), and critical reflection on one's own adolescent experience. The main objectives of this course are to: 1) provide students with a working knowledge of the theories of psychology which pertain to early adolescent development; 2) help students develop the ability to critically analyze information and common assumptions about the development of adolescents; 3) consider contemporary issues and concerns of the field; and 4) to afford students the opportunity to explore their own adolescent development. Course work entails lecture, discussion, extensive case analysis, and a field component. Level: Introductory. Prerequisite: None. Class limit: 16.

### **1017 Young Adult Literature**

Faculty: Ryan, Siobhan

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

demonstrate growth over the course of the trimester. There will be rubrics for class participation and assignments, and students will complete self-evaluations. Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: \$10.

### **3010 Understanding and Managing Group Dynamics**

Faculty: Tai, Bonnie

Meets the following degree requirements: HS ED  
This course will examine essential questions about how groups function, whether the group is a committee involved in institutional governance, a class of adolescents, or a cohort of business colleagues. Readings, activities, and assignments will weigh traditional and alternative conceptions of leadership, power, authority, community, diversity, membership, and exclusion. Students will engage in case discussions, writing (including autobiography and creative writing), and research activities. A major component of the course will be the observation and analysis of a group (e.g., in a community organization, business, or school). The final paper will be the creation and analysis of a case. Evaluation will be based on class participation, responses to readings, facilitation of a case discussion, an autobiographical essay, a short story, reports of observations, and the final paper. P/F grading only. Students will be expected to take the course Pass/Fail, with special arrangement to be made for those needing to take it for a grade. Level: Intermediate. Class limit: 15. Lab fee: \$50.

### **3012 Supporting Students with Disabilities in the Reg. Classroom**

Faculty: Sanborn, Kelley

Meets the following degree requirements: ED  
This is an introductory course in special education. We will explore the needs of children with disabilities and techniques for meeting these needs in the regular classroom. The course will emphasize both the social and instructional aspects of the concepts of inclusion, differentiation and serving students in the “least restrictive environment”. Participants will be introduced to concepts central to understanding the role of regular classroom teachers in meeting the academic, social, and emotional needs of students with disabilities. Objectives: By the end of the course students will be able to: identify and describe current issues and trends in education related to individuals with disabilities and their families; describe the Special education laws and procedures impacting individuals with disabilities; develop a working definition for each area of exceptionality in relation to achievement of educational goals, and develop strategies and resources for modifying, adapting and/or differentiating curriculum and instruction. Level: Intermediate. Prerequisite: Introductory course in Education. Class limit: 15.

### 3013 Intercultural Education

Faculty: Tai, Bonnie

Meets the following degree requirements: HS ED Educators in and outside of the U.S. teach in increasingly culturally heterogeneous classrooms, schools, and communities. This course explores some challenges and possibilities in education as a result of historical inequities in the distribution of power, knowledge, and resources, and the increasing mobility of peoples in a global economy. We will consider questions such as: What is multicultural, intercultural, and global education? How do culturally different teaching and learning styles impact notions of academic achievement, school success, and teacher quality? How can student assessments and performance standards respond effectively to cultural differences? How can educators effectively communicate and partner with parents and community members across cultural differences? What are the legal and moral obligations of teachers in providing equal educational opportunity according to federal and state laws? We will read theory and research on educating across and about cultural difference, reflect on our own cultural affiliations, and actively explore the dynamics of identity, culture, and power in the teaching-learning relationship and in educational institutions through case discussions and other group activities. Investigations of the education of self and other will take place through class activities, readings, autobiographical and fiction writing, reflective logs, media analysis, and a field research or curriculum project. Level: Intermediate. Prerequisite: An introductory sociology, anthropology, cultural psychology, or education course. Offered every other year. Class limit: 15. Lab fee: \$20.

### 3014 Negotiating Educational Policy

Faculty: Fuller, Linda

Meets the following degree requirements: ED Public schools are everyone's concern. Shared ownership by diverse stakeholders often brings strong interest in school policies. This course will explore issues under debate by state and local policy-makers through readings, full class and small group discussions, guest speakers, and an extended simulation. We will also examine Maine's Civil Rights Act and its implementation in various school districts. Our driving questions include: what are the ways parents, teachers, business people and interested community members might influence school policies given the common constraints of limited time and energy? How do policy-makers sort through various opinions and facts to create legislation? How do those who implement policy integrate context and experience with the spirit of an official state statute? With the objective of understanding and negotiating critical school policy issues that impact the nation and beyond, evaluation will be based on class participation (including one of two field trips), reflection journal entries, a group interview and presentation, and a fi-

nal personal analysis paper based on one of the bills under deliberation by Maine legislators this session. Level: Intermediate. Prerequisites: Changing Schools, Changing Society and/or a prior policy course or strong interest in policy recommended. Class Limit: 15. Lab Fee: \$10

### 3015 Education for Life

Faculty: Tai, Bonnie

Meets the following degree requirements: ES HS At the start of the 21st century, average lifespans are nearly double what they were a century ago. Many countries now simultaneously enjoy and wonder how to support a growing older adult population. This changing demographic invites a deeper understanding of adult development and education. Civil society and social movements recognize the power of transformational learning and social action. While many education programs support and empower youth leaders as the drivers of social change, older adults are also seeking out continuing opportunities to learn, mature, and develop whether intellectually, socially, or spiritually. Their hunger for learning may be in the service of greater self-knowledge, sustainable employability, greater political participation, or activism and community organizing for various causes; these individual and collective pursuits may seek environmental sustainability, lasting peace, social and environmental justice, or individual freedom, economic stability, and domestic tranquility. This course weaves a multidisciplinary study of adult development and curriculum theory to consider the following questions: How do adults learn and grow from the every day opportunities and challenges that life affords? What kinds of informal education exists for adults beyond formal secondary and tertiary education? And specifically, what forms of adult education aim to value, protect, and sustain all life—human and non-human? Through readings, guest speakers, fieldtrips, films, and facilitated discussions, this course explores theories of adult development, examines promising models of adult education, and assesses the value and feasibility of curriculum in service of an education for life. Evaluation will be based on mindful participation, an oral history or biographical research on a respected elder, a proposal for a conceptual framework, and a case study of a model program. Level: Intermediate. Prerequisites: Prior coursework in psychology or education. Class limit: 13. Lab fee: \$20.

### 4010 Adolescent Psychology

Faculty: Hill, Kenneth

Meets the following degree requirements: HS ED This course focuses on the segment of the human life span from puberty to early adulthood. In this class we will examine the physical, cognitive, social, and moral aspects of adolescent growth and development. Issues to be considered include adolescent relationships (peers, family, romantic), adolescent

issues (identity formation, at risk behavior, schooling, and stereotypes), and critical reflection on one's own adolescent experience. The main objectives of this course are to: 1) provide students with a working knowledge of the theories of psychology which pertain to early adolescent development; 2) help students develop the ability to critically analyze information and common assumptions about the development of adolescents; 3) consider contemporary issues and concerns of the field; and 4) to afford students the opportunity to explore their own adolescent development. Course work entails lecture, discussion, extensive case analysis, and a field component. Level: Intermediate/Advanced. Prerequisite: Educational Psychology, Personality, or other introductory level psychology. Class limit: 16.

### **4012 Integrated Methods IA: Gr. K-4 Reading and Writing**

Faculty: STAFF

Meets the following degree requirements: HS ED  
This course is designed to prepare prospective teachers with methods necessary to implement a comprehensive literacy program for grades K-4 to include all aspects of literacy acquisition. Major areas of focus will include oral, visual and technological communication, shared and interactive strategies, phonics, word study and spelling, independent and guided reading, writing workshop and writing in all content areas. The course content focuses on an integrated approach to the acquisition of literacy skills, current best practice, and lesson design, questioning techniques, formative and summative assessment. Learning objectives address the standards for Maine Initial Teacher Certification, Common Core State Standards, and the Maine Learning Results. There is a fieldwork component of 50 hours for this ten-week course. For example, 2 classroom observations for 3 hours each for a total of 6 hours per week, excluding the week of school vacation and week 10. There will be a weekly one-hour lab, shared with Integrated Methods I: Gr 5-8. Evaluation will be based on the quality of a course portfolio to include class participation, curriculum and assessment design, performance assessments, cooperating teacher feedback, and reflections on the fieldwork and required readings. Level: Intermediate/Advanced. Prerequisite: Child Development, Integrated Methods I: Gr 5-8, and, if possible, Children's Literature. Class limit: 12.

### **4013 Integrated Methods IB: Gr. 5-8 Reading and Writing**

Faculty: Fuller, Linda

Meets the following degree requirements: HS ED  
This course is designed to prepare prospective teachers with methods necessary to implement a comprehensive literacy program for grades 5-8 to include: motivation and the middle school reader; helping middle-school students develop their writing voice through knowledge of language, vocabulary

acquisition and use, and working with a variety of text; teaching critical, creative, and collaborative technology use; using multiple tools to differentiate instruction; creating and using rubrics for assessing writing. The course content focuses on an integrated approach to the acquisition of literacy skills, current best practice, lesson design, questioning techniques, and formative and summative assessment. Learning objectives address Maine's teaching standards, the Common Core State Standards for students, and the Maine Learning Results. There is a field studies component of 50 hours for this ten-week course. (For example, three classroom observations for two hours each for a total of six hours per week, excluding school vacation week and week 10.) There will be a weekly one-hour lab, shared with Integrated Methods IA: Gr K-4. Evaluation will be based on the quality of a course portfolio to include curriculum and assessment design, performance assessments, cooperating teacher feedback on classroom performance, and reflections on the fieldwork and required readings. Level: Intermediate/Advanced. Pre- or co-requisite: Permission of instructor, Child Development, Integrated Methods IA: Gr K-4 Reading and Writing, and, if possible, Children's Literature. Class limit: 12. Lab fee: \$20.

### **5010 Curriculum Design and Assessment**

Faculty: Tai, Bonnie

Meets the following degree requirements: HS ED  
Human ecologists who educate, embrace not only the interdisciplinarity of knowledge, but also the complexity of individual student development in political school environments. This course focuses on two essential nuts and bolts of teaching: curriculum design and assessment. How can a teacher learn what students know, how they think, and what they have learned? How can a teacher use this knowledge of students and subject matter to plan learning experiences that will engage diverse interests, adapt to a wide range of learning styles and preferences, accommodate exceptional needs, and meet state-mandated curriculum standards? This course is a required course for prospective secondary school teachers that provides an introduction to the backward design process and diverse assessment strategies. Students will engage in examining theory and practice designing and implementing curricula and assessments. A service-learning component will provide students with the opportunity to observe and participate in a variety of assessment methods in the subject they aim to teach. The final project will be a collaboratively designed, integrated curriculum unit, including lesson plans and assessments. Evaluation will be based on participation, reflective writing, individually designed lesson plans and assessments, and the final project. Level: Advanced. Prerequisite: Supporting Students with Disabilities in the Regular Classroom. Class Limit: 12.

## **5011 Integrated Methods II: Science, Math, and Social Studies**

Faculty: Fuller, Linda

Meets the following degree requirements: HS ED  
How can an integrated curriculum for elementary school students help to deepen the relationships children and young adolescents construct with the natural and social worlds in a way that promotes their capacity to know themselves and the communities in which they act? For those preparing to be elementary school educators (grades K-8), this three-credit residency approach provides an intensive guided apprenticeship that prepares the student-teacher with the necessary knowledge, skills, and experience to design an integrated math, science, and social studies curriculum, create and maintain a constructive learning environment, teach diverse learners using appropriate teaching methods and learning technologies, and assess student learning. Learning objectives include all eleven of Maine's teaching standards as well as a working knowledge of the Parameters for Essential Instruction (PEI) for Math, Science, and Social Studies. Students will participate in a ten-week field work practicum observing and participating in elementary classrooms as well as planning and teaching weekly in a lab environment. Readings, discussions, and experiential learning in class will complement the field work component. Evaluation will be based on reflection on fieldwork, participation in discussions of readings and field work, curriculum and assessment design and implementation, and professional performance in lab school and at the practicum site. Partial credit may be awarded based on completed work and demonstrated learning. Level: Advanced, 3-credit Residency. Prerequisites: Learning Theory, Exceptionalities, and Integrated Elementary Methods: Reading and Writing and permission of instructor. Class limit: 12. Lab fee: \$25.

## **5012 Secondary Methods: Life Science, Social Studies and English**

Faculty: Fuller, Linda

Meets the following degree requirements: ED  
This course is designed to prepare secondary teacher candidates to meet the learning needs of diverse populations of students. Students spend one day a week in a local high school working with faculty in the subject area in which they are being certified. These school-based experiences are integrated into class discussions where students analyze the elements needed for successful teaching, learning, and assessing in their own content area and across disciplines. The purposes, problems, issues, strategies, and materials involved in teaching high school students will be examined critically through class discussions, individual and group work, reflections on field experiences and peer teaching. Students will incorporate the content, inquiry tools and structures of the discipline they will teach into a 4-week unit that may be used in their student teaching. Evaluation

will be based on weekly reflective response journals, completion of the service learning component (one day a week in classroom), completion of readings and entry slips, and the 4-week unit of study. Level: Advanced. Class limit: 12.

## **5013 Student Teaching**

Faculty: Fuller, Linda

Meets the following degree requirements: ED  
The student teaching internship represents the student teaching requirement for COA's teacher certification candidates. Success in this experience is a pivotal criterion in the student's certification candidacy. The student is placed in a school, usually in the immediate region, with a cooperating teacher who teaches subjects and grade levels that match the certification goals of the student. The roles of student teacher, cooperating teacher, school principal, and COA supervisor are discussed and agreed upon in advance. Incrementally, the student teacher becomes familiar with class routines and gradually takes responsibility for teaching. Within the 15-week experience, the student teacher must take on a full load (all classes and all duties) for the number of weeks agreed upon by all parties. This period of time varies with subjects, grade level and specific student goals. The COA supervisor visits the schools in a liaison capacity, and also evaluates the student teacher's performance a minimum of eight times in the term. Student teachers meet together regularly to discuss such issues as curriculum planning, instruction, best teaching practices, classroom learning environment and broader educational issues. Students may use student teaching to fulfill the COA internship requirement if it is completed prior to graduation. Level: Advanced. Prerequisites: Permission of Ed Studies Program Director.

## **5018 Tutorial: Qualitative Program Evaluation Methods**

Faculty: Tai, Bonnie

Meets the following degree requirements:  
Educational programs strive to improve access, conditions, and quality of education for a variety of individuals, groups, and communities. Not-for-profit organizations and educational institutions target a variety of objectives, not limited to the following: Broaden access to early childhood education; strengthen health and nutrition education; prevent school violence; foster youth empowerment and resilience; support and advocate for LGBTQI students; promote adult literacy; raise awareness of domestic violence; facilitate integration of immigrants and language minorities; provide resources and assistance for migrant workers and their families; innovate museum-based art education; integrate garden- or farm-based education; individualize teacher education; collaborate with schools for leadership development. This course pivots around the central questions: How do we know that a program is achieving

its intended outcomes? What processes facilitate or impede the program's objectives? Students will learn the principles and practices of qualitative research methods to determine whether and how well an educational program accomplishes its mission through collaborating on the evaluation of a regional rural education project. The major objective of the course is to develop skills in document analysis, participant-observation, questionnaire design, and interviewing. Students will work closely and extensively (over the course of two months) with an existing program and undertake all phases of a program evaluation: planning, data collection, data analysis, and reporting. Evaluation will be based on class participation, four analytic memos, an oral presentation on a program evaluation design for an individual project, and a co-authored draft report of a program evaluation. Level: Advanced. Prerequisites: Prior coursework in education, ethnography, or statistics recommended; permission of instructor. Class limit: 5. Lab fee: \$30

### **1014 Gardens and Greenhouses: Theory/Practice of Organic Gardening**

Faculty: Morse, Suzanne

Meets the following degree requirements: ES

This class offers a good foundation of knowledge for a gardener to begin the process of organic gardening, as well as an understanding of what defines organic gardening. The information presented focuses on soil fertility and stewardship, the ecology of garden plants, soil and insects, and practical management of the above. The garden is presented as a system of dynamic interactions. Emphasis is given to vegetable crops and soil fertility. Laboratories include soil analysis, tree pruning, seedling establishment, weed and insect identification, garden design, covercropping, composting, and reclamation of comfrey infested area. Evaluations are based on participation in class and lab, written class work, exam, and final individual garden design. Level: Introductory. Pre-requisite: Signature of Instructor. Class limit: 15. Lab fee: \$25. Meets the following degree requirements: ES

### **1016 Ornithology**

Faculty: Swann, Scott

Meets the following degree requirements: ES

The study of ornithology is as old as human society itself. Birds are particularly conspicuous elements of our world, and figure prominently in our art, religious symbolism, mythology, scientific endeavors and even sport. Birds appear in European paleolithic cave paintings from 14,000 years ago, domesticated fowl are known from India circa 3000 BC, and ancient scholars such as Aristotle and Pliny the Elder devoted considerable time to ornithological observations. In this century great strides have been made in the study of population biology and ecology, navigation and migration, and human induced ecological change (sometimes called human ecology), all through the study of birds. This class introduces the student to

the ornithological world by using both scientific literature and direct field observation. Systematics and physiology will be reviewed, but much of our effort will concentrate on reproductive ecology, behavior and the environment, and population dynamics. There will be a strong emphasis on field observation—learning how to look at birds and their behavior in order to perhaps make larger observations about their environment. Level: Introductory. Lab fee: \$75. Class limit: 12.

### **1018 Physics I: Mechanics and Energy**

Faculty: Feldman, David

Meets the following degree requirements: ES QR

This course is the first of a two course sequence covering a range of standard introductory physics topics. The goals of the course are: to introduce students to important physical ideas both conceptually and mathematically; and to help students improve their quantitative skills. The first part of the course consists of a broad look at the three conservation laws: the conservation of momentum, energy, and angular momentum. Along the way, we'll learn about vectors, work, potential energy, thermal energy, and the energy stored in chemical bonds. We'll conclude with a treatment of Newton's laws of motion. If time permits, we may briefly cover some topics from chaotic dynamics. Evaluations will be based on participation in class and lab, weekly homework, and two untimed, open-notes exams. This course makes extensive use of algebra and trigonometry. Potentially difficult math topics will be reviewed as necessary. Prerequisites: Understanding Functions, a strong high school algebra background, or consent of the instructor.

Level: Introductory. Class limit: 20. Lab fee: \$40.

### **1022 Introduction to Oceanography**

Faculty: Todd, Sean

Meets the following degree requirements: ES

Planet Earth is misnamed. Seawater covers approximately 70% of the planet's surface, in one giant all-connected ocean. This ocean has a profound effect on the planet's climate, chemistry, ecosystem, and energy resources. Billions of years ago life began there, in what now we regard as the last unexplored frontier of this planet. In this course we examine the various disciplines within oceanography, including aspects of geology and sedimentology, chemical, dynamic and biological oceanography. The course concludes with an introduction to marine ecosystems examined at various trophic levels, including phyto/zooplankton, fish and other macrofauna. Fieldwork (weather dependent) includes trips on RV Indigo, trips to intertidal and estuarine ecosystems, and possible visits to the college's islands, Mount Desert Rock and Great Duck Island. Evaluation will be by lab, quizzes and a final paper. Level: Introductory. Lab fee: \$150. Class limit: 20.

## 1024 Calculus I

Faculty: Feldman, David

Meets the following degree requirements: QR

The goal of this sequence of courses is to develop the essential ideas of single-variable calculus: the limit, the derivative, and the integral. Understanding concepts is emphasized over intricate mathematical maneuverings. The mathematics learned are applied to topics from the physical, natural, and social sciences. There is a weekly lab/discussion section. Evaluations are based on homework, participation in class and lab, and tests. Level: Introductory. Prerequisites: Precalculus or the equivalent or signature of the instructor. Class limit: none. Lab fee: \$5.

## 1026 Introduction to Chaos and Fractals

Faculty: Feldman, David

Meets the following degree requirements: ES QR

This course presents an elementary introduction to chaos and fractals. The main focus will be on using discrete dynamical systems to illustrate many of the key phenomena of chaotic dynamics: stable and unstable fixed and periodic points, deterministic chaos, bifurcations, and universality. A central result of this study will be the realization that very simple non-linear equations can exhibit extremely complex behavior. In particular, a simple deterministic system (i.e., physical system governed by simple, exact mathematical rules) can behave in a way that is unpredictable and random, (i.e., chaotic). This result suggests that there are potentially far-reaching limits on the ability of science to predict certain phenomena. Students in this class will also learn about fractals---self-similar geometric objects---including the Mandelbrot set and Julia sets. We will also read about and discuss the development of the field of chaos. In so doing, we will examine the nature of scientific communities, with a particular eye toward how changes in scientific outlooks occur. Throughout the course, students will be encouraged to explore the relations between chaos, fractals, and other areas of study such as literature, art, and cultural studies. Students who successfully complete this class should gain a quantitative and qualitative understanding of the basic ideas of chaos and fractals, a greater understanding of the cultural practice of science, and improved mathematical skills. Evaluation will be based on class and lab participation, weekly problem sets several short writing assignments and a final project. Level: Introductory. Prerequisite: A high school algebra course or signature of instructor. Lab fee: \$20. Class limit: 15.

## 1028 Marine Biology

Faculty: Petersen, Christopher

Meets the following degree requirements: ES

This is a broad course, covering the biology of organisms in various marine habitats (rocky intertidal, mud and sand, estuaries, open ocean, coral reefs, deep sea), and some policy and marine management and

conservation issues. The largest part of this course is focused on learning to identify and understand the natural history and ecology of the marine flora and fauna of New England, with an emphasis on the rocky intertidal of Mount Desert Island. The course meets twice per week with one afternoon for laboratory work or field trips. Evaluations are based on the quality of participation in class, one in-class practical, several sets of essay questions, and a field notebook emphasizing natural history notes of local organisms. This class is intended for first year students, who will have priority during registration. Returning students may take this course only with permission of the instructor. Level: Introductory. Prerequisites: Signature of instructor for returning students. Offered at least every other year. Class limit: 20. Lab fee: \$80.

## 1030 Chemistry II

Faculty: Hudson, Reuben

Meets the following degree requirements: ES QR

This is the second half of a two-term sequence designed to help students describe and understand properties of materials. This course begins with a survey of how the internal structure of atoms leads to the formation of different sorts of bonds between them. It then considers how weaker forces can arise between molecules and the sorts of physical phenomena that such forces explain. The class concludes by considering how to describe and explain the rates at which (and the extents to which) chemical reactions occur and applies such descriptions and explanations to common types of reactions (acid/base and redox). Throughout the course, examples are drawn from living systems, the natural environment, and industrial products. The course meets for three hours of lecture/discussion and for three hours of lab each week. Chemistry 1 is a strongly recommended prerequisite for this course. Evaluations are based on class participation, homework, midterm and final exams and a term project or paper. Level: Introductory. Lab fee: \$60.

## 1038 Geology of Mt. Desert Island

Faculty: Hall, Sarah

Meets the following degree requirements: ES

This course is designed to introduce students to geological concepts, tools of the trade, and to the geological history of Mount Desert Island. Throughout the course, students will learn skillsets (topographic and geologic map reading, orienteering, field observation, note taking, field measurements) and geologic principles (rock types, stratigraphy, plate tectonics, earth systems, geologic time, surface processes) both in the classroom and in the field. We will conduct multiple short field excursions on MDI and one extended weekend field trip to explore the regional geology. Students will submit a term project complete with their own field data, maps, photos, and analysis of the local and regional geology. Students will be evaluated on the term project, short quizzes, additional

written assignments and lab reports. Offered every fall. Level: Introductory. Prerequisites: none. Class limit: 16. Lab Fee: \$75.

### **1040 Natural Resources**

Faculty: Hall, Sarah

Meets the following degree requirements: ES  
This course will focus on various types of natural resources we have on Earth including water, soil, rock and mineral, and various energy resources (fossil fuels, alternatives). Students will learn fundamental geologic principles through a discussion of the processes forming and influencing these resources. We will explore how each type is extracted/refined/exploited/conserved for human use. We will also discuss the many environmental issues associated with each industry. Finally, we will look at the local industries built on the many natural resources available in our region of Maine. This course will appeal to students interested in geologic processes and how they relate to our resource needs. This course will also provide scientific grounding in the relevant geology for students whose primary interests are in the policy or politics of resources. Class time will be spent as lectures, discussions, labs or demonstration, and occasionally visiting a local field site. Students will be evaluated based on weekly labs and/or problem sets, a field trip report, and a final report. Level: Introductory. Prerequisites: none. Class limit: 16. Lab fee: \$60.

### **1042 Geology and Humanity**

Faculty: Hall, Sarah

Meets the following degree requirements: ES  
In this course we will explore how geology has played a major role in human history and culture over multiple temporal and spatial scales. We will explore the underlying geological processes forming and influencing our environment and how this relates to human migration and settlement patterns, political boundaries, geohazards, resources, the modern landscape, and agriculture. This course will appeal to students interested in exploring connections between geology and other subject areas, or who are curious about humanity's place in geologic time. This course will implement readings from a range of sources: geologic textbooks, excerpts from short historical texts, and scientific journal articles. We will use class time in a variety of ways: lecture-based, seminar-style discussion, and laboratories spent visiting local field sites. Students will be evaluated based on their performance on weekly problem sets or writing assignments, a midterm quiz, as well as a term project with both oral and written presentation components. Level: Introductory. Prerequisites: none. Class limit: 16. Lab fee: \$10.

### **1044 Physics II**

Faculty: Feldman, David

Meets the following degree requirements: ES QR

This course is one of a pair of courses covering a range of standard introductory physics topics. The main topics of this course are electricity and magnetism, light, and optics. As time permits, and depending on student interest, we may also cover basic astronomy and nuclear fission and fusion. Emphasis will be on how these topics relate to real world phenomena, with many hands-on lab opportunities exploring physical systems such as circuits, generators, telescopes and microscopes, as well as biological systems like the eye and the nervous system. This course makes extensive use of algebra to solve problems and mathematical formulas to explain physical phenomena. Evaluation will be based on weekly homework assignments, class participation, lab work, and two exams. Level: Introductory. Prerequisites: Understanding functions, a strong high school algebra background, or consent of the instructor. Physics I is not a prerequisite. Class limit: 15. Lab fee: \$45.

### **1052 Biology: Cellular Processes of Life**

Faculty: STAFF

Meets the following degree requirements: ES  
This course introduces students to the molecular and cellular processes that are essential for life. We will initially cover some basic chemistry to develop a common language for discussing the complex molecular events that are the basis of the structure and function of cells. This class will explore cellular processes involved in metabolism, communication, growth, and reproduction. There is a strong emphasis on the understanding the genetic basis of these processes as well as how these processes are controlled, and we will delve into the structure and function of the DNA molecule in some detail. We will examine how our understanding of genetic processes and genome sequencing has led to applications in research, medicine, agriculture, and industry, with time also devoted to discussion of the social and ethical consequences attached to these technological innovations. Students will be evaluated on participation, performance on problem sets and quizzes throughout the term, and a final oral presentation. Level: Introductory. Prerequisites: none. Lab fee \$25.

### **1054 Biology: Form and Function**

Faculty: STAFF

Meets the following degree requirements: ES  
This is one half of a 20-week, two-term introductory course in biology, providing an overview of the discipline and prerequisite for many intermediate and advanced biology courses. The course will emphasize biological structures at the level of whole organisms and organs and their role in the survival and reproduction of individuals and the evolution of populations. We will explore principles of evolution, classification, anatomy and physiology, epidemiology, behavior, and basic ecology. The primary focus of the course is on vertebrate animals and vascular plants, but we will make forays into other phylogenetic lin-

eages at intervals. Weekly field and laboratory studies introduce students to the local range of habitats and a broad array of protists, plants, and animals. Attendance at two lectures and one lab each week is required; course evaluation is based on class participation, exams, preparation of a lab/field notebook, and a presentation. It should be stressed that this course emphasizes the unity of the organism within its environment. Ideally students will subsequently enroll in Biology: Cells and Molecules in order to further their exploration of issues in a more reductionist form, but neither course is a pre-requisite for the other. Level: Introductory. Offered every year. Lab fee \$40. Binoculars and a good pair of walking boots strongly advised.

### **1056 Physics and Mathematics of Sustainable Energy**

Faculty: Feldman, David

Meets the following degree requirements: ES QR

In this course students will learn content and skills so that they can participate effectively in sustainable energy projects, make personal and community decisions that reduce carbon emissions, and work in ventures in sustainable energy. Additionally, this course will be useful for those interested in energy and climate policy, either internationally or domestically. We will begin with a quick overview of current CO<sub>2</sub> emissions levels and look at how this is related to energy use. We will then turn our attention to basic ideas from physics, including the definition of energy and the difference between energy and power. The bulk of the course will consist of a survey of different forms of energy consumption and generation. Throughout, we will quantitatively analyze technology from both a local and global point of view. For example, we will calculate how much electricity one can generate on a rooftop, and we will also examine the role that solar PV could play toward the goal of eliminating fossil fuel use worldwide. In a unit on financial mathematics, students will learn about the time value of money and several ways of quantifying investments, including ROI (return on investment) and IRR (internal rate of return). Students will apply these financial tools in several short case studies. If time permits, we may also cover negative emissions technologies and the electrical grid, including grid stability issues and the potential of smart-grid technology. This will be a demanding, introductory, class. Evaluation will be based on weekly problem sets. Level: Introductory. Prerequisites: None. Class Limit: 30. Lab fee \$5.00

### **1062 Introduction to Botany**

Faculty: Letcher, Susan

Meets the following degree requirements: ES

Green plants power the Earth's ecosystem and make possible the existence of life as we know it. Because they lack obvious movement, it is easy to dismiss plants as passive beings without behavior

or intelligence. Yet plants integrate environmental signals and respond in subtle, remarkable ways that increase their Darwinian fitness. Understanding plant behavior and plant intelligence requires a shift of perspective into the world of plants. This class explores their evolutionary origins, metabolism and physiology, anatomy and morphology, life cycles, and their modern-day diversity. The last third of the class focuses on the ecological roles of plants and their relationships with other organisms in their environment. Designed for students with no science background beyond high school biology, this course offers an overview of important topics in the study of plants and a window into their fascinating lives. Through lab work and field trips, we will explore the diversity of plants and the structures and adaptations that allow them to thrive in an enormous range of environments. Students will be evaluated based on quizzes and take-home exams, a brief in-class presentation, and a field/lab notebook. Level: Introductory. Prerequisites: None. Class limit: 20. Lab fee: \$40.

### **1064 Data Science I**

Faculty: Gatti, Daniel

Meets the following degree requirements: ES QR

Data Science is an interdisciplinary field that encompasses data exploration, statistical modeling, and visualization. Data Science has broad applicability to the natural and social sciences and can be used to guide health and policy decisions. Students interested in analyzing data from the natural or social sciences should take this course. Students who complete this course will be able to: 1. organize data to be correctly read by computer software; 2. subset, transform and summarize data to understand its structure; 3. explore relationships in data through creative visualization; 4. ask questions of the data by fitting the appropriate statistical models; and 5. produce clear and convincing visualizations that support major conclusions from the data. Most classes will be taught through live coding exercises in which students will write code simultaneously with the instructor. The course will emphasize rigorous practices that lead to reproducible research by scripting analyses and versioning of data and results. Students will be encouraged to bring data from their own interests to the class. Students who do not have data will be able to select from several data sets from the social and physical sciences. Examples of data sets might be: temperature change over time, animal population data, election results or wage and income data. No prior programming experience is required. 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, quizzes, homework and a final project. Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: None.

## **1065 Tutorial: Applied Algebra and Trigonometry**

Faculty: Feldman, David

Meets the following degree requirements: QR

This tutorial is a survey of algebra and right-triangle trigonometry. Topics covered include: basic algebra, quadratic equations, vectors, right-triangle trigonometry using degrees and radians. We will also cover topics frequently used in the physical sciences, including dimensional analysis, scientific notation, and estimation. Most topics will be taught in context using physics or chemistry examples. Throughout there will be an explicit emphasis for techniques for solving rich-context word problems. Students will be evaluated on weekly problems sets and two exams. Level: Introductory. Pre-requisites: High-school algebra and permission of instructor. Class limit: 5. Lab fee: None.

## **1066 Chemistry I**

Faculty: Hudson, Reuben

Meets the following degree requirements: ES QR

This is the first half of a two-term sequence designed to help students describe and understand properties of materials. The course first explores how atomic and molecular structure relates to the physical properties of materials and their reactivity. The course explores the reasons, rates, and outcomes of chemical reactions. Course material is applied to better understand living systems, the natural environment, and industrial products. The course meets for three hours of lecture/discussion and for three hours of lab each week. Students are strongly urged to take both terms of this course. Evaluations are based on class participation, lab reports, and quizzes. Level: Introductory. Lab fee: \$75. .

## **1068 Programming with Python I**

Faculty: Gatti, Daniel

Meets the following degree requirements: ES QR

This course will cover the fundamentals of computer programming, using the Python language. Students interested in obtaining basic programming skills that will prepare them to do more advanced work or learn other programming languages will benefit from this course. This course is designed for students interested in using programming in a wide range of areas, including research in the natural and social sciences, web programming and computer art. Students will learn how to develop an algorithm by breaking a problem into discrete parts, devising a solution to each part, and integrating the parts into a single solution. We will begin with basic data types, variables and expressions. We will then learn to write functions to encapsulate tasks that may be performed more than once and to understand the importance of variable scope. We will progress to looping and more advanced data structures such as lists and dictionaries. We will study how python uses objects to encapsulate data and methods that act on data. We will

then learn to use existing python libraries that assist with data processing, visualization, and other tasks. The concepts of encapsulation, abstraction, and code reuse will be reinforced throughout the course. Students who complete this course will be able to write programs to automate repetitive tasks, manipulate and analyze numerical and textual data, and perform simulations. These skills will be essential for students who wish to analyze data, write computer games or cell phone apps, or create generative art. No prior programming experience is required. 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, quizzes, homework and a final project. Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: None.

## **1069 Collaborative Conservation Practices on the Osa Peninsula**

Faculty: Ressel, Stephen

Meets the following degree requirements:

This practicum will pair students with staff of Osa Birds, a non-profit organization dedicated to protecting birds and their habitats on the Osa Peninsula, Costa Rica. It is part of a three-credit expeditionary program in neotropical field ecology and conservation. Students will first learn about Osa Birds' approach to the conservation of native bird species, which is based heavily on encouraging collaborations among different stakeholders at the local and national level. Students will then actively participate in several applied research and education projects that are currently underway in the small communities of Dos Brazos de Rio Tigre and Rancho Quemado, such as avian monitoring, seed collection for a local nursery, plant phenology work in the field, and work at Rancho Quemado's elementary school vegetable garden. Evaluation will be based on level of engagement in community projects and their performance on a final paper that reflects upon this experience in relation to current concepts of and approaches to conservation biology in the neotropics. Level: Introductory. Prerequisites: Co-enrollment in ES2035 Introduction to Tropical Field Ecology and MD1016 Seeing Tropical Ecology through the Arts, and permission of instructor. Class limit: 12. Lab fee: None.

## **1070 Calling Bullshit: Critical Data Literacy in the Information Age**

Faculty: Gatti, Daniel; Feldman, David

Meets the following degree requirements: QR

Charlatans and hucksters have always been with us. But the age of computers and big data has increased the quantity of information that is thrown at us and it is increasingly difficult to separate the wheat from the chaff. While fake news has been a focus of recent debate, it is easy to refute outright lies. However, there are more insidious ways of influencing debates that mix truth with sloppy reasoning. In this course, we will study common, and often subtle, methods

of bullshit used by people who wish to influence our thinking and behavior. We will begin with a taxonomy of bullshit and will learn to spot common techniques such as using logical fallacies, misrepresenting numerical data, and presenting partial truths. We will discuss the difference between anecdotes and data in supporting policy decisions. We will also cover how to clearly and quantitatively explain which parts of each example are nonsense, deceptive, or simply bullshit. We will also survey current news and events to identify and analyze examples of bullshit in the wild. We will focus on examples of bullshit that relate to questions of public health and environmental, economic, and racial justice. Students interested in becoming critical consumers and producers of information will benefit from this course. Students who complete this course will be able to identify bullshit, determine what is false or deceptive about the bullshit and offer a clear and persuasive refutation of the bullshit. As part of this process, students will learn to seek out relevant data, calculate and interpret averages, ratios and variances, and make simple graphics to examine the relationship between variables. Students with both technical and non-technical backgrounds will be valuable members of the class; the most important prerequisite is a desire to think critically. Evaluation will be through class participation, problem sets, and several short projects in which students will detect, dissect, and refute bullshit. Level: Introductory. Prerequisites: None. Class limit: 20. Lab fee: None.

### **1071 Introduction to Collections Care: Saving all the Parts**

Faculty: Ressel, Stephen

Meets the following degree requirements:

Natural history museums are major players in the great human enterprise that was started by Linnaeus over 250 years ago: to catalog all of Earth's species and understand the inherent order of these organisms. While the Earth's biotic inventory is far from complete, natural history collections presently held by reputable institutions represent extremely valuable and, in some cases, irreplaceable sources of knowledge regarding life on our planet. This course introduces students to current principles and practices of caring for and organizing collections through hands-on work with the holdings of the Dorr Museum. This course will focus on the proper storage, handling, and exhibition of collections, and cataloguing collections in accordance with currently accepted evolutionary relationships among represented taxa. Through individual and group projects, students will research and pilot practices that address short- and long-term needs of collection material. Students will be evaluated on level of class participation and successful completion of class projects, including a final project that will form the basis of a strategic plan for collections care at the Dorr Museum. This course is suitable for students interested in the study of natural history, vertebrate biology, educational stud-

ies, and exhibition in museums and galleries. Level: Introductory. Requirements: None. Class limit: 14. Lab fee: \$80.00.

### **1072 Chemistry and Biology of Food and Drink**

Faculty: Hudson, Reuben

Meets the following degree requirements: ES

Introductory chemistry and biology are explored in the context of food and drink: the biology of crops, culinary chemistry, and the biochemistry of brewing. Major chemistry topics include atomic structure, periodicity, bonding, acid base chemistry, kinetics, equilibrium, colloids, and solubility of gases in liquids. Major biology topics include photosynthesis, respiration, plant and yeast life histories, cellular reproduction, and metabolism. We will also explore agricultural chemistry from a systems perspective: examining strategies to for keeping pace with the demand for nitrogen and phosphorous in soils. This course is meant to offer important, fundamental chemistry and biology through the framework of food, a universal human experience. These fundamental topics in Chemistry and Biology will be explored from the ground up, so no prior experience is required. Meanwhile, the culinary and agricultural framework should offer enough new content for students with a background in natural sciences. Students will be evaluated based on participation in classroom and laboratory sessions, projects, and quizzes. Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: \$60. Meets the following degree requirements: ES

### **2010 Ecology: Natural History**

Faculty: Ressel, Stephen / Swann, Scott

Meets the following degree requirements: ES

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. Level: Introductory/Intermediate. Prerequisites: None; field work involves strenuous hiking. Class Limit: 11. Lab fee: \$75.

## **2012 Introduction to Statistics and Research Design**

Faculty: Todd, Sean

Meets the following degree requirements: QR

This course introduces the basics of statistical analysis that can be used in either a scientific or a social science frame of reference. While this course teaches you to perform both nonparametric and simple parametric analysis both by hand and computer, an emphasis will be placed on understanding the principles and assumptions of each test, rather than mathematical ability per se. We will also learn how to report statistical results in journal format, and there will be plenty of lab time to sharpen skills. Evaluation is based on lab participation, three quizzes, and a team project. Level: Introductory/Intermediate. Prerequisites: A college mathematics course, or signature of the instructor. Class limit: 20. Lab fee: \$40.

## **2014 Trees and Shrubs of Mount Desert Island**

Faculty: Weber, Jill

Meets the following degree requirements: ES

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.

## **2020 Art and Science of Fermented Foods**

Faculty: Morse, Suzanne

Meets the following degree requirements: ES

This course will take an in depth look at the art and science of fermented and cultured foods. The first half of the class will focus on the microbiology of fermentation with a specific focus on products derived from milk and soybeans. Each week there will be a laboratory portion in which students will explore how the basic fermentation processes and products change with different milk and soy qualities. These small-scale experiences and experiments will be complemented with field trips to commercial enterprises in Maine and Massachusetts. In the second half of the term students will explore the differences in flat, yeast, and sourdough breads. Final projects will focus on a foodway of choice and will culminate in presentations that explore the historical and cultural context in which these different cultured foods were developed and how these microbial-mediated processes enhance preservation, nutritional and economic value, and taste. Evaluations will be based on class

participation, short quizzes, a lab report, journal, and a final project. Level: Introductory/Intermediate. Prerequisites: Permission of instructor. Class limit: 12. Lab Fee: \$75 (to cover use of the community kitchen, one two-day field trip to Massachusetts, to visit commercial soy product companies and supplies.)

## **2022 Introductory Entomology**

Faculty: Graham, Carrie

Meets the following degree requirements:

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.

## **2030 Marine Mammal Biology I**

Faculty: Todd, Sean

Meets the following degree requirements: ES

This course provides an introduction to the biology and natural history of marine mammals, specializing in species resident within the North Atlantic. Topics covered include: phylogeny and taxonomy; anatomy and physiology; behavior; sensory ecology; and management/conservation issues. The course includes field trips to observe animals in their natural habitat, dissection of specimens, and exposure to the professional peer review field. Students are expected to complete two individual literature-based reviews, one species- and one system-based, to be presented in class. Assessment is based on class participation, presentations as well as written submissions. Lab fee covers costs of field trips, including potential boat and field station time, and optional travel to a regional conference during the term. Offered every other year. Level: Introductory/Intermediate. Prerequisite: Biology I, II and a writing-focused class or permission of instructor. Class limit: 15. Lab fee: \$200.

### **2031 Quantitative Geomorphology**

Faculty: Hall, Sarah

Meets the following degree requirements: ES QR  
Various climatic and tectonic processes such as erosion and active mountain building are continuously shaping Earth's diverse landscapes. We can describe these processes both qualitatively and quantitatively in order to understand the rates and timescales over which different landscapes develop and evolve. In this course, students will first learn about the processes forming and shaping landscape features (geomorphology) and then practice describing these processes quantitatively using multiple types of datasets. We will compare the iconic glacially carved landscape of MDI and Acadia National Park with other similarly formed landscapes (e.g. Yosemite National Park), which are currently located in different climates/tectonics environments and therefore are exposed to different active processes. Students will learn about various isotopic dating methods and use real data to calculate the rates of different geomorphic processes: glacial advance/retreat, tectonic activity along faults, mountain building. Further, students will combine temporal and spatial data to quantitatively and qualitatively describe the different geomorphic hazards in a given region such as mass-wasting events (landslides, debris flows, rock falls, etc.). Students will be evaluated based on their performance on problem sets, quizzes, and a final project involving a more in-depth study of a particular landscape of interest. This course does not have any prerequisites, however previous introductory geology, chemistry, and math courses will be beneficial. This course will make extensive use of algebra, exponentials, logarithms, and digital spreadsheets (using Excel or similar software). Level: Introductory/Intermediate. Prerequisites: Previous introductory geology, chemistry, and math courses will be beneficial; permission of instructor required. Class limit: 16. Lab fee: \$20.

### **2034 Weed Ecology**

Faculty: Morse, Suzanne

Meets the following degree requirements: ES  
This is a broad course covering the biology of plants that follow humans and often flourish in disturbed habitats. The aim of this course is to gain an appreciation and understanding of the natural history and ecology of Maine's weedy flora, from the coast to fields and forests. Laboratories will focus primarily on agricultural weeds found on our farms and gardens and will include weed identification, experimental approaches for the analysis of weed-crop interactions, ecological approaches to the management of "unwanted plants" and field trips. Evaluations are based on the quality of participation in class, in-class practical exams, a plant collection, one paper, and an oral presentation. Level: Introductory/Intermediate. Prerequisites: introductory biology suggested. Class limit: 15. Lab fee \$25.

### **2035 Introduction to Tropical Field Ecology**

Faculty: Ressel, Stephen

Meets the following degree requirements: ES  
This intensive, field-based course examines fundamental concepts of tropical ecology through exploration and investigation of a diverse array of bioclimatic zones found within the Central American country of Costa Rica. It is part of a three-credit expeditionary program in neotropical field ecology and conservation. Students will spend considerable time in the field learning the biotic diversity of each region through observation and application of field techniques. Students will then integrate these field experiences with readings from the primary literature and classic works to contemplate and discuss current topics in tropical ecology. Primary emphasis will be placed on the vertebrate fauna of Costa Rica but every attempt will be made to also include invertebrates and plants by enlisting the expertise of local naturalists. The course will visit Caribbean slope rainforest, pre-montane forest, montane cloud forest, Pacific slope dry forest, Pacific wet forest, and Pacific beach/marine communities. Non-travel days will typically consist of early to late-morning field time, afternoon lectures or discussions followed by early evening to late night field time. Evaluation will be based on a detailed field journal, performance on a series of field-based exercises that focus on knowledge of species and concepts, level of engagement in class discussions, and quality of work associated with an independent research project. Level: Introductory/Intermediate. Prerequisites: Co-enrollment in MD1016 Seeing Tropical Ecology through the Arts and ES1069 Collaborative Conservation Practices on the Osa Peninsula, and permission of instructor. Class limit: 12. Lab fee: \$2500.

### **3010 Agroecology**

Faculty: Morse, Suzanne

Meets the following degree requirements: ES  
The global demand for food and fiber will continue to increase well into the next century. How will this food and fiber be produced? Will production be at the cost of soil loss, water contamination, pesticide poisoning, and increasing rural poverty? In this course, we examine the fundamental principles and practices of conventional and sustainable agriculture with a primary focus on crops. By examining farm case studies and current research on conventional and alternative agriculture we develop a set of economic, social, and ecological criteria for a critique of current agricultural practices in the United States and that will serve as the foundation for the development and analysis of new farming systems. Evaluations are based on two exams, class presentations, participation in a conference on potato production, and a final paper. Level: Intermediate. Prerequisites: Signature of the instructor and one of the following: Biology I, Plant Biology, Ecology, or Economics. Class limit: 13. Lab fee: \$40.

### **3012 Calculus II**

Faculty: Feldman, David

Meets the following degree requirements: ES QR

This course is the continuation of Calculus I. It begins by considering further applications of the integral. We then move to approximations and series; we conclude the course with a brief treatment of differential equations. The mathematics learned are applied to topics from the physical, natural, and social sciences. There is a weekly lab/discussion section. Evaluations are based on homework, participation in class and lab, and tests. Level: Intermediate. Prerequisites: Calculus I or the equivalent. Lab fee \$10.

### **3014 Ecology**

Faculty: Anderson, John

Meets the following degree requirements: ES

This course examines ecology in the classic sense: the study of the causes and consequences of the distribution and abundance of organisms. We examine the assumptions and predictions of general models of predator-prey interactions, inter- and intra-species competition, island biogeography, and resource use, and compare these models to the results of experimental tests in lab and field. In addition we discuss appropriate techniques used by ecologists in collecting data in the field, note-taking and the appropriate collation and storage of field data. Although this course is NOT a course in Conservation Biology, we examine how ecological principles are applied to conservation questions. Readings include selections from the primary literature. Students are evaluated on the basis of class participation and two in depth problem sets, drawing extensively on the primary literature. Level: Intermediate. Prerequisites: Biology: Form and Function or signature of instructor. Class limit: 12. Lab fee \$75.

### **3016 Functional Vertebrate Anatomy**

Faculty: Anderson, John

Meets the following degree requirements: ES

This course provides an overview of morphological variation in the vertebrates. Emphasis is placed on modifications of the general vertebrate body plan in response to the requirements of survival in different habitats and different forms of locomotion. The class examines possible evolutionary pathways from a presumed aquatic "proto-vertebrate" through the development and radiation of fish and terrestrial animals and secondarily aquatic species such as the marine mammals. Students are evaluated on participation in lab and lecture, a number of quizzes, and one term project. Two lectures/discussion sessions and one lab period per week. Level: Intermediate. Prerequisites: Biology I and II or equivalent. Offered every other winter. Class limit: 15. Lab fee: \$25.

### **3018 Herpetology**

Faculty: Ressel, Stephen

Meets the following degree requirements: ES

This course is a comprehensive introduction to the biology of amphibians and reptiles. We cover the systematics, physiology, behavior, and ecology of each group, with particular emphasis on the important contribution amphibian and reptilian studies have made to the fields of physiological, behavioral, and community ecology. Readings are chosen from a text and from primary literature. The course consists of two lecture/discussion sessions per week and one lab/field trip every week. Weather dictates the number and focus of field trips, but students should expect to participate in both day and night field trips throughout the term. Students are evaluated on class participation, exams, and a term-long field project. Level: Intermediate. Prerequisites: Biology I and II or equivalent, and one Vertebrate Biology course. Class limit: 12. Offered every other year. Lab fee: \$75.

### **3020 Invertebrate Zoology**

Faculty: Hess, Helen

Meets the following degree requirements: ES

This course is a phylogenetic survey of the major groups of animals without backbones. These animals range in size from single cells to giant squids, and they include the vast majority of animals on earth. Using text readings, assigned articles, and one afternoon per week of field/lab work, students gain an understanding of the classification, ecology, evolutionary relationships, and economic significance of this remarkably diverse collection of organisms. Students are evaluated on participation, lab notebooks, and performance on weekly quizzes and two tests. Level: Intermediate. Prerequisites: Biology I and II or signature of instructor. Offered every other year. Class limit: 16. Lab fee \$25.

### **3022 Differential Equations**

Faculty: Feldman, David

Meets the following degree requirements: ES QR

Differential equations are an application of calculus used to model a wide variety of physical and natural phenomena. The rate at which a cup of coffee cools, populations of predators and prey in ecosystems, the spread of disease, and the behavior of electric circuits, are all examples of systems that have been described with differential equations. This course is an introduction to ordinary differential equations, intended for students who have completed a single-variable calculus course. The course covers a variety of techniques for solving and understanding differential equations, including numerical and qualitative solution methods. Students will learn to solve and analyze differential equations using the python programming language. Students will also gain experience formulating mathematical models using differential equations. To do so, we will discuss general modeling principles and also consider several

case studies. In addition to learning the mathematics of differential equations, a central goal of this course is to gain skills necessary for research in the mathematical, natural, and social sciences. This includes conceptualizing and framing a research question, conducting a literature review, giving a research presentation, and writing up results in a style appropriate for publication. Evaluation will be based on class participation, bi-weekly problem sets, and a term-long project culminating in a presentation and short research paper. Some computer work will be required, but no computer experience is necessary. Level: Intermediate. Prerequisites: Calculus II or the equivalent or permission of instructor. Lab fee: none.

### **3024 Evolution**

Faculty: Petersen, Christopher

Meets the following degree requirements: ES

This course provides students with the opportunity to put their knowledge of ecology and diversity into an evolutionary framework. The emphasis is on how populations of organisms are currently evolving, with a focus on the ecological context of natural selection. Topics in the course include the genetic basis of evolutionary change, selection and adaptation, reproductive effort, co-evolution, the ecology and evolution of sex, behavioral ecology, speciation, and applied evolutionary ecology. In addition to a textbook, students read several original research articles. The course has two lectures and one discussion section per week. Evaluations are based on exams and short essay sets. Level: Intermediate. Prerequisite: Biology I and II or equivalent. Offered every other year. Class limit: 20. Lab fee: \$50.

### **3028 Calculus III: Multivariable Calculus**

Faculty: Feldman, David

Meets the following degree requirements: QR

The functions studied in Calculus I and II are one-dimensional. But the universe of everyday experience is, at minimum, three-dimensional. In this course we explore how Calculus can be extended so as to apply to functions of more than one variable, and thus apply to the three-dimensional world. We will begin by reviewing vectors and functions of several variables. We will then learn about partial derivatives and gradients and how apply these tools to multivariable optimization. Turning our attention to integral calculus, we will next cover double and triple integrals and their applications. We will conclude with a treatment of line integrals, flux integrals, the divergence and curl of a vector field, and Green's, and Stokes's theorems. Evaluation will be based on class participation and lengthy weekly problem sets. Level: Intermediate. Prerequisites: Calculus II or the equivalent or signature of instructor. Lab fee: none.

### **3030 Environmental Physiology**

Faculty: Ressel, Stephen

Meets the following degree requirements: ES

The manner in which animals survive in extreme environments or function at levels that far exceed human capacities has always fascinated us. In this course, we examine how an animal's physiology fashions its functional capacities under various environmental conditions. We explore the interrelationships between physiology, behavior, and ecology using an integrated and evolutionary approach in order to understand regulatory responses in changing environments. Major areas to be covered include thermoregulation, behavioral energetics, and osmoregulation. Emphasis is placed on vertebrate systems to elucidate general patterns in physiological attributes. This course has two lecture/discussion sessions per week and students are evaluated on class participation, a series of take-home exams, and a class presentation. Level: Intermediate. Prerequisites: Biology I & II, or equivalent. Class limit: 15. Lab fee: \$65.

### **3032 Genetics**

Faculty: Hess, Helen

Meets the following degree requirements: ES

This course will explore the many roles that genes play in the biology of organisms, the molecular basis of gene function, and the methodologies used in genetic research and application. Students in this course should already have a basic understanding from an introductory biology course of the structure and function of genes and chromosomes, the processes involved in gene expression, and patterns of inheritance. This course will explore these phenomena more deeply as well as delve into a range of other topics, including population genetics, quantitative genetics, genes in development, genomics, and using genetic data to understand human evolution. We will also discuss the use of genetic engineering in industry, agriculture, medicine, and research. We will meet twice weekly for lectures and once per week for discussion of readings and problem sets. Evaluation is based on short problem sets, take-home exams, an oral presentation, and a final paper. Level: Intermediate. Prerequisite: Successful completion of Biology I or permission of instructor. Class limit: 16.

### **3034 Ecology and Biology of Fungi**

Faculty: Porter, David

Meets the following degree requirements: ES

Fungi (the mushrooms, molds and mildews) are numerous, diverse, and integral to the normal functioning of our ecosystem. Fungi are so different from other organisms in their structure and function that, since the middle of the 20th century, science has recognized a separate kingdom for the Fungi. This robust evolutionary branch of the tree of life is populated with more than 100,000 species. Fungi carry out their essential activities of decomposition, recycling

and interaction with other organisms in virtually every ecosystem on Earth. This class will introduce students to mycology (the study of fungi) with discussions, demonstrations, field trips and hands-on laboratory investigations of these fascinating organisms. We will provide the basics of mycology through lecture, discussion and text, but the students in this class will derive a lasting understanding of what fungi are and what they do through active learning exercises in the field and in the laboratory. Evaluation will be based on class participation, field and laboratory observations, project presentation oral and written, exams—midterm, final, and lab. Level: Intermediate. Pre-requisite: Biology I. Lab fee: \$50.

### **3036 The History of Natural History**

Faculty: Anderson, John

Meets the following degree requirements: HY

Natural History can be regarded as the oldest “science”—indeed, at one point within the Western canon Natural History WAS science. Beginning with discussion of early hunter-gatherers, working past Ashurbanipal, King of Kings, Hellenistic Greece, the Roman Empire, and into the herbals and magicians of the Middle Ages, this course will survey the development and eventual fragmentation of Natural History into more specialized branches. Once a foundation has been established, we will engage with the naturalists of the great age of exploration and conquest during the 17th through the 19th centuries, ending with an examination of Natural History’s legacy in the rise of modern Ecology. Course readings will draw heavily on original sources, using translations where appropriate. Towards the end of the term we will discuss the strengths and limitations of inductive and deductive reasoning in science and the implications of the 20th and 21st centuries’ increased emphasis on theoretical reasoning. Students will gain a better sense of Euro-American history overall and of the history of science in particular; the ability to use original sources; understanding of the importance of comparing multiple sources in arriving at historical conclusions and of the importance of recognizing cultural and historical biases in interpretation of information. Evaluation will be based on class participation and the spoken and written presentation of individually chosen research on a person or topic important to the development of natural history as a science. Level: Intermediate. Prerequisites: none. Class limit: 12. Lab fee: \$50.

### **3044 Climate and Weather**

Faculty: Hall, Sarah

Meets the following degree requirements: ES

This class will explore general weather and climate patterns on global, regional, and local scales. We will discuss the major forcings driving global climate fluctuations - on both long (millions of years) and short (days) timescales, including natural and anthropogenic processes. We will also learn about basic meteo-

rology and the processes producing some common spectacular optical weather phenomena (rainbows, coronas, cloud-types, etc). Students will complete a term project comprising a photo-documentary journal of the different weather phenomena they observe during the 10-week term. The field component of this course will be self-guided through the observation and documentation of weather phenomena. Who should take this course: No prior geology/science experience is needed - but expect to do a bit of basic math in this course! The course level is intermediate because it will not cover foundational principles of geology (or other sciences) but instead the course will be integrative and require students to practice both their quantitative and qualitative skills. Take this course if you are passionate or curious about climate change, but do not know much about the science of climate and weather! Level: Intermediate. Prerequisites: none. Class limit: 16. Lab fee: \$10

### **3050 Organic Chemistry I**

Faculty: Hudson, Reuben

Meets the following degree requirements: ES

This course explores the physical, chemical, and environmental properties of carbon-containing materials such as plastics, solvents, dyes, as well as all living things, and once-living materials. The emphasis is on learning fundamental principles that allow one to understand and to predict the behavior of various types of organic substances. There is an optional Lab section. Evaluations are based on midterm and final exam. The equivalent of this course is a prerequisite for biochemistry. Level: Intermediate. Prerequisites: A previous chemistry course. Offered every other year. Class limit: 20. Lab fee: \$20.

### **3063 Seminar in Climate Change**

Faculty: Hall, Sarah

Meets the following degree requirements: ES

In this seminar-style class, students will learn about climate change over multiple timescales. We will discuss the major forcings driving global climate fluctuations - on both long (millions of years) and short (days) timescales, both natural and anthropogenic in nature. Students will learn about the main paleoclimate methodologies being used today to quantify and understand past climates over tens to millions of years. We will also discuss current modeling efforts to predict future climate scenarios. This course will use primary scientific literature to broadly explore some of the major topics related to climate change including: paleoclimate methods, modeling, feedbacks, atmosphere-ocean interaction, and predicted environmental changes. We will discuss some of the broader impacts of climate change (stresses on resources, water, food, economies, land-use, etc.) according to student interest and expertise. Beyond discussions in class, students will be required to attend lectures by a few visiting experts in the field. Students will take turn leading discussions on specific

topics at least twice during the term. Assessment will be based on written responses to readings and a final project and presentation. Level: Intermediate. Prerequisites: none. Class limit: 16. Lab fee: \$40.

### **3065 Molecular Genetics Workshop**

Faculty: Hess, Helen

Meets the following degree requirements:

This workshop teaches students how to apply and use a variety of molecular genetic and cellular laboratory techniques at Mount Desert Island Biological Laboratory. Students learn how to do basic molecular genetic techniques, including some subset of DNA extraction, RNA extraction, PCR, RT-PCR, cloning, and bioinformatics. Students work on how to carry out a research design around a specific question, how to carry out the research and interpret results. The material will be taught around a research question that the group will work on for a one-week period over spring break. The course is taught by various MDIBL research staff. Successful completion of the workshop requires attendance for the entire week. Level: Intermediate. Prerequisites: One class in cellular and molecular biology (Biology 1 counts) or genetics, and permission of instructors. Class limit: 12. Lab fee: none.

### **3074 E-STEM Professional Development Seminar**

Faculty: Hall, Sarah

Meets the following degree requirements:

This course is designed particularly for students returning from the summer field geoscience course, however it is open to any students that are interested in broadening their professional network in Environmental STEM (E-STEM) fields, learning from local stakeholders about what work they complete in their career, and learning what skills and content knowledge is needed for different career paths. Each week a different E-STEM professional will engage with students both in the field (where appropriate) and in the classroom to give students a feel for what professionalism and professional work means for different jobs. Some of the local stakeholders will include professionals in fields such as environmental consulting, environmental policy, municipal planning, environmental education, energy and resource management, recreation, research, and conservation. The main objectives of this course are to: increase students' awareness of and access to a broad group of professionals working in ESTEM fields, provide opportunities for students to read and discuss scientific/technical literature and reports, and to facilitate student understanding of potential pathways to future careers. Beyond meeting and engaging with stakeholders, students will practice re-world work that these professionals engage in such as data management, report preparation, budgeting, communicating science to the public, and dissemination of research findings. They will learn to use software such as excel required in many E-STEM jobs. Students will also practice researching employment opportunities,

preparing application material, and interfacing with professionals to inquire about potential or future opportunities. Students will be evaluated based on their performance on weekly assignments, interaction with the weekly stakeholder, and a final project/report. Level: Intermediate. Prerequisite: students must have taken at least two ES courses prior to enrolling; permission of instructor. Class limit: 16. Lab fee: \$15.

### **3076 Restoration Ecology**

Faculty: Letcher, Susan

Meets the following degree requirements: ES

The Society for Ecological Restoration defines ecological restoration as the process of assisting the recovery of an ecosystem that has been degraded, damaged, or destroyed. In this era of widespread environmental degradation, restoration ecology provides an important set of methods for mitigating anthropogenic damage. However, the science of restoration is still in its early phases, and important theoretical and practical questions remain to be resolved. This class will critically examine the assumptions that underlie restoration planning, both in the ethical dimension and in the realm of scientific theory. We will consider the validity of conceptual models of ecological communities and ecosystems and the way that these models shape decision-making. We will survey the factors that must be taken into account during restoration and study best-practices approaches, with a focus on adaptive management. In the final project, groups of students will develop and present restoration plans for a local site. Students will be evaluated based on two essays, class participation, and the final project. Level: Intermediate. Prerequisites: Any of a number of courses including Biology: Form and Function, Trees and Shrubs, Ecology, Weed Ecology, or Landscape Architecture Design Studio. Class limit: 20. Lab fee: 0.

### **3077 Introduction to Scientific Programming**

Faculty: Feldman, David

Meets the following degree requirements: ES QR

This is an introductory programming class emphasizing programming techniques and ideas that arise in scientific computing. We will begin with a quick overview of the python programming language, including control statements, input/output, and user-defined functions. The rest of the course will be structured around a series of case studies designed to teach additional programming skills and illustrate different ways that coding is used in the sciences and social sciences. These case studies will include: solving systems of ordinary differential equations, stochastic modeling, resampling and bootstrapping, and agent-based models. If time permits, additional case studies may include: networks, text analysis, and spatial models. Throughout, program design and general principles for effective scientific coding will be emphasized. Students who successfully complete this class will gain an understanding of the basic elements of the python programming language as

well as scipy and numpy, two packages whose use is ubiquitous in scientific computing. Students will learn how to develop, implement, and test code for a variety of applications across the natural, physical, and social sciences. This class is not recommended for students interested in a general introduction to the principles of computer science, nor is it recommended for students interested in applications outside of the sciences. Evaluation will be based on weekly programming exercises. Level: Intermediate. Prerequisites: While not required, coursework in calculus or statistics will be helpful; prior programming experience is not necessary. Permission of instructor required. Class limit: 15. Lab fee: None.

### **3078 Introduction to Lichen Biology**

Faculty: Olday, Fred

Meets the following degree requirements:

This course covers the biology of the group of fungi collectively known as lichens. It includes the unique nature of the lichen symbiosis and the morphology, reproduction, physiology, and ecology of these intriguing organisms. Particular emphasis will be 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, and methods of identification and proper curation. A major goal of the course is to assist students develop the hands-on skills and confidence necessary to identify lichens on their own to the species level. One all-day Saturday field trip is planned 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 to help students get started on their personal collections. Students will be evaluated on: (a) class participation (10%), (b) demonstrated capacity for doing independent work (20%), (c) performance on bi-weekly quizzes (40%), and (d) a student final project consisting of a properly identified and curated collection of 25 species of lichens excluding taxa identified in class as part of introductory group keying exercises (30%). Level: Intermediate. Prerequisites: College level introductory biology or botany course. Class limit: 15. Lab fee: \$55.

### **3079 Tutorial: Intermediate Physics of Energy**

Faculty: Feldman, David

Meets the following degree requirements: QR

This tutorial is designed for well-prepared and motivated students who wish to deepen their understanding of the physics of sustainable energy. We will focus on three of the largest non-fossil fuel sources of energy: solar, wind, and nuclear. We will also look at different energy storage technologies and some of the physical principles relevant to the electricity grid. While the emphasis of this class is gaining a first-principles understanding of the physics of sustainable energy, we will also discuss how physics

constrains what is feasible for a fossil fuel-free future. Evaluation will be based on weekly problem sets and participation in class meetings. Level: Intermediate. Prerequisites: Two terms of college-level calculus and two terms of either college-level physics or chemistry, and permission of instructor. Class limit: 5. Lab fee: none.

### **3080 Environmental Chemistry**

Faculty: Hudson, Reuben

Meets the following degree requirements: ES QR

This course is an introduction to the field of environmental chemistry, an exploration of chemicals and their reactivity/effect on the atmosphere, as well as aquatic and terrestrial ecosystems. Specifically, we will examine the sourcing, transport, and fate of specific chemicals in the context the following issues: air pollution, climate change, water pollution, hazardous organic compounds, soil health and waste disposal. Generally, environmental chemistry focuses on these two questions: 1) What is in the environment? and 2) What are the effects? The related question of how we design safer materials and products so that harmful chemicals don't end up in the environment in the first place is covered in the follow-up course, Green Chemistry. There are two classes per week, as well as a field-based laboratory section. Evaluation is based on participation in discussions, exams, and group laboratory reports. Level: Intermediate. Prerequisites: Chemistry I/II. Class limit: 12. Lab fee: \$100.

### **3082 Data Science II**

Faculty: Gatti, Daniel

Meets the following degree requirements: ES QR

This course is a continuation of Data Science I. Publicly available data is often of great use, but is rarely offered in ready-to-use formats and requires data wrangling before it is ready to be analyzed. We will begin with advanced data wrangling of publicly available data from the social and natural sciences. We will then progress to critical evaluation of the data and develop the skills to generate reproducible analysis reports. Students interested in analyzing data from the social or natural sciences should take this course. Students who complete this course will be able to: 1. perform advanced data wrangling of publicly available data sets, 2. build custom functions to streamline data analysis, 3. perform simulations to explore how small changes in variables affect the results, 4. make code used for data analysis publicly available, 5. produce a final report that integrates explanatory text with computer code that transforms data, fits models to the data and visualizes the results. The course will emphasize rigorous practices that lead to reproducible research through scripting of analyses and versioning of data and results. The course examples will use publicly available data. Students will be encouraged to bring data from their own research to the class. Students who do not have data will be able to select from several data sets from the social and physical sciences. 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, quizzes, homework and a final project. Level: Intermediate. Prerequisites: Data Science I. Class limit: 15. Lab fee: none.

### **3083 Linear Algebra with Applications to Differential Equations**

Faculty: Feldman, David

Meets the following degree requirements: QR

The first half of this class will consist of a rapid tour of the key elements of linear algebra. We will cover vector and matrix algebra, linear vector spaces and subspaces, basis and dimension, the determinant, and eigenvalues and eigenvectors. We will then consider first-order linear differential equations---first scalar equations and then systems of equations. We will see that linear algebra is an indispensable tool for solving systems of linear differential equations and understanding the geometric structure of their solutions. In addition to covering basic theory, we will consider a handful of case studies that illustrate the power of the mathematical techniques we are learning. These case studies will be drawn from across the sciences. The particular case studies we examine will depend on student interests. Students who successfully complete this course will gain a solid introduction to the calculational techniques and key constructions and ideas of linear algebra. Students will also learn techniques for solving and understanding systems of linear differential equations. Additionally, this course serves as an introduction to formal mathematics; students will gain experience working at a level of generality and abstraction a bit above that encountered in a typical introductory calculus sequence. Evaluation will be based on weekly problem sets. Level: Intermediate. Prerequisites: Calculus I and II, or the equivalent. Class limit: none. Lab fee: none.

### **4010 Biomechanics**

Faculty: Hess, Helen

Meets the following degree requirements: ES QR

Why do we get shorter and wrinklier with age? Were dinosaurs warm-blooded? How do grasshoppers hop? These diverse questions are all within the realm of biomechanics. A knowledge of biomechanics, or the ways in which plants and animals cope with the laws of physics, can promote an understanding of organisms at all levels of organization, from molecules to ecosystems. In this course we explore several areas of physical science, including mechanical engineering, materials science, and fluid dynamics, as a means of gaining insight into the biological world. Students attend two lecture sessions per week and one three-hour lab session for discussions of current research in biomechanics, review of homework assignments, and laboratory observations or demonstrations. Evaluations are based on participation in discussions, weekly problem sets, two term papers, and a final exam. Level: Intermediate/Advanced.

Prerequisites: One college-level course in Biology and one college-level course in Math or Physics or signature of instructor. Class limit: 16. Offered every other year. Lab fee: \$15.

### **4012 Winter Ecology**

Faculty: Ressel, Stephen

Meets the following degree requirements: ES

In higher latitudes and higher altitudes of the world, up to nine months of each year can be spent locked in winter. Although migratory species appear to have a selective advantage over non-migratory species during the winter season, year-round resident animals have evolved a remarkable array of physiological, morphological, and behavioral adaptations that allow them to cope with potentially lethal environmental conditions. In this course, we focus on the special challenges of animals wintering in northern latitudes. Some of the topics that we address are: the physical properties of snow and ice, general strategies of animals for coping with sub-freezing temperatures, life in the subnivean environment, animal energetics and nutrition, physiological acclimatization, and humans and cold. There are two discussions/lectures and one field exercise every week, as well as two weekend field trips. Students should be prepared to spend a significant amount of time outdoors in winter conditions. Students are evaluated on class participation, exams, and a student term project. Level: Intermediate/Advanced. Prerequisites: Permission of instructor. Class limit: 14. Lab fee \$150.

### **4014 Advanced Analysis in Biology**

Faculty: Todd, Sean

Meets the following degree requirements: ES

This course builds on Basic Research Design and Analysis in Biology, introducing more advanced statistical techniques within the field of parametric statistics, in particular multiple regression and advanced forms of analysis of variance used in biologically oriented studies. Labs will focus on computer assisted statistical analysis, and reporting style. Evaluation is based on two quizzes, several choices of take-home problems, and a team project. Intermediate/Advanced. Prerequisite: Basic Research Design and Analysis in Biology, or permission of instructor. Lab fee \$40

### **4016 Island Life**

Faculty: Anderson, John

Meets the following degree requirements: ES HY

Islands have played a major role in the development of ecological and evolutionary theory. Most recently, islands have served as an important metaphor in the development of conservation biology. Maine is blessed with a plethora of islands -between 4500 and 6000 at the last count- and the history and pre-history of these islands is intimately entwined with that of the continent itself. This course examines historical and current interpretations of island

biogeography and the interplay between natural and human history and human ecology. The class will be taught as a combination of term-time seminar and in the field, based on the College's field station on Great Duck Island and the R/V Indigo. During the Spring term we will be meeting regularly to examine the theoretical basis of Island Biogeography and islands as the subject of scientific and literary discussion since Aristotle. Readings will include Darwin, Alfred Russell Wallace, and contemporary authors. In late August we will re-convene for the field component of the class. During the first half of this component, we will be focusing primarily on Great Duck Island and its immediate surroundings, learning and applying theoretical approaches to islands' landscapes, with extensive reading from the primary literature. During the second half of the class, we will move further afield, exploring a variety of islands in eastern Maine, and relating our observations to theoretical predictions. Ultimately we hope to travel to Grand Manan Island in the Bay of Fundy to observe a large island community, see the traditional weir fishery, and observe firsthand migrating Right and Hump-backed whales, and northern seabirds. Evaluation based on participation, quizzes and a term project. Intermediate/Advanced. Class size limited to 8. Prerequisites: Permission of instructor. Workshop in boat-handling and/or significant experience on the water is a good idea. Intermediate/Advanced. Lab fee: \$150, which helps to cover food and travel for the field component of the course.

#### **4018 Human Anatomy and Physiology I**

Faculty: Anderson, John

Meets the following degree requirements: ES

This is the first course in a two-term sequence designed for students interested in pursuing medicine or biomedical research examines aspects of human anatomy and physiology, with particular emphasis on the digestive system, reproductive physiology, the circulatory system, immune response, and elements of nutrition and neurophysiology. This course will emphasize the relationships between anatomy and physiology and will focus on basic principles of biochemistry, the musculoskeletal system, digestion, nutrition, osmoregulation, and circulation. Readings include a standard pre-medical text and some primary literature. Evaluation is based on a number of in-class quizzes a term paper, participation in discussion and a final exam. Level: Intermediate/Advanced. Prerequisite: Biology course work, some background in chemistry and permission of Instructor. Students are strongly encouraged to take both terms. Class size: 15. Lab fee: \$30.

#### **4020 Human Anatomy and Physiology II**

Faculty: Anderson, John

Meets the following degree requirements: ES

This two-term sequence designed for students interested in pursuing medicine or biomedical research examines aspects of human anatomy and

physiology, with particular emphasis on the digestive system, reproductive physiology, the circulatory system, immune response, and elements of nutrition and neurophysiology. Readings include a standard pre-medical text and some primary literature. Evaluation is based on a number of in-class quizzes a term paper, participation in discussion, and a final exam. Level: Intermediate/Advanced. Prerequisite: Biology course work, some background in chemistry and permission of instructor. Students are strongly encouraged to take both terms. Class size: 15. Lab fee \$10.

#### **4036 Wildlife Ecology**

Faculty: Anderson, John

Meets the following degree requirements: ES QR

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.

#### **4038 Ecology and Natural History of the American West**

Faculty: Anderson, John

Meets the following degree requirements: ES

The American West has played a key role in the development of modern ecology and in our overall understanding of the Natural History of North America. Researchers such as Joseph Grinnell, Starker Leopold, Ned Johnson, Phillip Munz and Jim Patton contributed enormously to our understanding of the interactions, distribution and abundance of the enormous range of plants and animals occupying the western states, while the incredible variety of topography found between the Pacific slope and Great Basin Desert, containing both the highest and lowest points in the Lower 48, has provided an ideal setting for

both observation and experimentation. This intensive field-based course will provide students with the opportunity to examine first-hand some key habitats within Nevada, California, and New Mexico, and to conduct a series of short projects on the fauna and flora in select sites. Areas to be examined will include terminal saline lakes, open deserts, montane meadows, pine forest, riparian hardwoods, wetlands, and agricultural landscapes. Readings will include primary sources and more popular accounts of both locations and the peoples who have lived in these lands over the past several thousand years. Evaluation will be based on class participation, a series of individual research projects and presentations, a detailed field journal, a mid-term and a final exam. This course will be integrated with and requires co-enrollment in Reading the West and Wilderness in the West. Level: Intermediate/Advanced. Prerequisites: Permission of instructor. Class limit: 9. Lab fee: none.

#### **4040 Animal Behavior**

Faculty: Anderson, John

Meets the following degree requirements: ES

This course reviews how simple and stereotyped actions may be built into complex behaviors and even into apparently sophisticated group interactions. Emphasis is placed on contemporary understanding of Darwinian selection, ethology, behavioral ecology and sociobiology. There are two classes a week. Extensive readings are chosen from a text and articles from scientific and popular periodicals. Evaluations are based on participation in discussions and several quizzes. Level: Intermediate/Advanced. Requires a previous intermediate-level course in species zoology, and signature of the instructor. Offered every other year. Class limit: 10. Lab fee \$10.

#### **4041 Seeds**

Faculty: Morse, Suzanne

Meets the following degree requirements: ES

Over 90% of today's terrestrial flora are seed plants and provide the majority of the ecological energy across the world. Today the majority of the human population is dependent on the energy and nutrients stored in the seed of a remarkably few crops that arose through the breeding and saving of seeds. Today this critical interdependence is rich with questions and are at the center of the food security and food sovereignty debates. Some questions of this human-plant co-evolutionary story to be addressed in this course are: How is crop breeding done in different parts of the world? What are the techniques for breeding, seed saving, and storage? What traits are selected for in traditional and modern breeding? What role do seed banks and libraries play in our common future? What are the current laws governing seed quality and ownership? How do these laws and treaties structure corporate consolidation, community initiatives, and possible mechanisms for developing crops in the face of global climate change? What is the free seed movement and why might it be

important? The second major debate to be explored will be the ethical and ecological implications of the assisted migration of wild plants as a means of conservation and adaptation to global climate change and the replacement of horticultural materials with wild plants as means for expanding native habitat corridors. We will contextualize these two major themes with an in-depth look into the biology of seeds as well as the ecological and evolutionary significance of seeds. In preparation for required attendance at the Organic Seed Alliance conference, laboratory exercises will cover seed dormancy and germination, and build skills in hand pollination and trait selection. Evaluation will be based on class participation, leadership in seminar discussions, quizzes, a group report on the Organic Seed Alliance Conference, and the development of a final project based on one or both of themes in the course. Level: Intermediate/Advanced. Prerequisites: Strong understanding of botany (at least two botany courses); one course with an introduction to some kind of policy strongly recommended; permission of instructor. Class limit: 10. Lab fee: \$800.

#### **4043 Environmental Geoscience Field Methods: Eastern CA**

Faculty: Hall, Sarah

Meets the following degree requirements: ES

This 4-week summer field course will take place during the months of June-July (dates TBD). A maximum of 8 COA students will join peers from University of San Francisco and Mt San Antonio College for a combined cohort of ~24 students and 4 faculty to study and work in the eastern Sierra Nevada region of California. In this field methods-based course, topics will include hydrology, geomorphology, geology, ecology as well as the human dimension of each topic (education, policy, hazards, resources). This region of CA is a perfect natural laboratory for students to engage in classic field activities such as geologic and geomorphic mapping that are critical to helping students develop geospatial skills. The region hosts major active faults, striking variations in relief, a rich glacial history, a wide range of bedrock lithologies spanning multiple timescales, as well as resource availability (e.g. geothermal, salts) and scarcity (e.g. water), and susceptibility to different types of geohazards (e.g. rockfalls, volcanic, earthquakes, drought, fires). We will also take advantage of the opportunities in the region to experience applied geoscience through research opportunities and engagement with local stakeholders (YNP and SSCZO). Field exercises will be designed to capitalize on existing infrastructure at the Sierra Nevada Aquatic Research Laboratory (SNARL), the Southern Sierra Critical Zone Observatory (SSCZO) and Yosemite National Park (YNP). Field exercises and exchanges with local stakeholders will provide opportunities to earn badges that represent mastery of skills and content knowledge relevant to potential environmental-STEM careers. Students will be assessed based on their performance on field exercises and a final field report. This course is linked to

a follow-up Professional Development Seminar that students will take upon returning to COA in the fall term. Level: Intermediate/Advanced. Prerequisites: Two ES courses, one being an introductory geoscience course (Geology and Humanity, Geology of MDI, Natural Resources, Rocks and Minerals, Quantitative Geomorphology, Critical Zone I or II); Ecology would be very helpful; permission of instructor. Class limit: 8. Lab fee: TBA.

#### **4046 Tutorial: Marine Mammal Physiology**

Faculty: Todd, Sean

Meets the following degree requirements:

This course provides an introduction to animal physiology with a focus on physiological, anatomical, and biochemical adaptations in marine mammals. To support this learning, weekly dissections will be held with a focus on a specific body system as well as an optional field trip to the 22nd Biennial Society for Marine Mammalogy Conference on the Biology of Marine Mammals to expose students to current research in the field of marine mammalogy. Each student is expected to moderate a class discussion on an assigned topic. In addition, students will give a final presentation and submit a paper on a topic of choice. Grading will be based on class participation in weekly discussions, quality of work, and final presentation. Level: Intermediate/Advanced. Prerequisites: Biology: Cellular Processes of Life, Biology: Form and Function, Marine Mammal Biology, and permission of the instructor. Class limit: 5. Lab fee \$350.

#### **4047 Weed Ecology**

Faculty: Morse, Suzanne

Meets the following degree requirements: ES

Most, if not all, farmers spend considerable time and money reducing weed pressure in order to insure crop quantity, quality, and clean harvests. In this advanced seminar we explore the basic biology of plants that establish themselves in human managed systems. Topics to be covered in the seminar include definitions of weediness, ecological and evolutionary relationships between weeds and crops, life history strategies, plant population dynamics, physiology, allelopathy, biological control, herbicides, herbicide resistance, methods to study crop/weed interactions; and the impact of the different perceptions of farmers and researchers regarding weeds and weed management. The laboratory portion of the course will focus on weed identification of roadsides, pastures, field and vegetable crops; seed bank analysis; experiments in crop-weed interactions; and the testing of the efficacy of different weeding strategies. Assessment will be based on attendance, in-class discussion, weekly readings of primary papers and their presentation, laboratory reports, and an oral exam. Level: Intermediate/Advanced. Pre-requisites: Permission of instructor and at least one of the following: Ecology, Evolution, Gardens & Greenhouses: Theory and Practice of Organic Gardening, Genetics, Statistics. Class limit: 10. Lab fee: \$50.

#### **4048 Biostatistics**

Faculty: Letcher, Susan

Meets the following degree requirements: QR

This course will provide students with a toolbox of techniques in statistical analysis, with a focus on the biological sciences. Students will learn how to choose and apply a variety of widely used statistical tests, how to design experiments and studies with statistical analysis in mind, and how to use a range of specialized statistical approaches for data types frequently encountered in the biological sciences. The methods we will cover include parametric and nonparametric tests; approaches designed for categorical, ordinal, and continuous data; biodiversity statistics and ordination methods; Bayesian vs. frequentist inference; and robust experimental design. The class will highlight the assumptions involved in statistical inference and the conditions that must be met in order to use statistical tests appropriately. In the lab, students will use the statistical programming language R to explore, display, and analyze data using the methods covered in class. By the end of the term, students should be able to choose appropriate analytical methods for a wide range of data types, design statistically valid experiments, and write code for basic statistical tests in R. Students will be evaluated based on daily homework assignments, weekly lab work, several take-home exams, and a final group presentation based on an original analysis of an archived data set chosen by the students. Note: each student should have a laptop for lab (PC preferred; limited support will be provided for Mac users). Contact the instructor if you do not have your own laptop. Level: Intermediate/Advanced. Prerequisites: An introductory course in statistics (Intro to Statistics and Research Design, Probability and Statistics, or equivalent). Class limit: 15. Lab fee: None.

#### **4049 Biochemistry**

Faculty: Hudson, Reuben

Meets the following degree requirements:

This course explores the fundamentals of biochemistry. Emphasis will be placed on the flow and regulation of genetic information from DNA to RNA to protein, protein composition, structure and function, enzyme kinetics, metabolic pathways, and sensory systems. The integration of these key concepts will be explored through the lens of drugs: mechanism of action, metabolism in the body, and manipulation of protein and pathway function. This course should be especially useful to students with an interest in medicine, nutrition, physiology, toxicology, genetics, and pharmacology. This class meets for three hours of lecture per week; some sessions will include laboratory demonstrations and/or experiments. Evaluations are based on class preparation and participation, mid-term exam, and final paper. Level: Intermediate/Advanced. Prerequisites: At least one term of organic chemistry and genetics is preferred. Class limit: 15. Lab fee: None.

### **5012 Conservation Biology**

Faculty: Anderson, John

Meets the following degree requirements: ES

This course examines the causes, extent, and ecological significance of the endangered species "crisis." We examine the role of extinctions in evolutionary history and compare "natural" extinctions to current events in the Neotropics, Orient, and Oceania. We also discuss the significance of successful introductions of exotic species into different regions and their effects on native forms. Changes in land use patterns and the science of Landscape Ecology are investigated. Finally, we examine current conservation techniques in an effort to establish a workable synthesis for specific case histories. There are two lectures/discussions per week, occasional evening lectures. Level: Advanced. Pre-requisites: One intermediate Ecology course and/or signature of instructor. Class limit: 15. Lab fee \$10.

### **5014 Organic Chemistry II**

Faculty: Hudson, Reuben

Meets the following degree requirements: ES

This class will continue to discuss the occurrence and behavior of additional functional groups not covered in Organic Chemistry I. Meeting twice a week, we will work our way through the remainder of the fall text and then apply the material by reading articles from the current literature of environmental organic chemistry. Assessment will be based on keeping up with the reading, class participation, and three take-home problem sets. Level: Advanced. Prerequisite: Organic Chemistry I. Offered every other year. Lab fee: \$50.

### **5038 Tutorial: Ecology and Evolution of Parasites**

Faculty: Hess, Helen

Meets the following degree requirements:

Parasites live on the surface or within the bodies of a host, feeding off host fluids or tissues. Because parasites do not directly kill the host, a parasitic infection may persist indefinitely, sometimes decades in the case of long-lived hosts. Parasites include tiny, single-celled organisms as well as worms that can reach many meters in length. This course will explore the biology of parasites, with a focus on those species that affect humans and domestic animals. Some of the most prevalent human diseases, such as malaria and schistosomiasis, are caused by parasites. Students will learn about the evolution of complex life histories and the various means of evading the host's immune system employed by parasites. We will meet twice a week for lecture and discussion of reading from the primary literature as well as the popular literature. Students will take turns presenting material on specific issues and examples they have researched. Evaluation based on quality of contribution to class discussions, presentation, and several short written assignments. Level: Advanced. Pre-requisite: Invertebrate Zoology and signature of instructor. Class limit: 6. Lab fee: none.

### **5041 Forest Ecology**

Faculty: Letcher, Susan

Meets the following degree requirements: ES

Forests hold a large fraction of the world's biodiversity and store immense reserves of carbon. This course will focus on understanding forests at the population, community, and ecosystem scales. We will study woody plant taxonomy; the way that forests are defined and understood by ecologists; the factors that influence plant distributions at large and small scales; the biotic and abiotic controls on tree growth and productivity; the cycling of carbon, nitrogen, and phosphorus in forests; the life history strategies of different functional groups of trees; the population and community dynamics of trees, including forest succession; the ecological interactions between trees and other organisms in the forest; and forest diversity across the globe. The course will focus primarily on Maine forests, with field trips to Acadia National Park and the surrounding area, but we will also take a global perspective and study forest ecosystems from the taiga to the tropics. Fieldwork will cover woody plant taxonomy, forest inventory methods, and forest ecosystem assessment. Students will be evaluated based on class participation, dendrology quizzes, a field/lab notebook, and final project reports (written and oral). Level: Advanced. Prerequisites: ES3014 Ecology AND Trees and ES2014 Shrubs of MDI (or equivalent exposure to local plant taxonomy), and permission of instructor. Class limit: 12. Lab fee: \$100.

### **1010 Human Ecology Core Course**

Faculty: STAFF

Meets the following degree requirements: HE

Human Ecology is the interdisciplinary study of the relationships between humans and their natural and cultural environments. The purpose of this course is to build a community of learners that explores the question of human ecology from the perspectives of the arts, humanities and sciences, both in and outside the classroom. By the end of the course students should be familiar with how differently these three broad areas ask questions, pose solutions, and become inextricably intertwined when theoretical ideas are put into practice. In the end, we want students to be better prepared to create their own human ecology degree through a more in-depth exploration of the courses offered at College of the Atlantic. We will approach this central goal through a series of directed readings and activities. Level: Introductory. Lab fee: \$30.

### **1012 Introduction to the Legal Process**

Faculty: Cline, Ken

Meets the following degree requirements: HS

The "law" affects every aspect of human activity. As human ecologists we must garner some basic understanding of how law is used (or misused) to shape society and human behavior. This course examines

two aspects of the American legal system: 1) the judicial process or how we resolve disputes; and 2) the legislative process or how we enact policy. Course readings cover everything from classic jurisprudence essays to the daily newspaper. We use current environmental and social issues to illustrate specific applications of the legal process. Legal brief preparation, mock courtroom presentations, lobbying visits to the Maine legislature, and guest lectures are used to give a practical dimension to course subjects. Students analyze Federal Election Commission documents to understand the impact of campaign financing on public policy and look closely at other current issues facing the legislative and judicial systems. Evaluation is based upon two papers and several other exercises. Level: Introductory. Offered every other year. Class limit: 30. Lab fee \$20.

### **1013 From Native Empires to Nation States**

Faculty: Little-Siebold, Todd

Meets the following degree requirements: HS HY  
This course is a history of Latin America from Native American contact cultures through the contemporary period covering socio-political processes. An emphasis is placed on the fusion of pre-contact societies into a new socio-cultural formation in the colonial period, and then the shared yet divergent history of the region after the collapse of colonial rule. In the second half the class emphasizes the rise of the nation state in Latin America with particular emphasis on dictatorship and rebellions. The course uses traditional texts, novels, and film to explore this huge geographical and chronological expanse. Level: Introductory. Prerequisites: none. Class limit: 20. Lab fee: none.

### **1014 Feminist Theory in a Transnational Frame I**

Faculty: van Vliet, Netta

Meets the following degree requirements: HS  
This course introduces students to some of the central texts and genealogies of feminist thought, with a focus on transnational feminist theory. We will address periods of feminist thought that have been significant in shaping the concerns of transnational feminisms, including 1970s U.S. feminism, French feminism, postcolonial theory, and Marxist thought. Over the course of the term, we will consider how differences across national borders have informed discussions about transnational feminist solidarity. We will examine how feminist theory can help us think about the following: kinship; reproduction; the law and justice; human rights discourse, political economy, racialized and other forms of difference; existence and the subject; the relation between individual and group; the relation between terms such as "gender" and "sex;" and the varied currencies the terms "queer" and "feminist" have carried in different national and transnational contexts. The course will explicitly address debates in feminist theory about the following topics: the "sex/gender distinction;" histories and politics of the term "rape;" political representa-

tion, the juridical and the nation-state in the contexts of religious and cultural differences around practices such as veiling, circumcision/genital mutilation; and questions of labor, prostitution and sex work. The course draws on work in French Feminist Theory, Queer Theory, Postcolonial Studies, Psychoanalysis, Continental Philosophy, Cultural Anthropology, and Diaspora Studies. Readings will include texts by Gayle Rubin, Luce Irigaray, Elizabeth Grosz, Simone de Beauvoir, Ranjana Khanna, Monique Wittig, Judith Butler, Gayatri Spivak, Sigmund Freud, Friedrich Engels, Shulamith Firestone, Alexandra Kollontai, Emma Goldman, bell hooks, Karen Engle, Catherine McKinnon, Drucilla Cornell, Ratna Kapur, Sarah Franklin, Daniel Boyarin, Henry Louis Gates, Anne Fausto-Sterling, Shoshana Felman, Saba Mahmood, Diana Fuss, and Chandra Mohanty. Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: \$15.

### **1015 Introduction to Global Politics**

Faculty: Stabinsky, Doreen

Meets the following degree requirements: HS  
This is an introductory-level course that will expose students to basic concepts and controversies in international politics and serve as background for more advanced work in the area of international studies. Through historical readings and current events discussions we will answer questions fundamental to understanding global politics today, such as: What are the different roles that nation-states and non-governmental organizations play in international politics? How important are various international institutions (the United Nations, the World Trade Organization, the World Bank and the International Monetary Fund ) in shaping the global political landscape? What exactly is civil society? Inequity defines many political relationships between actors in the global system: between developed and developing countries; between the rich and poor within those countries; between autonomous political groups and the nation-states in which they reside. To more deeply understand these relationships, we will examine some of the processes that have led to inequities in the current world political economy, touching on such topics as: colonialism and national liberation movements of the 20th century, the debt crisis, and the formalization of the international trading system. We will consider the topics from a variety of disciplinary and interdisciplinary perspectives, including political ecology, international political economy, and economic geography. Evaluation will be based on participation in class discussions, several short and long papers written over the course of the term, and a final project and its presentation to the class. Level: Introductory. Class limit: 20. Lab fee: \$20.

### **1019 Beginning Spanish I**

Faculty: Pena, Karla

Meets the following degree requirements:  
This course is for students who have had no contact with Latin American culture, do not possess

basic Spanish language structures and expressions, and have no Spanish vocabulary. The emphasis is on development of the basic skills required in any language - listening, speaking, writing, and reading comprehension. Objective: Students will be able to express themselves orally and through writing, using vocabulary and simple construction of Spanish in the indicative tense. This includes present tense study, vocabulary, numbers, proper nouns, salutations and presentations, present perfect tense, action verbs, the usage of "to be" and "is", future tense, vocabulary, and some usage of "for". Evaluation Criteria: two Compositions, two auditory tests, two writing tests covering grammar, two oral tests, assignments/homework, class participation. Level: Introductory. Offered every fall. Class limit: 10. Lab fee: \$20.

### **1020 Beginning Spanish II**

Faculty: Pena, Karla

Meets the following degree requirements:

This course is intended for students with a basic knowledge of grammar, using common vocabulary that is needed for every day situations. Objective: The students will be able to express themselves orally and through writing using subject-verb agreement, basic form in the indicative tense, and an introduction to the imperative moods. It includes a review of the present and future tenses, study of the imperfect tense, action verbs, direct object, proper nouns, the indicative tense, the use of the "to be" and "is" verbs, and an introduction to prepositions. Evaluation Criteria: two Compositions, two auditory tests, two writing tests covering grammar, two oral tests, assignments/homework, class participation. Level: Introductory. Offered every fall. Class limit: 10. Lab fee: \$20.

### **1021 History of the American Conservation Movement**

Faculty: Cline, Ken

Meets the following degree requirements: HS HY

This course provides students with an overview of the American conservation movement from the 1600s through the present. Through an examination of historical accounts and contemporary analysis, students develop an understanding of the issues, places, value conflicts, and people who have shaped conservation and environmental policy in the United States. They also gain an appreciation for the relationship between the conservation movement and other social and political movements. Students should come away with a sense of the historical and cultural context of American attitudes toward nature. We also seek to apply these lessons to policy debates currently underway in Maine. Working from original writings, students do in-depth research on a selected historical figure. Evaluation is based on problem sets, group activities, participation, and a final paper. Level: Introductory. Prerequisites: none. Class limit: 20. Lab fee: none.

### **1022 Human Relations: Principles and Practice**

Faculty: Borden, Richard

Meets the following degree requirements: HS

Antoine de Saint-Exupery - World War II French pilot and author of *The Little Prince* - once noted: "There is but one problem - the problem of human relations.... There is no hope or joy except in human relations." Beneath this sanguine notion, however, dwells a complex web of ideas and questions. The purpose of this team-taught course is to explore these underlying issues from two different, but overlapping, perspectives. On the one hand, we will review foundational theories and research from intra-psychic, social and organizational psychology - emphasizing topic areas such as attitude theory and change, social influence, group dynamics, conflict resolution and leadership. On the other hand, we will simultaneously draw on real-world case studies from business and organizational management. The emphasis here will be on issues of personnel assessment and management, market performance, negotiation, crisis management and the role self-knowledge in the "inside game" of commercial enterprise. Connections between these two realms will be drawn via class discussions, presentations from the instructors, and selected visitors with significant backgrounds from a range of organizational, business and government settings. Lessons derived from failure events and the 'cost of not knowing' will be investigated, as well as examples from models of successful human relations experiences. The overall aim of the class will be guided by the ideals and practices of: the psychologist Abraham Maslow, who advised "The best way to see everything is to consider the whole darn thing" and Steve Jobs - founder and CEO of Apple - who expressed his success succinctly as "It was small teams of great people doing wonderful things". Student evaluations will be based on multiple criteria, including class participation, several individual papers and research reports and contribution to team projects. Level: Introductory. Lab Fee: \$40. Class limit: 15.

### **1025 Business and Non-Profit Basics**

Faculty: Friedlander, John

Meets the following degree requirements: HS

Anyone who is involved with for profit or non-profit enterprises needs to understand a wide variety of interdisciplinary skills. This introductory course will introduce students to marketing, finance, leadership, strategy and other essential areas of knowledge needed to run or participate in any venture. This course is meant to build basic skills and expose students to a variety of business disciplines. Level: Introductory. Class limit: 18.

### **1028 Introductory French I**

Faculty: STAFF

Meets the following degree requirements:

This course helps beginners develop basic proficiencies in all four skill areas - listening, speaking, reading

and writing - using a workshop format drawing on the internet resources and pedagogical methods of the French language institute at CAVILAM in Vichy, France. In addition, through readings and discussions, students will learn some fundamental concepts about the cultures and literatures of French-speaking areas of the world. The class meets four times a week for 1.5 hours each day. Class time will be devoted to lectures, pair work, small- and large-group discussions, use of internet resources, and extensive written and oral practice of structure and vocabulary. Students will be evaluated through written and oral tests, class participation, short papers, and oral presentations. Level: Introductory. Prerequisite: Placement exam required to confirm level. Class size: 15. Course fee: \$25.

### **1032 Acadia: Exploring the National Park Idea**

Faculty: Cline, Ken

Meets the following degree requirements: HS

Using Acadia National Park as a case study, this course will explore the various facets of "the national park idea" and what it means for Americans in terms of history and identity. Through direct experiences in one of the "crown jewels" of the park system, the class will examine the historical, ecological, cultural, social, legal, economic, and spiritual context in which national parks are formed and continue to exist in the 21st century. We will work with National Park Service professionals to look at various aspects of park management and day-to-day challenges of implementing the "national park idea." Through weekly field trips, journaling, service learning opportunities, and projects, we will be immersed in the management and experience of Acadia. We will explore, through reading and writing, the broader themes of wilderness preservation, attitudes toward nature, the history of conservation, and the commodification of nature. This experiential class is specifically geared toward first-year students and they will be given preference for enrollment. Assignments will include journal writing, short exercises, a group project/service learning opportunity, short presentations, and papers. Level: Introductory. Prerequisites: none. Class limit: 24. Lab fee: \$40.

### **1035 Puzzles, Paradoxes and Weird Things**

Faculty: Visvader, John

Meets the following degree requirements: HS

This course is an introduction to philosophy and critical thinking by considering traditional conceptual and philosophical problems such as free will, problems of perception, determinism and Zeno's paradoxes. After an examination of the canons of scientific proof and techniques of critical analysis of scientific beliefs in ghosts, alien abduction, telepathy, crop-circles, special creation, astrology, 'psychic science' and other popular beliefs are examined in detail. One or more take-home tests are required and a final project of the student's choosing consisting of an investigation of a disputed belief or practice is also expected.

Level: Introductory. Prerequisites: none. Class limit: 20. Lab Fee: none.

### **1039 Writing Seminar I: Exposition**

Faculty: STAFF

Meets the following degree requirements: W

Designed to serve the overall academic program, this course focuses on formal writing based on rhetorical principles of exposition and concentrates on the writing process: prewriting, writing, and rewriting. Assigned readings both illustrate how to use these principles and develop students' analytical skills. Through a research paper or case study, this course introduces students to library research and documentation of an academic paper. Each section emphasizes peer review, revision, regular conferences, and some class presentations. Level: Introductory. Class limit: 12.

### **1045 Politics of Israel**

Faculty: van Vliet, Netta

Meets the following degree requirements: HS

This course focuses on the concept of Israel as a Jewish state and as a liberal democracy. This means that we will both be examining what is singular about Israel, and addressing concepts of the nation-state and liberal democracy more broadly. How can thinking about Israel help us think about the relationship between the nation-state and the concept and treatment of difference? Asking this question through the example of Israel will put other terms into question, including citizen, origin, genocide, value, rights, equality, individual, sovereignty and subjectivity. As we examine these concepts, we will address gender, ethnic, national, economic and linguistic difference in the contexts of Zionism, Israel, and the Israeli-Palestinian conflict. Thus, while the course does not focus explicitly on the Israeli-Palestinian conflict, by the end of the semester students should have gained critical thinking skills with which to analyze it should they be so inclined. The goal of this course is not to convince students to be more or less sympathetic to any of the myriad political positions that exist with regard to Israel/Palestine. Rather, the aim of this course is to provide conceptual tools with which students can think critically about the concepts through which Israel/Palestine is not only represented but also through which the place and the people who live there come into being in all of their materiality and affect. In particular, we will pay attention to questions of origin, representation, and how the relation between individual and group is understood. Hopefully, such critical thinking skills will serve students well not only in efforts to understand the different forms of violence through which Israel is defined, but also in addressing questions of intellectual, social and political significance other than those directly related to Israel/Palestine. This is an interdisciplinary course, and we will be drawing on work in anthropology, feminist theory, literature, psychoanalysis, postcolonial studies, political theory, and history. We will also be reading from novels, listening to music,

and watching films. The course is divided into three sections. The first section is focused on the political context of 1890s-1930s Europe. We will situate the development of the Zionist movement by thinking about it in relation to psychoanalysis and in relation to the different forms of socialism and international feminisms emerging at the time. The second section is focused on World War II and its immediate aftermath. We will address the event of the Holocaust, political and philosophical responses to it, questions of origin, representation, the law and justice. The third section focuses on the concept and contexts of Israel post-1948. We will ask about the significance of different forms of difference both in terms of Israeli contemporary contexts and in terms of the weight of their genealogies. Students will be evaluated based on attendance, in-class participation, one letter to the editor, reading responses, and two short analytical essays. Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: None.

### **1046 Introduction to Economics & the Economy**

Faculty: Taylor, Davis

Meets the following degree requirements: HS QR  
This course provides students with an introduction to both economic theory and the historical and institutional background needed to understand the context, functioning, and trajectory of 21st Century economies. On the theoretical side, students will be introduced to explanations of the economic behavior of individuals and firms (microeconomics) and the workings of national economies and money (macroeconomics), including economic development and international topics such as trade and exchange rates. In addition to the standard neoclassical approaches to these topics, we will also introduce behavioral, feminist, Marxist, and ecological economics perspectives. Complementing these theoretical approaches will be a rich immersion in historical and institutional themes such as the history of capitalism, the rise of corporations, the institutional background of markets for stocks, bonds, and derivatives, inequality and poverty, state-led capitalism (e.g. as seen in China and Brazil) and the events that led up to recent financial crises in the United States and Europe. Evaluation will be based on bi-weekly problem sets, a final exam, and various forms of classroom participation. Learning will be facilitated by a weekly lab session that will be scheduled the first week of the term. Level: Introductory. Prerequisites: none. Class limit: 15. Lab fee: \$15.

### **1049 Introduction to Latin American Literature: 20th C Fiction**

Faculty: Mahoney, Daniel

Meets the following degree requirements: HS  
From the metaphysical landscapes of Jorge Luis Borges and Julio Cortázar to the alienated anti-cities of María Louisa Bombal and Gabriel García Márquez, Latin American fiction writers expanded the shores of narrative and, in doing so, illustrated the power of

language to create and define reality. In the “Boom” years (roughly 1950s-1980s), Latin American novelists sought to create books that, while being worlds unto themselves, richly illustrated the complex history of the Americas. These are works of origins, colonization, exploitation, brutality, magic, love, loss, and struggles to survive. The “Post Boom” novelists looked to class struggle, the power structures of gender relationships, and urban poverty in order to weave new narratives and ways of seeing the postcolonial world. As an introductory course, we will familiarize ourselves with the varied landscapes of Latin American fiction. We will learn to analyze and understand literary works in historical and cultural context. We will look to the words of: Borges, Cortázar, Bombal, Márquez, Bolaño, Allende, Donoso, Valenzuela, Rulfo, and Arriaga to aid us on our journey. Students will be evaluated on completion of a midterm essay, a final project, and class participation. Level: Introductory. Prerequisites: none. Class limit: 15 Lab Fee: none.

### **1054 Climate Justice**

Faculty: Stabinsky, Doreen

Meets the following degree requirements: HS  
Climate change is one of the biggest and most difficult challenges faced by contemporary societies. The challenge has multiple facets: environmental, social, political, economic – each with its own complexities. This course focuses primarily on the social, political and economic components of the climate problem, framed by the concept of climate justice. In the course students are introduced to basic conceptions of justice, the latest findings of climate science and possible impacts on regional scales, and the global politics of climate change, principally in the context of the UN Framework Convention on Climate Change. Climate justice and its operationalization is the principal organizing theme for work over the term, addressing questions such as: how the costs of climate change impacts and efforts to address climate change could or should be distributed between rich and poor, global north and global south; and what are the possible means whereby those costs might be addressed through collective action at various levels: local, national, and global. Students will be evaluated based on regular quizzes, several short papers, class participation, and a final synthetic paper or project. Level: Introductory. Prerequisites: None. Class limit: 25. Lab fee: \$10.

### **1056 Writing Seminar I: Exposition with a Business Focus**

Faculty: Lepcio, Andrea

Meets the following degree requirements: W  
Designed to serve the overall academic program, this course like other sections of Writing Seminar I focuses on formal writing based on rhetorical principles of exposition. This course differs in that its focus is business writing—the writing students in the Hatchery Program and other sustainability-related courses

need to communicate effectively as professionals. Like other sections of Writing Seminar I, the course concentrates on the writing process: prewriting, writing, and rewriting. Assigned readings both illustrate how to use these rhetorical principles and develop students' analytical skills. Students learn how to write clear, precise, and unambiguous business plans, cover letters, power point presentations, crowd-funding websites, and tweets. The practice-oriented approach gives students the opportunity to acquire skills they will need as professionals to communicate effectively and concisely to specific audiences. Through a research paper or case study, the course introduces students to library research and academic documentation. The course emphasizes peer review, revision, regular conferences, and class presentations. Evaluation is based on the quality of revised papers in the final portfolio and the student's participation in class discussions and peer review sessions. Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: None.

### **1058 Reason and Madness**

Faculty: Lakey, Heather

Meets the following degree requirements: HS

This course offers an historical overview of the dichotomies of Western philosophy: madness and reason, knowledge and opinion, death and life, illusion and reality, good and bad, self and other, doubt and certainty. Each week will be devoted to a different canonical philosopher such as Plato, Aristotle, Descartes, Hobbes, Locke, Hume, Kant, Nietzsche, Kierkegaard, Sartre, Foucault, and Heidegger. To knit these various thinkers together, we will track tensions and debates that drive the philosophical tradition, and we will pay special attention to the dialectic of reason and madness. In addition, secondary readings from feminist, post-structural, and critical race scholars will help us to critically engage the work of these philosophical giants and to reconsider the relationship between epistemology and social privilege. Students will emerge from the class familiar with core philosophical issues and with the ability to critically scrutinize dense philosophical texts. This is a discussion course, and students should be prepared to engage and discuss theoretical literature. Course requirements include weekly writing assignments, a presentation, a midterm exam, and a final paper. Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: \$20.

### **1062 Problems and Dilemmas in Bioethics**

Faculty: Lakey, Heather

Meets the following degree requirements: HS

Bioethics studies ethical problems that occur in medical practice and the life sciences. Contemporary bioethics is an expansive and fundamentally interdisciplinary field, but this course will consider key dilemmas in bioethics from a philosophical perspective. We will begin by reviewing dominant ethical frameworks, including teleological ethics, deontological ethics,

utilitarianism, natural law theory, and virtue ethics. Next, we will discuss specific ethical issues such as, abortion, euthanasia and physician-assisted suicide, life-sustaining treatments, resource allocation, cloning, biotechnologies, animal research, and informed consent and the doctor-patient relationship. In particular, we will consider how different ethical frameworks shape our assessment of specific ethical dilemmas. My goal in this course is to introduce students to the principles of ethical thinking, to familiarize students with pressing debates in bioethics, and to consider how ethical thinking impacts our response to issues that are politically and socially contentious. Course requirements include class participation, an in-class presentation, a midterm exam, and a final paper. Level: Introductory. Prerequisites: none. Class limit: 12. Lab fee: none.

### **1063 Public Speaking Workshop**

Faculty: McKown, Jamie

Meets the following degree requirements:

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: 10. Lab fee: none.

### **1064 College Seminar: Practical Skills in Community Development**

Faculty: Beard, Ron

Meets the following degree requirements: W

In rural areas throughout the world, citizens, non-profit leaders, agency staff, and elected officials

are coming together to frame complex issues and bring about change in local policy and practice. This course outlines the theory and practice of community development, drawing on the instructor's experience with the D' thchas Project for sustainable community development in the Highlands and Islands of Scotland, Mount Desert Island Tomorrow, and other examples in the literature. In short, community development allows community members to frame issues, envision a preferred future, and carry out projects that move the community toward that preferred future. By using writing as process—prewriting, writing, and rewriting—to frame and communicate complex public issues, students gain practical skills in listening, designing effective meetings, facilitation, project planning and developimng local policy. Readings, discussions, and guests introduce students to community development theory and practice. Class projects are connected to community issues on Mount Desert Island. By writing and revising short papers, students can reflect on class content, community meetings, newspaper stories, and reading assignments. Evaluation will be based on preparation for and participation in class discussion, several short papers, participation in field work, and contribution to a successful group project. This class meets the first-year writing requirement. Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: None.

### **1065 Philosophies of Good and Evil**

Faculty: Lakey, Heather

Meets the following degree requirements: HS

Good and evil are timeless topics and they have motivated centuries of philosophical thinking. Although the terms “good” and “evil” are commonly used across a range of discourses, they are ambiguous, equivocal, and contested concepts. In an effort to clarify our ideas about good and evil, this course provides a broad overview of the issues, arguments, and debates that shape philosophical ethics. Guiding questions include the following: What are the origins of good and evil? What makes an action right or wrong? Why do we act morally? What should we do with someone who commits a horrific act? Who decides what counts as a horrific act? Is evil an outdated or relevant concept? Do the concepts of good and evil help or hinder moral thinking? To critically explore the concepts of rightness, wrongness, goodness, and badness, we will move between fiction and philosophical treatises. We will read works by key thinkers including St Augustine, Niccolo Machiavelli, Immanuel Kant, Friedrich Nietzsche, Hannah Arendt, Jean-Paul Sartre, Simone de Beauvoir, Flannery O'Connor, James Baldwin, William Golding, Sherman Alexie, Rosalind Hursthouse, and Cornel West. Along the way, we will study deontology, utilitarianism, natural law ethics, virtue ethics, ethical relativism, feminist ethics, existentialism, and nihilism. In addition, we will unpack the ethical arguments that orbit concrete topics such as execution, murder, abortion, moral character, racial injustice, pornography, prostitution,

duties to animals, and our duties to one another. This course will familiarize students with the influential frameworks of moral philosophy, and it will encourage students to apply these frameworks to specific moral problems. Students will be evaluated on class participation, weekly writing assignments, a midterm exam, a final paper, and a presentation. Level: Introductory. Prerequisites: None, but students should be prepared to engage difficult, philosophical texts and to discuss these texts in class. Class limit: 15. Lab fee: \$20.

### **1066 Tutorial: Writing Structures**

Faculty: Kozak, Anne

Meets the following degree requirements: W

This tutorial examines not only the structural parts of writing—the sentence, paragraph, and whole text—but also how these contribute to writing effective expository, analytical, and argumentative essays. Using short news stories or op ed pieces, students examine how the individual parts of the sentence and the sentences within a paragraph convey the writer's message to the intended audience. Such structural analysis requires understanding grammar from parts of speech to kinds of sentences and learning to recognize how these combine to create meaning. Evaluation is based on students' effort and quality of writing—that quality is reflected in a portfolio which includes grammar exercises, analyses of grammatical structure, and short written pieces. Level: Introductory. Prerequisites: Permission of instructor. Class limit: 5. Lab fee: None.

### **1068 Breakthroughs in Creative Nonfiction: Wright/Rankine/Nelson**

Faculty: Greenberg, Arielle

Meets the following degree requirements:

In this literature seminar, we will look at three innovative contemporary writers who began their careers as poets and shifted over time toward creative nonfiction, helping to forge the popular new sub-genre of lyric essay in the process. Through reading the work of Maggie Nelson, Claudia Rankine and C.D. Wright, we will be able to think about current trends and aesthetics in American literature, and also about key topics in our political landscape. Each of these three writers have developed a signature style but also share much in common, and we will use their work to think about what it means to take a queer approach to genre, how we might write about identity and power at the beginning of the 21st century, and what fusing new forms can do for our own art-making. We will read volumes of work by each writers—possibly including Jane: A Murder, Bluets and The Argonauts by Nelson; Don't Let Me Be Lonely and Citizen by Rankine; and Deepstep Come Shining, One Big Self, and One with Others by Wright—and respond to them in both critical and creative ways. Students will be evaluated based on the quality of completed assignments and participation in class discussion. Level: Intermedi-

ate/Advanced. Prerequisites: Students would ideally have experience in the writing and literary analysis of creative nonfiction. Class limit: 15. Lab fee: None.

### **1069 Ethnographic Writing**

Faculty: van Vliet, Netta

Meets the following degree requirements: W HS  
Ethnographic writing, literally the iwriting of a people,î is anthropology's primary disciplinary mode of representation, based on participant-observation fieldwork. Early ethnographies were usually written by European and American anthropologists about people they had studied in far away places. In the 1970s and on, critical questions about representation began to challenge assumptions about ethnographic work, raising questions about objectivity, transparency, and the relationship of the ethnographer to the people and place about which he or she is writing. This class will introduce students to a range of ethnographies in the discipline of anthropology, as well as to the political, cultural, and intellectual contexts in which these ethnographies were produced. At the same time, we will consider epistemological, ethical, philosophical and methodological issues that such writing involves, including questions about representation and interpretation. In addition to classic ethnographies, we will also read some fiction, travel writing, and journalism. We will consider questions about how ethnographic knowledge is authorized, how assumptions about interpretation shape ethnographic writing, and the relationship between author and reader. Students will be asked to experiment with ethnographic writing themselves, through a series of short writing assignments as well as a final project. The course is designed to allow students to workshop their own writing. Students will be evaluated on the development and improvement of their own writing over the course of the term, as well as on their ability to critically evaluate and closely read ethnographies as texts, and on their engagement with their peers' writing, considering elements such as authorial voice, the nature of characterization, and the overall movement of a text. Level: Introductory. Prerequisites: Permission of instructor. Class limit: 12. Lab fee: \$15.

### **1070 College Seminar: Poetry as Art and Social Action**

Faculty: Donovan, Martha

Meets the following degree requirements: W  
In his book *How to Read a Poem: And Fall in Love with Poetry*, the poet Edward Hirsch writes: "Reading poetry is an adventure in renewal, a creative act, a perpetual beginning, a rebirth of wonder." With this idea as our starting point, we will read (and fall in love with) a wide range of poems to unveil, investigate, celebrate, discuss, analyze, and respond to the art, craft, beauty, and power of poetry. In addition to studying the technique, forms, and traditions of poetry, we will examine the transformative power of

poetry, from the personal to the political. We will look at the intersections between poetry and social action, including Adrienne Rich's discussion of the politics of metaphor, Rafael Campo's exploration of the connections between poetry and medicine, and Claudia Rankine's examination of race in America. Integral to this course is the study and practice of writing as a process (musing, writing, revising, editing). Students will write about poetry and will participate actively in peer review. Class work will include discussing course readings, analyzing the relationship between form and meaning, studying the role and value of poetry in American culture, and engaging in peer review. Written work will include three short essays, an argumentative essay rooted in research about why poetry matters, and a visual presentation. Students will be evaluated on class participation, written assignments, writing process, peer review, and presentations. Course texts will include *Mary Oliver's A Poetry Handbook*, individual collections by a variety of contemporary American poets, and essays about the role and relevance of poetry. Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: none.

### **1071 Fixing Elections: The Seven Deadly Sins of American Politics**

Faculty: McKown, Jamie

Meets the following degree requirements: HS  
This course will be an in-depth survey of contemporary flashpoint issues involving the design, administration, and regulation of politics and elections in the United States. Each week we will tackle a relevant controversy by examining its history, the stakeholders involved, and the pros and cons of the relevant alternative reform measures that have been proposed. Topics covered in a given term will vary based on changing external factors such as the timing of elections and the local salience of topics. Likely areas that will be covered include: campaign finance reform, gerrymandering, instant runoff voting, election technologies, voter suppression, alternative governmental models, the electoral college, party primaries, campaign communication regulation, government funding of elections, nationalization of election standards, etc. While the emphasis of the class will be on the US context, we will often draw on international case studies as comparative reference points to assist in evaluating possible policy alternatives. The course will follow a seminar design with a heavy emphasis on in-class discussion along with some additional lectures, group presentations, structured debates, and guest speakers. Evaluation will be based on class participation, short-form assignments, student presentations, and a final written project in the form of a position paper. The course is open to students of all interests, and familiarity with the US political system is not a prerequisite. Students should see this course as a good starting point to familiarize themselves with various aspects of American politics while also providing the opportunity to work on crafting a focused policy proposal that responds to a con-

temporary political controversy. It also serves as an excellent building block for students wishing to take more advanced classes in the areas of politics, policy, law, and advocacy. Level: Introductory. Prerequisites: None. Class limit: 14. Lab fee: None.

### **1072 Political Communication**

Faculty: McKown, Jamie

Meets the following degree requirements: HS

This class will provide a broad introductory overview of the history, practice, and core concepts that encompass political communication through an empirical examination of grounded applications of such strategies primarily in electoral contexts. In order to capitalize on the salience of the Fall election cycle, the course materials will be based on a series of studies directly tied to electoral campaigns in the United States. Instead of studying various theories of political persuasion in the abstract, we will extract principles that commonly appear in political messaging from both contemporary and historical examples. In addition, we will examine current controversies in the field of political communication related to both ethical and legal considerations. Beyond their engagement with class sessions, students will participate in two collaborative projects. The first will involve tracking political persuasion techniques in campaigns that are occurring in real time during the term. The second will involve students working in teams to produce their own political messaging materials for a hypothetical campaign. The overall goals of the course are three-fold. First, to provide a broad survey of the history of political campaign communication and advertising as it has developed in the United States. Second, to confront some of the pragmatic issues that go into producing messaging strategies for electoral candidates. Third, to help students cultivate a more critical approach to analyzing the political messages that they confront in their daily lives. The class will be highly interactive with discussion being the primary mode of instruction. However, there will also lecture components that provide the historical basis for the case studies we are examining. Final evaluation will be based on a combination of class participation, several take home essay assignments, the contemporary tracking assignment, and a final creative project in which student produce their own campaign materials. The class is open to all students, regardless of their experience in politics or their knowledge of American history. It is well suited for introductory students who are interested in politics, human persuasion, and mass communication. However, it is also equally valuable for advanced students seeking to deepen their understanding of political persuasion. Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: none.

### **2010 Literature, Science, and Spirituality**

Faculty: Waldron, Karen

Meets the following degree requirements: HS

A survey of Anglo-American literature from the

Scientific Revolution to the present. Focuses on the ongoing debate about the role of science in Western culture, the potential benefits and dangers of scientific experimentation, the spiritual, religious, social and political issues that come about with the Ages of Discovery and Reason, and their treatment in literature. Specific debates include concerns over what is "natural," whether knowledge is dangerous, the perils of objectivity, and the mind/body dichotomy; works include Shelley's *Frankenstein*, Ibsen's *An Enemy of the People*, Brecht's *Galileo*, Lightman's *Einstein's Dreams* and Naylor's *Mama Day* as well as short stories and poems. Writing-focus ed option. Level: Introductory/Intermediate. Prerequisite: Writing Seminar I. Offered every two or three years. Lab fee: \$10. Class limit: 15.

### **2011 Nineteenth Century American Women**

Faculty: Waldron, Karen

Meets the following degree requirements: HS

This course studies the American novel as written by women of the nineteenth century. It focuses on how women's issues and styles change over the course of the century, with its revolutionary economic, technological, social and political shifts, as well as on enduring questions. As we read from among the wide selection of nineteenth-century American women novelists (who outnumbered and outsold male authors) -- such as Rowson, Foster, Child, Cooke, Fern, Stowe, Phelps, Jewett, Chopin, and Gilman -- we consider how they have shaped the tradition of the novel and social values Americans encounter today. Level: Introductory/Intermediate. Prerequisites: Writing Seminar I or signature of the instructor. Offered every other year. Class limit 15.

### **2012 Personality and Social Development**

Faculty: Borden, Richard

Meets the following degree requirements: HS ED

This course, part of the education sequence, provides a theoretical and practical look at the emotional, cognitive, social, and behavioral development of humans. It covers the full life span of human development with some special concentration on school-age children. Topics of prenatal development and personality disorders are also presented. In addition, the course focuses on several of the more popular learning, social-learning, and educational theories. During the first part of the course, readings are selected from original sources and discussed (e.g. Erikson, Freud, Adler, Gilligan). Later the discussions become directed more toward specific social and development issues (e.g. sex roles, the family, education, personal growth, death and dying). Participation in the discussions and three papers are required. Offered every year. Level: Introductory. Prerequisites: none. Class limit: 15. Lab fee: \$20.

### **2013 Philosophy of Nature**

Faculty: Visvader, John

Meets the following degree requirements: HS

Because of the number of serious environmental problems that face the modern world, the theories and images that guide our interaction with nature have become problematic. This course examines various attempts to arrive at a new understanding of our role in the natural world and compares them with the philosophies of nature that have guided other peoples in other times and other places. Topics range from taoism and native american philosophies to deep ecology and scientific ecological models. Readings include such books as *Uncommon Ground*, *Walden*, and *Practice of the Wild*. Level: Introductory/Intermediate. Offered occasionally. Class limit 20.

### **2015 The Age of Reason and the Enlightenment**

Faculty: Little-Siebold, Todd

Meets the following degree requirements: HS HY

This course represents a contextual approach to the study of the history of philosophy and combines the critical evaluation of philosophical theories with an examination of the cultural conditions which either influence or are conditioned by them. The course examines the crucial role played by the philosophies and institutions of 17th and 18th century Europe in forming the nature of the modern world and focuses in particular on those aspects of the culture that are of special concern to contemporary critics of modern culture. The work of Bacon, Hobbes, Descartes, Locke, Berkeley, Hume, and Kant are examined in the context of the development of the scientific, industrial, and democratic revolutions. Level: Introductory/Intermediate. Class limit: 20.

### **2016 Chinese Philosophy**

Faculty: Visvader, John

Meets the following degree requirements: HS

This is a course in the study of Chinese philosophy and culture. The philosophies of Confucianism, Taoism, and Buddhism are examined in detail and their influence on the arts and culture of China is explored. Eastern and western views on nature, human nature, and society are compared and contrasted. Level: Introductory/Intermediate. Prerequisites: none. Class limit: 20. Offered every other year.

### **2017 City/Country: Literary Landscapes 1860-1920**

Faculty: Waldron, Karen

Meets the following degree requirements: HS

This class focuses on American fiction from the realist/naturalist period (roughly 1860-1920), a time when enormous changes were occurring in and on the American landscape. Increasing urbanization, immigration, and industrialization corresponded both with a desire for 'realistic' fiction of social problems, and nostalgic stories of a more 'realistic' rural life. For

the first time there was a national literature, resulting from the capabilities of large publishing houses, urban centers and mass production - but this national literature was acutely self-conscious of regional differences, and especially of the tension between city and country. As writers tried to paint the American landscape in literature, their works subsumed major social issues to place and formal arguments about the true nature of realistic description. Examining works that portray factory towns, urban tenements, midwestern prairies, New England villages, and the broad spectrum of American landscapes, we look at how a complex, turbulent, multi-ethnic, and simultaneously urban and rural American culture defined itself, its realism, and thus its gender, class, race, and social relations and sense of values, against these landscapes. There are two extra, evening classes during week 7 (Short Fiction Week), and a modest lab fee. Evaluation is based on weekly response papers, two short papers, and a short fiction project, as well as class participation. Introductory/Intermediate. Prerequisite: Writing Seminar I (or the equivalent). Class limit: 15.

### **2019 Community Planning and Decision Making**

Faculty: Borden, Richard; Mancinelli, Isabel

Meets the following degree requirements: HS

Albert Einstein once observed that "no problem can be solved from the same consciousness that created it. We must learn to see the world anew". If Einstein's idea is accurate about how humans understand the universe, it is likewise true of how we plan and manage our relationships with the environment. One of the primary aims of human ecology is to explore new ways to envision human environment relations. Within its integrative perspective, scientific knowledge and human aesthetics can be combined in ways that enrich human communities as well as value and protect the rest of the living world. The purpose of this course is to provide students with a foundation of theory and practical skills in ecological policy and community planning. A broad range of ideas and methodologies will be explored. Using real examples of current issues - such as sprawl, smart growth, gateway communities, watershed based regional planning, land trusts, and alternative transportation systems. We will be joined by the actual leaders of these changes locally and state wide in Maine. We will also examine emerging methodologies that emphasize participatory planning, community capacity-building, and empowering marginalized groups. These models and ideas will be further compared with prominent approaches and case studies from elsewhere around the country. As a part of current ideas about community planning and policy, the course also introduces small group collaboration techniques, and the use of computers to enhance complex decision processes. A field component will take advantage of varied external opportunities - including town meetings, conferences, and public events. Evaluations will be based on class participation, several short research papers, and end of term

small group projects. Level: Introductory/Intermediate. Class limit: 20. Lab Fee: \$40.

### **2020 Geographic Information Systems I: Foundations & Applications**

Faculty: Longworth, Gordon

Meets the following degree requirements:

Ever-rising numbers of people and their impact on the Earth's finite resources could lead to disaster, not only for wildlife and ecosystems but also for human populations. As researchers gather and publish more data, GIS becomes vital to graphically revealing the inter-relationships between human actions and environmental degradation. Much of what threatens the earth and its inhabitants is placed-based. Solutions require tools to help visualize these places and prescribe solutions. This is what GIS is about. Built on digital mapping, geography, databases, spatial analysis, and cartography, GIS works as a system to enable people to better work together using the best information possible. For these reasons, some level of competency is often expected for entry into many graduate programs and jobs, particularly in natural resources, planning and policy, and human studies. The flow of this course has two tracts, technical and applied. The course begins with training in the basics of the technology. Then, skills are applied to projects that address real-world issues. Project work composes the majority of course work and each student has the opportunity to develop their own project. Because GIS provides tools to help address many kinds of issues, GIS lends itself well to the theory of thinking globally and acting locally. Projects often utilize the extensive data library for the Acadia region developed by students since the lab was founded in 1988. The GIS Lab acts as a service provider to outside organizations and students can tap into the resources of a broad network of groups and individuals working towards a more sustainable future. Course evaluations are partially based on the on-time completion of exercises and problem sets. Most of the evaluation is based on critique of student independent final project work and related documentation. Level: Introductory/Intermediate, Pre-requisites: Basic computer literacy. Class Limit: 8. Lab Fee: \$75.

### **2021 Immersion Practica in Spanish and Yucatecan Culture**

Faculty: Cox, John Gray

Meets the following degree requirements:

This course is intended to provide students with an immersion experience in the language and culture of Spanish speakers in the Yucatan Peninsula. The objectives are to increase their abilities to navigate the linguistic and cultural terrain of another society in sensitive, ethical, and effective ways. Class sessions, visiting lecturers, field trips, and readings will provide background on the history and anthropology of Yucatecan culture. Immersion experiences and living with a family will provide one important source

of experiential learning. A second will be provided by an independent project or activity developed for each student based on the student's interests. This independent project will include a practicum experience in some institutional setting that might be a class room (e. g. an art class at the local university), a bakery, an internet café, a church group, or some other place for social service or other work relevant to a student's interests. This practicum experience will involve weekly activities during the term and more intensive work during the last three weeks. Evaluation will be based on participation in weekly class discussions and on weekly reflective papers written in Spanish. Level: Introductory/Intermediate. Class limit: 12. Lab fee: TBA

### **2024 Introduction to the Philosophy of Mind**

Faculty: Visvader, John

Meets the following degree requirements: HS

Despite the efforts of thousands of years of study and speculation we still do not have a clear and coherent conception of the nature of the mind and its relation to the body. This class serves as a basic introduction to critical thinking by examining in detail several contemporary theories of the mind and the kinds of puzzles and paradoxes they produce. It also serves as a basic introduction to philosophy as the problem of the mental involves issues in ethics, metaphysics, logic, religion as well as the allied sciences of psychology, neuro-physiology and cognitive science. Discussion oriented. Two take home exams and class participation. Level: Introductory/Intermediate. Pre-requisites: None. Class limit: 15. Lab fee: none.

### **2038 Gender, Politics & Nature in Folk/Fairy Tales of the World**

Faculty: Turok, Katharine

Meets the following degree requirements: HS

Why do fairy tales capture the attention of adults and children all over the world and endure in popular literary and cinematic forms? What do they reveal to psychologists, biologists, historians, linguists, artists, anthropologists, and educators? Do they politicize or de-politicize? socialize or subvert? What is the postfeminist, postmodern response to the Brothers Grimm? What do fairy tales convey about animal behavior, entomology, and cosmology? How might the tales shape human limitations, moral values, and aspirations? This course will explore the storytelling and re-telling of literary, cultural, and scientific stories from a comparative perspective, imagining their interpretations and how they may be re-told with an eye toward new understandings of human inter-relationships, of a given sociohistorical moment, the culture of COA, and the larger culture. Students will read folklore and fairy tales, view several films, and discuss essays by writers such as Cristina Bacchilega, Bruno Bettelheim, Ruth Bottigheimer, Michel Butor, Italo Calvino, Robert Darnton, Claude Lévi-Strauss, Maria Tatar, and Jack Zipes. Contemporary works by writers, visual artists, and musicians inspired by

traditional tales will also be explored. Writers may include Margaret Atwood, A.S. Byatt, Angela Carter, Robert Coover, Michael Cunningham, Neil Gaiman, Tanith Lee, Naguib Mahfouz, Haruki Murakami, Helen Oyeyemi, Ludmilla Petrushevskaya, Francine Prose, and Anne Sexton. Reflections may center on recurrent motifs and patterns; and social, sexual, moral, scientific and political content, with emphasis on race, gender, and class structure. Students will be evaluated on two short papers; one creative project that may be expressed in writing, visual art, music, or dance; and a final written assignment in any genre—poems, plays, fiction or nonfiction. Level: Introductory/Intermediate. Class limit: 15.

### **2043 Conflict Resolution Across Cultures**

Faculty: Cox, John Gray

Meets the following degree requirements: HS

How does conflict arise and how can we best deal with it? This course combines a study of some major theoretical perspectives with lab work practicing skills and disciplines associated with different traditions of conflict resolution, conflict transformation and peacemaking. We will look at case studies at the intrapersonal and interpersonal through global levels and in a variety of cross-cultural settings. The goals of the course are to help each student: 1. develop the skills to better observe, analyse, participate in and reform practices and institutions that people use to deal with differences; 2. collaborate in teams in doing the research and planning needed to undertake such work effectively; and 3. collaborate in teams to train others in such skills. The formats of the class will alternate between lectures, discussions, films, role plays, group exercises, interviews with guest visitors, and other activities to practice skills and reflect on experiences. Readings for the course will include: "Getting to Yes: Negotiating Agreement Without Giving In" by Bruce M. Patton, William L. Ury, and Roger Fisher; "Preparing for Peace: Conflict Transformation Across Cultures" by John Paul Lederach; and a selection of other short texts. In "methods groups", students will form teams that will study a method of dealing with differences (e.g. mediation, facilitation, non-violent direct action, meditation, nonverbal communication, gaming strategies, etc.) and offer the rest of the class a training session on this. Students will be evaluated on: 1. ways in which their class participation, homework, methods group trainings, personal training manual, and final reflective essay demonstrate progress on the three course goals; 2. the ways they make appropriate use of the theories and methods studied in the course; and 3. the clarity and effectiveness of their oral and written presentations. Level: Introductory/Intermediate. Prerequisites: none. Class limit: 15. Lab fee: \$25.

### **2049 Marvelous Terrible Place: Human Ecology of Newfoundland**

Faculty: Todd, Sean

Meets the following degree requirements: HS

Where is the largest population of humpback whales in the world, the largest caribou herd in North America, the only confirmed Viking settlement in North America, and Paleozoic water bottled for consumption? The remote Canadian province of Newfoundland and Labrador presents a stunning landscape, an astoundingly rich ecological setting, and a tragic history of poverty amidst an incredible natural resource, the northern cod fishery, that was ultimately destroyed. The province has been alternately invaded or occupied by different groups of Native Americans along with Norseman, Basques, French, British, and the U.S. military, because of its strategic location and rich fishing and hunting grounds. One of the first and one of the last British colonies, this richest of fisheries produced a very class based society, composed of a wealthy few urban merchants and an highly exploited population of fishing families often living on the edge of survival. But within the past 50 years, Newfoundland society has been forced to evolve. The provincial government looks towards oil and mineral exploitation to turn around the economy, while ex-fishermen consider eco- and cultural tourism with growing ambivalence. This then is our setting, and background, for an intense examination of the human ecology of this province; the relationship between humans and their environment, sometimes successful, sometimes otherwise, the struggle between the tenuous grasp of civilization and this marvelous, terrible place. To do this we will discuss various readings, examine case studies and review the natural and human history of this unique province. Our learning will culminate with a two-week trip to Newfoundland to examine its issues firsthand. Evaluation will be based on class and field trip participation, responses to reading questions, a field journal, and a final project. Level: Introductory/Intermediate. Prerequisites: Signature of Instructor. Lab fee: \$850. Class limit: 14.

### **2052 Popular Psychology**

Faculty: Borden, Richard

Meets the following degree requirements: HS

Humans have an inherent need to make sense of their lives. Their search may be simply to improve everyday experience or it may involve a life-long quest for meaning and wisdom. Nonetheless, in every age, they have found written advice to address these perennial needs: ranging from the Bhagavad-Gita and the Bible, through Marcus Aurelius' Meditations and Ralph Waldo Emerson's Self-Reliance AF to the ever-popular, self-help book. In the past half-century of the New York Times' Best Sellers List, there has usually been one or more popular psychology books on the list. Hundreds of millions have been sold and read. Some focus on how to improve relationships, raise children, or build wealth; others promise ways to discover happiness, expand memory, or find a deeper self. Their authors may be serious scholars, well-known psychologists, insightful leaders, or shallow self promoters. The purpose of this course is to critically examine the literature of popular

psychology: to explore why people are or are not so drawn to this literary genre and to analyze its deeper psychological significance. A further goal is to evaluate how and when they do work or why they don't. These questions will be guided by an in depth evaluation of the implicit structure of each book, as well as a comparative mapping of it within the theories and methods of professional psychology. In order to investigate a broad cross-section of styles and themes, we begin with several 'classic' popular books as a common foundation. Thereafter, we move on to more varied approaches within small groups and individually. Evaluations will be based on participation in class discussions, several short papers, shared book reviews, and final paper comparing popular and academic psychology. Level: Introductory/Intermediate. Class Limit: 15. Lab fee: \$25

### **2055 Writing Seminar II: Argumentation**

Faculty: STAFF

Meets the following degree requirements: W

A logical sequence to Writing Seminar I, this course emphasizes argument and persuasion. The assigned readings show students not only how others passionately and creatively argue points but how argument and persuasion are integral to writing effective papers on topics ranging from the need to diversify the student body to protecting Atlantic salmon. Like Writing Seminar I, this course also requires library research and an understanding of different forms of documentation. Level: Introductory/Intermediate. Prerequisites: none, Offered every year. Class limit: 12.

### **2056 Constitutional Law: Civil Rights and Liberties**

Faculty: Seddig, Robert

Meets the following degree requirements:

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.

### **2057 Fail Better: Writing Short Fiction**

Faculty: Mahoney, Daniel

Meets the following degree requirements: HS

This course will serve as a workshop both for creating our own short fictions as well as a forum for reading and responding to work by established authors. As a class we will get down to business; we will read and discuss amazing short stories and amazing authors; we will learn how to offer constructive criticism of each other's work; and we will write, we will write, we will write. Class meetings will combine analysis of published work with a discussion of how individual writers approach their craft. We will study the conflict, character, plot and music of prose. The focus of this class will be literary fiction. I define literary fiction as work that is concerned not just with what happened, but why it happened. It is character driven and explores the motivations, desires, drives and consequences of the complex human experience. It is the stuff of life. Representative authors: Jorge Luis Borges, Julio Cortazar, Amelia Gray, Makoto Kawabata, Gish Jen, Hemingway, Flannery O'Connor, Milan Kundera, Mary Gaitskill, James Baldwin, Junot Diaz. Students are expected to create four shorter and one longer piece of fiction, respond to published writers, lead weekly discussions, participate in class response to fellow writers, and to revise their own work in substantive ways. Level: Introductory/Intermediate. Prerequisites: None. Course limit: 12. Lab fee: none.

### **2060 Philosophies of Liberation**

Faculty: Cox, John Gray

Meets the following degree requirements: HS

What is freedom, why might it be of value, how might it be obtained, and what consequences might liberation have for individuals, classes, genders, ethnic groups, races, nationalities or species? In a wide variety of political, social, religious and cultural movements, the notion of freedom as achieved by some kind of liberation is a central theme - and an essentially contested concept which means quite different things to different people. This course focuses on the philosophical tasks of sorting out those different meanings and critically analyzing the frameworks of ideas people use to make sense of their notions of freedom and projects of liberation. It will adopt an intellectual history approach that will include placing the texts in their social and historical as well as philosophical contexts. Readings will include works from Gandhi, Paulo Freire, and writers from the open source and creative commons movements as well as selections from feminist, Buddhist, neo-liberal, Marxist, existentialist, and other traditions. Goals of the course are: 1.) to develop students' philosophical skills in the interpretation of texts in their historical context and the critical analysis of frameworks of ideas, 2.) to develop their critical understanding of alternative visions of freedom and liberation, and 3.) to develop their abilities to communicate sophisticated philosophical analysis in written and oral forms. Evaluations will be based on the demonstration of

progress on these goals in class discussion, homework, short and medium sized papers and problem sets. Level: Introductory/Intermediate. Prerequisites: none. Class limit: 15. Lab fee: \$20.

### **2061 Indigenous America**

Faculty: Little-Siebold, Todd

Meets the following degree requirements: HS HY

This course will provide an introduction to the history of indigenous peoples in the Americas. Using a seminar style the class will combine some overview lectures, student-led discussion of books, and project-based learning to provide an initial introduction to the diverse histories of native peoples from Canada to the Andes. The course will focus on both pre-contact societies as well as the processes of interaction between Europeans and indigenous peoples in the Americas. Using a selection of case studies the course will highlight building an understanding of indigenous worldviews as well as socio-political organization and the ways both were transformed by colonialism. A range of books will introduce students to the ethnohistorical literature on native communities from Mesoamerica, North America, and the Andes. A simultaneous component of the course will be students' research projects on a topic of their choosing that explores a dimension of native peoples' histories. Students will be evaluated on attendance, course participation, short analytical essays, and their final project. Level: Introductory/Intermediate. Prerequisites: none, however, student without any background in history should expect to invest extra time with the readings and writing assignments. Class limit: 15. Lab fee: none.

### **2063 Hate Crimes in the Contemporary US and Europe**

Faculty: Wessler, Steve

Meets the following degree requirements:

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 writ-

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

### **2072 Sex, Gender, Identity and Power**

Faculty: Lakey, Heather

Meets the following degree requirements:

This course offers an overview of feminist and queer thinking. The purpose of this course is two-fold. First, it will provide a snapshot of the ideas, traditions, and debates that shape feminist and queer philosophy. Second, this course will teach students to critically interrogate the meaning of sex, gender, sexuality, power, and oppression. Along the way, we will consider a host of arguments regarding the sources of sexism, racism, and heteronormativity, the grounds of sexual dimorphism, and the relationship between subjectivity and oppression. Although this course will stress the many ways feminist theory and queer theory overlap, we will also consider the emergence and development of queer philosophy as a distinct and unique discipline. Some of the principal questions for this course include: Which categories are used to study the human being and when are these categories potentially oppressive or violent? When is language a mechanism for social and political oppression and when does language facilitate liberation? How do multicultural, intersectional, transgender, and queer approaches inform feminist politics? How do queer philosophers challenge the theoretical orthodoxies of identity, gender, and sexuality? Students will be evaluated on weekly writing assignments, a presentation, a midterm exam, and a final paper. This will be a discussion-driven course and students should be prepared to engage and discuss philosophical literature. Level: Introductory/Intermediate. Prerequisites: None. Class limit: 12. Lab fee: \$15.

### **2074 Philosophy of Death and Dying**

Faculty: Lakey, Heather

Meets the following degree requirements: HS

This course philosophically explores the concepts of death, dying, killing, and life. Topics include the soul, the afterlife, euthanasia, physician-assisted suicide, evolving medical definitions of life and death, hospice and end-of-life care, the ethics of killing, biotechnologies, and cross-cultural conceptions of death and grief. Although this course is primarily grounded in the Western philosophical and bioethical traditions, we will also consider non-Western perspectives in an effort to both clarify and complicate our conceptions of death and dying. The purpose of this course is not to articulate conclusive answers, but rather to compel students to think philosophically about the many profound questions that arise in the face of death. This

is a discussion-based course and students should be prepared to engage and discuss challenging philosophical literature. Students will be evaluated on the basis of weekly writing assignments, a midterm, a final, and class participation. Level: Introductory/Intermediate. Prerequisites: None. Class limit: 15. Lab fee: None.

### **2076 Life Stories: Memory, Family, and Place**

Faculty: Donovan, Martha

Meets the following degree requirements:

One of the deepest human instincts is to tell our life stories, to figure out who we are. This course will use a workshop approach with a particular focus on memoir writing rooted in an exploration of family and place. We will study the writing process and matters of craft by reading and responding to memoirs by contemporary writers (e.g., Terry Tempest Williams' *When Women Were Birds: Fifty-Four Variations on Voice*), practical guides to memoir writing (e.g., Bill Roorbach's *Writing Life Stories*), and essays on memoir and memory (e.g., Patricia Hampl's *I Could Tell You Stories: Sojourns in the Land of Memory*). Class time will include discussion of readings, writing exercises designed to help students with matters of language and technique in their own writing, and group critiques of work-in-progress. Student work will be publicly shared through a reading and exhibit on campus. Students will be evaluated on the effort and quality of their writing, their commitment to the writing process, their participation in peer review and workshops, a final portfolio of all their writing, and a public presentation of their finished work. Level: Introductory/Intermediate. Prerequisites: None. Class limit: 12. Lab fee: \$20.

### **2077 The Dream of the 90s: Alt.Culture in America**

Faculty: Greenberg, Arielle

Meets the following degree requirements:

Much contemporary "underground" youth culture has roots in the socio-political moment of the 1990s. One could argue that the mainstreaming and co-opting of subcultures like grunge and hip hop and the styles, gatherings and cottage industries they spawned began a newly rapid cultural cycling under which we still operate. Contributing to this pace in the 90s was the rise of online communities, as well as zines, mix tapes and other forms of gathering and networking. In this American/cultural studies course, you'll consider some of your current values and passions through this historical/theoretical lens. We'll consider what helped bring the "alternative" and "postmodern" to the mainstream--and what that means for us today. We'll study films, music, sites and moments from riot grrrl to MTV, Al Gore to Kurt Cobain, Seattle to Compton, Earth Day to the Gulf War to the AIDS crisis--that shaped the 90s and are still very much alive in current "Portlandias." Potential texts include COA's burgeoning zine collection, Douglas Coupland's novel *Generation X*, movies like

"Do the Right Thing," "Slacker," "Pulp Fiction" "Clueless," and "The Year That Punk Broke," and essays and theory by Lisa Chamberlain, Kurt Anderson, Elizabeth Wurtzel, Francis Fukuyama, bell hooks and more. Students will be evaluated based on participation in classroom discussion and a series of smaller assignments which serve as building blocks toward a final independent research project, and on that final project itself. Level: Introductory/Intermediate. Prerequisites: None. Class limit: 12. Lab fee: none.

### **2078 College Seminar: City/Country in U.S. Literature 1860-1920**

Faculty: Waldron, Karen

Meets the following degree requirements: W HS

This class focuses on U.S. fiction from the realist/naturalist period (roughly 1860-1920), a time when enormous changes were occurring in and on the U.S. landscape. Increasing urbanization, immigration, and industrialization corresponded both with a desire for realistic fiction of social problems, and nostalgic stories of a more 'realistic' rural life. For the first time there was a national literature, resulting from the capabilities of large publishing houses, urban centers and mass production but this national literature was acutely self-conscious of regional differences, and especially of the tension between city and country. Examining works that portray factory towns, urban tenements, midwestern prairies, New England villages, and the broad spectrum of U.S. landscapes of the period, we look at how a complex, turbulent, multi-ethnic, and simultaneously urban and rural American culture defined itself, and thus its gender, class, race, and social relations, and sense of values, against these landscapes. There is a strong emphasis on reading, writing, and discussion. Students will write and revise three critical analyses over the course of the term. Given that the class covers a lot of intellectual and historical ground, students will also do a short fiction project and develop a research paper on their author, landscape, and historical moment. Evaluation will be based on class participation, the writing process for the critical analyses, and the proposal, presentation, and research paper for the short fiction project. Level: Introductory/Intermediate. Prerequisites: None. Class limit: 12. Lab fee: none.

### **2081 Postcolonialism and Psychoanalysis**

Faculty: van Vliet, Netta

Meets the following degree requirements: HS

The course considers the definition of the human by bringing together the field of postcolonial studies with the field of psychoanalysis. Both postcolonial studies and psychoanalysis engage questions of sexualized and racialized difference in the context of 20th century Europe and the legacies of colonialism. Postcolonial studies and psychoanalysis both also contend with notions of individual and collective well-being, with belonging and exclusion. Psychoanalysis is a colonial discipline which produced a form of

analysis that emerged in the time of colonialism. As such, psychoanalysis contributed to colonial notions of civilized and primitive, of man and woman, of normal and abnormal, of Europe and its others. At the same time, however, contexts of anticolonial struggle in turn shaped psychoanalytic thought. By examining texts central to these two fields, this course considers how psychoanalytic thought can help us understand the processes through which individuated subjects become defined in terms of collective groups of belonging such as the nation, and how filiation and family is connected to affiliation and nation, through relations of affect and concepts of representational politics. We will begin with an introduction to the inception of psychoanalysis in Europe, and examine how it travels and is taken up in Europe's colonies. Drawing on postcolonial theory and literature, we will learn about the historical emergence of the term *postcolonial*, the political and disciplinary debates to which the term gave rise, and its relation to ideas of nationalism, diaspora, Orientalism. Geographically, we will examine examples of anticolonial struggle in Algeria, India, and Palestine/Israel. Readings will focus on texts by Sigmund Freud, Jacques Derrida, the Subaltern Studies group, and scholars who directly engage with these thinkers, including Jacques Lacan, Frantz Fanon, Edward Said, and Gayatri Spivak. Students will be evaluated based on class participation, reading responses, a mid-term essay and final paper. Level: Introductory/Intermediate. Prerequisites: Prior coursework in Literature, Anthropology or related fields recommended; permission of instructor required. Class limit: 12. Lab fee: \$10.

### **2082 Choice, Chance, and Tragedy**

Faculty: Lakey, Heather

Meets the following degree requirements: HS

What makes a human life good? In this course we will consider how Plato and Aristotle's competing epistemologies produce different answers to this question, and we will debate the relationship between human character and "moral luck," or the elements of human existence that humans do not control. In addition, we will read the tragedies of Aeschylus and Sophocles, as well as Martha Nussbaum's more modern text *The Fragility of Goodness* to explore ancient Greek responses to the question of human goodness. This course will familiarize students with major trends in Greek philosophy and Greek ethics, and it will provoke students to consider the relationship between ancient Greek thought and contemporary ethical problems. Students will be evaluated on the basis of weekly writing assignments, a presentation, a midterm exam, and a final exam. Level: Introductory/Intermediate. Prerequisites: None required, but students should be prepared to read dense, philosophical texts. Class limit: 15. Lab fee: none.

### **2083 Introduction to Journalism: Telling the Story**

Faculty: Levin, Robert

Meets the following degree requirements: W

The main goal of this course is to guide students to produce interesting, accurate, well-written, compelling articles about people, processes, and events. The course aims to give students an understanding of the principles of journalism, the structure of journalistic writing, the techniques for identifying, sourcing, and gathering information, and insight into how news is disseminated and read, watched, or listened to in the digital age. Students will produce a number of short articles for the course, learning the basics of story development, interviewing, research, and covering meetings and events. Students will be tasked with thinking critically, understanding and using news judgment, working collaboratively and on their own, and developing skills for efficiency and self-critique. They will be introduced to the history of journalism, the ethics and laws specific to the field, and the modern media landscape. Students will also learn about visual journalism and will incorporate both photography and videography into their work. Areas covered will include public relations, broadcast media, print and online journalism, and social media. A final project in the course will include significant research, along with the other skills in interviewing, observation, and documentation learned over the term. The course will include as guests professional journalists, photographers, social media experts and others. Students will be evaluated on the following criteria: participation in class discussions and peer review sessions, the quality of their reporting, and the effectiveness of their revisions. Level: Introductory/Intermediate. Prerequisites: None. Class limit: 12. Lab fee: none.

### **2084 European Political Institutions**

Faculty: Stabinsky, Doreen

Meets the following degree requirements: HS

The European Union is a fascinating, ongoing experiment in international cooperation. Currently twenty-eight countries have joined together in a supra-national political and economic union, creating a political entity unique to a world of sovereign individual nation-states. This course focuses on understanding this complex and evolving union through study of its main political institutions: the European Council of Ministers, the European Parliament, and the European Commission. We will look at the workings of and functional relationships between these institutions through readings, meetings with politicians, bureaucrats, and NGOs involved in European-level politics, and visits to each of the institutions during two weeks in Brussels. We will also spend some time in the course looking at the broader political and cultural context in which the institutions operate, through examination of several important current topics in European politics. Topics could include: refugees and migrants in Europe, the reauthoriza-

tion of the Common Agricultural Policy, Brexit, the rise of right-wing movements across countries in the EU. Students will be evaluated based on participation in class discussions, a reflective journal kept during their time in Brussels, and a presentation and final essay on a current EU-relevant political issue of their choosing. Level: Introductory/Intermediate. Prerequisites: Prior French language instruction, permission of instructor, and co-enrollment in 2-cr HS6015 Immersion Program in French Language and Culture. Class limit: 12. Lab fee: 0.

### **2086 Politics and the Supreme Court**

Faculty: Seddig, Robert

Meets the following degree requirements:

The U.S. Supreme Court has been called “the most powerful court in the world,” and yet the founders regarded the judiciary as “the least dangerous branch” of government, exercising “neither force nor will, but merely judgment.” (Alexander Hamilton) This seminar will examine the three branches of the U.S. national government, with its primary focus on the Supreme Court. We will assess the relations among the branches at the beginning of the twenty-first century, asking whether separation of powers and ‘checks and balances’ exist today. Added focus on executive authority (including the increased use of executive orders by the President) and legislative powers (often under conditions of stalemate). Is the Supreme Court supreme in its power? What does it do? Does the Supreme Court “interpret the law”? Does it, in fact, make public policy, by mediating conflicts over values and power at the national level? Was Hamilton “wrong” in his projection of its role in American national government? The Supreme Court in recent years has been at the “storm center” of protracted disputes on segregation, abortion, affirmative action, marriage and partnering, free exercise of religion, and the death penalty. Can the Court resolve these national disputes more easily than other governmental institutions? And, if so, why? Is the Supreme Court resolution of disputes circumventing our “democratic” institutions? This seminar seeks to improve our understanding of how the Supreme Court functions and to develop our analytic skills about rival claims of liberal or conservative ideologies at work. Main topics include: judicial politics and appointments, jurisdiction, standing, collegial decision-making, adhering to or undermining key precedents, judicial activism and restraint, and the impact of judicial holdings. Evaluation will be based upon class participation, two short papers, and a research-based term paper. Level: Introductory/Intermediate. Prerequisites: None. Class limit: 15. Lab fee: none.

### **2087 Transforming Food Systems**

Faculty: Collum, Kourtney

Meets the following degree requirements: HS

This course explores possibilities for transformative change across local and global food systems. The course centers on the questions: What would

it take to ensure access to healthy, safe, affordable, culturally appropriate foods for all people? The first part of the course critically examines capitalist food systems with particular attention to the ways culture, politics, and economics shape our interactions with food. Through readings and exercises, we explore issues such as nutrition, worker safety, contested agricultural and land use policies, hunger, and environmental and community health. The second part of the course examines case studies of transformative food movements around the world, from the Zero Hunger programs in Belo Horizonte, Brazil, to La Via Campesina global campaign for agrarian reform. We focus particularly on food sovereignty and agroecology movements. The final third of the course focuses on transformative work in Maine and at COA. Students take multiple field trips to participate in local movements and to learn about their philosophies, objectives, and activities. By the end of the course, students will be able to analyze how power shapes food systems and articulate a theory of change for addressing a food systems problem of their choice. Students are evaluated based on participation in class discussions and field trips, a series of reflection papers, and a final project including a paper and an audio-visual presentation. Level: Introductory/Intermediate. Prerequisites: None. Class limit: 14. Lab fee: \$15.

### **2089 College Seminar: Oceans and Fishes**

Faculty: Little-Siebold, Todd

Meets the following degree requirements: W HY

This course will explore the rapidly expanding field of marine environmental history and historical studies that focus on fish and fisheries. Students will learn about the history of oceans and fishes by looking at how historians and other scholars frame their works and make their arguments. We will explicitly compare methods, use of evidence and other aspects of different disciplinary approaches to the topic to highlight the strengths and limitations of each approach. This dimension of the class is particularly interesting because of the dynamic and interdisciplinary nature of scholarship right now that brings a wide range of research into dialogue. The course will focus intensively on helping students develop their own ideas and arguments in writing by focusing on writing as a process. Students will draft, write, revise and rewrite several short analytical essays with an eye toward clarifying their own argument, using text as evidence, and writing clearly and cohesively. Students will also be evaluated on their preparation for discussion and capacity to engage in a discussion-based exploration of the seminar readings. This course is appropriate for students with interest in history, community-based research, marine studies, and environmental policy. Students who are just curious and interested in lots of things are also most welcome. Level: Introductory/Intermediate. Prerequisites: none. Class limit: 12. Lab fee: \$45.

## 2090 Postcolonial Studies and Psychoanalysis II

Faculty: van Vliet, Netta

Meets the following degree requirements: HS

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.

## 2091 Forms of Poetry

Faculty: Mahoney, Daniel

Meets the following degree requirements: HS

This class is a study of, and a writing workshop in, poetic forms. We will look at constraints, techniques, and directions of contemporary poetry through intensive reading, writing, and criticism of our own poetic work. This background is useful and significant for the study of poetry at any level, and is especially helpful in light of the fact that free verse technique has dominated poetry in the twentieth century. This course is valuable for practiced poets, emerging poets, and prose writers alike; the knowledge of poetic forms will help students develop voice and lyrical content in their own writing. We will look at many

forms in this course and practice writing in a handful of them. The forms we will concentrate on during this workshop will be the Sonnet, Ghazal, Villanelle, Pantoum, Renga, Zuihitsu, and the prose poem. Yes, the prose poem! You might be thinking: Why write in these old timey poetic forms? That is a good question, one we will address on a weekly basis. Over the last seventy years, the debates over form have been shaped in visceral ways, from irawī versus icooked, iacademici versus ibeat, iformali versus iantiformali. This class is designed to deepen your knowledge of these debates and to inspire you to draw upon a variety of modes in your own writing. Evaluations: Students will be expected to contribute to a class blog, write several poems a week, revise poetic output, participate in class workshop, and hand sew a chapbook of their own revised, creative work. Level: Introductory/Intermediate. Prerequisites: none. Class limit: 12. Lab fee: none.

## 3010 Autobiography

Faculty: Carpenter, William

Meets the following degree requirements: HS

This course uses autobiography as a literary form to examine the lives of certain significant people and then to examine our own lives, concentrating particularly on understanding the effects of early home and community environments. In the first half of the term, students read and report on two autobiographical works chosen from a list including Beryl Markham, Carl Jung, Margaret Mead, Maya Angelou, Leo Tolstoy, Virginia Woolf, Vincent Van Gogh, W. B. Yeats, and Pete Rose. In the second half, students write their own autobiographies, working in small groups and frequent tutorial meetings with the instructor. The product is an autobiographical examination of the student's own development. This course should consume 15 hours per week outside of class, more at the end of the term when finishing the autobiography. Level: Intermediate. Prerequisite: Course involving literature and writing and Instructor Signature. Offered every other year. Class limit: 8.

## 3011 Bread, Love, and Dreams

Faculty: Carpenter, William

Meets the following degree requirements: HS

This course is an introduction to the unconscious. It begins with the problem of knowing something which by definition is unknown. It then proceeds to examine two classic approaches to the unconscious: dreams and love. Students are expected to keep dream notebooks and to recognize their own unconscious life in the light of readings. Readings start with the unconscious in its classical formulation according to Freud and Jung. We read *The Interpretation of Dreams* and *Two Essays in Analytical Psychology*. We consider these themes in fiction using Henry James' *The Beast in the Jungle*. We then move to more contemporary writers, particularly James Hillman's *The Dream and the Underworld*, Michel Foucault's *History of Sexuality*, and finally consider some of the nega-

tive implications of the material in Elaine Scarry's *The Body in Pain*. The writing part of this course is done in pairs, with groups of two students cross-examining each other's dream notebooks and self-analysis. Level: Intermediate. Prerequisite: A course in literature or psychology. Offered every other year. Class limit: 20. Lab fee: \$20.

### **3012 Poetry and the American Environment**

Faculty: Carpenter, William

Meets the following degree requirements: HS  
Since Anne Bradstreet in the seventeenth century, American poets have responded to the natural environment and its human transformation. Poets have learned to see by their exposure to nature, then in turn have used their techniques of vision, music and metaphor to teach us how to see who and where we are. This class considers poets of the Romantic and Transcendental movements, spends some time with Walt Whitman and Emily Dickinson, then focuses on the twentieth century, especially T.S. Eliot, Wallace Stevens, Robert Frost, Robinson Jeffers, and Elizabeth Bishop. We end with some contemporaries: Robert Hass, Charles Simic, Gary Snyder, and Mary Oliver. Students may write either an analytical paper or a collection of their own poetry. Class meetings are supplemented by additional workshop sessions for student poets. Level: Intermediate. Class limit: 15. Lab fee: none.

### **3015 African American Literature**

Faculty: Waldron, Karen

Meets the following degree requirements: HS  
This survey of African American literature from its origins in the slave narrative to the present vivid prose of some of America's best writers considers the impact of slavery and race consciousness on literary form and power. Readings include letters, essays, poems, short stories, and novels of some of the following authors: Phillis Wheatley, Frederick Douglass, Harriet Jacobs, Pauline Hopkins, Langston Hughes, Richard Wright, Zora Neale Hurston, Gwendolyn Brooks, Ralph Ellison, Toni Morrison. Level: Intermediate. Prerequisite: A previous literature course or signature of the instructor. Class limit: 15. Offered every other year.

### **3016 Global Environmental Politics: Theory and Practice**

Faculty: Stabinsky, Doreen

Meets the following degree requirements: HS  
This course will cover the politics and policy of regional and global environmental issues, including many of the major environmental treaties that have been negotiated to date (Montreal Protocol, Framework Convention on Climate Change, Convention on Biological Diversity). Students will gain both practical and theoretical understandings of how treaties are negotiated and implemented, through case studies of the climate change convention and the Cartagena

protocol on biosafety. We will draw on both mainstream and critical theories of international relations when analyzing these negotiations. Students will become familiar with the range of political stances on different treaties of various nations and blocs, and the political, economic, cultural, and scientific reasons for diverging and converging views. We will pay special attention to the growing role played by non-governmental organizations in global environmental politics. We will conclude the course with discussions of some current controversial areas in international environmental politics. Level: Intermediate. Class limit: 15. Lab Fee \$10.00

### **3019 Mountain Poets of China and Japan**

Faculty: Visvader, John; Stover, Candace

Meets the following degree requirements: HS  
There was a long standing tradition in both China and Japan of wandering poets and mountain hermits who expressed their experiences in nature in poetic terms. In this class we take an overview of the major styles of poetry in both of these countries and sample some of the work of their major poets. After a brief introduction to the use of dictionaries and various language tools available in books and on the internet, students will be invited to try their hand at translating some of the Chinese poems and rendering them into good poems in English. Level: Intermediate. Students will be expected to take the course on a Pass/Fail basis, with special arrangement made for those needing to take it for a grade. Class limit: 12.

### **3020 Contemporary Social Movement Strategies**

Faculty: Cox, John Gray

Meets the following degree requirements: HS HY  
When groups organize others to promote social change, what alternative strategies do they employ and how effective are they in varying circumstances? Can any general principles or methods for social change be gleaned from the successes and difficulties encountered in various social movements around the world? We will use Bill Moyer's "Doing Democracy" and a series of other theoretical readings to look at general models and strategies. And we will use a series of case studies including, for instance, the Zapatistas, Moveon.org, the liberation of Eastern Europe, the US Civil Rights Movement, the anti-globalization movement, the Breast Cancer Social Movement and the Gay and Lesbian movement. Students will write a series of short analyses of cases considered in class and do extended case studies on their own. Evaluation will be based on the quality of class participation, research, and writing. Level: Intermediate. Class limit: 15. Lab fee \$25.

### **3021 Intermediate Spanish I**

Faculty: Pena, Karla

Meets the following degree requirements:  
This course is for students who are competent in the use of basic Spanish structures, of the simple and

compound of the indicative tenses, and some forms of the imperative tense. Objective: The students will be able to express themselves orally and through writing using a variety of vocabulary, the indicative and imperative moods, and some applications of the subjunctive mood. This includes a review of the present, preterite, future imperfect, preterite imperfect tenses, pronouns of object direct and indirect, imperative mood, expanded use of the “to be” and “is” verbs, the prepositions and simple conditional, the study and practice of the compound tenses of the indicative mood, present perfect, plus perfect, and future perfect. They will also study the subjunctive mood and verbs that express emotion. Evaluation Criteria: two compositions, two auditory tests, two writing tests covering grammar, two oral tests, assignments/ homework, class participation. Level: Intermediate. Offered every fall. Class limit: 10. Lab fee: \$20

### **3022 Intermediate Spanish II**

Faculty: Pena, Karla

Meets the following degree requirements:

This course is for students who use the simple and compound structures of the indicative mood. Objective: The students will express themselves orally and through writing using the appropriate vocabulary and complex sentence structure in the indicative, subjunctive, and imperative moods, adverb clauses and more sophisticated idioms. Evaluation Criteria: two compositions, two auditory tests, two writing tests covering grammar, two oral tests, assignments/ homework, class participation. Level: Intermediate. Class limit: 10.

### **3023 International Wildlife Policy and Protected Areas**

Faculty: Cline, Ken

Meets the following degree requirements: HS “Save the whales”; “save the tiger”; “save the rain-forest”—increasingly wildlife and their habitats are the subject of international debate with many seeing wildlife as part of the common heritage of humankind. Wildlife does not recognize the political boundaries of national states and as a result purely national efforts to protect wildlife often fail when wildlife migrates beyond the jurisdiction of protection. This course focuses on two principle aspects of international wildlife conservation: 1) the framework of treaties and other international mechanisms set up to protect species; and 2) the system of protected areas established around the world to protect habitat. We begin with an examination of several seminal wildlife treaties such as the International Convention for the Regulation of Whaling, CITES, migratory bird treaties, and protocols to the Antarctica Treaty. Using case studies on some of the more notable wildlife campaigns, such as those involving whales and elephants, we seek to understand the tensions between national sovereignty and international conservation efforts. The Convention on Biological Diversity and

its broad prescriptions for wildlife protection provide a central focus for our examination of future efforts. Following on one of the key provisions in the Convention on Biological Diversity, the second half of the course focuses on international and national efforts to create parks and other protected areas. In particular we evaluate efforts to create protected areas that serve the interests of wildlife and resident peoples. Students gain familiarity with UNESCO’s Biosphere Reserve model and the IUCN’s protected area classifications. We also examine in some depth the role that NGO’s play in international conservation efforts. The relationship between conservation and sustainable development is a fundamental question throughout the course. Level: Intermediate. Recommended courses: Use and Abuse of Public Lands, Global Politics and Sustainability, Global Environmental Politics.

### **3027 Microeconomics for Business and Policy**

Faculty: Taylor, Davis

Meets the following degree requirements: HS QR What is the best way to insure that communities can provide dependable, well-paying jobs to their citizens? Why does Coca Cola spend millions of dollars to advertise a product with which most people are already very familiar? What can the game of blackjack tell us about how industries are structured? How can we get coal-burning power utilities to reduce their carbon emissions while they save millions of dollars in the process? How can we provide much better health care to all Americans, at much less cost, while making it easier for small businesses to grow? All of these questions, and many more like them, are answered by microeconomic theory. This intermediate-level course exposes students to basic microeconomic theories, models, and concepts that shed insight on the economic behavior of businesses, individuals, governments and politicians, and international organizations. We will emphasize approaches that have numerous overlapping applications to both business and policy evaluation: markets, pricing, firm structure and decision-making, strategic behavior (using game theory), consumer behavior, externalities (such as greenhouse gas emissions) and the provision of public goods (such as military, education, and environmental conservation). We will pay special attention to the economics of asymmetrical information (adverse selection, moral hazard, and principal-agent situations) that have a wide range of applications, including issues such as the ineffectiveness of the American health care system, the structuring of business finance, and the hiring and paying of employees. This will be a non-calculus course, but will give students exposure to technical economic modeling, with heavy emphasis on graphical modeling of complex social phenomena. We will use a lab period to conduct extensive experiments and games that illustrate or test economic concepts and hypotheses. Level: Intermediate. Prerequisite: Signature of instructor or one course in economics or business. Class limit: 15. Lab fee: \$30.

### **3028 The Mystics**

Faculty: Visvader, John

Meets the following degree requirements: HS

Mysticism is an important current in almost all religions and marks an attempt on the part of the mystic to experience a union with the deepest nature of reality. This course offers an examination of the nature and types of mystical experience with a particular emphasis on the paradoxical language that many mystics use. Language is thought to be inadequate to describe the nature of the real and yet language is the only tool to communicate with others. Contradictory and paradoxical expressions and descriptions are used in an attempt to point beyond language directly at reality. While drawing primarily on Western religions of the Greek, Christian, Islamic and Jewish traditions, questions are raised concerning the degree to which Eastern traditions, such as Buddhism, can be meaningfully regarded as mystical. Some of the mystics examined in detail include Plotinus, Ibn Arabi, Meister Eckhart, Marguerite Porete, St John and St. Teresa. Students will be evaluated on their participation in discussions and the ability to convey their understanding of mysticism in both mid-term and final take-home exams. Level: Intermediate. Class limit: 20.

### **3029 Shakespeare: Character, Conflict, and Cinematography**

Faculty: Carpenter, William

Meets the following degree requirements: HS

This course will focus on Shakespeare's tragedies as a direct link between the birth of tragedy in ancient Greece and the violence of contemporary cinema. The class begins with a week of Shakespeare's sonnets as an entry into the co-evolution of language, metaphor and human emotion. We'll then compare "Hamlet" and Sophocles' "Oedipus Rex" in the light of Freudian theory to shed light on universal issues of incest and domestic violence, and continue with a play every week in two extended evening sessions, 4-9 Monday and Thursday, with pizza intermission. The Monday sessions will be a complete dramatic reading of the play involving the whole class, stopping to discuss salient points, with the aim of complete understanding of language, structure and meaning. The Thursday sessions will be a single or double feature of contemporary and classic film adaptations, followed by discussion of the relation between play and film. Sample pairings would be "Romeo and Juliet" with Bernstein's "West Side Story; "Macbeth" with Geoffrey Wright's "Macbeth" and Kurosawa's "Throne of Blood," "King Lear" with Moorhouse's "A Thousand Acres." Two written assignments will involve a choice of structural analysis of a play, re-casting Shakespearean scenes or motifs into original short fiction, or selecting and following a Shakespeare play through all its cinematic variations. Texts will be individual editions of the plays, along with Michael Greer's "Screening Shakespeare" for individual background. Intermediate: prior writing

or literature course recommended. Level: Intermediate. Prerequisites: prior writing or literature course recommended. Class limit: 16. Lab fee: \$10.

### **3031 Our Public Lands: Past, Present, and Future**

Faculty: Cline, Ken

Meets the following degree requirements: HS HY

By definition "public lands" belong to all of us, yet public lands in this country have a history of use (and abuse) by special interests and a shocking absence of any coherent management strategy for long-term sustainability. This course is taught in seminar format in which students read and discuss several environmental policy and history texts that concern the history and future of our federal lands. We also use primary historic documents and texts to understand the origins of public ownership and management. We examine the legal, philosophical, ecological, and political problems that have faced our National Parks, wildlife refuges, national forests, and other public lands. An effort is made to sort out the tangle of laws and conflicting policies that govern these public resources. Special attention is given to the historic roots of current policy debates. Evaluation is based upon response papers, a class presentation, participation in class discussions, and a group project looking closely at the historical context and policy implications of a management issue facing a nearby public land unit. Level: Intermediate. Prerequisite: Introductory history or policy class recommended. Class limit: 20. Lab fee \$15.

### **3032 The Cold War: Early Years**

Faculty: McKown, Jamie

Meets the following degree requirements: HS HY

This course provides a broad historical overview of the early years of the Cold War period that shaped global politics generally and American foreign policy specifically. Beginning in the 1940s and leading up to Richard Nixon's election in 1968 we will examine the diplomatic relationship between the United States and the Soviet Union and how this relationship has impacted state actors, economic policies, cultural production, and conceptions of identity. While there will be a heavy focus on traditional state-level diplomatic history, students will also explore a broad array of methodological approaches. Class sessions will include a mix of traditional lecture formats, class discussion, and outside presentations. An evening lab is scheduled in order to screen a variety of cultural artifacts from the various periods we will cover. The primary goal is to give students an intensive 10-week crash course into key events, concepts, figures, etc.. that defined the early decades of Cold War diplomacy. At the same time there is also time allocated for students to explore their own independent research interests. Given the far-reaching force of Cold War politics into everyday life, individuals with widely varying academic interests will find the course informative and productive. Evaluation will be based

on a mix of class participation, individual research assignments, and exams. All students, regardless of their backgrounds, previous coursework, or interests are welcome. Level: Intermediate. Class limit: 30. Lab fee: none.

### **3034 Conspiracy Theory and Political Discourse**

Faculty: McKown, Jamie

Meets the following degree requirements: HS

The fear of the “hidden” enemy that lurks behind the shadows is a narrative theme that appears periodically in the political discourse of all democratic societies. Yet, this narrative of fear (often labeled as conspiracy theory) is regularly criticized as somehow being inherently antidemocratic, irrational, or dangerous. At the same time, this form of argument can also be “mainstreamed” and defended as a legitimate response to the events of the moment. How do we make sense of this tension? If conspiracy theory as a mode of explanation is inherently “irrational,” what does this mean for its enduring presence in our political discourse? Is the only difference between a reasonable claim rooted in fear and the conspiracy theories of “kooks” and “nutjobs” simply a matter of which one is “correct?” This class will address the role fear and anxiety plays in our social and political lives. We will explore a variety of topics related directly to how threats, conspiracies, agents of “evil,” and “otherness” become manifest in public discourse. Specific topics include: the possible tension between “rational” deliberative decision making and the cultivating of anxiety in public governance; why we dismiss some claims as mere conspiracy theory and yet have no problem accepting other similarly formed arguments; what role the “outsider” plays in cementing cohesion within an “in” group; and the disturbing possibility that fear is actually a healthy component of democratic debate. The class will look at both contemporary and historical examples from the United States and around the world. There are three primary goals of the class: first, to expose students to the analysis of primary texts rooted in public fear and anxiety; second, to provoke discussion about the role of conspiracy and threats in democracies; and third, to provide students with a survey of secondary work that seeks to situate and make sense of these topics. Readings will be a combination of primary artifacts for interpretation (such as speeches, manifestos, pamphlets, and movies) as well as secondary analytical readings. In addition to the regular class meeting time, students will be expected to attend a weekly evening lab session devoted to the screening of visual works and/or presentations by speakers. Evaluation will be based on readings driven discussion as well as individual student writing assignments. Students will produce several short length essay assignments during the term as well as a longer research paper at the end of the term. This class is open to students of all interests regardless of their experience with politics, government, or social theory. Level: Intermediate. Prerequisites: none. Class limit: 10. Lab fee: none.

### **3035 Sustainable Strategies**

Faculty: Friedlander, John

Meets the following degree requirements: HS

Business has tremendous societal ramifications. Inventions and industries from the automobile to the internet impact everything from air quality to economic and political freedom. Entrepreneurs, who are often at the forefront of business and thus societal innovation, are changing the way business is conducted by creating businesses that are beneficial to the bottom line, society and the environment. Through cases, projects and present day examples, the course will challenge students to understand the impact of business on society and the challenges and pitfalls of creating a socially responsible venture. In addition, it will offer new frameworks for creating entrepreneurial ventures that capitalize on social responsibility to gain competitive advantage, increase valuation while benefiting society and the environment. The final deliverable for the course is an in-class presentation in which student teams will either: (1) recommend ways to improve the social and environmental impacts of a company, while increasing competitive advantage and bottom line; or (2) benchmark two industry competitors, a socially responsible company versus a traditional company.

Level: Intermediate. Class limit: 15.

### **3036 Oceans & Fishes: Readings in Environmental History**

Faculty: Cline, Ken

Meets the following degree requirements: HS HY

This course will explore the rapidly expanding field of marine environmental history and historical studies that focus on fish and fisheries. Recent methodological and conceptual work as well as growing interest in the history of these topics driven by conservation and policy issues has made this an important and innovative field. Using the work of a variety of scholars from different fields the class will explore how historical accounts can be constructed with an emphasis on the types of available sources, the use of evidence, and how each author builds their argument. We will explicitly compare the methods, use of evidence and other aspects of different disciplinary approaches to the topic to highlight the strengths and limitations of each approach. This dimension of the class is particularly interesting because of the dynamic and interdisciplinary nature of scholarship right now that brings a wide range of research into dialogue. Students will learn about the history of oceans and fishes by looking at how historians and other scholars frame their works and make their arguments. Students will be evaluated on their preparation for discussion, mastery of the material, short written assignments, and a final project made up of a presentation and essay. This course is appropriate for students with interest in history, community-based research, marine studies, and environmental policy. Students who are just curious and interested in lots of things are also most

welcome. Level: Intermediate. Class limit: 15 Lab Fee \$75.00

### **3038 The Cold War: The Later Years**

Faculty: McKown, Jamie

Meets the following degree requirements: HS HY

This course provides a broad historical overview of the early years of the Cold War period that shaped global politics generally and American foreign policy specifically. Beginning with the election of Richard Nixon's in 1968 and following up to today, we will focus on the diplomatic relationship between the United States and the Soviet Union/Russia and how this relationship has impacted state actors, economic policies, cultural production, and conceptions of identity. While there will be a heavy focus on traditional state-level diplomatic history, students will also explore a broad array of methodological approaches. Class sessions will include a mix of traditional lecture formats, class discussion, and outside presentations. An evening lab is scheduled in order to screen a variety of cultural artifacts from the various periods we will cover. The primary goal is to give students an intensive 10-week crash course into key events, concepts, figures, etc. that defined the later decades of Cold War diplomacy. At the same time there is also time allocated for students to explore their own independent research interests. Given the far-reaching force of Cold War politics into everyday life, individuals with widely varying academic interests will find the course informative and productive. Evaluation will be based on a mix of class participation, individual research assignments, and exams. While this class is designed to compliment the topics covered in The Cold War: Early Years, students are not required to have had this earlier class. Both courses are designed as "stand alone." All students, regardless of their backgrounds, previous coursework, or interests are welcome. Level: Intermediate. Class limit: 20. Lab fee: none.

### **3039 Communicating Science**

Faculty: Kozak, Anne

Meets the following degree requirements: W

This course is designed for science students developing their research skills working on research projects for a principal investigator; specifically this course will improve the students' writing ability and introduce them to writing for the scientific community. The course involves not only learning to write an abstract and literature review but also understanding the protocols for writing a scientific paper based on lab or field data. In addition, students will prepare a power point presentation on their research to present at a meeting or conference such as the Maine Biological Science Symposium or the annual INBRE meeting. In addition to working with the instructor, students will work on the content of their writing with the principal investigator. Offered every other year. Level: Intermediate. Prerequisite: Signature of instructor. Class limit: 12. Lab fee: \$20.

### **3040 History of Agriculture: Apples**

Faculty: Little-Siebold, Todd

Meets the following degree requirements: HS HY

This course will explore the history of agriculture from the vantage point of Downeast Maine with a focus on apples. The premise of the course is that by exploring this fascinating crop in detail from the local vantage point of Downeast Maine students will be able to grasp the many historical processes at work from the introduction of the fruit in the late sixteenth and early seventeenth centuries to the age of agricultural improvement in the eighteenth on to the rise and fall of commercial orcharding as a major component of Maine's farm economy in the early twentieth century. Using sources ranging from secondary sources, historical atlases, aerial surveys, and diaries, we will explore how the culture of apple agriculture in Maine develops over time as part of an interconnected Atlantic World where crops flow back and forth between Britain and the colonies/U.S. over hundreds of years. Course activities will include fruit exploration and fieldtrips to track down and identify antique varieties, as well as visits to the local farms where a new generation of apple culture is taking shape. The course will also engage students with the process of cider-making, both sweet and hard, as well as exercises in the preparation, storage, and processing of apples. Students will be evaluated on their participation in discussion, how they collaborate with others in class projects, and a final individual or collaborative project. This course is designed for students interested in history, farming and food systems, community-based research, and policy/planning issues. It is also very appropriate for students who like apples and just want to know (a lot) more.

Level: Intermediate. Limit: 18. Lab Fee: \$125.00.

### **3041 Intermediate Atelier in French Language and Conversation**

Faculty: STAFF

Meets the following degree requirements:

This course helps intermediate level students increase proficiencies in all four skill areas - listening, speaking, reading and writing - using a workshop format drawing on the internet resources and pedagogical methods of the French language institute at CAVILAM in Vichy, France. Classes will meet three times a week for 1.5 hours each session and will include discussions, readings, small and large group activities, and a variety of other exercises that draw on authentic language materials. This is for students with sufficient background in French to engage in basic conversations and learn in a workshop format—students who, using the Common European Framework, are at an A2 to B1 level. Students will be evaluated through written and oral tests, class participation, short papers and oral presentations.

Level: Intermediate. Prerequisite: Placement exam required to confirm level. Class limit: 15. Course fee: \$25.

### **3053 Voyages**

Faculty: Carpenter, William

Meets the following degree requirements: HS

From prehistoric times the journey into the unknown has been both a reality and a metaphor of human experience. This course will follow the archetype of the voyage through major literary narratives and road movies. Its written and class assignments will draw from students' own experience as travelers. Using Joseph Campbell's *Hero with a Thousand Faces* as a theoretical framework, we'll move on to Homer's *Odyssey* (selections), Melville's *Moby Dick*, Conrad's *Heart of Darkness*, Woolf's *To the Lighthouse*, Peter Mattheissen's *Far Tortuga* and the new "scroll" version of Jack Kerouac's *On the Road*. We'll watch *Apocalypse Now*, *Priscilla Queen of the Desert*, *Stranger than Paradise*, *Powwow Highway*, *Wild at Heart*, *The African Queen*. Assignments will include in-class reports on students' own journeys and a nonfiction creative writing section on travel narrative. Level: Intermediate. Prerequisites: none. Class limit: 16 Lab fee: none.

### **3055 The Mayas of Yesterday and Today**

Faculty: Cox, John Gray

Meets the following degree requirements:

This is a course in the history and culture of the Yucatec Maya offered as part of the College's Yucatan Program in Mexico. It will cover key features of the Pre-Hispanic, Colonial and Modern eras. Readings will include classic texts by and about them as well as contemporary studies in archaeology and anthropology. Themes will include social structure, religion, politics, agricultural practices, language and family life. Homework will include various short writing assignments and oral project reports. Field trips in and around Merida will be included both to visit archaeological sites of special interest and also to visit contemporary communities of Maya. Each student will do a major final project which will include research in texts and fieldwork which culminate in an extended study on site in a Maya village. This course will be taught entirely in Spanish. Level: Intermediate. Prerequisite: signature of Yucatan program director and co-enrollment in HS6010 Spanish Language and HS2021 Immersion Practica. Lab fee: TBA. Class limit: 12

### **3057 Taking the Waters: The Politics & Culture of Water in France**

Faculty: Cline, Ken

Meets the following degree requirements: HS

France is renowned for its waters. Whether it is the spa cities like Vichy where people flocked to "take the waters," the marketing of Perrier that started the global bottled water craze, the pilgrimages to the sacred waters of Lourdes, the home of global water giants like Suez Lyonnaise des Eaux, or the rivers that define its various regions, water provides a lens through which to understand France. This

course will look at the multiple dimensions of water in France and Europe and ultimately at the question of the meaning of water. This class will be taught in conjunction with Doreen Stabinsky's class and the French language course at CAVILAM (Immersion Program in French Language and Culture). The first five weeks of the course will be based in Vichy. Vichy owes its existence to its mineral springs that have drawn people since Roman times to "faire une cure thermal." Looking at both the mythology and the current practice of thermal medicine, we will examine the use of water for healing and renewal. In addition, we will investigate the conflict between efforts to commodify water globally and citizen efforts to build a "water democracy" around the idea of water as a human right. The final three weeks of the course will explore related issues through excursions in France and to Brussels to understand the history of humans' relationship with water. From ancient Roman water structures, to the engineering marvel of Paris sewers, contested dam sites, and multinational water conglomerates, the class will experience the changes in water paradigms over time. The class will also seek to assess the success of Europe's continent-wide attempt at holistic water management. The EU Water Framework Directive provides an excellent opportunity to investigate the new federalism of Europe, ambitious efforts to improve water quality, and the strengths and weaknesses of Integrated Water Resource Management. Class readings and discussions will take place in English, though some conversations with outside experts may be in French. Students will be evaluated on response papers, projects, problem sets, and class participation. Level: Intermediate. Prerequisites: At least one policy course, French language course and permission of instructor. Class limit: 12. Lab fee: none.

### **3059 Native American Literature**

Faculty: Waldron, Karen

Meets the following degree requirements: HS

This course is a challenging introduction to several centuries of Native American literature, the relevance of historical and cultural facts to its literary forms, and the challenges of bridging oral and written traditions. Authors include such writers as Silko, Erdrich, Harjo, Vizenor, and McNickle as well as earlier speeches and short stories. We also consider non-native readings and appropriation of Native American styles, material and world views. Level: Intermediate. Class limit: 15. Lab fee: none.

### **3060 Financials**

Faculty: Lepcio, Andrea

Meets the following degree requirements: QR

Business, like all disciplines, has its own language. Being able to speak the language of business is critical for activists, social entrepreneurs and business owners alike. Financial statements are a key component of this language. These statements measure the fiscal health of both non-profit and for-profit organizations.

They provide insight into all areas of the company. They are a powerful tool for determining investments, competitive positioning and have extraordinary impacts on all of an organization's stakeholders. Unfortunately, most people, including many who run a wide variety of organizations, fail to grasp this language. In doing so, they undermine their organization's opportunity for success, as well as create obstacles to using business as a means of social change. Without guidance, looking at these financial statements is similar to examining hieroglyphics for the first time. Starting from a basic level and layering in complexity, the course will seek to demystify these statements in a way that is informative and un-intimidating. In addition, time will be spent advancing students' understanding and familiarity with spreadsheets. Topics of the course will include: Creating and analyzing cash flow statements, profit and loss statements, balance sheets, as well as common sized income statements; Differentiating between each type of financial statement; Relating these statements to each other, tying them together and varying statements depending on business models; Comparing non-profit and for-profit financial statements and approaches; Examining key financial ratios and how they are different for different businesses; and Spreadsheet management and design. By the end of the class students will create their own financial statements and analyze a business through various financial statements. This class is positioned within the business program to provide the students' skills for business plan projections, exploring investing, general management, leadership or other finance courses. Students will be evaluated on class participation, projects, presentations and other criteria. Level: Intermediate. Class limit: 15. Lab fee: \$30.

### 3061 Postcolonial Islands

Faculty: van Vliet, Netta

Meets the following degree requirements: HS

This course focuses on islands ñ geopolitically and conceptually ñ to consider the significance of postcolonial difference for contemporary political questions about representation, violence, exile and diaspora, climate change, poverty, racialization and sexuality. Islands have long been imagined as sites of fantastic possibility and power, as places of refuge and respite as well as places of horror and dread. They are places imagined as home to cannibals and monsters, but also as idyllic vacation spots and safe havens for shipwrecked sailors. Etymologically, the word island carries with it the meaning of both land and water, and islands are defined as fragments of a whole, and simultaneously as whole unto themselves, raising questions about binaries and boundaries between self and other and about the conceptual topographies of territory, land and water, thresholds between here and there. Islands have been sites ripe for colonial ventures, understood as isolated, insular and susceptible to translation and appropriation but also as resistant, bounded and singular, fertile sites of diversity. Islands have also been significant in

religious understandings of them as sites for communion with God or as final places of burial. This course will examine islands in these terms as they have been articulated in the literary imagination, in postcolonial studies and ethnography, and in political theory. Drawing on examples such as Defoe's Robinson Crusoe, J.M. Coetzee's *Foe*, The Odyssey, Plato's Atlantis, Jonathan Swift's *Gulliver's Travels*, Shakespeare's *The Tempest*, Octave Mannoni's *Prospero and Caliban*, Aime Cesaire's *A Tempest*, as well as on ethnography in *Island Studies* (including classic ethnography such as Malinowski's *Trobriand Islands*, and recent scholarship such as *The Island Studies Journal* and *A World of Islands*), we will consider questions about political representation, language and translation, religious, ethnic and sexual difference, the definition of the human, mobility and sovereignty, resistance and domination. Students will be evaluated based on attendance, in-class participation, reading responses, one short analytical essay, and a final exploratory research project that examines Mt. Desert Island in the context of course materials. Level: Intermediate. Prerequisites: none. Class limit: 10. Lab fee: \$10.

### 3062 Solutions

Faculty: Friedlander, John

Meets the following degree requirements: HS

We live in a world of problems . . . global warming, inequality, discrimination, child labor, slavery, waste, species extinction, domestic violence and a myriad of other issues occupy the headlines, courses and can feel overwhelming at times. Unfortunately, we rarely here about solutions, let alone have the opportunity to create our own solutions for the issues that concern us and inspire us to action. Changing the world takes more than a critical eye for what is wrong, proselytizing a good idea and hope. There are many factors which contribute to creating social change and in this course we explore what it takes to be a successful change maker in our communities, and thus in the world. Reversing the lens we use to approach the problems of the world is part of what a Human Ecologist needs to do to understand our challenges:

ñ...social entrepreneurs are uniquely suited to make headway on problems that have resisted considerable money and intelligence. Where governments and traditional organizations look at problems from the outside, social entrepreneurs come to understand them intimately, from within.ñ -- David Bornstein, *How To Change The World*

In this experiential, project-based course students will select a specific problem they would like to solve. Students will perform thorough research into a problem of their choosing, understanding it from within by identifying root causes and other exacerbating factors as well as investigating positive deviance and what people around the world are doing to solve this issue. Through these projects and other readings, students will examine a myriad of problems around the world and look at different strategies people are using to tackle them and create positive

social change. The final project for the course will be a concrete proposal for solving the problem they selected. Students will be evaluated based on their performance, participation and the quality of the projects they produce over the course of the term. Level: Intermediate. Class limit: 12. Lab fee: \$50.

### **3063 Contemporary Rhetorical Theory**

Faculty: McKown, Jamie

Meets the following degree requirements: HS

This seminar will provide students with a very broad introductory overview of the varying fields and theories that encompass the contemporary study of rhetoric and public discourse. This includes how various authors have approached the questions of text, speaker, form/content, audience, knowledge, cultural context, and strategies of discourse. What unites all of these diverse strands of thought is how each approaches the nature and function of symbols, linguistic or otherwise, as communicative practices. While the central purpose of the course is to introduce students to the field of rhetorical theory, it also aims to do so in ways that will help complement their individual advanced interdisciplinary projects. As such, while there will be a strong foundational core set of readings, some elements of emphasis will shift (within a limited range) from term to term depending on the background and interests of the students enrolled. This might involve drawing more heavily from fields closely related to, and intertwined with, rhetoric such as argument theory, semiotics, cultural studies, critical discourse analysis, and linguistic anthropology. Some of the theorists covered include: Burke, Farrell, Weaver, Perelman, Gaonkar, Fisher, Foucault, Zarefsky, Richards, Bakhtin, Leff, Toulmin, McGee, Saussure, Barthes, Condit, Bitzer, and Vatz. Evaluation will be based on participation in class discussion, short analysis essays, and a final more extensive independent profile of a theorist, theory, or body of work. This course is strongly recommended for students planning to undertake more advanced work in textual analysis, public address, rhetorical criticism, linguistic anthropology, or any other projects involving close readings of public discourse. Level: Intermediate. Prerequisites: none. Class limit: 14. Lab fee: none.

### **3064 Possession and the Human**

Faculty: van Vliet, Netta

Meets the following degree requirements: HS

This course examines the concept of the human through an exploration of the concept of possession. Contemporary understandings of the human have been influenced by the political frameworks of European modernity and its philosophical roots, all the way back to Aristotle's claim that what differentiates the human from other animals is the capacity for speech, which is also what, he argued, makes the human a political animal. Within this history, categories of difference internal and external to European political community, including women, colonized,

slaves, homosexuals, Jews, and the insane, have been considered as less than fully human. In contrast, the fully human has been historically defined in terms of possession of one's self through the possession of reason, property, territory, autonomy and the capacity for self-representation through language. Over the course of the term, we will examine how those who have been defined as less than fully human challenge oppositions through which the idea of the self-possessed, autonomous human has been defined in oppositions of mind and body, reason and madness, thought and emotion, masculine and feminine, object and subject, religious and secular, and thus also human and animal. Doing so will allow us to rethink concepts such as rights, consent, self-representation, value, autonomy, transparency, equality, freedom, and community. What might it mean to rethink political claims made in the name of humanity in terms of notions of dispossession and being possessed (by language, madness, desire, divine forces or other forms of difference)? What might it mean to think about relating to others and the self through difference rather than sameness? What might it mean for our understandings of the relation between art and politics if we think about politics as based on translation rather than on self-representation and inclusion? Drawing on psychoanalysis, anthropology, postcolonial studies, political economy, literature, religion and feminist theory, this course considers states such as hysteria, melancholia, speaking in tongues, and ecstasy, as well as states of slavery, colonialism, and poverty to consider the political, social and environmental implications of how we define the human. Students will be evaluated based on attendance, in-class participation, weekly reading responses, and two short analytical essays. This is an intermediate level course. Prior work in at least one human studies or related arts course is strongly recommended. Level: Intermediate. Prerequisites: Prior coursework in Human Studies or related Arts courses is strongly recommended. Class limit: 15. Lab fee: \$10.

### **3066 Environmental Ethics**

Faculty: Cox, John Gray

Meets the following degree requirements: HS

This course explores the central philosophical questions and positions in Environmental Ethics and examines their applications in important and distinctive case studies. Emerging issues concerning artificial as well as natural organisms and environments will also be dealt with. The goals are to develop students' abilities to critically understand, explain and analyze the principal questions at issue and views taken on them as well as their abilities to develop thoughtful, creative, responsible, wise responses to the challenges posed by real life cases. Readings will include a range of classic and contemporary essays as well as in depth case studies. Evaluation will be based on demonstration of the student's progress on the two course goals through participation in discussion and roles plays in class, short homework assignments,

two short papers, two problem sets, and a final project. The final project will be an 8 to 10 page paper on an environmental ethics topic of the student's choice written for an authentic audience. Level: Intermediate. Prerequisites: None. Class limit: 18. Lab fee: \$25.

### **3068 Linguistics, Language & Culture: Human Ecological Approach**

Faculty: Cox, John Gray

Meets the following degree requirements: HS

This course explores the basic questions concerning the origins, nature, history, functions and philosophical significances of human languages. Comparisons to other species and to machine languages will also be examined. Readings will include classic texts by Chomsky and others as well selected materials from diverse disciplines such as linguistic anthropology, psychology, ethology, aesthetics, history of languages, and philosophy. Class sessions will include a mix of discussion, lecture, and visiting speakers. Each student will undertake a term-long project examining some topic of interest and examine it from the point of view of the different disciplines and theories covered in the course. Project topics might include, for example: the development of identity, the articulation of gender, forms of representation, the expression of emotion, concepts of rationality, relations between meaning and truth, and communication in an age of artificial intelligences. The goals of the course are: 1) to familiarize students with the range of phenomena associated with language and the principal questions they raise and the theories used to interpret them and 2) to develop skills in researching interdisciplinary questions. Assignments will include two problem sets, a series of weekly homework exercises, and the term project which must be presented both orally and in a major paper due at the end of the term. Evaluation will be based on the extent to which in-class participation and work on the assignments demonstrates substantive progress on the two goals of the course. There are no specific prerequisites, but students will be expected to be able to contribute insights, information and questions from previous work in relevant disciplines and/or studies of languages, undertake challenging readings, and pursue a major independent project. Level: Intermediate. Prerequisites: None. Class limit: 20. Lab fee: \$20.

### **3070 Native American Law**

Faculty: Cline, Ken

Meets the following degree requirements: HS

From first contact through the confrontation surrounding the Standing Rock Sioux Tribe and the Dakota Access Pipeline, Native American law has tried to reconcile two incommensurate legal systems and widely varying government policies. This course examines the evolution of federal Native American or "Indian" Law from colonization onward as impacted by treaties, executive orders, congressional enactments, and major U.S. Supreme Court cases inter-

preting the U.S. Constitution and statutes as they involve Native American legal issues. This is not a class about tribal law or the indigenous legal systems that exist among the various tribes in the US. Rather, it examines the legal system imposed on tribes from the outside; a system that has evolved over time and creates the legal framework which tribes operate under today. Students will gain an understanding of law as a policy tool and framework, and acquire the necessary skills to work on policy issues affecting native peoples. We will focus on primary legal material as well as secondary interpretations of that material. There will be some comparative law analysis from other countries and an examination of how the United Nations Declaration on the Rights of Indigenous Peoples relates to US practices. Students will complete several analytical problem sets that require an application of course concepts to fact scenarios as well as a major paper on a legal topic of their choosing. A class visit to a Maine reservation will allow conversation with tribal leaders involved with current environmental and Native American issues in Maine. Level: Intermediate. Prerequisites: None beyond proficiency in college-level reading, writing, critical thinking, and research skills; however, Indigenous America is strongly recommended. Class limit: 20. Lab fee: \$20.

### **3072 Macroeconomics: Theory and Experience**

Faculty: Taylor, Davis

Meets the following degree requirements: HS QR

This course seeks to give students knowledge of macroeconomic theories, models, and outcomes. Emphasis will be evenly placed on both formal modeling and intuitive approaches to understanding economic phenomena. An understanding of the relatively formal, abstract macroeconomic models of neoclassical economics will be used to provide a framework for discussion about contemporary macroeconomic phenomena and policy responses. Topics will include unemployment and inflation, fiscal and monetary policy, consumption and savings, monetary theory and banking systems, balance of payments and international macroeconomics, exchange rate determination, financial crises and bubbles, along with topics of student interest. Evaluation will be based on problem sets, a final exam, and classroom participation. Level: Intermediate. Prerequisites: one term of college economics, or instructor permission. Class limit: 15. Lab fee: none.

### **3073 Bees and Society**

Faculty: Collum, Kourtney

Meets the following degree requirements: HS

In the last decade the plight of wild and domesticated bees has pervaded the media and public discourse, yet bees remain largely misunderstood in our society. This course examines the interconnected relationship between humans and bees and asks what bees can teach us about ourselves and our food systems. Through readings, fieldtrips, and guest lectures, stu-

dents will examine the social, economic, and political dimensions of human-bee interactions, investigating topics such as: historical and contemporary beekeeping practices; the political economy of honey; the role of pollination in agriculture and agroecosystems; domestication and human-animal relationships; biodiversity loss in agricultural systems; pollinator conservation and policy; and cooperation and decision-making in human and bee societies. A truly human-ecological course, *Bees & Society* integrates the humanities, natural sciences, and social sciences to examine the applied problem of protecting pollinators in a time of abrupt environmental change. Students will be evaluated based on: (1) participation in class discussions, fieldwork, and field trips; (2) a series of short reflection papers; and (3) a final class project. For their final project, students will develop two native bee conservation workshops—one for elementary school students and one for farmers and gardeners—and host the workshops at COA's farms. Level: Intermediate. Prerequisites: None. Class limit: 14. Lab fee: \$60.

### **3074 Mapping the Ocean's Stories**

Faculty: Little-Siebold, Todd

Meets the following degree requirements: HS

This course will examine how members of Maine's remote coastal and islands communities live in relationship to the ocean. Their connection to the nearby and distant waters is defined by everyday uses such as fishing, lobstering, and wrinkle harvesting as well as deeper historical relationships rooted in many generations of people doing everything from sailing schooners around the world to harvesting shellfish in the same cove over centuries. This class will teach students how to use multi-disciplinary research methodologies to document, map, and analyze both contemporary and historical uses of the ocean. Using coastal and island communities as sites for collaborative community-based research the class will contribute to wider discussions about a process known as Ocean Planning that seeks to create processes to plan how communities, stakeholders, industry and the government build a long term vision of how the spaces of the Gulf of Maine might be used. Students will work in teams to produce a geo-referenced story about a particular place in the ocean off the coast of Maine that has meaning and an emotional connection to a community told in an interesting and compelling way. This information will help give island communities a stronger voice in ocean policy and in decision making processes for siting large scale projects in the nearby ocean environment. The class will draw on methodologies developed around North America to document the everyday uses and interactions people have with the local environment using oral historical and biographical mapping to provide a sort of snapshot of current uses as well as soliciting histories of how those patterns have changed over time. The class will include a substantial fieldwork and field trip component that will require additional times outside of the class schedule. Students will be

evaluated on class participation, active engagement in field research settings, short assignments as well as a final project. The class is appropriate for students with a range of backgrounds, however, experience with historical or community-based research or GIS mapping would be helpful. Level: Intermediate. Prerequisites: Preference will be given to students who have previous community-based research experience or other academic background directly relevant to the course. Class limit: 15. Lab fee: \$150.

### **3076 U.S. Farm and Food Policy**

Faculty: Collum, Kourtney

Meets the following degree requirements: HS

This course offers a broad introduction to food and farm policy in the United States. Food and farm policy encompasses laws, regulations, norms, decisions, and actions by governments and other institutions that influence food production, distribution, access, consumption, and recovery. This course focuses on the policy process and two major policy tools: the U.S. Farm Bill and U.S. Dietary Guidelines for Americans. The course begins with an overview of the evolution of food and farming technology in the United States. Students are then introduced to the concepts, institutions, and stakeholders that influence farm and food policy, and examine examples of some of the most salient contemporary issues. Topics covered include: food production and the environment; farm-based biodiversity conservation; international food and agricultural trade; food processing, manufacturing, and retail industries; food safety; dietary and nutrition guidelines; food labeling and advertising; food and biotechnology; food waste and recovery; food advocacy and activism; and food insecurity and the Supplemental Nutrition Assistance Program (SNAP). Through case studies and exercises students examine the policymaking process at the local, state, and federal level and learn to evaluate various policy options. Finally, the course compares and contrasts international perspectives on farm and food policies and programs. Students are evaluated based on participation in class discussions, a series of op-ed essays, in-class briefs and debates, and a policy recommendation report on the upcoming U.S. Farm Bill. Level: Intermediate. Prerequisites: Must have taken at least one course in food systems, economics, or global politics. Class limit: 15. Lab fee: \$30.

### **3077 Rethinking Mental Disorders**

Faculty: Gallon, Robert

Meets the following degree requirements:

This course presents an alternative view of mental disorders as an attempt to describe types of human dysfunction rather than as medical diseases. We will look at mental disorders as falling on dimensions described as Dimensions of Dysfunction. We will also develop an 'ecological' perspective on mental disorders called the biopsychosocial model. Our discussions will be based on Gallon's *Nine Dimensions of Madness: Redefining Mental Health*. Students will be

evaluated on 1) demonstrating their timely reading and understanding of required reading from the text; 2) researching and preparing a class discussion on additional issues on one of the nine dimensions and; 3) writing a 5 page paper showing how you think your discussion topic does or does not fit Gallon's model of mental disorders. Level: Intermediate. Prerequisites: Some social science course background is desirable. Class limit: 15. Lab fee: none.

### **3078 Satanic Verses**

Faculty: Carpenter, William

Meets the following degree requirements: HS

This course will cover the evolutionary basis of the concept of evil and its representation in cultural productions of myth and religion, image and story. We will also look at the archetype of the Shadow and the psychology of projection, as well as the uses of demonization in political and military conflict. Readings will focus on the figure of Satan in classic and modern literature and religious texts. A centerpiece of the course will be a close reading of Salman Rushdie's "Satanic Verses" and its relation to contemporary Islam. Other readings will be drawn from a list including the scriptural books of Genesis, Job & Revelations, Jung's "Answer to Job", Sura 46 of the Koran, selections from Dante's "Inferno" and Milton's "Paradise Lost", Goethe's "Faust", William Blake's "The Marriage of Heaven and Hell", Hawthorne's "The Scarlet Letter," the Grand Inquisitor chapter from Dostoevsky's "Brothers Karamazov", Nietzsche's "The Antichrist", Elaine Pagel's "The Origin of Satan", the Rolling Stones' "Sympathy for the Devil" and Arthur Miller's "The Crucible," both play and film. We will also take time to study visual imagery from Bosch, Goya, and the Dore illustrations to Dante. Other weekly films may include "The Exorcist," "The Crucible," "The Wicker Man," "Angel Heart," "Rosemary's Baby," and "The Seventh Seal." Students will learn to analyze and understand complex literary works in historical and cultural context. Evaluations to be based on two papers (8 and 12 pages) plus one class presentation. The student presentations might expand the course into areas of contemporary popular culture and social behavior. Level: Intermediate. Prerequisites: None. Class limit: 18. Lab fee: \$10.

### **3079 College Seminar: The Anthropology of Food**

Faculty: Collum, Kourtney

Meets the following degree requirements: W HS

This course uses food as a lens to explore human origins, cultural diversity, social structure, and human/environment interactions. Through academic articles and films, the course exposes students to the different ways anthropologists think about food and the frameworks they use to answer questions concerning the human experience. The course also engages other disciplinary perspectives including history, economics, and political ecology to make larger connections between food and society. Proposed Course De-

scription: This course uses food as a lens to explore human origins, cultural diversity, social structure, and human/environment interactions. Through academic articles and films, the course exposes students to the different ways anthropologists think about food and the frameworks they use to answer questions concerning the human experience. The course also engages other disciplinary perspectives including history, economics, and political ecology to make larger connections between food and society.

Designed as a survey course, this course introduces students not only to writing as process (prewriting, writing, and rewriting) but also to the broad and dynamic subfield of food anthropology. The course is organized around four themes. The first (human origins, diets, and biocultural evolution) explores the uniqueness of cooking to the human species, and how the co-evolution of human diets and culture has shaped different groups' dietary needs, practices, and restrictions. The second (globalization and international trade) looks at the flow of foods and food practices around the world, from sugar to sushi. The third (hegemony and difference) considers how race, gender, and class are constructed and expressed through food. The final theme (consumption and embodiment) considers the relationship between eating and the body; readings in this section focus on body image, eating practices, and critical studies of the rhetoric around hunger and obesity. Students are evaluated based on class participation, a series of reflection papers, a dietary analysis, and a recipe project involving a prepared meal, an audio-visual presentation, and a critical analysis paper. This course meets the first-year writing requirement. Level: Intermediate. Prerequisites: None. Class limit: 12. Lab fee: \$25.

### **3080 AI and the Political Philosophy of the Future**

Faculty: Cox, John Gray

Meets the following degree requirements: HS

This is a course in future studies and political philosophy focusing on the likely implications of artificial intelligence 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 in which artificial intelligence works and is currently transforming our political economy and culture. We will critically examine and experiment with employing 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 Yuval Harari's "Homo Deus", Nick Bostrom's "Superintelligence", and a wide variety of short es-

says 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 and methodological techniques in disciplined and critical ways. Class limit: 20. Lab fee: \$35.

### **3082 Global Ethics: Moral/Spiritual Approaches to Climate Change**

Faculty: Cox, John Gray

Meets the following degree requirements: HS

Are there fundamental principles of ethics on which the diverse spiritual and cultural traditions from around the world can agree? Is ethics about principles used to make decisions or is it, alternatively, more fundamentally a matter of how processes and relationships are developed and pursued? What are the relationships between spiritual traditions and moral practices? Does one ground or frame the other? Are there any kinds of objective truths in morality or spirituality that might guide collaborative research into major global challenges we face? This course will examine these issues in the context of the case of climate change. It will look at common and divergent ways in which climate change issues get framed from the points of view of major philosophical and religious points of view including the Abrahamic Faiths and their variants (e. g. Judaism, Catholicism, Quakerism), Hinduism, Buddhism, Confucianism, Indigenous religions, Utilitarianism, Kantianism, and Virtue based ethics. A major part of the class will involve participation in activities of dialogue and sharing in person as well as on line with people of different ethical and faith traditions. The goals for the course are to: 1. develop students' understanding of the key framing ideas, practices and cultural contexts of the major religious and ethical traditions around the globe; 2. develop students' skills in critical participatory research and dialogue to pursue common ground, reconciliation and collaboration in interfaith and cross-cultural projects; and 3. advance these understandings and skills in the specific context of work on climate change around the globe. Class format will include lecture and discussion on classic texts in the traditions and interpretations of them dealing with climate issues. The course will also include weekly lab sessions which will include both local and

online dialogues and sharing with representatives of different ethical and faith traditions. Assignments will include daily homework assignments for engaging with texts and reflecting on experiences, experiments with activities associated with differing spiritual traditions, two problem sets dealing with the different ideas and skills covered in the course and a term long project exploring the climate change views of one ethical or faith tradition in depth. With regard to level of instruction, this will be a course that is appropriate for students with varying levels of background in the subject matters covered. Students who have strong backgrounds in philosophy, studies of different cultures and methods of dialogue and conflict resolution will find much to challenge and interest them in it but first year students with little background -- who are motivated and interested -- should find that they can get a great deal out of the course. They will each be evaluated based on progress made in reaching the three goals of the class relative to the level they start at. Level: Intermediate. Prerequisites: None. Class limit: 12. Lab fee: \$25.

### **3083 Feminist Theory in a Transnational Frame II**

Faculty: van Vliet, Netta

Meets the following degree requirements: HS

This course covers some of the central texts and genealogies of feminist thought, with a focus on transnational feminist theory. We will address periods of feminist thought that have been significant in shaping the concerns of transnational feminisms, including 1970s U.S. feminism, French feminism, postcolonial theory, and Marxist thought. Through seminar discussion about a variety of texts and films, we will consider how differences across national borders have informed discussions about transnational feminist solidarity. We will examine how feminist theory can help us think about the following: kinship; reproduction; the law and justice; human rights discourse, political economy, racialized and other forms of difference; existence and the subject; the relation between individual and group; the relation between terms such as "gender" and "sex;" and the varied currencies the terms "queer" and "feminist" have carried in different national and transnational contexts. This course builds on Feminist Theory in a Transnational Frame, and while prior coursework in feminist and sexuality studies is beneficial, it is not necessary. Ideally, students in the course will have varied degrees of familiarity with the central questions of the course. This should allow for substantive discussion and opportunities to both formulate and respond to questions posed by class material. This class builds on work done in other courses that address questions of feminist thought, but also is intended to include students with a range of backgrounds. Students will be evaluated based on class participation, weekly reading responses, a mid-term and a final essay. Level: Intermediate. Prerequisites: Prior coursework in the fields of feminist thought, sexuality and gender studies is useful, but not necessary; permission of instructor required. Class limit: 12. Lab fee: \$10.

### **3084 Applications in Food and Sustainable Agriculture Systems**

Faculty: Collum, Kourtney

Meets the following degree requirements:

This year-long course combines COA's Food & Farming Workshop Series with a self-directed study in applied farming and food systems skills. COA's annual Food & Farming Workshop Series offers experiential, placed-based skills training for students and the broader MDI community. Held at COA's farms, community garden, and dining hall, workshop topics range from sheep shearing to chainsaw maintenance. Students enrolled in this course will help curate and coordinate the annual workshop series, participate in the workshops, and design and conduct an independent project on an applied food systems topic of their choice. Students will develop their independent project in collaboration with a faculty advisor and a farm and/or kitchen manager. Projects must be based at Beech Hill Farm, Peggy Rockefeller Farms, the COA Community Garden, or Take-a-Break. Possibilities might include but are not limited to: organic farm management, cover cropping, crop rotation, no-till agriculture, farm equipment mechanics, rare and endangered livestock breeds, value-added farm products, marketing and direct to consumer sales, seed saving, farm-to-school, seasonal menu planning, or institutional food acquisition. Students interested in fisheries and aquaculture are encouraged to discuss project possibilities with potential faculty and/or staff advisors. Students will be evaluated based on participation in and coordination of workshops, weekly meetings with advisors, an annotated bibliography, a series of reflection papers, and a cumulative independent project. This is a year-long course carrying a single credit. Students must be on campus for all three terms of the academic year and must participate in a minimum of eight workshops. Level: Intermediate. Prerequisites: Application and permission of instructor. Class limit: 8. Lab fee: \$100.

### **3085 College Seminar: Nutritional Anthropology**

Faculty: Collum, Kourtney

Meets the following degree requirements: W HS

Eating is both a biological need and an intensely social activity. This course examines the evolution, diversity, social significance, and health consequences of the human diet across time and space. Designed as a college seminar, this course introduces students to writing as process—prewriting, writing, and rewriting—and the broad and dynamic subfield of nutritional anthropology. Through academic articles, films, and guest lectures, the course weaves together the biological and cultural threads of anthropology to consider human nutrition in all its complexity. The course is designed to complement The Anthropology of Food by focusing in on biocultural approaches to the study of human diets. The course covers foundations and theories of nutritional anthropology, the evolution and adaptation of human diets, dietary

transitions and globalization, and under- and over-nutrition. Students are evaluated based on class participation, a series of synthesis papers, a critical analysis paper, and a research project including a paper and an audio-visual presentation. Level: Intermediate. Prerequisites: None. Class limit: 12. Lab fee: \$25.

### **3086 Sustenance**

Faculty: Friedlander, John; Collum, Kourtney

Meets the following degree requirements: HS

Sustenance is defined as the maintenance or support of someone or something. It can also be defined as food and drink as a source of strength or nourishment. This course embraces both definitions as it delves into case studies of food enterprises across Maine's agri-food value chain. Two central questions frame the course: 1) What does it take to sustain Maine's food system? 2) How do food systems entrepreneurs pursuing their passion sustain themselves? Through academic articles, guest lectures, case studies, and field experiences, students will learn about the physical, political, economic, and social infrastructure that supports Maine's food system. In addition, they'll learn about the benefits and challenges faced by those dedicating their lives to food systems ventures. Highlighting the essential links that exist between farm and table, professional and personal, and idea and implementation, students will examine enterprises ranging from slaughterhouses and breweries to seaweed drying facilities and wholesale food distributors. Students will be evaluated based on class participation, a series of reflection papers, and a final project. Level: Intermediate. Prerequisites: None. Class limit: 14. Lab fee: \$40.

### **4010 Seminar in Human Ecology**

Faculty: Borden, Richard

Meets the following degree requirements: HS

This seminar traces the historical development of human ecology. We begin by reviewing the seminal works in human ecology, the contributions from biology, and the development of human ecology as a multidisciplinary concept. Along these lines we compare the various brands of human ecology that have developed through sociology (the Chicago school), anthropology and cultural ecology, ecological psychology, and economics, as well as human ecological themes in the humanities, architecture, design, and planning. This background is then used to compare the COA brand of Human Ecology with other programs in this country and elsewhere around the world. Our final purpose is to look at new ideas coming from philosophy, the humanities, biological ecology, and other areas for future possibilities for human ecology. Evaluations are based on presentations and papers. Offered every other year. Level: Intermediate/Advanced. Prerequisites: None. Class limit: 15. Lab fee: \$25.

### **4012 Contemporary Women's Novels**

Faculty: Waldron, Karen

Meets the following degree requirements: HS

This course selects from among the most interesting, diverse and well-written of contemporary women's fiction to focus on questions of women's writing (and how/whether it can be treated as a literary and formal category), gender identity and women's issues, and the tension between sameness and difference among women's experiences, and narrations of women's experience, around the world. The course begins by examining two relatively unknown yet rather extraordinary novels from earlier in the twentieth century: Alexandra Kollantai's *Love of Worker Bees* (1927) and Sawako Ariyoshi's *The Doctor's Wife* (1967). After these, we read from truly contemporary authors and quite varied authors published within the last twenty years, like Buchi Emecheta, Gloria Naylor, Ursula Hegi, Nawal El Saadawi, Sue Grafton, Graciela Limon, Tsitsi Dargarembga, Barara Yoshimoto, Dorothy Allison, Rose Tremain, Julia Alvarez, Leslie Feinberg, April Sinclair, and Achy Obejas. Students each choose an additional author to study and read a novel outside of class. An extensive list of authors is included in the syllabus. Evaluation be based on class participation, either two short papers or one long paper on works discussed in class, a presentation to the class of the outside novel, and a final evaluation essay. Level: Intermediate/Advanced. Prerequisite: a previous literature course and signature of the instructor. Offered every other year.

### **4013 Starting Your Novel**

Faculty: Carpenter, William

Meets the following degree requirements: HS

This is an intermediate to advanced creative writing class for those interested in an intensive approach to writing longer fiction. It would also be useful to the novel reader as a insider's approach to the structure and purpose of fiction, the relation of author to character, and issues of intentionality. We will be reading first chapters from current novels and studying their opening strategies, then each student will develop plot, character, style and setting ideas for a first novel, followed by writing and revising fifty or sixty pages of their projected work. Other concerns will be narrative viewpoint, handling of time, levels of realism, dialogue techniques, writing habits, motivation & self-discipline, and the relation of fiction to personal experience. Background in creative writing or narrative theory would be helpful but not essential. Evaluation will be based on class participation, strength of the concept, and the quality of the student's writtern work. Level: Intermediate/Advanced

### **4014 Contemporary Psychology: Body, Mind and Soul**

Faculty: Borden, Richard

Meets the following degree requirements: HS

This course explores current theories, research

and ideas in psychology. The core themes of 'body', 'mind' and 'soul' all have a long history of psychological inquiry associated with them. Yet they are every bit as vital and important today. Some of the most influential authors in the field continue to struggle with these classical philosophical questions --- and with ways to incorporate state-of-the-art research on them. In this class, we will read and discuss at least one major new book on each theme. Ideas from these perspectives will be compared, contrasted and critiqued. In the final portion of the class, we will look especially at ways in which all three themes can be integrated -- not only in academic psychology -- but within our own experience. Evaluations will be based on careful reading of all materials, class participation, a series of short papers, and an end-of-term presentation and final paper in each student's area of personal interest. Level: Intermediate/Advanced. Prerequisite: Some background in psychology. Lab Fee: \$25. Class limit 15.

### **4015 Creative Writing**

Faculty: Carpenter, William

Meets the following degree requirements: HS

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. Class limit: 12.

### **4017 Philosophy and Cosmology**

Faculty: Visvader, John

Meets the following degree requirements: HS

This is a class in the philosophy of science with a special focus on contemporary theories concerning the origin, evolution and fate of the universe. After an examination of the nature of theories and the structure of laws it will address such issues as why is there something rather than nothing, the origins of the 'Big Bang', inflationary theory and multiple universes, the nature of space and time, attempts at developing a 'Theory of Everything', and the nature and role of consciousness in the universe. Level: Intermediate/Advanced. Prerequisites : Some knowledge of physics will be helpful but not necessary. Class limit: 20. Lab fee: none.

#### **4018 Histories of Power: States & Subalterns in Modern Latin Ameri**

Faculty: Little-Siebold, Todd

Meets the following degree requirements: HS

This colloquium-style course will provide an intensive examination of the modern political history of Latin America with a particular emphasis on the specific mechanisms of power used by state actors, local communities, and individuals. The course seeks to provide students with appropriate theoretical tools as well as concrete historical cases from which to examine power dynamics in contemporary Mexico, Central America, and the Andes. The course also highlights a concrete set of cases through which students can examine the history of political upheaval, revolution, and contestation that has defined the region since independence. The chronological scope of the class will be from the early nineteenth century up to the late twentieth century. Students will be asked to take theoretical works about state formation, nationalism and power and examine how such questions could be turned into research projects. Students will write a series of analytical essays on the course readings to problematize each author's treatment of power and the state. A final project on one author's theoretical and empirical contribution to the field will serve as a capstone. The course will focus on discussion of the texts, and students will be evaluated on their discussion skills, reading notes, and written work. This course is intended for students with prior coursework on Latin American history (e.g. From Native Empires to Nation States, Articulated Identities, and Seminar in Guatemalan History and Culture), and courses in social theory would also be helpful. Level: Intermediate/Advanced. Class limit: 15.

#### **4020 Environmentality: Power, Knowledge, and Ecology**

Faculty: McKown, Jamie

Meets the following degree requirements: HS

Bringing critical theory directly to the gates of human ecology, this class will approach the central issue of how discourses of government, biopower, and geopower have intertwined and infused themselves within the representations of "environments" in popular debate. With a specific nod to Foucault, Marx, Baudrillard, Luke, and other critical social theorists, we will tackle the various complexities that arise when "ecology" become a site for political and economic expertization. Topics to be covered include the formation of knowledge/power/discourse, systems of environmentality, the rise of hyperecology, the valorization of ecodisciplinarians, and, as Timothy Luke puts it: "how discourses of nature, ecology or the environment, as disciplinary articulations of ecoknowledge, can be mobilized by professional-technical experts in contemporary polyarchies to generate geopower over nature for the megatechnical governance of modern economies and societies." The class will also address the question of "moving forward",

and how these critiques can open productive spaces for new ways of representing modernity and ecology. The class will be highly interactive; discussion will be the primary mode instruction, and students will have considerable influence on the exact topics covered. Final evaluation will be based on a combination of class participation, a series of analytical response papers, and two long form essays. While the class is open to all students, those with some background in critical theory, philosophy, or economic theory are encouraged to attend. Level: Intermediate/Advanced. Class limit: 10.

#### **4022 Launching a New Venture**

Faculty: Friedlander, John

Meets the following degree requirements:

This course will cover the process of new venture creation for students interested in creating businesses or non-profits with substantial social and environmental benefit. It is designed for student teams who have an idea and want to go through the formal process of examining and launching the enterprise. Topics covered in this course will include: opportunity recognition, market research, creating a business plan, producing financial projections and venture financing. As part of the course, all students will submit their ideas to the Social Innovation Competition. In addition, students will make a formal business plan presentation. Level: Intermediate/Advanced. Class limit: 15

#### **4026 Environmental Law and Policy**

Faculty: Cline, Ken

Meets the following degree requirements: HS

This course provides an overview of environmental law and the role of law in shaping environmental policy. We examine, as background, the nature and scope of environmental, energy, and resource problems and evaluate the various legal mechanisms available to address those problems. The course attempts to have students critically analyze the role of law in setting and implementing environmental policy. We explore traditional common law remedies, procedural statutes such as the National Environmental Policy Act, intricate regulatory schemes, and market-based strategies that have been adopted to control pollution and protect natural resources. Students are exposed to a wide range of environmental law problems in order to appreciate both the advantages and limitations of law in this context. Special attention is given to policy debates currently underway and the use of the legal process to foster the development of a sustainable society in the United States. Students are required to complete four problem sets in which they apply legal principles to a given fact scenario. Level: Intermediate/Advanced. Prerequisites: Introduction to the Legal Process or Philosophy of the Constitution strongly recommended. Offered at least every other year. Class limit: 20. Lab fee \$10. Meets the following degree requirements: HS

#### **4028 Cross-Cultural American Women's Novels**

Faculty: Waldron, Karen

Meets the following degree requirements: HS

This is an intermediate/advanced course in which students will explore in depth the connections between and among modern and cross-cultural women's novels, primarily those written in the now very multi-cultural United States. We will strive to make connections between texts so as to better understand the nature of and any patterns or themes that shape women's and cross-cultural fictional narration. Historical perspective, cultural differences, and gender roles will all be taken into consideration as we analyze relatively recent women's fiction by such authors such as Toni Morrison, Maxine Hong Kingston, Gloria Naylor, Linda Hogan, Julie Shikeguni, Jamaica Kincaid, Nora Okja Keller, Cristina Garcia, Jhumpa Lahiri, and Sigrid Nunez. Participants will read carefully, prepare and ask questions of each other, write frequent response papers, and carry out a sustained independent project to be presented to the group. The outside project will focus on one or more additional texts that may be fictional, theoretical, cultural, or historic. The group presentation will put outside texts into broad cultural and historical perspectives and/or discuss them in terms of trends in women's literature, immigrant literature, women's literature of the United States, multicultural narratives, or some other course theme. Selection of the outside text will give participants the opportunity to fill in perceived gaps in their reading or explore a particular narrative or cultural form in depth. The reading load for this course is relatively heavy. Evaluation will focus on preparation, participation, insight, critical thinking, response papers, and the outside project - both its oral presentation and development in an appropriate form (visual, narrative, analytic, curricular, etc.). Level: Intermediate/Advanced. Prerequisites: a previous literature course and permission of the instructor; Contemporary Women's Novels experience recommended. Class limit: 15. Lab fee: none.

#### **4034 World Literature**

Faculty: Turok, Katharine

Meets the following degree requirements: HS WFO

Using seminal works by Machado de Assis, Luís de Azevedo, and Rabindranath Tagore as a starting point, this course will present non-English twentieth and twenty-first-century world literature in the context of its relation to cultural, political, and personal identity. One of the main objectives of the course is to provide students with the critical tools necessary for an informed reading and analysis of texts, especially in light of questions of identity formation, an imagined or remembered sense of home and displacement or exile, and cultural conflict in today's world. Acknowledging and becoming familiar with elements such as genre, period, style, and theme are also goals of the course. Fiction and nonfiction in translation, with some attention to bilingual and parallel texts, will include short and full-length prose

works by writers such as Lu Xun, Naguib Mahfouz, Tadeusz Borowski, Mahasweta Devi, Lydia Chukovskaya, Ingeborg Bachmann, Emile Habibi, Reza Baraheni, Gabriel García Márquez, Nawal el Saadawi, Aimé Césaire, Carlos Fuentes, Christa Wolf, Jaime Manrique, René Alom, Carme Riera, Alifa Rifaat, Octavio Paz, Abè Kobo, Jack Ageros, Empar Moliner, Ben-Zion Tomer, Francisco Goldman, Arundhati Roy, Shulamith Hareven, Haruki Murakami, Roya Hakakian, Edwidge Danticat, Pola Oloixarac, Abelardo Lalo Delgado, and Susana Chvez-Silverman. Evaluations will be based on discussion, three short papers, and one interpretive essay. Level: Intermediate/Advanced. Prerequisites: none. Class limit: 15. Lab fee: none.

#### **4042 Reading the West**

Faculty: Anderson, John

Meets the following degree requirements: HS

The spectacular range of habitats between the Pacific Ocean and the Great Basin and Sonoran Deserts has generated some of the most significant "place based" writing within American literature. In this intensive field-based course students will be required to read a range of materials dealing with key places, people, and events in the western landscape during the summer prior to the formal start of the course. The class will then convene in California and begin a trek eastwards into the Great Basin Desert, south to the Carson/Iceberg Wilderness, Yosemite, the Hetch Hetchy Valley and Mono Lake, and then finally south-eastward across the Sonoran desert to Albuquerque, New Mexico, where students and faculty will participate in a conference celebrating the first 50 years of the Wilderness Act. Readings will include work by Muir, Didion, Steinbeck, and Fremont. Evaluation will consist of class participation, a series of essays and journal essays, and a final term paper that will be completed following the end of the field portion of the course. This course will be integrated with and requires co-enrollment in Ecology and Natural History of the American West, and Wilderness in the West.

Level: Intermediate/Advanced. Prerequisites: Permission of instructor; camping/backpacking ability. Class limit: 9. Lab fee: \$1500.

#### **4043 Wilderness in the West: Promise and Problems**

Faculty: Cline, Ken

Meets the following degree requirements: HS

Wilderness has been the clarion call for generations of environmentalists. In a letter in support of the Wilderness Act, writer Wallace Stegner characterized the importance of wilderness as an essential "part of the geography of hope." That single phrase and the current controversy surrounding the concept of wilderness provide the central focus of our explorations of wilderness in western lands. This course examines the question of wilderness from multiple perspectives in the hopes of providing an understanding of both the concept and real spaces that constitute wilderness. Through conversations with wilderness

managers, field work, and experience in federally designated wilderness areas in National Parks, National Forests, Wildlife Refuges and on BLM lands, the course will also examine what “wilderness management” means on the ground in the varied landscapes of the western United States. In this context, we look at historical and contemporary accounts of the value of wilderness, ecological and cultural arguments for wilderness, and the legal and policy difficulties of “protecting” wilderness. Considerable time is spent evaluating current criticisms of the wilderness idea and practice. The class will culminate at a week-long national conference celebrating the 50th anniversary of the Wilderness Act. The 50th Anniversary National Wilderness Conference provides an incomparable opportunity for students to hear from and interact with federal management agencies, academics, recreation experts, and environmental advocacy organizations. Presenting their final course work at this conference will also give students an opportunity to share their ideas and to receive valuable feedback from this sophisticated and well-informed audience of wilderness experts. Classwork emphasizes hands-on service-learning projects as well as reading, writing, and theoretical discussions. Students will be evaluated on journal entries, contributions to the class discussions, response papers, engagement in field activities, questions in the field, and contributions to group work. This course will be integrated with and requires co-enrollment in Reading the West and Ecology and Natural History of the West. Level: Intermediate/Advanced. Prerequisites: Ecology, Our Public Lands, and permission of instructor and concurrent enrollment. Class limit: 9. Lab fee: none.

#### **4046 Lincoln Before the Presidency**

Faculty: McKown, Jamie

Meets the following degree requirements: HS HY Perhaps one of the most widely evoked figures in modern history, Abraham Lincoln is frequently written about, quoted, and held up as an iconic example in contemporary public debate. Yet most people know little about Lincoln beyond a summary biographical sketch and a short speech or two. This is especially true as it relates to Lincoln’s political life before the presidency. This class is an intensive exploration into Lincoln’s political career prior to his election to the presidency in 1860. Students will explore Lincoln’s activities as they relate to the debate over slavery, the death of the Whig party, and the ascendancy of the newly formed Republican Party. Class reading and discussion will be driven by a threefold examination of broad historical contexts, biographical materials, and public speech texts. Students will spend an extended period of time on the analysis of the 1858 Senate debates between Lincoln and Stephen Douglas. While the class will focus intensely on the political events of the 1850’s, the class will simultaneously track broader questions of political action in the context of a democratic society. As a result, students will have the opportunity both to acquire a richer understanding the historical moment that led to Lincoln’s rise to power, as well as an

opportunity to reflect on the larger issue of putting “truth” into political practice. This course is intended for students with an interest in American history, political action, and public debate. Familiarity with these issues is not a prerequisite for the class. The class will be held in a seminar style environment and will be driven primarily by in-class discussion. There will be an intensive reading load as well as an intensive writing component to the class. Final evaluation will be based on a number of writing assignments, participation in class discussion, and an individual class presentation. Level: Intermediate/Advanced. Prerequisites: none. Class limit: 8. Lab fee: none.

#### **4047 Waste**

Faculty: van Vliet, Netta

Meets the following degree requirements: HS

The term “waste” has varied definitions; it can suggest excess material not put to use, garbage, time or objects that are not made productive or useful, and that which is thrown away. Waste is both a verb and a noun, and the term often carries moral or ethical undertones; time should not be wasted, neither should food nor material goods, and of course, life itself should not be wasted. Waste should be reduced or transformed through consumption or recycling. Waste can occasion disgust and outrage, but even if less acknowledged, also fascination, desire and pleasure. Time spent idle is often time considered “wasted.” Waste is also often understood as destructive and as the product of destruction. At the same time, waste can also be a necessary byproduct of its opposites. Psychoanalysis has drawn attention to feces association with gold and the notion of the gift of waste in the formation of subjectivity. Political economy, postcolonial studies, anthropology and feminist theory have all addressed histories of abjection, notions of excrement, disposable populations, and the ways in which humans have dealt with literal waste and those materials and lives that become understood as waste. In this regard, understandings of waste have been central for notions of value, productivity, desire, cleanliness and filth, inside and outside, and the place of difference. In this course, we will examine some of the varied ways in which waste has been understood - in terms of political economy, political theory, postcolonial studies and feminist theory, addressing waste in terms of identity, the natural environment, value, and the formation of what counts as human. Readings will include texts by Karl Marx, Frantz Fanon, Georges Bataille, Julia Kristeva, Sigmund Freud, Dominique Laporte, Mary Douglas, Jacques Lacan, Norman O. Brown, Sophia Stamatopoulou-Robbins, William Rathje and Cullen Murphy, Kathleen Millar, Hannah Arendt, Carl Schmitt, Kevin Bales, Paul Ricoeur, Ranjana Khanna, and Françoise Vergès. Students will be evaluated based on attendance, in-class participation, reading responses, and two short analytical essays. Level: Intermediate/Advanced. Prerequisites: none. Class limit: 10. Lab fee: None.

## **4052 Economic Development: Theory and Case Studies**

Faculty: Taylor, Davis

Meets the following degree requirements: HS QR  
Economic growth in the developing world has lifted millions out of poverty at the same time that misguided attempts at widespread application of generic economic development theories has impoverished millions. As a result of this tragedy, new approaches and methodologies to economic development are emerging, and represent some of the most important, dynamic, and controversial theories in all of economics. This course examines these new perspectives on economic development. We will briefly contextualize the new by reviewing "old" economic development, then move on to theories that emphasize very place-based, country-specific approaches to how economies develop; this will involve examining the specific roles of capital accumulation, capital flows (including foreign exchange, portfolio capital, foreign direct investment, and microfinance), human capital, governance, institutions (especially property rights, legal systems, and corruption), geography and natural resource endowments, industrial policy (e.g. free trade versus dirigiste policies), and spillovers, clustering, and entrepreneurship. The course will involve a rigorous mix of economic modeling, careful application of empirical data (including both historical analysis and cross-sectional studies; students with no exposure to econometrics will receive a brief introduction) and country studies. Evaluation will be based on classroom participation, responses to reading questions, short essays, and a final project consisting of an economic development country study of the student's choice that demonstrates application of theoretical concepts to the real world. Level: Intermediate/Advanced. Prerequisites: One economics course. Class limit: 15. Lab fee: none.

## **4053 Economics of Cooperation, Networks & Trust**

Faculty: Taylor, Davis

Meets the following degree requirements: HS  
Economics is slowly expanding from equilibrium-based, atomistic optimization, through dyadic strategic interaction, to the consideration of networks and complexity. At the same time, it is beginning to incorporate more complex human motivations beyond simple optimization as means of explaining economic outcomes. This course captures these trends by the study of the economics of cooperation, networks, and trust. We will focus on four major ways of understanding cooperation: individual optimization, strategic optimization, institutions, and embedded social relationships (networks), and we will apply cooperation to the contexts of commonly held resources (such as fisheries and climate), networks and strategic alliances, and formal economic organizations (cooperatives). After an introduction to the relevant issues and an examination of the standard neoclassical approach of optimization (with coop-

eration as part of the choice set), we will enrich our understanding of group cooperation through the examination of social capital, tacit knowledge, and common pool resources. We will then have a brief exposure to game theoretic approaches to conceptualizing strategic behavior, along with graph theory as a means of conceptualizing networks. With these tools in hand, we will examine the role of networks in economic contexts such as the networks of Emilia Romagna, the Mondrag n complex, and worker-owned businesses in the United States and Canada. This course will be of interest to students interested in business and organizational management, natural resource management, sociology, community development, globalization, social movements, economic democracy, and a host of other topics. Evaluation will be based on participation in classroom discussions, several major assignments, and responses to reading questions. We will collaboratively decide on a final project; possibilities poster presentations, a community presentation, or a jointly produced research or policy paper. Level: Intermediate/Advanced. Prerequisites: One course in college or IB economics. Class limit: 20. Lab fee: \$40.

## **4054 Philosophies of Love**

Faculty: Cox, John Gray

Meets the following degree requirements: HS  
This course investigates the intellectual history of concepts of love that provide origins for notions of it central in our time. Is love the key to giving meaning to our individual lives? Is it a transformative power that can empower and heal us and our societies? How are the many different concepts of it related? To what extent are these concepts grounded in biological, historical, philosophical or spiritual truths or mere reflections of collective myths, self delusions or manipulative deceptions? How can we as individuals best realize ourselves? How can our society best promote flourishing lives and how can this be brought about? The theme of love winds like an Ariadnean thread through the labyrinth of the history of ideas about the nature of self, Other, community, knowledge, reality and ethics. The class uses overview materials from intellectual historians like de Rougemont, Singer and May. It picks away through central passages in that labyrinth by reading key selections from Plato, New Testament writers, Medieval poets, Nietzsche, de Beauvoir, Irigaray, Gandhi, King, Levinas, Thich Nhat Hanh, Mortimer-Sandilands, pop culture and others. Class format relies on seminar discussion with occasional short lectures. Goals of the course are to advance students' abilities to critically analyze texts in context in intellectual history, and to advance understanding of nuanced ways key ideas in epistemology, metaphysics, ethics and social-change theories inform and are informed by concepts including: eros, philia, agape, courtly love (fin amour), love force/satyagraha, romantic love, ahimsa, and compassion. Students will be responsible for leading seminar sessions. There will be one problem set, two short papers and a term project

presented in class as well as developed in a final paper of 15-20 pages. Includes a lab session for viewing films and television and discussing student work. Level: Intermediate/Advanced. Prerequisites: At least one prior course in intellectual history, philosophy or comparable class in human studies. Class limit: 15. Lab fee: none.

#### **4056 Histories of Race**

Faculty: Little-Siebold, Todd

Meets the following degree requirements: HS HY  
Race as a concept was constructed in the western world in the early modern era as commentary on and explanation of human differences. This class will examine the origins of the idea of race and the ways it is central to the creation of the modern world. Drawing on histories of Europe and the Americas this class will look at the different ways racialized thinking was deployed in colonial contexts. Central themes of the course will be the history of race as an idea, the nature and impact of the Atlantic slave trade, how indigenous peoples reshaped European ideas of what it meant to be human, the construction of whiteness, and the history of slavery in the new world. The period covered by the class spans from the origins of race as an idea to the late nineteenth century. The course will be a hybrid of a lecture course and a readings seminar. Students will read major works in the field and develop an understanding of the historical background of contemporary forms of structural inequality justified and reinforced by racialized thinking. Students will do a series of short assignments, lead discussion of books, and undertake a major research paper. The research projects will allow students to explore topics beyond the chronological and spatial scope of the course. Level: Intermediate/Advanced. Prerequisites: None. Class limit: 12. Lab fee: \$45.

#### **4057 Tutorial: Climate Policy Practicum**

Faculty: Stabinsky, Doreen

#### **4058 Personal Finance and Impact Investing**

Faculty: Friedlander, John

Meets the following degree requirements: HS  
Financial decisions are often a reflection of personal beliefs encompassing lifestyle, ethics, personal worth, security and numerous other factors. Personal Finance and Impact Investing merges an exploration of personal financial choices with a broader exploration and introduction to impact investing. To ground the discussion, students will forecast and analyze their present and future financial needs, investigating various scenarios. Then the class will examine investing fundamentals and explore the emerging field of impact investing. Impact investors use a multitude of investing strategies and mechanisms to simultaneously seek social, environmental and financial returns. They create avenues for private investment to work alongside non-governmental organizations,

large corporations, small businesses and others to help solve global and local problems. Impact investments have funded solutions in diverse arenas including food systems, climate change, poverty, affordable housing, clean technology and public health. Through readings, discussions and class projects students will explore the benefits and pitfalls of different strategies and the potential of investments to create social and environmental change. During the course students will learn how to create financial projections and evaluate the financial returns of enterprises. For their final project, students will have to recommend an investment platform that generates returns financially, socially and/or environmentally. Students will be evaluated based on class participation, written assignments and verbal presentations. Level: Intermediate/Advanced. Prerequisites: None, but it is recommended that students have taken a prior Sustainable Business course such as: Financials, Business Nonprofit Basics, Sustainable Strategies or Launching a New Venture. Class limit: 15. Lab fee: \$10.

#### **4059 Breakthroughs in Creative Nonfiction: Wright/Rankine/Nelson**

Faculty: Greenberg, Arielle

Meets the following degree requirements:

In this literature seminar, we will look at three innovative contemporary writers who began their careers as poets and shifted over time toward creative nonfiction, helping to forge the popular new sub-genre of lyric essay in the process. Through reading the work of Maggie Nelson, Claudia Rankine and C.D. Wright, we will be able to think about current trends and aesthetics in American literature, and also about key topics in our political landscape. Each of these three writers have developed a signature style but also share much in common, and we will use their work to think about what it means to take a queer approach to genre, how we might write about identity and power at the beginning of the 21st century, and what fusing new forms can do for our own art-making. We will read volumes of work by each writer—possibly including *Jane: A Murder*, *Bluets* and *The Argonauts* by Nelson; *Don't Let Me Be Lonely* and *Citizen* by Rankine; and *Deepstep*, *Come Shining*, *One Big Self*, and *One with Others* by Wright—and respond to them in both critical and creative ways. Students will be evaluated based on the quality of completed assignments and participation in class discussion. Level: Intermediate/Advanced. Prerequisites: None, but students would ideally have experience in the writing and literary analysis of creative nonfiction. Class limit: 15. Lab fee: None.

#### **4060 Tutorial: Contemporary Women's Novels**

Faculty: Waldron, Karen

Meets the following degree requirements:

This tutorial selects from among the most interesting, diverse, and well-written of contemporary international women's novels to focus on questions of women's writing (and how/whether it can be treated

as a literary and formal category), gender identity and women's issues, and the tension between sameness and difference among women's experiences, and narrations of women's experience, around the world. The course begins by examining a relatively unknown yet rather extraordinary novel from 1967: Sawako Ariyoshi's *The Doctor's Wife*. After Ariyoshi, we will read from quite varied authors published within the last forty years: Buchi Emecheta, Clarice Lispector, Nawal El Saadawi, Tsitsi Dangarembga, Hanan al-Shaykh, Jeannette Winterson, Rose Tremain, Nora Okja Keller, Fadia Faqir, and Yvonne Vera. We will also read some classic and contemporary feminist literary theory to gain a sense of how feminist scholars approach women's novels and our questions. Each student will facilitate at least one class discussion. Students will be evaluated based on class participation and discussion leading and a final project of some sort, to be developed and negotiated in light of the student's interests. The project may include several shorter works, outside research and presentation, or be a longer work - as long as it is roughly equivalent to a 12-15 page exquisitely articulated piece of analytic or creative writing, translation, presentation, or performance. Level: Intermediate/Advanced. Prerequisites: a previous literature course and permission of the instructor. Class limit: 5. Lab fee: none.

#### **4061 Theories of Human Nature—the Self**

Faculty: Visvader, John

Meets the following degree requirements: HS

We seem to have a clearer understanding of that which is furthest away than that which is closest, we have a better map of the distant universe than we have of our inner selves. There is little agreement in philosophy, science or religion as to whether the Self exists as the center of experience or whether it is merely an elaborate illusion or fiction created through reflection, social judgments affixing responsibility or mechanisms of the brain. This course represents an attempt to examine some of the major theories in Buddhism, Hinduism, Western philosophy, contemporary psychology and cognitive science on the nature and existence of the Self. The class will be conducted in seminar style with discussions of common readings while each student will be expected to do independent complimentary research which will result in a term paper. Level: Intermediate/Advanced. Prerequisites: Prior philosophy or psychology courses. Class limit: 15. Lab fee: None.

#### **4062 Practicing International Diplomacy**

Faculty: Stabinsky, Doreen

Meets the following degree requirements: HS

This course provides a substantive introduction to the theory, art, and practice of international negotiation. Students will study theories of both diplomacy and negotiation; the organization of global negotiations, in particular the organization of treaty regimes; and the roles and practice of various actors in

intergovernmental negotiations, including states and non-state actors, political blocs, international organizations, and treaty secretariats. Readings will include primary negotiating texts and scholarly analysis. As part of their work in the course, students will prepare for and participate as observers in intergovernmental negotiations. The course will emphasize comparative study of the treaty or other regimes in which students will actively participate, which will vary from year to year. Indicative topics include oceans and marine issues, climate change, food and agriculture, humanitarian issues, biodiversity, or sustainable development. Students will be evaluated based on their participation in negotiation role plays, regular writing assignments reflecting on course readings, a class presentation, and a final synthetic essay reflecting on their participation in negotiations. Level: Intermediate/Advanced. Prerequisites: Global Environmental Politics or Introduction to Global Politics, and permission of instructor. Class limit: 12. Lab fee: None.

#### **4063 Troubadours, Nuns, Witches, and Concubines 500 - 1450**

Faculty: Turok, Katharine

Meets the following degree requirements: HS

This course traces variations in the social, legal, and economic status of women in Asia and Europe from about 500 to 1450. Students will be examining letters, diaries, songs, court documents, poems, essays, and fiction with an eye toward textual analysis and original discourse. Students will also consider such questions as: Why and to what extent did women in some parts of the medieval world-in China until 960; in southern India; in Catalonia, Spain-experience relative freedom? What were women's attitudes toward men, children, religion, love, work, sexuality, religion, magic, and education? How was gender negotiated, with female identity in girlhood, adolescence and adulthood established or modified, within the various sociocultural contexts? What were the achievements and accomplishments of women during the "Middle Ages" whether they managed households; wandered the land as minstrels; or worked at court, in the religious life, in the visual and performing arts, or in medicine? Students will be evaluated on the basis of class participation, two short papers, and one substantial essay. Level: Intermediate/Advanced. Class limit: 15.

#### **4064 Leaving Capitalism: the (non) Economics of Homesteading**

Faculty: Taylor, Davis

Meets the following degree requirements: HS

The practice of homesteading can at first blush seem like a fairly niche lifestyle adopted by a few quirky people who may have a taste for hardship. However, while motivations for homesteading are myriad, many homesteaders describe their choice as a purposeful attempt to meet much of their material needs through non-commodified 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 a highly dominant norms. We will examine homesteading practices as counter-hegemonic activities that seek to restore visible, non-exploitive relationships to production activities, thus challenging commodity fetishism (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, a joint final project carried out in conjunction with the Anthropology of Homesteading and Practices of Homesteading courses. Level: Intermediate/Advanced. Prerequisites: Requires co-enrollment in Anthropology of Homesteading and Practices of Homesteading, and permission of instructor. Class limit: 12. Lab fee: \$175.

#### **4065 Practices of Homesteading**

Faculty: Taylor, Davis; Collum, Kourtney

Meets the following degree requirements: HS

In this course, students will apply social science methods (particularly participant observation and structured and semi-structured interviews) as they interact and engage with homesteaders across Maine. Field work will include several single-day trips, one multi-day trip, and a week long homestay with homesteaders. Through this field work students will gain exposure to applied homesteading skills including animal husbandry, food cultivation and preservation, carpentry, forestry, fixing just about anything, and more. Students will be evaluated based on participation in class discussions and field trips, a field journal, and an independent ethnographic project that applies social and economic theories to frame questions regarding motivations for and practices of contemporary Maine homesteading. The final project encapsulates the motivation for taking the monster course approach to studying homesteading: theoretical perspectives regarding non-commodified production will be very useful in assessing homesteading practices in the field; conversely, homesteading practices observed in the field will lend credence to or suggest modification of various theoretical explanations of non-commodified production. Level:

Intermediate/Advanced. Prerequisites: Requires co-enrollment in Anthropology of Homesteading and Leaving Capitalism: The (non) Economics of Homesteading, and permission of instructor. Class limit: 12. Lab fee: None.

#### **4066 Anthropology of Homesteading**

Faculty: Collum, Kourtney

Meets the following degree requirements: HS

This course examines social and cultural conditions that influence contemporary homesteading practices. Three key questions inform 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, films, guest lectures, and field work students will attempt to answer these questions. Readings will include personal and ethnographic accounts of homesteading (e.g., Rebecca Kneale Gouldís “At Home in Nature”, selections from the Foxfire Series, Helen and Scott Nearingís writings about living the good life) as well as critical studies of non-commodified living from sociology and anthropology. These readings will be used to help students theorize the various forms of and motivations for homesteading, as well as the relationship between homesteading and social categories of difference. Students will be evaluated based on participation in class discussions, a series of synthesis papers, and research methods exercises. Level: Intermediate/Advanced. Prerequisites: Requires co-enrollment in Practices of Homesteading and Leaving Capitalism: The (non) Economics of Homesteading, and permission of instructor. Class limit: 12. Lab fee: None.

#### **4078 Cidra, Queso y Granjas: Agriculture’s Past and Present**

Faculty: Little-Siebold, Todd

Meets the following degree requirements: HS HY

This course will be an intensive three week field-based exploration of the history and contemporary reality of Spanish agriculture. Using the province of Asturias as a base of operations this class will examine the deep history of agriculture in the region and its ancient traditions of cider-making and cheese production. The rugged mountains of the Cantabrian coast are home to thousands of small, diversified granjas, or farms, that have experienced massive changes in the current farmers’ lifetimes. Students will travel to Asturias in northern Spain during winter break to learn about the changes in social, cultural and economic aspects of farming in the region from Roman times to the present with an emphasis on the evolution of rural farms and landscapes. We will discuss land tenure, land use, labor practices, farming practices, and much more at sites throughout Asturias as we think through what historical insights

can tell us about the past, present and future of farming and the rural economy. Students will do exercises on landscape history, visit museums, farms, cider producers and research stations as well as meeting leading experts. The course will continue with a seminar during the winter term on campus in which students will pursue projects inspired by their experiences and learning in Spain. Student evaluation will be based on the participation in the field-based components of the class and the project-based learning back on campus. Level: Intermediate/Advanced. Prerequisites: This course is appropriate for students with a wide range of interests, and it would be helpful to have some background in history, anthropology or food systems course; permission of instructor. Class limit: 12. Lab fee: \$1500.

### **4079 Skills for Conflict Resolution and Advocacy on Human Rights**

Faculty: Wessler, Steve

Meets the following degree requirements:

The course provides students with skills and strategies for conflict resolution and advocacy on human rights and social justice issues. Students will practice leading focus groups, facilitating conflict resolution dialogues, conducting workshops and developing workshop agendas and curricula. Students will also explore strategies for effective advocacy by examining case studies from the instructor's work on human rights and social justice issues in Europe and the USA and from the work of other advocates. Advocates from Europe or the USA will present either in person or by Skype. Students may be able to observe active conflict resolution or advocacy projects in Maine during the term. Students will be evaluated on their work during practice sessions on conflict resolution and on other skills relating to advocacy on human rights issues, their written analysis of case studies, their final project and their participation in class discussion. Level: Intermediate/Advanced. Prerequisites: Permission of instructor; preference will be given to students who either have previously taken a course addressing conflict resolution or social justice advocacy or have significant experience in working on social justice and human rights issues. Class limit: 16. Lab fee: \$25.

### **5010 Advanced Composition**

Faculty: Kozak, Anne

Meets the following degree requirements: W

This course has two goals: 1) to aid the student in developing and refining a style and 2) to make the student cognizant of the interaction between style, content, and audience. To achieve these goals, students write several short papers or one or two longer ones, meet regularly with the instructor to go over these, edit and discuss the exercises in *Style: Ten Lessons in Clarity and Grace* by Joseph Williams, and participate in review sessions. Level: Advanced. Prerequisites: Signature of instructor. Offered every winter. Class limit: 8. Lab fee: None.

### **5013 Methods of Teaching Writing Across the Curriculum**

Faculty: Kozak, Anne

Meets the following degree requirements: W ED  
This course not only gives students knowledge and understanding of rhetorical theory and practice so they can work effectively with developing writers, but also provides them with a review of grammar, methods of evaluating writing, and strategies for teaching exposition, argument, and persuasion. Students put this knowledge to practical use by working as peer tutors in the Writing Center. Students participate in this course for one academic year and receive one credit. In addition to *Williams' Style: Ten Lessons in Clarity and Grace* and *Irmscher's Teaching Expository Writing*, students read numerous articles from *College Composition and Communication*, *College English*, *The Writing Instructor*, *Language Arts*, and *English Journal*, and *Research in the Teaching of English* as well as a text dealing with teaching writing in their specialty, e.g. *Writing Themes about Literature* or a *Short Guide to Writing about Biology*. Level: Advanced. Prerequisites: Working knowledge of grammar and usage, excellent writing skills, ability to work closely with people, and signature of faculty member in writing or education. Class limit: 15.

### **5015 Hydro Politics in a Thirsty World**

Faculty: Cline, Ken

Meets the following degree requirements: HS

This course will look at the complex issues surrounding the development, distribution, use and control of fresh water around the world. Focusing primarily on developing countries, we will examine three aspects of water use and control. First we will look at the scope and impact of water development projects; second we will examine the conflicts and solutions related to transboundary river basins; and third we will consider the implication of privatization of water resources. By way of background, we will review the variety of demands placed on fresh water and the political institutions related to water development. Students will gain a solid background in international environmental law as it relates to multilateral and bilateral treaties, customary law, multilateral institutions, and the guidance of international "soft law". They will also understand the allocation and equity issues surrounding the privatization of water and the political dimensions of this shift. Ultimately, these issues will give a concrete understanding of some aspects of the concept of sustainable development. Evaluation will be based on class participation, short analytical papers, and a substantial term-long assignment. Level: Advanced. Prerequisites: Solid background in international politics, economics, human rights, or development policy through coursework or personal experience. Class limit: 20. Lab fee: \$15.

### **5016 Corn and Coffee**

Faculty: Little-Siebold, Todd

Meets the following degree requirements: HS HY

This course explores the rich history of Guatemala through the lens of two vital products, corn and coffee. The crops provide insight into the global and local dimensions of both historical and contemporary reality there. The course will cover the history of Guatemala from pre-contact native society through the myriad changes wrought by colonialism, decolonization, the rise of the modern nation state, and the transformations associated with the rise of coffee as a major export crop. Corn and coffee provide a convenient vantage point from which to examine the social, economic, and cultural dynamics of native society on the one hand and the globally-connected production of coffee on the other. The course moves from a broad macro perspective on each crop to an intensive exploration of how both are produced in Guatemala. In this way, class participants will be able to look at how global historical trends in consumption have played themselves out in local communities. The class will simultaneously be able to look at the processes at work in pueblos throughout Guatemala that root the corn economy into rich cultural and social dynamics that are at the core of communal life. Using these two crops as a starting point, the class will allow students to develop a holistic and synthetic understanding how Guatemalans live their everyday lives embedded in intensely local realities even as they experience much larger national and international processes. The course emphasizes attention to the broad global dimensions of corn and coffee's production as well as the fine-grained study of Guatemala's socio-cultural life in historical and anthropological perspective. Through discussions of the books, this seminar-style course seeks to provide students with deep insights into the history of Guatemala while maintaining a sense of the global and regional context. Intensive readings will provide students with a snapshot of trends in both history and ethnography while broader synthetic analyses of both corn and coffee will embody more popular approaches to the topic. Students will lead discussions of the readings, write short synthetic essays, and undertake a research project for the class.

Level: Advanced. Prerequisites: Signature of the instructor, any of the following courses: Native Empires to Nation States; Articulated Identities; American Worlds. Class Limit: 12. Lab fee: \$50.

### **5017 Advanced Spanish I**

Faculty: Cox, John Gray

Meets the following degree requirements:

This course is for students who are competent in the principal grammatical forms of Spanish. In this class, students increase their mastery and automatic command of grammar and nuances of idiomatic usages, broaden their vocabulary in general and deepen it in targeted areas, enrich their understanding of

multiple dimensions of Hispanic culture, and increase their ability to read, write, hear and speak in a variety of rhetorical forms and genres. Student are evaluated based on class participation, homework and their ability to work effectively with multiple kinds of texts, interviews, conversations, formal interviews, oral presentations, writing exercises in different styles, and non-verbal communication. Typically offered in fall or winter. Level: Advanced. Prerequisites: Permission of instructor. Class limit: 10. Lab fee: \$20

### **5018 The Nature of Narrative**

Faculty: Waldron, Karen

Meets the following degree requirements: HS WF

This is an advanced writing focused course in which students practice the human ecology of literary analysis. We explore the 'mind' or consciousness of fictional writing (specifically, novels) by looking at how narratives make meaning, and at how we make meaning from narratives. The course surveys some of the best modern fiction, with a particular focus on works that highlight narrative technique, stretch the boundaries of the imagination, have a rich and deep texture, and push against the inherent limitations of textuality. Students also hone their reading and analytic skills as they work closely with twentieth century texts that broke new literary ground. Some of the authors we may read include: Joseph Conrad, Virginia Woolf, William Faulkner, Monique Wittig, John Dos Passos, Toni Morrison, N. Scott Momaday, Bessie Head, Manuel Puig, and Margaret Atwood. We also study some narrative (and possibly film) theory. Evaluation is based on class participation, frequent short response and passage analysis papers, and an independent project. Level: Advanced. Prerequisite: Signature of Instructor. Offered every other year. Class limit: 15.

### **5020 Advanced International Environmental Law Seminar**

Faculty: Cline, Ken

Meets the following degree requirements: HS

This course is designed to provide an overview of the use of international law in solving transnational environmental problems and shaping international behavior. We examine, as background, the nature and limitations of international law as a force for change. The course will then explore customary law, the relationship between soft and hard law, enforcement of international law, implementation mechanisms, and the effectiveness of multilateral environmental agreements. Special attention is given to existing international environmental law frameworks addressing climate change, Arctic and Antarctic development, ozone depletion, biological diversity, forest loss, export of toxic chemicals, and the host of issues raised by the 1992 United Nations Conference on the Environment and Development and subsequent environmental fora. Students will also consider the interface between international

environmental law and other important international forces such as the Bretton Woods institutions, human rights frameworks, and international development entities. Students will be evaluated on the quality of their classroom comments and several analytical problem sets given during the term. Students will also be asked to complete a major research project examining the effectiveness of a treaty or a proposed international environmental legal arrangement.

Level: Advanced. Prerequisites: Environmental Law and Policy, Global Environmental Politics, or Signature of Instructor. Class limit: 10. Lab fee: \$10.

### **5022 Hatchery**

Faculty: Friedlander, John

Meets the following degree requirements:

The Hatchery is applied Human Ecology in action; it offers students a bridge from coursework to actively creating their vision of the future. The Hatchery gives students from across the campus the opportunity to move from ideas to action. Hatchery students work either individually or in teams on a wide array of enterprises. Past projects have included: urban farming; international development; policy and planning; photography and film; alternative transportation; biofuel production; renewable energy; food systems; the arts; furniture production; technology development; social enterprise. Ventures have been for-profit and non-profit, encompassing the range from local businesses to scalable start-ups. Students selected for the Hatchery are required to devote an entire term to launching their venture. Each Hatchery enterprise, whether a team or an individual, must take the course for a minimum of three credits. Along with weekly instructional meetings, students receive office space, supplies, professional services, mentors and potential access to seed capital to develop their ventures. After the initial ten weeks of class, if students decide to continue their enterprises, they have access to the Hatchery space and resources for an additional nine months.

The Hatchery takes place in three phases:

—Application: Students apply for a position in the Hatchery over winter term.

—Rapid Prototype: The ten weeks of the Hatchery course. Students create a rapid prototype to test their ventures in the marketplace. These prototypes vary widely depending on the type of ventures.

—Creating an Enterprise Structure: During the ten weeks of the course, students will have weekly assignments that introduce key elements in an organizational structure and highlight operational considerations that are universal amongst enterprises.

—Development: The following 9-months. Students have access to the Hatchery space and resources to continue developing their enterprises. Level: Advanced. Prerequisites: Permission of instructor. Class limit: 6. Lab fee: none.

### **5023 Tutorial: Ongoing Narratives**

Faculty: Carpenter, William

Meets the following degree requirements:

This advanced tutorial continues work done in “Starting Your Novel” and/or previous fiction tutorials: intensive in-class attention to narrative issues of detail, viewpoint, time & tense, continuity, language, plot and character development, endings and overall design related to reader response. All work is thoroughly discussed in the context of narrative aesthetics in extended weekly small-group sessions; students are expected to write 8-15 pages a week of new material and to provide a revised and edited copy for evaluation at the end. Level: Advanced. Prerequisites: Previous intermediate or advanced fiction courses and instructor permission. Class limit: 5. Lab fee: None.

### **5026 Advanced Seminar in Ecological Economics**

Faculty: Taylor, Davis

Meets the following degree requirements: HS

This seminar explores selected themes in ecological economics, which is both the economics of sustainability as well as a paradigmatic approach distinct from the mainstream neoclassical approach to the study of economic activity. We will use the first several weeks of the term to define and outline ecological economics. We will use the remainder of the term to explore topics of student interest, focusing on three to five major themes; possible themes include methodological issues (post-normal science, trans-disciplinarity), biophysical constraints to economic growth (entropy, technological pessimism, capital substitution, critical natural capital, resource peaks), sociocultural impacts of economic growth (consumption, happiness studies), energy and resource flow analysis (entropy), system dynamics (steady state economy, resiliency, degrowth), measurement issues (growth versus development, ecological footprint, Index of Sustainable Economic Welfare), institutional arrangements (adaptations of ideas from Douglass North), trade and development (embodied trade, pollution havens), community sustainability, philosophical issues (Buddhist economics, homo economicus), historical issues of sustainability (Malthusian perspectives, Jevon's Paradox). Evaluation will be via an exam at the end of the introductory phase, article prÉcis, and a final poster presentation.

Level: Advanced. Prerequisites: two terms of intermediate neoclassical economics or permission of instructor. Class limit: 12. Lab fee: \$15.

### **5031 Advanced Spanish II**

Faculty: Pena, Karla

Meets the following degree requirements:

This course is for students who are competent in the principal grammatical forms of Spanish and have already completed Advanced Spanish I or the equiva-

lent. In this class, students further increase their mastery and automatic command of grammar and nuances of idiomatic usages, broaden their vocabulary in general and deepen it in targeted areas, and enrich their understanding of multiple dimensions of Hispanic culture. A central focus of the course is on increase of the student's ability to read, write, hear and speak in a variety of sophisticated rhetorical forms and genres as well as cultural contexts. Student are evaluated based on class participation, homework and their ability to work effectively with multiple kinds of texts, interviews, conversations, formal interviews, oral presentations, writing exercises in different styles, and non-verbal communication. Typically offered in fall or winter. Level: Advanced. Prerequisites: Permission of instructor. Class limit: 10. Lab fee: \$20.

### **5035 Tutorial: Introduction to the Counseling Process**

Faculty: Hill, Kenneth

Meets the following degree requirements:

This is intended as a survey course that will overview the contemporary theories, issues, and techniques of professional counseling. In brief, topics to be considered in this course include; a) legal and ethical responsibilities associated with professional counseling; b) assessments of differing therapeutic approaches (theories and techniques) to the counseling process; and c) reflection on the changing perspectives and practices in counseling including pluralism and diversity models. Students will begin to develop their own perspective of counseling through lectures and discussion, demonstrations, guest speakers, case studies, mock counseling sessions, reading, and writing papers. Experiential learning, through mock counseling sessions, with feedback from classmates and the instructor, will be stressed. Evaluation will be based on written assignments, class participation, and independent research. Level: Advanced. Prerequisites: A psychology class and signature of instructor. Class limit: 6. Lab fee: none.

### **5039 Equal Rights, Equal Voices: The Rhetoric of Woman Suffrage**

Faculty: McKown, Jamie

Meets the following degree requirements: HS HY

This seminar will provide an in-depth exploration of public speech texts by a wide array of 19th century woman suffrage activists in the United States. This includes works by those individuals most often associated with the first wave of the movement including: Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, Ernestine Rose, Lucy Stone, Anna Dickinson, Lucretia Coffin Mott, Adelle Hazlett, Victoria Woodhull, Anna Julia Cooper, and others. There will be a heavy emphasis on the close reading of primary source materials as students encounter these speakers "in their own words." There are five main goals of this seminar. First, to familiarize students with the works of prominent suffrage and equal rights

activists from the period. Second, to help illuminate how the ideas, choices, narratives, and arguments reflected in these texts have some relation to contemporary discourses of gender, power, and equality. Third, to offer students the opportunity to conduct close textual readings of significant texts in the field of public address. This seminar is rooted in what might be described as an experiential, grassroots approach to rhetorical criticism, one that is unconstrained by the needs of overly deterministic reading strategies. We will focus more on building a "theory of the case" from the ground up and through the eyes of the seminar participants, rather than subjecting each case to the demands of a predetermined comprehensive model of rhetorical action. The fourth goal of the class is to offer students the first hand opportunity to conduct their own "recovery" projects with the aim of locating, transcribing, documenting, and presenting to the class new variations of texts from the period that have been previously undocumented or left unaccounted for. In doing so, students will learn basic techniques for exploring the types of digitized historical collections that have emerged in only the past few years. The final goal for the seminar is to prompt an even broader series of questions about the relationship between text, society, and the "public." These are questions that would obviously be salient for students of all interests. Class sessions will be organized as a weekly three hour seminar and will be predominantly discussion driven. Students will be responsible for presenting certain works and will also lead some of our discussions. Assignments will emphasize critical, reflective and analytical writing. Evaluation will be based on participation in class discussion, short written response papers, several longer essays, individual presentations, and a final "recovery" project. Level: Advanced. Prerequisites: none. Class limit: 12. Lab fee: none.

### **5043 Introduction to the Counseling Process**

Faculty: Hill, Kenneth

Meets the following degree requirements: HS

This is intended as a survey course that will overview the contemporary theories, issues, and techniques of professional counseling. In brief, topics to be considered in this course include; a) legal and ethical responsibilities associated with professional counseling; b) assessments of differing therapeutic approaches (theories and techniques) to the counseling process; and c) reflection on the changing perspectives and practices in counseling including pluralism and diversity models. Students will begin to develop their own perspective of counseling through lectures and discussion, demonstrations, guest speakers, case studies, mock counseling sessions, reading, and writing papers. Experiential learning, through mock counseling sessions, with feedback from classmates and the instructor, will be stressed. Evaluation will be based on written assignments, class participation, and independent research. Level: Advanced. Class limit: 15. Prerequisites: A psychology class. Signature of instructor.

## 5044 Diaspora and Unbelonging

Faculty: van Vliet, Netta

Meets the following degree requirements: HS

Etymologically, the word “diaspora” is traced to the Greek *dia* meaning through, and *speirein*, meaning to scatter or to sow. Historically, the term has been associated with narratives of exile, displacement, and migration, and with a sustained relation to what is understood as an originary homeland. Although Jewish diaspora is often the implicit or explicit example through which diaspora is understood, the term has been important for other cultural, ethnic and religious genealogies, as well as for recent efforts to address political questions posed by contemporary configurations of diasporic and displaced populations. In this course, we will use questions about Jewish difference as a point of departure for thinking about questions of diaspora, belonging and unbelonging more generally. Diasporic relations raise questions about what it means to belong to political community, about borders between self and other and between groups, about difference internal and external to the polis, and about the concepts of home, homeland, nation and country. These questions in turn call attention to the relation between different figures and categories central to understandings of home and abroad, stasis and mobility, such as citizen and foreigner, refugee, asylum seeker. This course examines different historical examples of conditions and processes of diaspora by being attentive to conditions and figures of unbelonging. In so doing, we will consider contemporary problems of immigration, displacement, and asylum. We will be particularly attentive to questions about racialization, colonialism, nationalism, gender, sexuality and sexual difference. The course is interdisciplinary, and we will draw on work in postcolonial studies, political theory, literature, anthropology, religion and feminist theory. Students will be evaluated based on attendance, in-class participation, reading responses, and two short analytical essays. Level: Advanced. Prerequisites: Permission of instructor; ideally, students should have taken at least 3 courses in Human Studies and/or Arts and Design, or have other background in thinking about politics and representation. Students who have done independent research and internships that engage the topics addressed in the course description will also be prioritized. Class limit: 12. Lab fee: \$10.

## 5047 Global Disorder and the Future of Foreign Policy

Faculty: McKown, Jamie

Meets the following degree requirements: HS

This is a reading intensive course that is tied to the annual iCamden Conferenceî held in Camden, Maine. This three day conference brings in experts from all over the world to discuss a range of topics related to foreign policy, international relations, and diplomacy. Over the past several years, College of the Atlantic has developed a relationship with the conference that enables our students to engage the various

events over the full three days. Every year highlights a particular theme, with a new set of focused panel discussions, speakers, and readings. The theme of the 2018 conference is iNew World Disorder and America’s Future.î The central focus of the conference will be what role the United States will play in the future development of international security and the global political order. Special emphasis will be placed on the interrelations between the United States, China, and Europe. Topics will include the impact of globalization, the rise of nationalism, transformations in global economies, and the management of a range of future threats such as climate change, population growth, and cyber insecurity. This class is built to parallel the thematic cornerstones of this year’s Camden topic. It is modeled as a reading intensive and discussion based seminar that will include works from both the conference reading list as well as supplemental works. The goals of the class are twofold. First, to prepare students to attend and play an active role in the conference (attendance is a requirement of the class) by providing them a background immersion in the topics that are at the center of this year’s conference. Second, to assist students returning from the conference in critically integrating those experiences with the course materials and their own particular research interests. Class discussion will be jointly led by students and faculty. Evaluation will be based on a series of short written assignments, attendance and active participation in class discussion, attendance at the conference, and a final written analysis of a particular topic related to the conference theme. Students interested in international relations, global politics, diplomacy, foreign policy, or economic development/trade policies are especially encouraged to enroll. Prior classes in foreign policy or international relations are not required. Students who have taken a previous Camden Conference course can also receive credit for this course and are encouraged to consider enrolling. Level: Advanced. Prerequisites: Permission of instructor. Class limit: 8. Lab fee: \$100.

## 5048 Wittgenstein and Heidegger: Return to the Ordinary

Faculty: Visvader, John

Meets the following degree requirements: HS

For over 2,500 years philosophers and students of nature have sought to find a basic understanding of the nature of reality of both the human and the natural worlds. This quest has led to theories of reality that stand behind and above the ordinary realm of experience. This search, and the many assumptions that have guided it have formed the basis of contemporary philosophy and the sciences. Both Wittgenstein and Heidegger have deeply questioned these assumptions and have tried, in a sense to return to the richness of ordinary experience ñ Wittgenstein in exploring the realm of the language we speak in describing the ordinary, and Heidegger in attempting to remind us of the simplicity of our direct experience. This class offers an exploration of the ideas of

these two radical thinkers and their impact on contemporary thought. Assignments will include a series of short papers doing exegesis and/or comparative analysis and a longer final paper. There will be some reading assigned for the winter break, prior to the start of class, including Descartes' Meditations. Level: Advanced. Prerequisites: At least one philosophy course and permission of instructor. Class limit: 12. Lab fee: None.

### **5049 Social Science Research Methods**

Faculty: Collum, Kourtney

Meets the following degree requirements: HS

This course introduces students to the process of designing social science research, focusing specifically on developing research questions, selecting suitable methods, and designing the research plan. The social sciences have a long history of debates over the value of qualitative versus quantitative research; operating from the position that research questions should drive methods selection, this course covers a range of qualitative and quantitative approaches. Topics covered include: the link between theory and the development of research objectives, questions, variables, measures, and hypotheses; research design and threats to validity; systematic data collection procedures including surveys, semi-structured and structured interviews, participant observation, and cognitive methods; mixed-methods and exploratory versus explanatory approaches; probability and non-probability sampling; data management; numerical, text, and narrative data analysis; and proposal design. Students are evaluated based on class participation, fieldwork and field notes, and a final research proposal that integrates and applies the methods and concepts covered in the course. This course is of particular value for third and fourth year students preparing for their senior projects. Level: Advanced. Prerequisites: Permission of instructor and at least two social science courses such as anthropology, economics, media studies, political science, psychology, or related fields. Class limit: 12. Lab fee: \$40.

### **5050 Endangered Species and U.S. Wildlife Law**

Faculty: Cline, Ken

Meets the following degree requirements: HS

In his seminal essay "The Land Ethic" Aldo Leopold explores the incongruity between humans' legal structures and the natural world. This incongruity is particularly acute in the area of wildlife conservation. This course will look at U.S. federal and state legal frameworks to protect, manage, and enhance biodiversity and the non-human world. A central focus of this course is the far-reaching goals, mechanisms, and future of the Endangered Species Act. Significant time is also dedicated to legal issues concerning marine conservation, marine mammals, Native Americans' wildlife concerns, migratory birds, animal rights, and agencies entrusted to manage wildlife. Special attention is given to debates currently underway to amend or restrict the Endangered Species Act and

other pending wildlife legislation. Students are asked to engage in a term-long project that attempts to apply the principles of the course to a pressing wildlife issue. Evaluation is based on class participation, analytical problem sets, and contribution to the group project. Level: Advanced. Prerequisites: Environmental Law and Policy, wildlife fieldwork experience, or advanced organismal biology courses. Permission of the instructor. Class limit: 10. Lab fee: \$20.

### **5051 Capitalism: Economics and Institutions**

Faculty: Taylor, Davis

Meets the following degree requirements: HS HY

Capitalism is the dominant form of economic institutional arrangements and production in the world today, along with a set of culturally inflected values and an interpretive frame for understanding the world around us that is a crucial context for work in Human Ecology. The focus of this course is on the economic imperatives of capitalism, the resulting institutional arrangements, and the socioeconomic outcomes that capitalism produces; we will also dedicate some time to the (other) cultural dimensions of capitalism, largely through the incorporation of guest lecturers in the latter part of the term. The foundational economic analysis will use both Marxist and what can be called ical macroeconomic theories to understand the economic processes and results of capitalism. Our focus will be on contemporary capitalism, but we will briefly examine the historical development of capitalism as a means of understanding contemporary patterns. A major impetus for the course is Thomas Piketty's "Capitalism in the 21st Century", and its focus on inequality will be a major focus of the course. Other prominent themes will be pre-capitalist modes of production, the labor theory of value, markets and processes of labor commodification and alienation, the formal and informal institutions of capitalism, money and other forms of debt, international capitalistic relations, crises, and variations of contemporary capitalism. Learning will be accomplished via the reading, study, analysis, and discussion of classic and contemporary theories of capitalism, and applications to current local, national, and international situations and events. Evaluation will be based on four major problem sets (consisting of short essay responses), a final poster presentation, and participation in classroom discussions and other fora. Level: Advanced. Prerequisites: One course in intermediate economics and one additional intermediate course that closely relates to the study capitalism (e.g. another economics course, critical theory, etc.), and permission of instructor. Class limit: 10. Lab fee: none.

### **5052 The Poetry of Lorca**

Faculty: Mahoney, Daniel

Meets the following degree requirements: HS

This course will concentrate on the poetry of García Lorca. It is part of a three-credit expeditionary program focused on the life and work of Federico

García Lorca and its unique relevance in the face of today's cultural and political landscape. García Lorca moved from a regional poet to a world poet in the span of ten years: 1926-1936. At the heart of García Lorca's work was the physical and cultural geography of Andalucía; in order to understand his work one must understand the mix of artistic and literary traditions in his hometown of Granada. Students will study the collected poetry of García Lorca (in translation) and discuss major themes in García Lorca's writing: death, music, deserts, rivers, suffering, love, and sexuality. We will also discuss how García Lorca became a poet of the world after his travels to Latin America and the U.S. and how that changed his writing style to reflect broader themes. García Lorca was amazed by the size and scope of NYC, saying, "the two elements the traveler first captures in the big city are extra human architecture and furious rhythm. Geometry and anguish." After 1930, García Lorca's work becomes orientated toward that "geometry and anguish." One of the movements García Lorca developed and perfected in his poetry was surrealist writing, but this surrealism was from a distinctly Spanish point of view. As a young artist, Lorca studied in Madrid at the Residencia de estudiantes along with artist and writers: Salvador Dalí, Damaso Alonso, Jorge Guillén, and Vicente Aleixandre, among others. This group of writers and artists would become known as "The Generation of '27" and Lorca's poetic life would not be complete without considering their work too. The class will introduce students to García Lorca's poetry through close reading, translation, theory, and research into the times and places of its composition. We will trace the development of García Lorca and other artists (poets, graphic artists, musicians) as they use what weapons they had to confront Franco's fascist forces in 1936. Students will be evaluated on weekly written responses, a sequence of short essays and creative writing projects, effective preparation and participation. Level: Advanced. Prerequisites: Successful completion of the writing requirement and at least one literature intensive course at COA, and simultaneous enrollment in the other two courses required for this expeditionary project. Permission of instructor required. Class limit: 10. Lab fee: None.

### 5053 Lorca in the New Century

Faculty: Baker, Jodi

Meets the following degree requirements: HS

This course will trace the extraordinary life of García Lorca and the people, places and events that shaped it. It is part of a three-credit expeditionary program focused on the life and work of Federico García Lorca and its unique relevance in the face of today's cultural and political landscape. Rooted in a deep study of early twentieth century Spanish history, art and politics, our discussion and research will also lean heavily toward contemporary connections - how Lorca's peculiar moment in history helped shape our own. Students will look broadly at the Spanish timeline focusing primarily on the period known as the Second Spanish Republic (1931-1939). They will

also investigate the uniquely complex religious and cultural history of Andalucía, study the Arabic poetry of al-Andalus, learn about the Caliphates of Córdoba and Granada, and discuss how that particular landscape influenced Lorca's work, politics and personal life. Through personal research, readings, video, guest speakers and targeted field work throughout Spain (Madrid, Granada, Belchite, Jarama, Valle de los Caídos, Visnar, Almería) students will explore a wide gamut of Lorca's life experience as well as the continuing debate about the motives and details of his execution by Fascist forces in 1936. Students will also study the aftermath of the Spanish Civil War, Francoism, and the impact of silence that was put in place as Spain transitioned to a democracy in 1976. Readings will include Ian Gibson, George Orwell, Javier Cercas, Helen Graham, Maria M. Delgado, Francisco Ferrándiz, Jaume Peris Blanes and others. Evaluation in this course will be based on the successful completion of all short assignments as well as effective drafting, documentation and presentation of a major final research project (the medium, scope and structure of this project will be determined by the student in consult with both instructors). Level: Advanced. Prerequisites: Successful completion of the writing requirement and at least one literature intensive course at COA, and simultaneous enrollment in the other two courses required for this expeditionary project. Permission of instructor required. Class limit: 10. Lab fee: none.

### 5054 Tutorial: Advanced International Environmental Law

Faculty: Cline, Ken

Meets the following degree requirements:

This tutorial is designed to provide an overview of the use of international law in solving transnational environmental problems and shaping international behavior. We examine, as background, the nature and limitations of international law as a force for change. The course will then explore customary law, the relationship between soft and hard law, enforcement of international law, implementation mechanisms, and the effectiveness of multilateral environmental agreements. Special attention is given to existing international environmental law frameworks addressing climate change, ozone depletion, biological diversity, forest loss, export of toxic chemicals, and the host of issues raised by the 1992 United Nations Conference on the Environment and Development and subsequent environmental fora. Students will also consider the interface between international environmental law and other important international regimes such as the Bretton Woods institutions, human rights frameworks, and international development entities. Students will be evaluated on the quality of their classroom comments and several analytical problem sets given during the term. Students will also be asked to complete a research project examining the effectiveness of a treaty or a proposed international environmental legal arrangement. Level: Advanced. Prerequisites: Environmental Law and Policy, Global

Environmental Politics; signature of instructor. Class limit: 5. Lab fee: none.

### **6012 Learning a Language on Your Own**

Faculty: Cox, John Gray

Meets the following degree requirements: HS

The goal of this course is to help each student design and implement an effective learning program for the study of a language of her choice at whatever level of learning she is currently at. A very wide variety of general strategies, resources and practical advice for independent language learning are reviewed in weekly class sessions along with progress and reflection reports from each student that can help guide and motivate independent work. The core common text for this work will be Betty Lou Leaver, Madeline Ehrman and Boris Shekhtman's "Achieving Success in Second Language Acquisition". The primary focus of the class is on the development and implementation of each student's individually designed plan for learning a language of their choice. Materials for this will be identified by each student as part of their work on their chosen language. Progress in these plans are discussed in one on one weekly meetings with the teacher. Plans may include the use of software, peer tutors, Skype, videos, standard texts, flash cards, specialized technical material, music, visual art, field trips, and a wide variety of other materials as appropriate. Evaluation will be based on the clarity, coherence and effectiveness of the student's developed plan and the discipline with which they actually pursue it and revise it appropriately as the term progresses. Students will be asked to meet with the instructor prior to the start of the term to discuss their motivation, aims, possible resources and possible plans for language learning after the course is over. Level: Variable. Prerequisites: Permission of the instructor. Class limit: 10. Lab fee: \$35.

### **6014 Immersion Program in French Language and Culture**

Faculty: CAVILAM

Meets the following degree requirements:

This course is offered through collaboration with CAVILAM as part of the COA program in Vichy, France. Students will take language classes and workshops taught by immersion methods and advanced audio-visual techniques. Students live with host families in homestays and take part in a variety of cultural activities. They are carefully tested and placed at levels appropriate to their ability and are expected to advance in all four language skills—reading, writing, speaking and listening—as gauged by the European Erasmus scale of competency. Level: Beginning to advanced (depending on prior language level). Prerequisites: at least one previous French course and permission of instructor; this course is intended to complement a term of COA instruction in Vichy, France. Class limit: 12. Program fee: \$1500.

### **6016 Mandarin Chinese—Traditional Characters**

Faculty: Chinese Language Center

Meets the following degree requirements:

This course is part of the Human Ecology Abroad in Taiwan (HEAT) program. It will be taught at the level appropriate for your language proficiency by staff at the Chinese Language Center of the National Cheng Kung University in Taiwan. The beginner courses emphasize the development of conversational proficiency, including listening comprehension, pronunciation, tone, and fluency, with increasing development of vocabulary and reading/writing skills for daily use. Units focus on authentic uses, such as getting sick/staying healthy, directions, meals, telephone conversations, and residential life. Students interested in being able to read and write traditional Chinese characters will find it much easier to learn simplified characters once they have been introduced to the beauty and logic of traditional Chinese characters. Students may also opt to participate in supplementary academic and cultural activities and events, such as bookbinding, calligraphy, cooking, dance, and martial arts. Evaluation will be based on class participation, completion of written assignments, quizzes, and two exams, including oral and written components. Level: Variable, based on placement exam. This course will be administered by the Chinese Language Center at Tzu Chi University (TCU) in Hualien.

### **1015 Farm Animal Management**

Faculty: Collum, Kourtney

Meets the following degree requirements:

This course will provide an introduction to the basics of farm animal care and management with a focus on small-scale, sustainable livestock production. The course will include readings on topics ranging from traditional production agriculture to contemporary sustainable livestock farming, guest lectures from professionals within the local agricultural community (e.g., experienced farmers, Extension agents, and veterinarians), student-led discussions of assigned readings, and hands-on participatory learning through visits to working farms in our area. Students will explore the various health and nutrition needs of common livestock, including monogastrics (hogs), avian (poultry), ruminants (cattle, sheep, goats), and pseudo-ruminants (horses). The course will have a strong focus on the integration of two or more of these livestock species on a diversified farm and will cover pasture management and feed production. Students will be evaluated based on attendance, participation in class discussion and activities, short synthesis essays, and a final project focused on the integration of livestock into a farm setting. Level: Introductory. Prerequisites: Permission of instructor. Class limit: 10. Lab fee: \$25.

## 1017 Culture and Ecology of Taiwan

Faculty: Tai, Bonnie; Morse, Suzanne

Meets the following degree requirements:

Taiwan is what one historian calls a “forbidden nation.” Recognized as an independent state by a small fraction of the world’s countries, it has developed into a fervently multilingual and multiethnic democracy in spite of centuries of colonization by the Dutch, Chinese, and Japanese, and nearly a half century under martial law following the second World War. On an island that one geologist speculates may represent the most interesting geology in the world bisected by the Tropic of Cancer and formed by the Philippine sea plate subducting under and over the Eurasian continental plate, its ecology is rich in bio- and cultural diversity. This 2-credit course is part of a three-credit expeditionary program to Taiwan, and aims for students to gain theoretical lenses and ethnographic tools with which to better understand the historical forces that shape Taiwan’s human ecology. Students will also gain critical media literacy skills and an understanding of the ways in which history, geography, language, religion, and international relations impact sociopolitical realities in this case study that provides both window and mirror into colonial legacies and their influence on current demographic, social, cultural, economic, and political relationships. Students will also consider what a feminist lens contributes to understanding these past and current relationships. Learning experiences include field trips to farms, markets, a women’s cooperative, museums, schools, universities, and a hike up a sacred mountain, as well as invited guests who can speak to local agroecology and cultural anthropology. Students will be evaluated on their understanding and skills demonstrated in a street mapping and participant-observation exercise, critical media compare and contrast, a self-designed final project and lexicon, and weekly individual meetings or written reflections. Level: Introductory. Prerequisites: Co-enrollment in HS6016 Mandarin Chinese - Traditional Characters and permission of instructors. Class limit: 12. Lab fee: \$125.

## 2011 Fisheries, Fishermen, and Fishing Communities

Faculty: Petersen, Christopher

Meets the following degree requirements:

Downeast Maine, from the Penobscot River east to the Canadian border, includes Hancock and Washington Counties, a region of extremes between high levels of tourism, like Mount Desert Island, and many coastal towns that are heavily reliant on fisheries for their economic existence. This long history of cultural and economic dependence on fisheries makes the region particularly vulnerable to fisheries decline, such as the collapse of the sardine and cod fisheries. Recent trends in the lobster, clam, scallop, and elver fisheries, as well as aquaculture, show various levels of instability and risk. At the same time, numerous initiatives in the region focus on revitalizing and

stabilizing fisheries, while enhancing community resilience. This class uses a variety of inter-disciplinary approaches to examine the relationships among marine resources, fisheries policy, harvesters, and communities. We are interested in examining the relationships within this linked social-ecological system, and use historical data, current documents, interviews and oral histories to examine the human-ecological relationships among residents, policy, and resources. We also will examine new economic initiatives in these communities, including ecotourism, aquaculture, and renewable energy. We have several individuals coming to campus to discuss issues with the class, and we will take several field trips (including an overnight to the Cobscook Bay area) to Downeast communities. Evaluation will be based on several assignments during the term, including an oral history, sets of essay questions, and research on a fishery. Students will also work on a small-group project examining a research question using multiple methodologies, with a presentation and paper due at the end of the term. Active engagement during class, with guest speakers, and on field trips will be expected. Level: Introductory/Intermediate. Prerequisites: A class in anthropology, marine biology, fisheries, or environmental policy, and permission of instructor. Class limit: 15. Lab fee: \$100.

## 2012 Failure

Faculty: Friedlander, John; Baker, Jodi

Meets the following degree requirements:

Failure looms large in society. Is it a badge of honor, an inextricable part of a process, a means to success or rather something to be feared and ashamed of? In this course, students will explore how notions of failure align and contrast between gender, class and culture. We will also explore if conceptions of failure differ substantially among the artistic, business and other communities. In divergence with historical attitudes, today’s entrepreneurs are implored to “fail cheap and fail fast” and events, like FailCon, celebrate failure as a badge of honor. In art failure is simply inherent to process. And yet, the fear and sting of failure is real for everyone. Through a series of practicums, readings, guest lectures and discussions this class will explore various aspects of failure. Students will be evaluated on class participation, a series of solo and group projects, selections from a failure journal and contributions to a shared class blog. Level: Introductory/Intermediate. Prerequisites: None. Class limit: 15. Lab fee: \$50.

## 3010 Biology Through the Lens

Faculty: Ressel, Stephen

Meets the following degree requirements:

Photography is one of the primary means through which scientific observation and research is conducted and presented to the public. But the most provocative images of the natural world don’t just happen; they are made by individuals skilled in both photography and the life sciences. In this course, stu-

dents will develop technical, observational, and aesthetic skills to extract relevant information from the natural world and organisms collected from nature. Through acquired skills, students will be expected to conceive methods to document the biological world and communicate concepts using strong visual imagery. Photographic techniques and historical examples will be learned and applied. Students will be evaluated based on their successful completion of a series of project-based assignments, participation in critiques, and their ability to effectively convey biological principles through photography. Level: Intermediate/Advanced. Prerequisites: Permission of instructor. Students will be expected to provide their own camera for use in the course; a digital camera with interchangeable lenses is recommended. Class limit: 12. Lab fee: \$110.

### **3012 The Anthropocene**

Faculty: Hall, Sarah; Van Vliet, Netta

Meets the following degree requirements:

This course considers the definition of the human in terms of the politics of climate change and discussions about the notion of the Anthropocene, by staging an encounter between the discipline of geology and work in the humanities. Suggestions by scientists over the last few decades that human activity on the planet has attained geological force led Nobel Laureate Paul Crutzen to argue in 2000 that the current epoch should be called the "Anthropocene." Others challenge this suggestion, pointing out that humans have long left traces on the earth. Discussions about the Anthropocene are tied to the challenge of how to respond to the effects of human-induced climate change, including the threat of human extinction. This course will address questions such as: How do scientists and humanists engage with policy and scholarship about climate change? What are their central questions and key terms? We will consider how understandings of geological time and the stories rocks tell, might inform thinking in the humanities about climate change. In turn, we will consider how humanist questions about the definition of the human might inform the ways in which science interfaces with politics and policy regarding climate change. This course is co-taught by a geologist and an anthropologist, and will be an exercise in translation between very different fields. Class material will include laboratory activities, seminar discussions, and close readings of texts in postcolonial studies, geology, anthropology, and literature. Students will be assessed based on class participation, reading responses, laboratory activities, and a final project. Level: Intermediate. Prerequisites: None, but preference will be given to those who have had prior course work in either anthropology or geology. Permission of instructor required. Class limit: 16. Lab fee: \$10.

### **3013 Sheep to Shawl**

Faculty: Letcher, Susan

Meets the following degree requirements:

Sheep play profoundly important roles in human societies. This course is a human ecological exploration of sheep and wool, combined with a hands-on component in which we will work with sheep and learn fiber arts. This class will meet for one studio session and two lecture/discussion sections per week, plus at least one Saturday field trip. In the studio sessions, we will study sheep husbandry through visits to Peggy Rockefeller Farm, and learn a variety of techniques for working with wool, from the preparation (shearing, washing, and carding) to spinning and working with yarn (including knitting, crochet, and weaving). The lecture/discussion sessions will cover topics such as the ecological impacts of sheep in different parts of the world, the physics of spinning and the chemistry of dyes, and the symbolism of sheep in the mythology of different cultures. The course will draw on a wide range of material and intellectual approaches, with sheep and wool as the unifying theme. Students will be evaluated based on participation, short written assignments, and a final oral presentation. No prior knowledge of fiber craft is necessary, but students who come in knowing one of the basic techniques may be able to explore advanced techniques like lacework or design in three dimensions. Students should meet with the instructor before spring break to discuss goals and equipment needs for the studio sessions. Some basic supplies will be provided, but students should plan to purchase additional equipment such as knitting needles depending on the projects that they choose. Level: Intermediate. Prerequisites: None. Class limit: 10. Lab fee: \$100.

### **4012 National Park Practicum: Interpretive Education and Design**

Faculty: Colbert, Dru

Meets the following degree requirements:

This trans-disciplinary, project-based course is for students interested in imagining creative and effective ways to convey science-based information to a diverse audience. Participants will engage in a collaboration between students, Acadia National Park staff, and COA faculty. Students will work both on- and off-campus to examine current research and concurrently explore innovative approaches in the design of educational environments. Students interested in the life sciences, arts and design, experiential and informal education, and science education/interpretation will work together to outline educational goals, generate ideas and potential plans for exhibits and activities that will shape how visitors perceive and interact with Acadia National Park. Each student will build on their interests and background while participating in a creative team process that follows national park guidelines for the development of interpretative media. While engaging in this

work, students will hone skills in translating research, writing and editing for exhibits, employing visual communication, and designing educational spaces. Evaluation will be based on level of collaboration and class participation; ability to effectively communicate in writing and/or visual terms; on quality of class projects and presentations. Level: Intermediate/Advanced. Prerequisites: permission of instructor and one or more of the following: Curiosity and Wonder; Experiential Education; Creating Effective Environments For Learning; Biology Through the Lens; Advanced Graphic Design; or at least one \*ES\* course. Class limit: 12. Lab fee: \$45.00

## **5012 Politics, Body, Representation**

Faculty: Baker, Jodi

Meets the following degree requirements:

Drawing on performance studies, movement training, postcolonial studies and feminist theory, this class will investigate understandings of what is made to count as “political” in relation to claims about representation and the body. Over the course of the term, we will investigate and produce a range of conditions through which we consider ideas about responsibility, decision, the unknown and unexpected, repetition and difference, translation and dialogue, and relations of individual to group. We will do so through learning about the ways in which bodies matter in the fields of theatre, anthropology and literature. Both anthropology and theatre are often presumed to be vehicles for representation and for political change, but they have also posed questions about how the body challenges assumptions about representation and politics. This course will grapple with assumptions that politics is primarily about representation, speaking in “one’s own name,” or in the name of others. We will take questions about representation and its limits as a point of departure to consider the significance of the body (and bodies) for understandings of politics. We will focus on questions of affect, the sensory, proximity, temporality, scale and place. In so doing, we will consider the idea of politics as based on a relation and response to an other, rather than on representation. In turn, we will address questions about the relationship between art and politics. Classes will include movement training practices and seminar discussion. Course materials may include works by Hannah Arendt, Anne Bogart, Charlie Chaplin, Charles Darwin, Jacques Derrida, Sarah DeLappe, Cornelius Eady, Shoshana Felman, Sigmund Freud, Brandon Jacobs-Jenkins, Valeria Luiselli, Jean-Luc Nancy, William Shakespeare, Sophocles, Tadashi Suzuki and Anna Tsing. Students will be evaluated based on class participation, collaborative group projects, seminar discussion, short topic responses, and a final project. Level: Advanced. Prerequisites: permission of instructor; priority will be given to students who have successfully completed advanced coursework in Literature, Anthropology or Performance Studies. Class limit: 12. Lab fee: \$50.

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HS 5031	Advanced Spanish II	Pena, Karla	113
AD 5032	Advanced Studio Printmaking	Clinger, Catherine	49
HS 3015	African American Literature	Waldron, Karen	90
ES 3010	Agroecology	Morse, Suzanne	62
HS 3080	AI and the Political Philosophy of the Future	Cox, John Gray	100
AD 2027	Alternative Processes in Photography: 19thC. to Digital	Winer, Joshua	39
AD 3020	American Dreaming: Theatre and Activism in the US	Baker, Jodi	42
AD 4021	Analog Photography: B&W	Winer, Joshua	46
ES 4040	Animal Behavior	Anderson, John	70
AD 3013	Animation	Andrews, Nancy	40
AD 5017	Animation II	Andrews, Nancy	46
HS 4066	Anthropology of Homesteading	Collum, Kourtney	110
HS 3084	Applications in Food and Sustainable Agriculture Systems	Collum, Kourtney	102
AD 3010	Architectural Design Studio	Mancinelli, Isabel	40
ES 2020	Art and Science of Fermented Foods	Morse, Suzanne	61
AD 3015	Art of the Puppet	Andrews, Nancy	41
AD 1022	Art Since 1900: Harmony and Conflict	Clinger, Catherine	34
AD 5030	Artist/Naturalist/Visionary	Foley, Sean	48
HS 3010	Autobiography	Carpenter, William	89
HS 3073	Bees and Society	Collum, Kourtney	98
AD 1031	Beginning Drawing	Foley, Sean	35
AD 1033	Beginning Painting	Foley, Sean	35
HS 1019	Beginning Spanish I	Pena, Karla	73
HS 1020	Beginning Spanish II	Pena, Karla	74
ES 4049	Biochemistry	Hudson, Reuben	71
MD 3010	Biology Through the Lens	Ressel, Stephen	119
ES 1052	Biology: Cellular Processes of Life	STAFF	57
ES 1054	Biology: Form and Function	STAFF	57
ES 4010	Biomechanics	Hess, Helen	68
ES 4048	Biostatistics	Letcher, Susan	71
HS 3011	Bread, Love, and Dreams	Carpenter, William	89
HS 1068	Breakthroughs in Creative Nonfiction: Wright/Rankine/Nelson	Greenberg, Arielle	78
HS 4059	Breakthroughs in Creative Nonfiction: Wright/Rankine/Nelson	Greenberg, Arielle	108
HS 1025	Business and Non-Profit Basics	Friedlander, John	74
ES 1024	Calculus I	Feldman, David	56
ES 3012	Calculus II	Feldman, David	63
ES 3028	Calculus III: Multivariable Calculus	Feldman, David	64
ES 1070	Calling Bullshit: Critical Data Literacy in the Information Age	Gatti, Daniel; Feldman, David	59
HS 5051	Capitalism: Economics and Institutions	Taylor, Davis	116
AD 1034	Ceramics I	Mann, Rocky	35

ED 1013	Changing Schools, Changing Society	Tai, Bonnie	50
ES 1072	Chemistry and Biology of Food and Drink	Hudson, Reuben	60
ES 1066	Chemistry I	Hudson, Reuben	59
ES 1030	Chemistry II	Hudson, Reuben	56
ED 1014	Child Development	Alex, Joanne	50
ED 1011	Children's Literature	Ryan, Siobhan	50
AD 1028	Chinese Calligraphy	Heckscher, Philip	35
HS 2016	Chinese Philosophy	Visvader, John	81
HS 2082	Choice, Chance, and Tragedy	Lakey, Heather	87
HS 4078	Cidra, Queso y Granjas: Agriculture's Past and Present	Little-Siebold, Todd	110
HS 2017	City/Country: Literary Landscapes 1860-1920	Waldron, Karen	81
ES 3044	Climate and Weather	Hall, Sarah	65
HS 1054	Climate Justice	Stabinsky, Doreen	76
ES 1069	Collaborative Conservation Practices on the Osa Peninsula	Ressel, Stephen	59
HS 2078	College Seminar: City/Country in U.S. Literature 1860-1920	Waldron, Karen	86
HS 3085	College Seminar: Nutritional Anthropology	Collum, Kourtney	102
HS 2089	College Seminar: Oceans and Fishes	Little-Siebold, Todd	88
HS 1070	College Seminar: Poetry as Art and Social Action	Donovan, Martha	79
HS 1064	College Seminar: Practical Skills in Community Development	Beard, Ron	77
HS 3079	College Seminar: The Anthropology of Food	Collum, Kourtney	100
HS 3039	Communicating Science	Kozak, Anne	94
HS 2019	Community Planning and Decision Making	Borden, Richard; Mancinelli, Isabel	81
HS 2043	Conflict Resolution Across Cultures	Cox, John Gray	83
ES 5012	Conservation Biology	Anderson, John	72
HS 3034	Conspiracy Theory and Political Discourse	McKown, Jamie	93
HS 2056	Constitutional Law: Civil Rights and Liberties	Seddig, Robert	84
AD 2013	Constructing Visual Narrative	Colbert, Dru	37
AD 2016	Contemporary Artist as Researcher and Activist	Clinger, Catherine	38
HS 4014	Contemporary Psychology: Body, Mind and Soul	Borden, Richard	103
HS 3063	Contemporary Rhetorical Theory	McKown, Jamie	97
HS 3020	Contemporary Social Movement Strategies	Cox, John Gray	90
HS 4012	Contemporary Women's Novels	Waldron, Karen	103
HS 5016	Corn and Coffee	Little-Siebold, Todd	112
HS 4015	Creative Writing	Carpenter, William	103
HS 4028	Cross-Cultural American Women's Novels	Waldron, Karen	105
MD 1017	Culture and Ecology of Taiwan	Tai, Bonnie; Morse, Suzanne	119
AD 2014	Curiosity and Wonder: Design & Interpretation in the Museum	Colbert, Dru	37
ED 5010	Curriculum Design and Assessment	Tai, Bonnie	53
ES 1064	Data Science I	Gatti, Daniel	58
ES 3082	Data Science II	Gatti, Daniel	67
HS 5044	Diaspora and Unbelonging	van Vliet, Netta	115
ES 3022	Differential Equations	Feldman, David	63
AD 3012	Documentary Video Studio	Andrews, Nancy	40
AD 2017	Drawing Mineral and Botanical Matter in the Forest of Maine	Clinger, Catherine	38
ES 3074	E-STEM Professional Development Seminar	Hall, Sarah	66
ES 3014	Ecology	Anderson, John	63
ES 3034	Ecology and Biology of Fungi	Porter, David	64
ES 4038	Ecology and Natural History of the American West	Anderson, John	69
ES 2010	Ecology: Natural History	Ressel, Stephen / Swann, Scott	60
HS 4052	Economic Development: Theory and Case Studies	Taylor, Davis	107
HS 4053	Economics of Cooperation, Networks & Trust	Taylor, Davis	107
ED 3015	Education for Life	Tai, Bonnie	52
ED 1015	Educational Innovation	Fuller, Linda	50
HS 5050	Endangered Species and U.S. Wildlife Law	Cline, Ken	116
ES 3080	Environmental Chemistry	Hudson, Reuben	67
HS 3066	Environmental Ethics	Cox, John Gray	97
ES 4043	Environmental Geoscience Field Methods: Eastern CA	Hall, Sarah	70

HS 4026	Environmental Law and Policy	Cline, Ken	104
ES 3030	Environmental Physiology	Ressel, Stephen	64
HS 4020	Environmentality: Power, Knowledge, and Ecology	McKown, Jamie	104
HS 5039	Equal Rights, Equal Voices: The Rhetoric of Woman Suffrage	McKown, Jamie	114
HS 1069	Ethnographic Writing	van Vliet, Netta	79
HS 2084	European Political Institutions	Stabinsky, Doreen	87
ES 3024	Evolution	Petersen, Christopher	64
ED 1010	Experiential Education	Tai, Bonnie	49
HS 2057	Fail Better: Writing Short Fiction	Mahoney, Daniel	84
MD 2012	Failure	Friedlander, John; Baker, Jodi	119
MD 1015	Farm Animal Management	Collum, Kourtney	118
HS 1014	Feminist Theory in a Transnational Frame I	van Vliet, Netta	73
HS 3083	Feminist Theory in a Transnational Frame II	van Vliet, Netta	101
AD 1036	Figure Drawing	Foley, Sean	36
AD 4015	Film Sound and Image	Andrews, Nancy; Cooper, John	45
AD 2022	Film Theory	Capers, Colin	38
HS 3060	Financials	Lepcio, Andrea	95
MD 2011	Fisheries, Fishermen, and Fishing Communities	Petersen, Christopher	119
HS 1071	Fixing Elections: The Seven Deadly Sins of American Politics	McKown, Jamie	79
ES 5041	Forest Ecology	Letcher, Susan	72
HS 2091	Forms of Poetry	Mahoney, Daniel	89
AD 1019	Four-Dimensional Studio	Andrews, Nancy	34
HS 1013	From Native Empires to Nation States	Little-Siebold, Todd	73
ES 3016	Functional Vertebrate Anatomy	Anderson, John	63
ES 1014	Gardens and Greenhouses:Theory/Practice of Organic Gardening	Morse, Suzanne	55
HS 2038	Gender, Politics & Nature in Folk/Fairy Tales of the World	Turok, Katharine	82
ES 3032	Genetics	Hess, Helen	64
HS 2020	Geographic Information Systems I: Foundations & Applications	Longworth, Gordon	82
ES 1042	Geology and Humanity	Hall, Sarah	57
ES 1038	Geology of Mt. Desert Island	Hall, Sarah	56
HS 5047	Global Disorder and the Future of Foreign Policy	McKown, Jamie	115
HS 3016	Global Environmental Politics: Theory and Practice	Stabinsky, Doreen	90
HS 3082	Global Ethics: Moral/Spiritual Approaches to Climate Change	Cox, John Gray	101
AD 5014	Graphic Attack: Advanced Graphic Design Studio II	Colbert, Dru	46
AD 2011	Graphic Design Studio I: Visual Communication	Colbert, Dru	36
AD 4014	Graphic Design Studio II: Digital Projects	Colbert, Dru	45
HS 5022	Hatchery	Friedlander, John	113
HS 2063	Hate Crimes in the Contemporary US and Europe	Wessler, Steve	85
ES 3018	Herpetology	Ressel, Stephen	63
HS 4018	Histories of Power:States & Subalterns in Modern Latin Ameri	Little-Siebold, Todd	104
HS 4056	Histories of Race	Little-Siebold, Todd	108
HS 3040	History of Agriculture: Apples	Little-Siebold, Todd	94
AD 1027	History of Filmmaking I (1895-1945)	Capers, Colin	35
AD 3018	History of Filmmaking II (1946-Present)	Capers, Colin	41
AD 2020	History of Photography	Winer, Joshua	38
HS 1021	History of the American Conservation Movement	Cline, Ken	74
AD 1020	History of Western Music	Cooper, John	34
ES 4018	Human Anatomy and Physiology I	Anderson, John	69
ES 4020	Human Anatomy and Physiology II	Anderson, John	69
HE 1010	Human Ecology Core Course	STAFF	72
HS 1022	Human Relations: Principles and Practice	Borden, Richard	74
HS 5015	Hydro Politics in a Thirsty World	Cline, Ken	111
AD 2026	Illustration	Colbert, Dru	39
HS 2021	Immersion Practica in Spanish and Yucatecan Culture	Cox, John Gray	82
HS 6014	Immersion Program in French Language and Culture	CAVILAM	118
AD 4010	Improvisation in Music	Cooper, John	44
HS 2061	Indigenous America	Little-Siebold, Todd	85

ED 4012	Integrated Methods IA: Gr. K-4 Reading and Writing	STAFF	53
ED 4013	Integrated Methods IB: Gr. 5-8 Reading and Writing	Fuller, Linda	53
ED 5011	Integrated Methods II: Science, Math, and Social Studies	Fuller, Linda	54
ED 3013	Intercultural Education	Tai, Bonnie	52
HS 3041	Intermediate Atelier in French Language and Conversation	STAFF	94
AD 3032	Intermediate Ceramics	Mann, Rocky	44
AD 3019	Intermediate Drawing	Foley, Sean	41
AD 3027	Intermediate Painting	Foley, Sean	43
HS 3021	Intermediate Spanish I	Pena, Karla	90
HS 3022	Intermediate Spanish II	Pena, Karla	91
HS 3023	International Wildlife Policy and Protected Areas	Cline, Ken	91
ED 1016	Introduction to Adolescent Psychology	Hill, Kenneth	51
AD 1011	Introduction to Arts and Design	Mancinelli, Isabel	33
ES 1062	Introduction to Botany	Letcher, Susan	58
ES 1026	Introduction to Chaos and Fractals	Feldman, David	56
ES 1071	Introduction to Collections Care: Saving all the Parts	Ressel, Stephen	60
AD 1035	Introduction to Documentary Photography	Winer, Joshua	35
HS 1046	Introduction to Economics & the Economy	Taylor, Davis	76
HS 1015	Introduction to Global Politics	Stabinsky, Doreen	73
AD 1018	Introduction to Guitar	Cooper, John	33
HS 2083	Introduction to Journalism: Telling the Story	Levin, Robert	87
AD 1012	Introduction to Keyboard/Piano	Cooper, John	33
HS 1049	Introduction to Latin American Literature: 20th C Fiction	Mahoney, Daniel	76
ES 3078	Introduction to Lichen Biology	Olday, Fred	67
ES 1022	Introduction to Oceanography	Todd, Sean	55
AD 1026	Introduction to Photography	Winer, Joshua	34
ES 3077	Introduction to Scientific Programming	Feldman, David	66
ES 2012	Introduction to Statistics and Research Design	Todd, Sean	61
HS 5043	Introduction to the Counseling Process	Hill, Kenneth	114
HS 1012	Introduction to the Legal Process	Cline, Ken	72
HS 2024	Introduction to the Philosophy of Mind	Visvader, John	82
ES 2035	Introduction to Tropical Field Ecology	Ressel, Stephen	62
ES 2022	Introductory Entomology	Graham, Carrie	61
HS 1028	Introductory French I	STAFF	74
ES 3020	Invertebrate Zoology	Hess, Helen	63
ES 4016	Island Life	Anderson, John	68
AD 1013	Jazz, Rock, and Blues: From Their Origins to the Present	Cooper, John	33
AD 5031	Journey into Substance: Art of the Hudson and New England	Clinger, Catherine	48
AD 3016	Land Use Planning I	Mancinelli, Isabel; Longsworth, Gordon	41
AD 3011	Landscape Architecture Design Studio	Mancinelli, Isabel	40
HS 4022	Launching a New Venture	Friedlander, John	104
HS 6012	Learning a Language on Your Own	Cox, John Gray	118
HS 4064	Leaving Capitalism: the (non) Economics of Homesteading	Taylor, Davis	109
HS 2076	Life Stories: Memory, Family, and Place	Donovan, Martha	86
HS 4046	Lincoln Before the Presidency	McKown, Jamie	106
ES 3083	Linear Algebra with Applications to Differential Equations	Feldman, David	68
HS 3068	Linguistics, Language & Culture: Human Ecological Approach	Cox, John Gray	98
HS 2010	Literature, Science, and Spirituality	Waldron, Karen	80
HS 5053	Lorca in the New Century	Baker, Jodi	117
AD 5034	Lorca's Theatre	Baker, Jodi	49
HS 3072	Macroeconomics: Theory and Experience	Taylor, Davis	98
AD 5033	Making Art: Effort, Resilience, Persistence	Andrews, Nancy	49
HS 6016	Mandarin Chinese—Traditional Characters	Chinese Language Center	118
HS 3074	Mapping the Ocean's Stories	Little-Siebold, Todd	99
ES 1028	Marine Biology	Petersen, Christopher	56
ES 2030	Marine Mammal Biology I	Todd, Sean	61
HS 2049	Marvelous Terrible Place: Human Ecology of Newfoundland	Todd, Sean	83
HS 5013	Methods of Teaching Writing Across the Curriculum	Kozak, Anne	111

HS 3027	Microeconomics for Business and Policy	Taylor, Davis	91
AD 3033	Modern and Contemporary Drawing Practices	Foley, Sean	44
ES 3065	Molecular Genetics Workshop	Hess, Helen	66
HS 3019	Mountain Poets of China and Japan	Visvader, John; Stover, Candace	90
AD 1025	Movement Training Basics	Baker, Jodi	34
AD 3026	Museum Practicum: Designing & Building ANP Centennial Exhib.	Colbert, Dru	43
AD 1014	Music Fundamentals: Intro to Reading/Hearing/Writing/Playing	Cooper, John	33
MD 4012	National Park Practicum: Interpretive Education and Design	Colbert, Dru	120
HS 3070	Native American Law	Cline, Ken	98
HS 3059	Native American Literature	Waldron, Karen	95
ES 1040	Natural Resources	Hall, Sarah	57
ED 3014	Negotiating Educational Policy	Fuller, Linda	52
AD 5026	Negotiating Wonder	Foley, Sean	47
HS 2011	Nineteenth Century American Women	Waldron, Karen	80
HS 3036	Oceans & Fishes: Readings in Environmental History	Cline, Ken	93
ES 3050	Organic Chemistry I	Hudson, Reuben	65
ES 5014	Organic Chemistry II	Hudson, Reuben	72
ES 1016	Ornithology	Swann, Scott	55
HS 3031	Our Public Lands: Past, Present, and Future	Cline, Ken	92
HS 4058	Personal Finance and Impact Investing	Friedlander, John	108
HS 2012	Personality and Social Development	Borden, Richard	80
HS 1065	Philosophies of Good and Evil	Lakey, Heather	78
HS 2060	Philosophies of Liberation	Cox, John Gray	84
HS 4054	Philosophies of Love	Cox, John Gray	107
HS 4017	Philosophy and Cosmology	Visvader, John	103
HS 2074	Philosophy of Death and Dying	Lakey, Heather	85
HS 2013	Philosophy of Nature	Visvader, John	81
ES 1056	Physics and Mathematics of Sustainable Energy	Feldman, David	58
ES 1018	Physics I: Mechanics and Energy	Feldman, David	55
ES 1044	Physics II	Feldman, David	57
HS 3012	Poetry and the American Environment	Carpenter, William	90
HS 1072	Political Communication	McKown, Jamie	80
HS 2086	Politics and the Supreme Court	Seddig, Robert	88
HS 1045	Politics of Israel	van Vliet, Netta	75
MD 5012	Politics, Body, Representation	Baker, Jodi	121
HS 2052	Popular Psychology	Borden, Richard	83
HS 3064	Possession and the Human	van Vliet, Netta	97
HS 3061	Postcolonial Islands	van Vliet, Netta	96
HS 2090	Postcolonial Studies and Psychoanalysis II	van Vliet, Netta	89
HS 2081	Postcolonialism and Psychoanalysis	van Vliet, Netta	86
HS 4065	Practices of Homesteading	Taylor, Davis; Collum, Kourtney	110
HS 4062	Practicing International Diplomacy	Stabinsky, Doreen	109
AD 2025	Principles of Comedic Improvisation	Fingerhut, Larrance; Shepard, Jennifer	39
HS 1062	Problems and Dilemmas in Bioethics	Lakey, Heather	77
ES 1068	Programming with Python I	Gatti, Daniel	59
HS 1063	Public Speaking Workshop	McKown, Jamie	77
HS 1035	Puzzles, Paradoxes and Weird Things	Visvader, John	75
ES 2031	Quantitative Geomorphology	Hall, Sarah	62
HS 4042	Reading the West	Anderson, John	105
HS 1058	Reason and Madness	Lakey, Heather	77
ES 3076	Restoration Ecology	Letcher, Susan	66
HS 3077	Rethinking Mental Disorders	Gallon, Robert	99
AD 5023	Romanticism: The Triumph of the Imagination over Reason?	Clinger, Catherine	46
HS 3078	Satanic Verses	Carpenter, William	100
ED 5012	Secondary Methods: Life Science, Social Studies and English	Fuller, Linda	54
ES 4041	Seeds	Morse, Suzanne	70

ES 3063	Seminar in Climate Change	Hall, Sarah	65
HS 4010	Seminar in Human Ecology	Borden, Richard	102
HS 2072	Sex, Gender, Identity and Power	Lakey, Heather	85
HS 3029	Shakespeare: Character, Conflict, and Cinematography	Carpenter, William	92
MD 3013	Sheep to Shawl	Letcher, Susan	120
HS 4079	Skills for Conflict Resolution and Advocacy on Human Rights	Wessler, Steve	111
HS 5049	Social Science Research Methods	Collum, Kourtney	116
HS 3062	Solutions	Friedlander, John	96
AD 3014	Soundscape	Andrews, Nancy	40
AD 3025	Special Topics in Production	Baker, Jodi	42
HS 4013	Starting Your Novel	Carpenter, William	103
AD 3031	Storytelling and Performance	Leaverton, Lisa	44
AD 5025	Strangers and Performance	Baker, Jodi	47
ED 5013	Student Teaching	Fuller, Linda	54
AD 4019	Studio Printmaking	Clinger, Catherine	45
ED 3012	Supporting Students with Disabilities in the Reg. Classroom	Sanborn, Kelley	51
AD 3023	Sustainable Design in the Built Environment	Gordon, John	42
HS 3035	Sustainable Strategies	Friedlander, John	93
HS 3086	Sustenance	Friedlander, John; Collum, Kourtney	102
HS 3057	Taking the Waters: The Politics & Culture of Water in France	Cline, Ken	95
HS 2015	The Age of Reason and the Enlightenment	Little-Siebold, Todd	81
MD 3012	The Anthropocene	Hall, Sarah; Van Vliet, Netta	120
HS 3032	The Cold War: Early Years	McKown, Jamie	92
HS 3038	The Cold War: The Later Years	McKown, Jamie	94
HS 2077	The Dream of the 90s: Alt.Culture in America	Greenberg, Arielle	86
ES 3036	The History of Natural History	Anderson, John	65
HS 3055	The Mayas of Yesterday and Today	Cox, John Gray	95
HS 3028	The Mystics	Visvader, John	92
HS 5018	The Nature of Narrative	Waldron, Karen	112
HS 5052	The Poetry of Lorca	Mahoney, Daniel	116
AD 5029	The Range of Sublimity in the Artist Mind	Clinger, Catherine	48
AD 2015	The Reality Effect: Art and Truth in the 19th Century	Clinger, Catherine	37
AD 2021	The Science of Comedy	Baker, Jodi	38
AD 4016	The Wilderness in Landscape Art I: Proto-Ecological Visions	Clinger, Catherine	45
HS 4061	Theories of Human Nature – the Self	Visvader, John	109
HS 2087	Transforming Food Systems	Collum, Kourtney	88
ES 2014	Trees and Shrubs of Mount Desert Island	Weber, Jill	61
HS 4063	Troubadours, Nuns, Witches, and Concubines 500 - 1450	Turok, Katharine	109
HS 5054	Tutorial: Advanced International Environmental Law	Cline, Ken	117
ES 1065	Tutorial: Applied Algebra and Trigonometry	Feldman, David	59
HS 4057	Tutorial: Climate Policy Practicum	Stabinsky, Doreen	108
HS 4060	Tutorial: Contemporary Women's Novels	Waldron, Karen	108
ES 5038	Tutorial: Ecology and Evolution of Parasites	Hess, Helen	72
AD 6010	Tutorial: Individual Music Instruction	Cooper, John	49
ES 3079	Tutorial: Intermediate Physics of Energy	Feldman, David	67
HS 5035	Tutorial: Introduction to the Counseling Process	Hill, Kenneth	114
ES 4046	Tutorial: Marine Mammal Physiology	Todd, Sean	71
HS 5023	Tutorial: Ongoing Narratives	Carpenter, William	113
ED 5018	Tutorial: Qualitative Program Evaluation Methods	Tai, Bonnie	54
HS 1066	Tutorial: Writing Structures	Kozak, Anne	78
HS 3076	U.S. Farm and Food Policy	Collum, Kourtney	99
ED 3010	Understanding and Managing Group Dynamics	Tai, Bonnie	51
HS 3053	Voyages	Carpenter, William	95
HS 4047	Waste	van Vliet, Netta	106
ES 2034	Weed Ecology	Morse, Suzanne	62
ES 4047	Weed Ecology	Morse, Suzanne	71
HS 4043	Wilderness in the West: Promise and Problems	Cline, Ken	105
ES 4036	Wildlife Ecology	Anderson, John	69

ES 4012	Winter Ecology	Ressel, Stephen	68
HS 5048	Wittgenstein and Heidegger: Return to the Ordinary	Visvader, John	115
HS 4034	World Literature	Turok, Katharine	105
AD 1016	World Percussion	Bennett, Michael	33
HS 1039	Writing Seminar I: Exposition	STAFF	75
HS 1056	Writing Seminar I: Exposition with a Business Focus	Lepcio, Andrea	76
HS 2055	Writing Seminar II: Argumentation	STAFF	84
ED 1017	Young Adult Literature	Ryan, Siobhan	51







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