COLLEGE OF THE ATLANTIC COURSE CATALOG & ACADEMIC HANDBOOK 2025-2026

PART I

PART II

PART III

PART I

HUMAN ECOLOGY: AN EDUCATIONAL APPROACH

Emboldened by human ecology as an educational philosophy, faculty and students at 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 the willingness to:

- Be passionate about and dedicated to learning.
- Bring both heart and mind to the tasks of learning and living.
- Live in the questions and increase tolerance of uncertainty.
- Be playful, open, and creative.
- Act responsibly and with compassion.

WHAT YOU SHOULD LEARN AT COA

Metacognition: Awareness of one's thinking processes and patterns of thinking and learning include the ability to motivate and direct one's own learning—to understand the ways that learning is physical, social, emotional, and cerebral—which may require tolerance of uncertainty, persistence, openness to feedback, and reevaluating self-knowledge. This includes a commitment to and ability to manage time and complex projects. This also includes the ability to construct a coherent and personally meaningful narrative about one's self-designed program of study.

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.

Critical thinking: The ability to observe and question assumptions and claims about the relationships between and among living, social, and physical systems and processes. 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 growth. This includes the ability to recognize one's self-knowledge and its limits, challenge preconceptions, and to work with imperfect information. This also includes the ability to apply writing as a critical thinking skill.

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 within diverse groups, organizations, and communities. This includes the ability to work effectively within diverse cultural, civic, and political settings. This also includes the ability to assess self- and cultural knowledge and to engage constructively with complementarity, incommensurability, and dissent as opportunities for further personal and collective learning and in service to shared aims.

Communication: The ability to listen actively and express oneself effectively in spoken, written, and nonverbal domains, grounded in history, communities, and audience. This includes the ability to engage in dialogue, internally and with others, across multiple views. This also includes the ability to accommodate one's own and/or others' proficiencies beyond a first language.

Integrative thinking: The ability to confront complex situations and respond to them as systemic wholes with interconnected and interdependent parts. This includes the ability to project the social, economic, and environmental impacts of actions, which may be positive, neutral, and/or negative, known, unknown, or unknowable.

Interdisciplinarity: The ability to think, research, and communicate within and across disciplines while recognizing the strengths and limitations of disciplinary approaches. This includes the ability to apply interdisciplinary and transdisciplinary knowledge and skills to a range of contexts and activities.

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 through one of the standing committees.

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 PROGRAMS AND POLICIES

DEGREE REQUIREMENTS

The degree of Bachelor of Arts in human ecology is granted upon completion of 36 credits specified below and three requirements bearing no credit. 18 of the 36 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 10-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; and W = writing. Courses that fulfill degree requirements must earn a grade of C or higher.

First-year requirements

- HE: Human Ecology Core Course
- W: One writing class within the first year of attendance
- HY: One history course within the first two years of attendance
- QR: One quantitative reasoning course within the first two years of attendance

Resource area requirements

- AD: Two courses (taught by different COA instructors, one must be a studio course)
- ES: Two courses (taught by different COA instructors)
- HS: Two courses (taught by different COA instructors)

Internship

- No-credit (0 credits): 320 academically engaged hours
- For credit (3 credits): 440 academically engaged hours

All students are required to complete a minimum of one internship. Both options (no-credit and for-credit) will meet the degree requirement and both require a proposal and approval by the Director of internships and Career Development prior to starting. Up to 40 hours may be recorded for time spent researching internship opportunities, writing the proposal, preparing for the internship, and writing the post-internship report.

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.

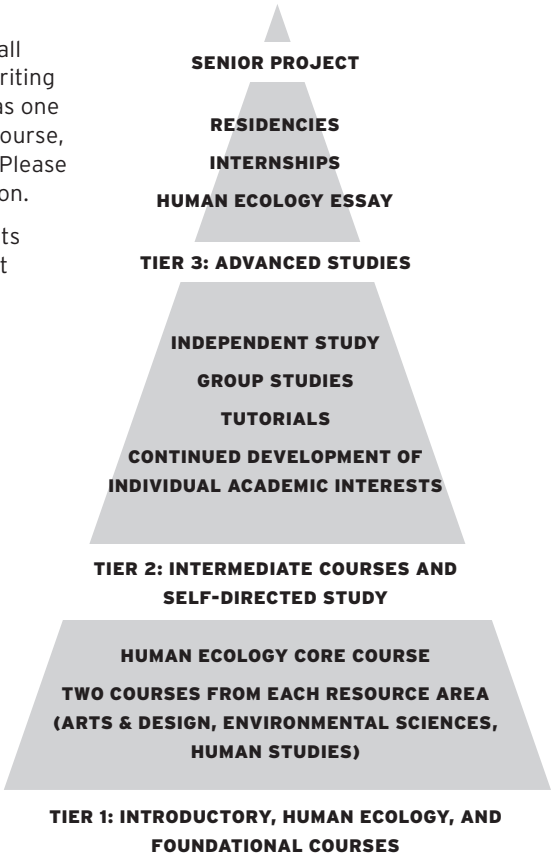
FIRST-YEAR REQUIREMENTS

The Human Ecology Core Course (HE) is a requirement for all first- year students. Additional requirements include one Writing (W) course, which should be taken in the first year, as well as one History (HY) course and one Quantitative Reasoning (QR) course, which should be taken in the first two years of attendance. Please refer to the writing requirement section for more information.

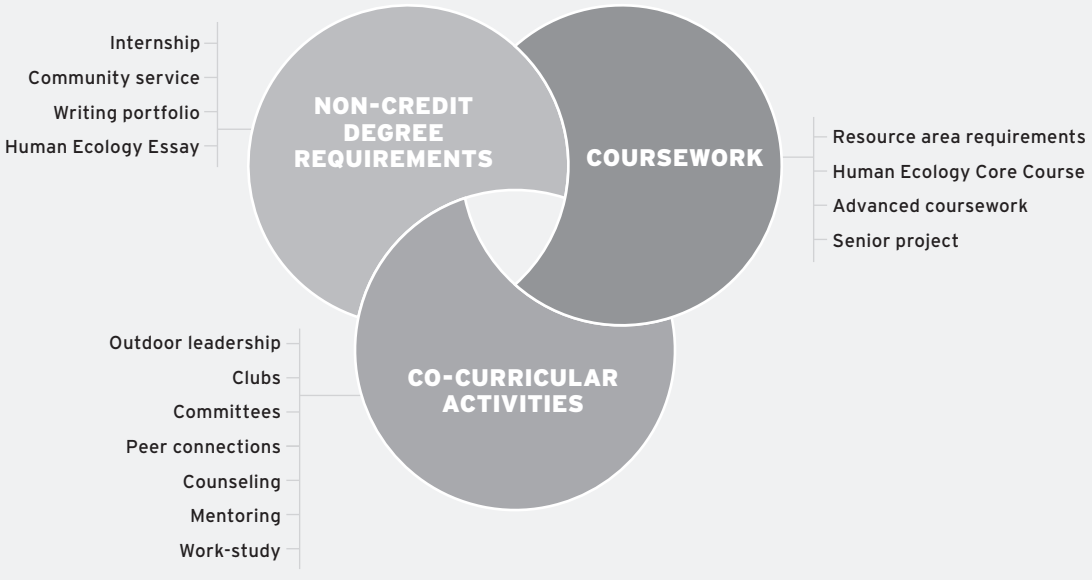
These requirements apply to all first-time, first-year students and transfer students entering with less than the equivalent of nine COA credits, and are waived for transfer students entering with nine or more COA credits.

RESOURCE AREA REQUIREMENTS

The curriculum is organized into three multidisciplinary resource areas: arts and design (AD), environmental sciences (ES), and human studies (HS). 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 their own work. A student must take a minimum of two courses in each resource area, each from a different COA faculty member or approved visiting instructor. One of the arts and design courses must be a studio-based class, listed as ADS. Amongst academic disciplines, studio art is the making of art contrasted to the study of art history and theory.



COMPLEMENTARY ELEMENTS OF THE STUDENT EXPERIENCE



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 coursework 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 multi-disciplinary (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.

INTERNSHIP

An internship is a requirement for undergraduate degree candidates. Internships are site-based or remote, on- or off-campus, supervised work experiences in a field compatible with a student's academic and/or career interest. The goals of the internship program are for students to gain work experience, make professional connections, and see human ecology in practice. Students are encouraged to meet with their advisor and the Director of Internships and Career Development as they begin planning for their internship. 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 offer students opportunities to engage in identifying and seeking employment, developing resumes and cover letters, interviewing successfully, and making informed decisions. Interns are encouraged to take part in onboarding, training, meetings, and workshops held at the worksite or remotely. First-year students may complete an internship during the summer between their first and second year of college. Transfer students should consider meeting with the Director of Internships and Career Development as soon as they arrive on campus since prior work experiences may be used to count for the internship for the degree requirement.

Students should strive to complete the internship requirement before their final term of enrollment. If you are graduating within the next year and the internship requirement is not completed, please check in with the Director of Internship and Career Development as soon as possible regarding your internship intentions. Internships may only be completed as one's last degree requirement with the approval of the Director of Internships and the Registrar.

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, including resume and cover letter writing, portfolio development, seeking and contacting employers, and for support during internships. Faculty advisors also have contacts that may produce internships in their academic fields.

Students may elect to do an internship for-credit (3 COA credits) or no-credit (0 COA credits). *Either satisfies the degree requirement.* Students complete 440-hours for the for-credit internship or 320-hours for the no-credit internship. Up to 40 hours may be recorded for time spent researching internship opportunities, writing the proposal, preparing for the internship, and writing the post-internship report. No-credit and for-credit internships may be completed over multiple terms. For-credit internships may be completed over the entire year with one credit per term, or split over two terms with two credits in one term and one credit during the other. Experiences must meet the minimum 320-hour requirement to count towards the COA internship requirement, however, if students find experiences with fewer hours, they should reach out to the Director of Internships and Career Development about the possibility of completing an "industry-based" independent study for one or two COA credits.

After accepting an internship, students submit a proposal, which includes: their resume, a letter of commitment from the internship supervisor, and information regarding the internship site, experience, and emergency contacts. After the completion of the internship, students must submit an internship report and an evaluation from their supervisor. It is recommended students review the evaluation with their supervisor and submit both the evaluation and report together to the director of internships. A narrative is written for the student's transcript, 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, reports, and the supervisor evaluation form are available at coa.edu/careerdevelopment. Students may complete up to two for-credit internships (6 COA credits). There is no limit on the number of no-credit internships a student may complete or add to their transcript. Students wishing to take a second for-credit internship should discuss the opportunity with their advisor and the Director of Internships and Career Development before submitting a 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 requirement.

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 10 weeks or if the student wishes to combine the senior project with coursework in their final terms.

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, they must gain approval through an appeal to the Review and Appeals Committee prior to the end of the add/drop period for the spring term.

Once a student registers for their senior project, they will have one academic year (three consecutive terms) 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 their project, they must reapply through the Admission Office and pay all applicable fees, as well as a 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 academic 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 paid after completion of the student's project.

The 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 the chair of the Review and Appeals Committee on their registration form.

In order to obtain a signature from the chair, a student must have submitted a complete proposal to the committee for review.

Proposals should be readable by the general community and free of unnecessary jargon. The relevance of the project within the context of a COA education should be clear. A completed proposal 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 synthesis
- 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 COA 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 their project in a format approved by the COA 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 COA Thorndike 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.

WRITING REQUIREMENT

There are two components to the writing requirement:

1. ***First-year writing course:*** This is a first-year requirement for all students entering COA with fewer than nine COA credits. All students must take one writing class within their first year at COA. The purpose is to continue students' development of fundamental literacy skills as language development does not end after high school. Courses focus primarily on developing students' understanding of writing and literacy as social practices and metacognitive and metalinguistics skills. Courses also develop students' analytical skills, genre knowledge, rhetorical awareness, and research literacy to help students navigate writing in diverse academic, professional, and everyday contexts at COA and beyond. Students learn core concepts to develop their ability to engage critically with writing and research. These courses help students write in ever-changing discursive contexts and also help them develop their understanding of writing as a process, i.e. using revisions as a way to refine their thinking and critical engagement with people, ideas, and texts.
2. ***Writing portfolio:*** The purpose of the writing portfolio is to assess the development of students' writing, literacy, and research practices. Students must show that they have developed their abilities to write in a range of genres (types of texts) for various audiences and purposes in different academic and professional contexts during their first two years at COA. If they need more time and support to develop their skills, students may be asked to take another writing course or work with a tutor depending on what skills need to be developed. Examples of accepted genres for the portfolio can be found on the website and submission form.

Portfolio submission deadline
The writing portfolio must be submitted no later than week three in the term after students have earned 18 credits. For most students, it's the third week of fall term of their junior year. Note that students are welcome to submit their portfolio during the term that they are attempting 18 credits (for most students, it's the end of spring term of their second year). Students who have 17 or 16 credits are also welcome to submit their portfolios if they want, but it's not a requirement until they have earned 18 credits.

If students do not submit their portfolio on time, the registrar will place a hold on their account and they will not be able to register for the upcoming term. The registrar can only remove this hold during business hours. Transfer students with nine or more credits are required to submit a portfolio by the end of their third term of residence at COA.

Submission process
Choose three (3) pieces to submit. Students are strongly encouraged to meet with Writing Center tutors prior to submission to discuss which pieces are suitable for the portfolio and any potential revisions to be completed. The portfolio can be submitted through the student portal and through the Writing Center/Writing Program website. After submission, the portfolio is reviewed by the Writing Center.

Students can submit short and long essays that demonstrate their ability to, for instance, support a position or argument, but they can also submit research papers, reports, narratives, and ethnographic writing. See additional examples on the website or submission form. If students haven't taken writing heavy courses, they can submit a collection of shorter texts that they have written, such as responses to readings and videos. In these cases, consult with tutors about compiling these pieces. Note that fiction and poetry cannot be submitted.

Assessment of the portfolio
The portfolio is reviewed to ensure that students meet the criteria specified in the writing portfolio assessment rubric. These criteria include the ability to:

- write coherently and clearly to articulate ideas, positions, or arguments, while displaying their understanding of their chosen genre and audience, purpose, and context;
- communicate their message in a genre that's appropriate for the rhetorical situation, i.e., context, purpose, and audience, and social action/goal they are trying to accomplish;
- engage with existing scholarship by using and citing sources consistently and appropriately (such as APA, MLA, Chicago or other style guide);
- produce evidence-based writing, such as using data/empirical evidence and citing sources to support claims;
- and overall, communicate their message in a way that's acceptable, expected, and/or appropriate for the context and genre.

After the Writing Center has reviewed the portfolio, students will be notified via email if they have met the requirement or if they need to complete additional work. If there are minor issues, students will work with tutors to resolve them. Students with more significant writing and research issues will meet with their advisor and the director of the Writing Center and/or the director of the Writing Program to collaboratively develop a plan to provide further support. The development and implementation of the plan will facilitate the students' academic and professional literacies. The plan will articulate the specific goals for the student, which can include taking an additional writing course and/or working with tutors 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. By choosing and developing a subject of personal or social significance, the student explores their 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 essay must be clear, concise, and coherent. In some cases a student may choose to do a non-traditional essay or write a piece of fiction or poetry. If this is the case, the student must submit an additional two- to four-page essay explaining how the project reflects their 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 readers must acknowledge approval of the essay by signature in order for the essay to meet the degree requirement. Usually a student's essay goes through several drafts and takes three to six weeks to be approved. It is the student's responsibility to submit drafts to both readers and inquire about 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—though sometimes required by readers—to work with the writing center on their essays.

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 40 hours of community service prior to their final term of enrollment. The college believes that community service provides students with 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 examples 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 tutoring math in an after-school program, volunteering at a library on the island, or a conservation project in the park. A combination of on-campus and off-campus experiences is encouraged.

Community service must be on a volunteer basis (unpaid and not for course credit) and consist of a minimum of 40 hours in total. Most students have an excess of community-oriented work and ultimately need to decide which experiences to use to fulfill the requirement. The director of internships and career development 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 by the end of the winter term prior to graduation. The required form is available at coa.edu/registrar. In addition, the office has resources for on- and off-campus community service opportunities.

SELF-DIRECTED STUDIES

INDEPENDENT STUDY

An independent study provides an opportunity for the student to design their 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. Transfer students with nine 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 timetable 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)
- Academic advisor
- Academic probation officer (to attest to the student's eligibility)

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 only taken as credit/no credit. First-year students and students not in good academic standing are not eligible. The group study administrator is required to submit an evaluation of each student to the registrar within three weeks from 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 students' planning, the provost and the academic probation officer review the student's 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 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 expenditures such as travel and supplies necessary to the learning activity. The maximum award is $300.

Approval procedure: Proposals must be submitted to the provost by the published deadline (Friday of 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 registrar's 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 provost.

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 18 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; the history of Western thought; physical, cultural, and intellectual approaches to dance; 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 firsthand 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 or email. Any non-COA director of the project will assist the primary director in completing final evaluations. Residencies are taken as credit/no credit only. While students are encouraged to do one residency only, a maximum of two are permitted in the student's undergraduate program.

Students must submit a proposal to do a residency. The residency application form may be downloaded from the registrar's page online 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 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 the Review and Appeals Committee before the end of the term prior to when the residency is to occur.

TUTORIAL

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 practical music tutorials.

ETHICAL RESEARCH REVIEW BOARD

Research on human subjects is an integral part of human ecology at College of the Atlantic. The college's policy on human subject 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 subject 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 provost 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 that do not gain approval may not be granted college credit or be counted toward 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 provost or their designee. The provost's decision is final.

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

REVIEW AND APPEALS

The Review and Appeals Committee, a subcommittee of Academic Affairs, considers student proposals for senior projects and residencies, along with petitions for exemption from 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

Incoming students are assigned an academic advisor when they first arrive on campus. The working relationship between the student and their 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. Some students find that the best advisor is the one with whom they feel most comfortable talking about academic, financial, peer, and personal subjects, and not necessarily the one who shares their intellectual or career interests. We encourage students to reach out to staff and faculty through a variety of ways, such as in work-study, committee meetings, community events, and classes. It is from these connections that students can build advising relationships with faculty and staff who can support their educational and career pursuits.

The advisors serve as both professional mentors and guides as students work their way through their college experience. Advising meetings may include 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. Students may also change advisors using the change of advisor form link on the college's website. 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 provost or advising team members.

CAREER DEVELOPMENT

The Internships and Career Development Office reflects the college's mission by guiding students to be empowered through the mastery of intellectual and practical skill development. Students enrolled at the college have selected human ecology as the lens through which they explore the world by recognizing its problems, studying the issues, and being motivated to make the world a better place. Career guidance is an integral part of a student's experience at COA. Students are encouraged to contact the director early in their educational trajectory. Career development services for students and alumni include:

- Labor market information
- Resume and cover letter guidance
- alumni mentors, friends of the college, referrals
- One-on-one career coaching (in person, by phone, or by Zoom)
- Searchable employment databases, mock interviews
- Employment guides
- Graduate school information, scholarships and fellowships, and post-graduation relocation strategies

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 their 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.

STUDENT RESPONSIBILITY

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 prerequisite. 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 another student. 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 instructor.

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 their responsibility to not use words or works of others without proper acknowledgment. Plagiarism is unacceptable and evidence of such activity is reported to the provost or their 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 their status as a degree candidate, and to utilize their advisor to certify progress for graduation. To help make this certification clearer, students should use their student portal to follow their academic progress.

CONTRACTS AND SIGNATURES

When a student submits their course registration, they have 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, the 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-instructor rapport, importance of the course to the COA curriculum, and recommendations for future classes. These forms are extremely important in evaluating instructor 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 Academic Services office. All evaluations are held until faculty evaluations of students are in; then they are passed to the Personnel Committee and the provost 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.

ACCOMODATING 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, and a physical or mental health illness.

COA's policies and practices 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 at 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 Student Life office. 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 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.

COA has partnered with Parchment to deliver secure official transcripts either electronically or in paper format. All transcripts must be ordered online at coa.edu/transcripts, even those that will be picked up in the Registrar's office. Processing time is 2–5 business days. Current students can print unofficial transcripts directly from their student portal.

Transcripts will not be released if the student has an overdue balance of $2,500 of more in the Business Office and/or 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, provosts, 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 (campus, email), phone number, 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 nondisclosure will be honored until the registrar is notified otherwise.

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 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. 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. Students who believe that their rights have been abridged may file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education, and Welfare, Washington, D.C. 20201, concerning the alleged failures of the college to comply with the act.

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 projects), letter grades are not an option; the instructor may also choose to opt only for credit/no credit. Requests 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 instructors.

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 a 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 ***Unsatisfactory:*** 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 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-EVALUATION

The third part of the evaluation is the student's self-evaluation. While optional for most courses, it is required for independent studies, residencies, 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 their 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 evaluations are not accepted since they must remain independent of faculty evaluations.

MIDTERM EVALUATION

An in-class midterm 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-instructor evaluation. Ideally, the midterm evaluation is a class-wide discussion of 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 provost or their 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, they should speak with their instructor and/or advisor to seek assistance. Similarly, if an instructor finds that a student repeatedly turns assignments in late or not at all, they 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 instructor receives a completed extension form, they 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 instructor's and academic probation officer's discretion. Any extenuating circumstances requiring extensions beyond this deadline should be determined jointly by the student, instructor, 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 instructor will evaluate the student based on work completed to date. If the instructor 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 their 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 their 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, they 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 Financial Aid office.

Credit issued for any courses taken as credit/no credit versus a letter 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 NC (fails to receive credit in a class taken credit/no credit) in a given term, or have two or more 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 student must attend a mandatory meeting with the academic probation officer or the provost 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. Failure to attend a probation meeting will result in blocked registration for the upcoming term. 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 their 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, residencies, 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 not be limited to:

- Reduced course load for the subsequent term
- Mandatory attendance at study skills group
- Mandatory check-in meetings with advisors/instructors/counselors
- Required work with a writing tutor
- Requirements that the student turns 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 provost. 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 provost or their designee, whose decision is then final.

In order to be removed from academic probation, a student must pass their 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. Students who return from the one-year academic suspension will be on level-three probation. Failure to receive grades of C or above and any course extensions will lead to expulsion.

TRANSFER CREDIT

A student can transfer a maximum of 18 credits to COA, the equivalent of 60 semester credit hours or 90 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 credit/pass or D 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 first-year requirements (Human Ecology Core Course, history, writing, and QR courses). A student transferring in 18 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, first-year students who have taken college courses while enrolled in high school may elect to transfer in these credits after they have earned nine 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 eligibility for credit 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 the review and appeals committee.

CREDIT BY EXAM OR MILITARY EXPERIENCE

A maximum of one term (three credits) may be given for credit by examination or military experience. Advanced Placement (AP), International Baccalaureate (IB), and other successful examinations may also serve as prerequisite for COA courses. AP and IB credits cannot be used to meet HY, QR, W, or resource area requirements. Students entering as first-time, first-year students must earn nine COA credits before AP or IB credits may be applied to their COA transcript.

- Advanced Placement: Scores of four or higher on AP exams are acceptable for transfer.
- International Baccalaureate: 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 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 their individual situation and timetable with academic and financial advisors.

GRADUATION AND SENIOR YEAR

Students should submit intent to graduate forms prior to the academic year in which they intend to graduate (see deadlines on the inside back cover of this catalog). There are a number of important deadlines that fall during the student's senior year—e.g., the Human Ecology Essay, the senior project, and the certification of graduation requirements. 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 provost 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 they have three or fewer COA credits remaining to be earned. If these credits are for the senior project, the student must have their senior project proposal fully approved at the time they petition to stand. Students may not stand if they have not completed their Human Ecology Essay, writing portfolio, community service, or internship.

The provost will decide on this request, in consultation with the student and their advisor(s). The provost'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 one term at a time (up to three terms total). Guidance for this purpose is 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. Failure to file a request for leave by the end of the 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 they are 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.

MEDICAL LEAVE

College of the Atlantic strives to maintain an environment that supports intellectual wellbeing 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 provost. 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 eight 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 (e.g. referral to a local specialist, ongoing treatment plan) as necessary with the returning student to ensure that they are fully aware of the resources available to support them. The provost 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 wellbeing 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 AND TEACHER CERTIFICATION

COA has been granted authority by the state of Maine to recommend successful program completers for Maine licensure. Preparation for teaching certification is available in the following areas: art education (grades K–12); elementary education (grades K–8); and secondary certification (grades 7–12) in English language arts, life sciences, and social studies. 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, afterschool programs, museums, alternative educational settings, and summer camps. Students electing to pursue professional teacher certification may either complete 15 weeks of student teaching as an internship or take three additional credits beyond the COA graduation requirement. Maine is a signatory of the National Association of State Directors of Teacher Education and Certification interstate agreement with 47 other states, the District of Columbia, Guam, and the Department of Defense schools.

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.

STUDY ABROAD

Study abroad or study away opportunities allow students to take classes outside of COA for up to 18 credits. Students take courses in language studies, international public health, culture and ethnic studies, and other academic fields at accredited institutions within the United States or elsewhere around the world. Students can begin to plan ahead with support from their advisors, guidance from the internship and career development office about funding sources, and the college's Financial Aid office, in addition to the Registrar's office for approval of transfer credits outside of COA. International students should speak with the coordinator of international student services.

Students must be in good academic standing and have the appropriate documentation completed in advance of a term/semester away. Programs regularly attended by COA students, such as School for International Training, SEA|mester, SEA Education, and Center for Ecological Living and Learning offer scholarship assistance. These are just a few of the many options available for study abroad and students are encouraged to contact the internship program director.

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 exchange: 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 challenges when they graduate. EcoLeague partners are Prescott College, Alaska Pacific University, New College of Florida, 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 second or third years.
- Students continue to pay full-time tuition to their home institution. Lab and 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 or provost for more details.

University of Maine: Any degree seeking undergraduate student enrolled at COA or the University of Maine is eligible to participate in a cooperative exchange 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 and UMaine students may enroll for coursework at COA. This exchange is contingent on space availability. 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 the Center for Ecological Living and Learning (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 (15 semester credits, equivalent to 4.5 COA credits).

National Outdoor Leadership School (NOLS): College of the Atlantic will award credit for semester programs offered by the National Outdoor Leadership School (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).

MASTER'S PROGRAM

Since 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 coursework (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, is responsible for administering the MPhil program; the director reports to the president and provost. 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, 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 their 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, tutorials, and 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 COA 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 their 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). Two doses of MMR vaccine, administered after the student's first birthday.
- DT, Td or TDaP (diphtheria/tetanus) within the last ten years

As of September 1, 2021, the State of Maine does not allow religious or philosophical exemptions to required immunizations. Students seeking a medical exemption must provide a written statement from a licensed physician, nurse practitioner, or physician's assistant that, in that provider's professional judgment, immunization against one or more of the diseases may be medically inadvisable. If you have a state-approved medical exemption and an outbreak of any of these diseases should occur, you would be asked to leave the campus for the duration.

The criteria for medical exemption articulated in the law are as follows:

- Medical exemptions to receiving tetanus-diphtheria toxoid are limited to: 1) having received tetanus toxoid or tetanus-diphtheria toxoid within five years of enrollment; 2) A hypersensitivity reaction to a prior dose of tetanus toxoid or tetanus-diphtheria toxoid.
- Medical exemptions to receiving measles, mumps, and rubella vaccine (MMR) are limited to: 1) pregnancy, or those students planning to become pregnant within three months; 2) a history of anaphylactic reaction following egg ingestion or receipt of neomycin; 3) students with altered immunocompetence, as occurs with leukemia, lymphoma, generalized malignancy, or therapy with alkylating agents, anti-metabolites, radiation, or large doses of corticosteroids.
- Students must either provide proof of immunization or of a medical exemption before they will be allowed to attend in-person classes at COA. 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 their 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.

Late payment policies do not apply to students receiving VA benefits.

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 an outside agency, 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, they 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 the provost. Withdrawals are not permitted after week eight.

AUDITING

Students are allowed to audit one course during a term with the instructor's permission and with payment of the $195 audit fee in addition to any applicable course fees. 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.

Individuals from the Bar Harbor community may also audit a COA course with permission of the instructor and payment of the audit fee 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 prerequisite 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 2025-26 is $48,915. Tuition is charged at a flat rate of $5,435 per credit, or $16,305 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, materials, and miscellaneous expenses, may be estimated at $58,266.
- 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 $16,305; 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 student services fees.
- Full-time graduate tuition rates are $10,870 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.

BILL PAYMENT

Students have access to account statements on their student portal. Paper bills are not 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 3% or a maximum of $300 will be assessed on overdue accounts.

PAYMENT DUE DATES:

- Fall: August 15, 2025
- Winter: December 15, 2025
- Spring: March 25, 2026
- Summer 2026: July 15, 2026
- Fall 2026: August 15, 2026

COA accepts payment plans with an outside agency, however, the approved plan must be in place and remain current. The college is 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 $1,000 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 NELNET at mycollegepaymentplan.com/atlantic. If wiring funds please request instructions from the business office. There will be a $25 fee charged for incoming wires.

Bills for special term enrollment (i.e. Yucatan/Cavilam), where the student starts the term before the regular COA term begins, will be due one week before the student leaves for the program. International and special deposits are non-refundable.

A late payment fee of 3% up to $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. Late payment policies do not apply to students receiving VA benefits.

BILLING ERRORS

Students understand that administrative, clerical, or technical billing errors do not absolve them of their financial responsibility to pay the correct amount of tuition, fees and other associated financial obligations assessed as a result of their registration at College of the Atlantic.

HOUSING AND DINING

The fee for a room in COA housing is $6,786 per year. There is a non-refundable $100 housing application fee charged to all students living in housing. The full meal plan is $3,930 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 they must choose from: ten meals/week for $3,063, five meals/week for $1,776, or a $110 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 $183 student services fee is charged each term for every enrolled student, whether the student is on campus or not. This covers the cost of visits to the campus health clinic (lab work or other tests are not covered by the fee) and helps fund student activities. The fund is managed by the Student Activities Committee.

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 (e.g. 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 (NELNET), the refund will be returned to the parent unless a 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 overpayment 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 non-refundable (and see health insurance below). Additionally, a prorated charge for any days of room and board will be assessed. Students who withdraw from all classes in weeks two through 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 the student services 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 during full course withdrawal: Except in the case of a medical leave of absence due to sickness or injury, any student who withdraws from all courses during the first 31 days of classes will not be covered under the insurance plan. A full refund of the premium will be made, minus the cost of any claim benefits paid since the effective date. If a student withdraws from all classes after 31 days, they will remain covered for the term purchased and no refund will be allowed. For additional information please visit your student health insurance website.

Partial course withdrawal: Students who drop one or two courses will receive credit toward tuition for a future term based upon the chart below. 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 two: $4,000 credit toward tuition for a future term
- Week three: $2,500 credit toward tuition for a future term
- Week four: $1,500 credit toward tuition for a future term
- Week five: $500 credit toward tuition for a future term
- Weeks 6–10: No credit or reversal

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

FINANCIAL AID AND WORK-STUDY

Financial aid information is available in the Financial Aid Office and on COA's website. Domestic students applying for financial assistance at COA must complete the Free Application for Federal Student Aid (FAFSA) at https://studentaid.gov/h/apply-for-aid/fafsa. International students must complete COA's International Student Financial Aid Packet to receive financial aid.

All students must fill out the FAFSA or COA's International Student Financial Aid Packet annually. 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 finances form in order for the student to be considered for institutional sources of financial aid.

Financial aid forms are available online at: https://www.coa.edu/admissions/financial-aid/apply-for-aid/.

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

- March 1: Financial aid applications should be completed
- May 15–June 30: COA mails financial aid offers to on-time applicants

While a 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 36 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.

Eligible students will receive a work-study award as a part of their financial aid offer. Award amounts differ depending upon each student's financial need. COA offers a wide variety of work-study positions, and work-study students play a crucial role in supporting the day-to-day functions of the college across all departments.

Work-study assignments are managed by the work-study coordinator within the Financial Aid Office. Once assigned, a student sets up their work-study schedule with the job supervisor. Because supervisors invest time training students, work-study assignments will last the full academic year. The student is responsible for tracking and keeping record of hours worked, and for submitting their hours to the Business Office every other week.

Further details regarding COA's work-study program, including eligibility information, can be found on the COA website.

PART II

COA FACULTY MEMBERS 2025–2026

Anderson, John: Zoology; behavioral ecology; anatomy and physiology

Baker, Jodi: Performing arts

Cline, Kenneth: Public policy; environmental law

Clinger, Catherine: Art history; printmaking; studio art

Collum, Kourtney: Food systems; sustainable agriculture

Cox, J. Gray: Philosophy; peace studies; language learning

Edwards, Victoria: Computer science; robotics

Feldman, David: Mathematics; physics

Ferrari, Melissa: Animation; video art

Friedlander, Jay: Green business

Gadeken, Kara: Marine biology

Hall, Sarah: Geology; earth science

Henderson, Jonathan: Ethnomusicology; African American studies; music

Hill, Kenneth: Education; psychology

Ialeggio, Anna: Ceramics; sculpture; mixed media arts

Khor, Su Yin: Writing and rhetoric

Lakey, Heather: Philosophy; women, gender, and sexuality studies

Letcher, Susan: Plant biology

Little-Siebold, Todd: History; Latin American studies

McKown, Jamie: Government and polity

Morse, Suzanne: Applied botany; plant ecology; agricultural ecology

Muller, Brook: Ecological planning, policy, and design

Nguyen, Duc Hien: Economics

Peña, Karla: Spanish

Sebastian, Neeraj: Painting; drawing

Slabach, Brittany: Terrestrial biology

Stabinsky, Doreen: Agriculture policy; international studies; global environmental affairs

Taneja, Palak: Digital humanities; global Anglophone and postcolonial literature

Todd, Sean: Marine mammal physiology and behavior

van Vliet, Netta: Cultural anthropology; Israel studies; postcolonial and feminist studies

Waldron, Karen: Literature and writing; minority, cultural, and feminist theory; American studies

EMERITI

Andrews, Nancy: Performance art; video production

Beal, Elmer: Ethnology; anthropological theory; traditional music

Borden, Richard: Environmental psychology; personality and social development; contemporary psychology; philosophy of human ecology

Carpenter, JoAnne: Art history; architectural history; painting

Carpenter, William: Literature; creative writing; comparative mythology

Colbert, Dru: Visual communications; three-dimensional art and design; museum studies

Hess, Helen: Invertebrate zoology; biomechanics

Katona, Steven: Biology

Kozak, Anne: Writing, literature

Lerner, Susan: Women's studies

Mancinelli, Isabel: Community and regional planning; landscape architecture

McMullen, Ernest: Two-dimensional design; painting and drawing; ceramics

Petersen, Christopher: Ichthyology; marine ecology

Ressel, Stephen: Vertebrate biology; environmental physiology

Tai, Bonnie: Educational theory, research, and practice

Taylor, Davis: Environmental and resource economics

Visvader, John: Philosophy; philosophy of science; history of ideas

LECTURERS

Capers, Colin: Human ecology; writing; film studies

Donovan, Martha: English literature and writing

Levin, Robert: Journalism

Mahoney, Daniel: Writing

Turok, Katharine: Comparative literature

Weber, Jill: Botany

Winer, Joshua: Photography

LECTURER EMERIT

Demeo, Anna: Sustainable energy education and management

Stover, Candice: Writing, literature

TEACHING STAFF

Fuller, Linda: Education studies

Gibson, David: Energy systems; building science

Graham, Carrie: Entomology; field sketching

Longsworth, Gordon: Geographic information systems

Soares, Zach: Audio production and engineering

Tsygankova, Valeria: Writing

ADJUNCT INSTRUCTORS

(2024-2025 Academic Year)

Bennett, Michael: World Percussion

Benson, Rob: Finding Faith: Toward Meaning, Purpose, Justice & Belonging

Braddock, Scott: Geology of Mount Desert Island; Geology of National Parks; Glaciers and the Landscape

Breslow, Peter: Audio Journalism: Reporting, Producing, Storytelling

Davis, Anna: Organic Farm Planning and Production

Gagnon da Silva, Pamela: Intimate Partner Violence: Dynamics and Community Response

Hanson, Ursula: The Camino

Herrington, Matt: Constitutional Law: Supreme Court and Civil Liberties

Jacoby, Franklin: Introduction to Philosophy of Mind; Our Life with Words: Philosophies of Language; Philosophy of Science: Reason, Truth, and Reality

Kim, June: Advanced Photography

Koch, Galen: Sound Studies Practicum; Within Living Memory: Audio Production and Podcasting

Lepcio, Andrea: 10X Dramatic Writing Studio

Levinson, David: Organic Farm Planning and Production

Lewis, Rhiannon: Writing for Nonprofits

MacDonald, Richard: Human Ecology Core Course

McCune, Kreg: Ceramics I

McKernan, Tara: Human Growth and Learning: From Infancy to Adolescence

McLean, Adam: Music Fundamentals: Intro to Reading/Hearing/Writing/Playing; Folk Music Ensemble; Musicianship

Neuhouser, Jeffry: Human Ecology Core Course; Career Ecology Seminar

Null, Carol: Children's Literature

Perrin, Linda: Introduction to Glass Blowing and Sculpture

Polubinskyi, Vitalii: Chemistry I; Chemistry II; Captured in Sediment: The Peopling of Maine

Prentice, Tonya: Integrated Methods II

Pustovoit, Anastasiia: Gas Chromatography Mass Spectrometry

Rand, Kendra: Public Speaking Workshop

Robbins, Dani: Beginning Contemporary Dance Technique; Sourcing the Body: Disability as Human Ecology; Dance Improvisation Ensemble

Rock, Jennifer: Communicating Science

Sanborn, Kelley: Supporting Students with Disabilities in the Regular Classroom

Shaw, Matthew: Documentary Video Studio; Four-Dimensional Studio; Landscape Cinema

Springuel, Natalie: Fisheries and Fishing Communities

Smith, Hillary: Fisheries and Fishing Communities

Stanley, Ashley: Integrated Methods IA: Grades PreK-3 Reading and Writing

St. Denis, Kathleen: Integrated Methods II

Summers, Kristy: 3D Studio: Introduction to Three-Dimensional Art and Design; Mixed Media Sculpture

Thurrell, Caitlin: Resilience in Ladakh: Agriculture, Culture, and Resistance

Wessler, Stephen: Religious Intolerance in the United States

FACULTY ASSOCIATES

Frank, Katherine: Anthropology

Gutiérrez Uicab, Heidi del Lucero Guadalupe: Spanish language and cultural immersion

Honea-Fleming, Patricia: Psychology

Manzanilla Haas, Raúl Ernesto: Social anthropology and Spanish immersion

RESEARCH ASSOCIATES

Allen, Judy
Altair, Thiago
Anderson, Karen
Baker, Laurie
Barkdoll, Edwin
Barrows, Abby
Blavascunas, Eunice
Cannelli, Selene
Cole-Will, Rebecca
Connery, Bruce
Demeo, Anna
DenDanto, Dan
Guenther, Carla
Harris, Tanner
Hazan Connery, Judy
Hazard, Katherine
Helprin, William
Heth, Giora
Hudson, Reuben
Jacobi, Charles
Jones, Lindsey
Mainwaring, Alan
Manski, David
McGreavey, Bridie
Messori, Gaia
Negoita, Luka
O'Keefe, Susan
Rajakaruna, Nishanta
Rock, Jennifer
Shlepr, Kate
Springuel, Natalie
Stevick, Peter
Todrank, Josephine
Vaux, Peter
Watts, Diana
Weber, Jill
Wenzel, Fred
Zoidis, Ann

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Daul, Kara: Chief of Staff

Hill, Ken: Vice President of Academic Innovation and Global Outreach

Keeley, Shawn: Director of the COA Summer Institute

Torti, Sylvia: President

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Feldman, Dave: Dean of Academic Affairs

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Paul, Bear: Administrative Dean & Chief Financial Officer

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Holzke, Lothar: Director of Academic & Administrative Services

Neuhouser, Jeffry: Director of Career Development

Soares, Zach: Director of Audio-Visual Services

Sanda, Kerri: Program Manager for Sustainable Business, Food Systems, & Academic Initiatives

Woolsey, Scott: First-Year Experience Coordinator

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Miner, Todd: Director of Admission

Schuller Jordan, Casey: Assistant Director of Admission

ALLIED WHALE

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Seton, Rosemary: Marine Mammal Stranding Coordinator

Todd, Sean: Director of Allied Whale

Viechnicki, Mindy: Photo-ID Catalog & Development Manager

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Davis, Anna: Farm Manager

Levinson, David: Farm Manager

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Stephenson, Toby: Director of Boats and Waterfront Operations & Captain, *M/V Osprey*

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Daigle, Dan: Chief Facilities and Safety Officer

Dow, Richard: Mechanical and Building Systems Manager

Greer, Regan: Assistant Director of Buildings, Grounds, and Campus Safety

Gurtler, Mason: Custodian & Night Watch

Holway, Russell: Head Custodian

Kiefer, Lou: Night Watch

Lambert, Steve: Buildings & Grounds Associate

Meyers, Barbara: Gardener

Miller, Josh: Lead Groundskeeper

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Cook, Melissa: Controller

Thurlow, Jenel: Accounts Payable Representative

Willey, Shana: HR Payroll / Benefits Administrator

COMMUNICATIONS

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Levin, Rob: Dean of Communications

Mahoney, Dan: Editor, *COA Magazine*

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Bobadilla, Jarly: Helpdesk Manager

Murphy, Seán: Assistant Director of Information Technology

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Baillos, Elliot: Summer Field Studies Director

Horton, Jenna: Director of Summer Programs

EDUCATION STUDIES

Fuller, Linda: Director of Education Studies

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McIntire, Amy: Director of Financial Aid

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Desrochers, Lise: Co-Director of Food Services

Mitchell, Jon: Day Cook

O'Brien, Connor: Baker

Sebelin, Ken: Co-Director of Food Services

Smith, Caroline: Manager, Sea Urchin Cafe

Stanwood, Kylie: Day Dining Room Supervisor

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Longsworth, Gordon: Geographic Information Systems Lab Director

GEORGE B. DORR MUSEUM OF NATURAL HISTORY

Graham, Carrie: Dorr Museum Director

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Kaur, Puranjot: Title IX Coordinator and HR Support

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Hughes, Jennifer: Manager of Alumni Relations

Meredith, Caitlin: Manager of Advancement Services

Morley, Amy: Manager of Annual Fund and Major Gifts

Smith, Brad: Vice President for Institutional Advancement

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Kelly, Ro: Assistant Farm Manager

Nugent, April: Farm Manager

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Meservey, Krystal: Registrar

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Conry, Barbara: Director of Student Support and Wellness

Fuller, Cat: Director of International Student Services

Hill, Ingrid: Student Life Operations Manager

Jenei, Nick: Director of Outdoor Programs

Luce, Joshua: Dean of Student Life

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Gibson, David: Director of Energy

Grohoski, Nicole: Energy Project Manager

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Cantwell, Trisha: Co-Director of the Thorndike Library

Preston-Schreck, Catherine: Co-Director of the Thorndike Library

Santavicca, Elliot: Archivist / Librarian

Stevens, Hannah: Librarian

WRITING PROGRAM

Khor, Su Yin: Director of the Writing Program

Tsygankova, Valeria: Director of the Writing Center

PART III

The courses listed in this catalog do not reflect College of the Atlantic's entire course offerings but provide, rather, a snapshot of the courses that were taught and are expected to be taught in a three year period beginning in fall 2024, and ending in spring 2027.

The courses in future terms are taken from course projections provided by College of the Atlantic's faculty members and are subject to change.

ARTS & DESIGN

AD 1016 World Percussion

BENNETT, MICHAEL

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

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

AD 1019 Four-Dimensional Studio

SHAW, MATTHEW

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. Meets the following degree requirements: ADS.

AD 1024 Watching Globally: Intro to Contemporary Cinema of the World

CAPERS, COLIN

What happens to us when we walk into a movie theater? What are our expectations? To what degree are we prepared to be challenged or confronted by something new or different? Of approximately 5000 films produced yearly worldwide, fewer than 5% are given a general US theatrical release. Of these 250, fewer than 30 come from outside the Hollywood system. There are wonderful, unique movies being made every day that most of us will never know exist. This is largely due to entrenched ideas of how to play it commercially "safe," but also has a great deal to do with a national isolationism which Hollywood films support and perpetuate. What are filmmakers in other countries focusing their attentions on? What stylistic choices are they making? How does one find out about these other films, let alone see them? In this class we will watch movies made within the last twelve years in Austria, Belgium, Burkina Faso, Canada, China, Greece, Hungary, Iran, Russia, Taiwan, Thailand and many other countries--films made by directors the rest of the world acknowledges as masters but who are virtually unknown in the U. S. Critical and theoretical essays from a variety of sources will offer detailed readings on the individual films as well as give a clear picture of how Hollywood functions to silence other voices and the ramifications of these practices on world finance and culture. Among topics covered will be: new media, the digital revolution, the changing face of copyright law, how movies can mask cultural assumptions and reinforce stereotypes or reveal new ways of seeing/perceiving. Evaluation will be based on class participation, weekly response papers, and a final paper/presentation.

Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: $45. Meets the following degree requirements: AD.

AD 1026 Introduction to Photography

WINER, JOSHUA

Photography is a common language spoken across cultural, economic and geographical boundaries - used in news gathering, commerce and fine art. Being able to use the camera as an effective tool for self-expression or in the pursuit of a documentary project is a skill which is applicable to a large number of COA students. A broad introduction to photography and digital printing, this course will introduce the principles and applied techniques of contemporary photographic practices. Designed to put the student in charge of their camera, we'll begin with basic camera controls such as aperture and shutter speed and progress on to more advanced topics such as the proper use of 'flash'. Also covered will be an introduction to Adobe Photoshop and/or Adobe Lightroom as well as good printing practices in a digital environment. Students will be evaluated on the quality of finished prints included in a final portfolio, their participation in class exercises and critiques and

individual growth over the course of the term. Please note that camera equipment will not be provided. Students will need to use their own DSLR camera (with adjustable shutter speeds and f-stops) or borrow this equipment from the library which is typically lent in 4-hour blocks of time.

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

AD 1027 History of Filmmaking I (1895-1945)

CAPERS, COLIN

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. Meets the following degree requirements: HY, AD, WFO.

AD 1038 History of Video Art

CAPERS, COLIN

Today, many use the words 'film' and 'video' interchangeably. In fact, these words refer to different mediums which evolved at different times, in different circumstances, and whose languages and practices originally developed around very different sets of concerns and purposes. In what ways is the distinction still useful in the digital age? This course will critically interrogate the ways humans use moving images to mediate our world, and the repercussions of these uses on individuals, culture, and the contents/subjects of the mediated messages. Many early video artists sought to distinguish the medium from film in that they wanted to create viewers who were active participants rather than passive recipients. In this class we will explore the political and self-expressive impulses in video art, and trace its history from 1965 - the year in which previously established artists Andy Warhol and Nam June Paik first publicly exhibited video work - through to the current moment when film is almost extinct and video has become the world's dominant moving image medium. We will look at video art's ties to performance art and activism, and examine how many multi-media artists have situated their use of video in the context of their other practices. Artists whose work and writing about their work will be explored include: Vito Acconci, John Baldessari, Dara Birnbaum, Tony Conrad, Hermine Freed, Joan Jonas, Miranda July, Mariko Mori, Bruce Nauman, Pipilotti Rist, Bill Viola, and William Wegman. We will also examine the role and work of artists' collectives including *Ant Farm, Broadside TV, Optic Nerve,* and *Video Free America*. Through secondary sources we will look at the range of historical methodologies and critical theories that have been brought to bear on the works viewed. Evaluation will be based on participation in class discussions and two research papers. Students who come to class with experience working in video will have the opportunity to create their own original work in lieu of one of the two papers.

Level: Introductory. Prerequisites: None. Class limit: 18. Lab fee: $35. Meets the following degree requirements: AD.

AD 1039 Ceramics I

MCCUNE, KREG

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

Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: $95. Meets the following degree requirements: ADS.

AD 1042 Introduction to Glass Blowing and Sculpture

PERRIN, LINDA

This hands-on course will introduce the student to glass as an artistic material. The weekly schedule includes a lecture on campus and a four-hour lab off campus at a professional art glass studio. Work in the studio will focus on learning the basic skills necessary to complete simple blown glass forms. Students will learn basic glass blowing techniques including gathering glass from the furnace, using hand tools, and creating different shapes on the blowpipe. An ongoing emphasis on shop safety will be maintained during demonstrations of the proper use of equipment and tools. In addition to glass blowing, students will be instructed to complete projects using slumping and enameling kilns, diamond lapidary saws, a sand blasting cabinet, and water fed grinders. The weekly lecture will focus on the historical evolution of glass working methods, from the first hollow core vessels to contemporary art glass by Dale Chihuly or Beth Lipman. Students will be evaluated based on attendance, regular reviews of the student's sketchbook, the ability to make five basic vessel shapes, and a final sculptural project.

Level: Introductory. Prerequisites: None. Class limit: 10. Lab Fee: $250 (covers energy, glass, and exhaustive materials employed in the studio, such as wooden blocks, kevlar gloves etc.). Meets the following degree requirements: ADS.

AD 1052 Cinematic Vision of Marginalized People

CAPERS, COLIN

Production modes, market concerns, and privilege of access, in addition to the greater concerns of racism, sexism, classism and other social biases have all historically contributed to the predominance of a narrow range of cinematic voices being experienced by most audiences. But from the dawn of cinema there have been those working on the edges to realize visions that speak to many modes of otherness and to different manners of being, of belonging. In this class we will investigate a range of diverse moving image works and engage with texts that help contextualize and elucidate the works and the creative impulses/individuals behind them. The roster of movies viewed this term will be chosen collaboratively from a curated list by the group at the beginning of the term so as to most effectively engage with the particular interests of this configuration of students; choices include (but are not limited to) films and videos made by and about members of the following communities: LGBTQ+, neurodiversity, seniors, economically disadvantaged, homeless, people with disabilities, people of faith, Inuit, Roma, Sami, Maya, Palawan, Amhara, African diaspora, Indigenous peoples of the US and Australia. Focus will be primarily on narrative forms, but some works with experimental aspects may be featured. Potential filmmakers include: Samira Makhmalbaf, David Gulpilil, Cheryl Dunye, Tony Gatlif, Euzhan Palcy, Haile Gerima, Mati Diop, Derek Jarman. Students will be evaluated on their participation in class discussions and on two papers written over the course of the term. In these papers students will be asked to demonstrate a balance between research into a group of works of their choosing and exploration of their own aesthetic and emotional responses to these works.

Level: Introductory. Prerequisites: None. Class limit: 16. Lab fee: $30. Meets the following degree requirements: AD.

AD 1056 Beginning Contemporary Dance Technique

ROBBINS, DANI

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

Level: Introductory. Prerequisites: None. Class limit: 11. Lab fee: $30. Meets the following degree requirements: ADS.

AD 1060 Movement Training Basics

BAKER, JODI

This course is an introduction to a wide variety of physical skills useful for anyone interested in investigating their own potential for physical research and self-expression. Techniques are derived from movement training methodologies developed for actors as well as other practices including (but not limited to) classical ballet, martial arts, circus skills, sports training, acrobatics, and improvisation. Students gain a greater sense of physical awareness and imaginative possibility, building strength, mental and physical agility, stamina and flexibility while grappling with questions regarding personal and collective responsibility, personal and collective consent and the power/politics of a specific body in a given space or circumstance. The class works to challenge preconceptions about body image and body language while working creatively and collaboratively to clarify abstract concepts through physical action. Evaluation is based on class participation (including labs/screenings and small group rehearsals), engagement with the course blog (including all introduced topics and concepts), and successful completion and presentation of a short sequence of assigned projects. Students with any or no movement experience are welcome.

Level: Introductory. Prerequisites: None. Class limit: 11. Lab fee: $50. Default grading option: Credit/No Credit. Meets the following degree requirements: ADS.

AD 1067 Music Fundamentals: Intro to Reading/Hearing/Writing/Playing

MCLEAN, ADAM

This hands-on course deals with the aural, mental, and physical elements of music and its production. It is divided into instructional segments including:

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

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

AD 1071 Fundamentals of Painting

SEBASTIAN, NEERAJ

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

Students will learn how to look at and analyze their peers' work and provide them with constructive feedback during critiques. Previous drawing experience at high school or college level is strongly recommended. Evaluation will be based on how the specific criteria set for each assignment are met, participation and engagement during critiques, and receptivity to feedback.

Level: Introductory. Prerequisite: None, but previous drawing experience at high school or college level is strongly recommended. Class limit: 12. Lab fee: $120. Meets the following degree requirements: ADS.

AD 1072 Audio Production as Compositional Tool

SOARES, ZACHARY

In 1979, the music producer Brian Eno argued that the recording studio is a "compositional tool," upending the idea that the recording studio exists to document pre-existing musical compositions. His assertion came on the back of pivotal albums such as The Beatles' "Revolver" and The Beach Boys' "Pet Sounds" (1966), which demonstrated the creative possibilities of composing in the studio. We might call this type of approach to music composition "playing the studio." In this course, students learn how music production makes use of editing, mixing, and effect processing to maximize its impact. Through readings, film screenings, and audio listening sessions, students learn about past and present studio techniques and use these techniques during audio projects and exercises. Students learn to use virtual instruments, effect processors, microphones, and COA's recording studio to strengthen their technical audio recording, editing, and mixing skills. Students will be evaluated based on their participation in class discussions, their fluency in the use of recording equipment and software, the process they use to approach each assignment, and the completion of assigned projects. No prerequisites or sound/music experience is required.

Level: Introductory. Prerequisites: None. Class limit: 10. Lab fee: None. Meets the following degree requirements: ADS.

AD 1073 Sustainable Architecture

MULLER, BROOK

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

architecture and promising directions now under research and development.

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

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

AD 1077 Fundamentals of Drawing

EARLEY, ANNIKA; SEBASTIAN, NEERAJ

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

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

Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: $80. Meets the following degree requirements: ADS.

AD 1078 Shellac to Spotify: 100 Years of Recorded Music

HENDERSON, JONATHAN

Around one hundred and fifty years ago people's relationship to sound and listening began to fundamentally change. No longer just an ephemeral phenomenon, sound became a thing that could be captured, stored, and played back. The first sound recording technology, the Edison Tin Foil Phonograph, induced a minor social panic; people described being unsettled by the uncanny experience of listening to voices from the past. We now take this ability to listen and re-listen to events from the past for granted as we stream music into our earbuds, enjoy the heightened emotions brought on by a film or television score, or feel our bodies resonate with rumbling bass frequencies at a dance party. Shellac to Spotify: 100 Years of Recorded Music explores how music and technology have coevolved over the past hundred years to shape our relationships to sound, music, and listening. We will approach these questions with both hands-on assignment and from the perspectives of the academic fields of ethnomusicology and sound studies. Students will experiment with music technologies: creating an analog cassette mix tape, soldering together a theremin, composing with analog synthesizers, conducting low-power radio transmissions, experimenting with autotune and digital sequencers, exploring algorithmic music composition, and learning the basics of sound recording and editing in a digital audio workstation (DAW). In addition to weekly hands-on activities, students will read academic texts exploring how the intersection of music and technology reflect and condition social values, norms, and ways of knowing the world. For a final project, each student will create a short podcast that examines a musician, song, or music technology in historical and social context. Student assessment will be based on attendance, the completion and thoroughness of assignments and projects, participation in seminar discussions, and the end-of-term podcast project.

Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: $70. Meets the following degree requirements: ADS.

AD 1079 Introduction to Ceramic Sculpture

IALEGGIO, ANNA

Clay is a unique sculptural medium that can be highly technical and precise, a glorious gestural mess, and/or all points in between! This is an introductory studio course centered on hand-building in clay: pinch, coil, slab, extrusion, and molds. Through a series of technical and conceptual projects, we will engage the shifting intertidal zone between "form" and "function" as it may manifest through diverse cultural, material, and historical frameworks. Along the way, students will develop their own unique, expressive approaches to the possibilities and limitations of working with clay. (Note: this class does not include instruction on the wheel.) Students will be thoroughly immersed into the processes and techniques of hand building in mid-fire clay and in maintaining the studio itself. Students will acquire a practical introductory understanding of the material and chemical transformations present in ceramic

processes. Through presentations and readings, we'll explore a selection of global, historical and contemporary ideas and practices in ceramic craft and sculpture. We'll put all of this together in search of new ways to communicate and experience ideas through three-dimensional forms in space.

Evaluation is based on participation in class activities: exercises, readings and discussions, significant studio time outside of class, several short writing and/or drawing assignments, timely completion of all creative projects with corresponding group feedback sessions, and consistent studio maintenance.

Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: $120. Meets the following degree requirements: ADS.

AD 1080 Frame by Frame: Hand-Drawn Animation

FERRARI, MELISSA

This production course introduces students to the art of hand-drawn animation: creating the illusion of motion through sequential drawings. Since its evolution in early cinema, animation has been embraced by artists, filmmakers, and scientists as a tool for conjuring magic, visualizing the unseen, crafting compelling character narratives, and evoking poetic abstraction. Exploring these histories, we will begin to uncover the conceptual and emotional potential that time and motion can bring to handmade drawings. Students will complete a series of foundational animation assignments to develop a theoretical and technical understanding of timing, motion, locomotion, composition, and other ingredients that make up an animated world. Our approach will be rooted in experimental and research-based animation, prioritizing concept and creative expression over narrative conventions, yet equipping students with classical animation principles to create the "illusion of life" and foster legibility. Students will be encouraged to develop their personal artistic style, understanding animation as a mode of fine art. The course will introduce a variety of drawing tools including traditional materials on paper and light boxes, cameraless direct animation techniques on 16mm film, and digital drawing tablets for virtual canvases. Technical instruction will cover the essential basics of moving image software such as Dragonframe, Adobe Photoshop, and Adobe Premiere Pro. Screenings of historical and contemporary animated films, along with readings on animation theory, will provide historical and philosophical contexts. We'll embrace animation as an art form primarily based on movement rather than conventional drawing skills, so while familiarity with basic drawing concepts will be helpful, the only prerequisite is curiosity and enthusiastic commitment to create many, many drawings. Evaluation is based on the successful completion of animation exercises and experiments, critical engagement with reading/screening materials, and thoughtful participation in critiques and class discussions.

Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: $50. Meets the following degree requirements: ADS.

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

SUMMERS, KRISTY

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

Level: Introductory/Intermediate. Class limit: 15. Lab Fee $85. Meets the following degree requirements: ADS

AD 2017 Drawing Mineral and Botanical Matter in the Forest of Maine

CLINGER, CATHERINE

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. Meets the following degree requirements: ADS.

AD 2022 Film Theory

CAPERS, COLIN

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/filmmakers 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. Meets the following degree requirements: AD.

AD 2023 Actor Training I

BAKER, JODI

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. Meets the following degree requirements: ADS.

AD 2029 Contemporary Artist as Researcher and Activist

CLINGER, CATHERINE

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

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

AD 2035 Our Band Could Be Your Life: Music, Art, Zines 1975-2015

MAHONEY, DANIEL

This course is an investigation of how we consume and are consumed by music. Topics include youth and subcultures of music, power and identity, the politics of location, and fan cultures. We will listen to punk rock, hip hop, riot grrrl, shoegaze, noise, psych, death metal, doom drone, post rock, grindcore and pop (among others); we will analyze visual artists who come to represent musical movements (such as Raymond Pettibon & Winston Smith, Fab 5 Freddy & Cey Adams) and we will read socio-cultural criticism of the times and places from which these artists sprang (Joan Didion, Steve Waksman, Theodor Adorno, Tobi Vale, Kathleen Hanna and Kevin Young). The class will

explore analogue artifacts from the 70s, 80s & 90s (posters, zines, fine art, videos) and compare them to digital artifacts found today on the internet. Students are required to attend all weekly film screenings and sound sessions. Evaluations will be based on regular critical responses, a final project and participation in discussion and class activities.

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

AD 2042 Ecologies of Cities

MULLER, BROOK

We typically think of cities as centers of political and economic power, social vibrancy (and tension), and cultural richness, diversity and production. This course explores ecological "readings" of cities, landscapes transformed irrevocably due to human activities and the introduction of unprecedented concentrations of "unnatural" substances and significant loss of biological and hydrological integrity. The course also examines processes by which cities have transformed surrounding regional landscapes as both "wells" of resources and "sinks" for waste and the planetary scale environmental impacts of urban growth in the contemporary global economy. Following a succinct historical survey in the first part of the class (with focus on the interrelated forces of industrialization, colonization and explosive urban growth in the nineteenth century), we will look to recent efforts to reimagine cities such that they are more "ecological." These efforts come in a variety of forms from "city as refugia" (establishing habitat for nonhumans) to "novel ecosystems" (working with new concentrations of contaminants and colonization of non-native biological communities) to cities as settings in which closed-loop, ecologically inspired systems drive processes of development. Of concern related to all of these ecological urbanisms is that conversion of city landscapes from grey to green and blue can lead to ever greater levels of inequality. In the final section of the course, we will speculate as to ways to intervene in cities-as-ecosystems that build on commitments to both social justice and ecological replenishment, bringing into relation the flourishing of humans and nonhumans in urbanized environments. Evaluations will be based on class participation and sustained engagement with the core themes: attendance, demonstration of close readings of texts, contributions to group discussions (including listening), honing of collaborative capabilities, and commitment to an iterative process with the three course projects (the last of which will be worked on in teams) that involve succinct compositions of written narratives and diagrams and other visual representations (multiple graphics workshops will be structured into the class).

Level: Introduction/Intermediate. Prerequisite: None. Class limit: 12. Lab fee: $25. Meets the following degree requirement: AD.

AD 2044 Sourcing the Body: Disability as Human Ecology

ROBBINS, DANI

In this course we will use creative process as a tool for developing perspectives on disability as a context-embedded expression of humanness. This class is recommended for artists and makers looking to complexify their use of corporeality, as well as students looking to engage critically with representations of and responses to disability both in and outside our educational culture at COA. We will first explore an abbreviated history of disability in the United States. Then, with Human Ecology as our lens, we will engage in a critical examination of social, medical, and disjuncture models of disability. Each class session will involve a discussion of assigned readings and viewings, collaborative activities, and gentle somatic exercises to ground our learning in our bodies. Students will be asked to reflect on their learning through the development of a small creative project each week, and in collaboration with the instructor, students will develop their own standards for assessment through a grading contract system.

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

AD 2045 Water, Design, and Environmental Futures

MULLER, BROOK

This course investigates an ecological design approach that centers on water and water systems as a means of achieving community development goals in an equitable and environmentally responsive manner. Participants will investigate contemporary water challenges facing communities (the combination of which varies from location to location): scarcity, poor water quality, downstream ecological impacts associated with processes of urbanization, climate change and sea level rise, and others. We will examine and reframe these challenges through the lens of the "hydro-social," a term geographers use to describe how cultural perspectives shape our relationships to water (in other words, water is more than simply H2O). Through use of case study project examples, we will explore how combinations of age-old (premodern and vernacular) water systems design strategies and cutting-edge approaches can lead to projects of greater resilience, ecological responsiveness, beauty, and civic identity than more conventional, engineered, "end-of-pipe" solutions. We will lastly explore how these strategies might apply to a case study watershed that we will investigate in the last

portion of the class. The course does not require previous experience in design; rather it is intended to engender greater awareness of how systems-based design thinking can allow us to address contemporary hydro-social challenges holistically. Evaluations will be based on participation and sustained engagement with course content; responses to this material in the form of short, illustrated essays that combine written narratives with simple diagrams, photographs, and sketches; analysis of case study projects through a framework we will introduce in the first part of the class; and a "final synthesis" assignment that involves speculating about the application of strategies and approaches discussed throughout the class to the case study watershed.

Level: Introductory/Intermediate. Prerequisites: None. Class limit: 16. Lab fee: None. Meets the following degree requirements: AD.

AD 2046 The Contemporary Landscape in Photography

WINER, JOSHUA

This course examines the techniques and expressive possibilities of photographing "natural" landscapes, the built environment, and the intersection of the two subjects. Using historic makers for inspiration some slide lectures will be included, but each student will be expected to do some research on their own to find inspiration from other artists. Being inclusive of various aesthetics, we'll explore differing expressions of beauty and students will be expected to engage ways of working outside their own comfort zone. Readings by Rebecca Solnit, Lucy Lippard, Frank Gohlke, Deborah Bright, Robert Adams, Richard Misrach, John Stilgoe, Bill McKibben, and Geoffrey Batchen, among others, will inform our discussions. Weekly shooting assignments, and readings will be expected prior to mid-term. After mid-term, you will work toward one final project that explores your own personal expressive choices based on your interests and affinities. These final projects will be displayed publicly, if possible, during week ten. Some prior experience with Adobe Lightroom Classic or Photoshop is highly recommended. Students will be evaluated on the completion of weekly and final projects, and participation in discussions and critiques; pass/fail grade encouraged.

Level: Introductory/Intermediate. Prerequisites: AD 1026 Introduction to Photography. Class limit: 12. Lab fee: $100. Meets the following degree requirements: ADS.

AD 2047 10X Dramatic Writing Studio

LEPCIO, ANDREA

This class is an invitation to explore writing for theater, film, and television by creating ten scripts over the 10-week term. Edward Albee told Andrea that a play is as long as it is. To that end, like a short story, the short form allows for the creation of numerous stories, testing of form and structure, experimentation, failure, and success. Scripts can range from 1 page to 10 pages or longer if need be. This writing workshop will be fast-paced and inquiry-driven. We will use class time to do writing exercises, ask and answer questions, discuss the craft of scriptwriting, and share and critique our own and one another's work. Students will be expected to create ten scripts, re-draft 5 of those scripts, and select their favorite script to further refine and finalize as their final project.

Evaluation is based on the quality of written work and participation in class discussions. Work will be evaluated for quality, engagement, effectiveness, on-time delivery, and commitment to the workshop collective. Students are expected to bring in new plays each week and to contribute their best work to an end-of-class public reading.

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

AD 2048 Audiocraft: Writing and Producing Longform Narrative Audio

KOCH, GALEN

How do you use sound and story to build tension and hold attention? In this course, students will explore longform narrative storytelling using sound as their medium. Through reading and listening assignments, students will develop skills to identify narrative devices, critique story structure, and gain inspiration about the possibilities of sound as a narrative tool. Students can expect to complete short exercises and prompts at the beginning of term, aimed at developing story outlines and experimenting with story structure. We will discuss how to develop a longform story from an idea to a fully realized production; whether working in fiction or non-fiction, students will hone research skills and draw from multiple sources of inspiration for their work. This course will focus heavily on writing and scripting, and integrating sound design with storytelling. Students will produce one longform audio story by the end of term, this story can be a work of fiction, non-fiction, or it can blur the lines between the two. This class is an opportunity for students to stretch audio and storytelling muscles and to experiment with form to create a polished 20-minute audio story. Students can expect a highly collaborative and supportive class atmosphere; we will use class time for workshopping, critique, and collaboration as well as class discussion.

Students will be evaluated based on their participation in class discussions, their preparedness with assigned materials, and their commitment and completion of exercises and a longform narrative audio story. This class will require independent work; students should be prepared to record, write, and edit audio outside of class time.

Level: Introductory/Intermediate. Prerequisites: While not required for the course, experience editing in a Digital Audio Workstation is helpful. Students with no audio editing experience will receive additional support from the instructor or teaching assistant and should expect to work a bit more outside of class at the beginning of the term. Class limit: 12. Lab fee: None. Meets the following degree requirements: ADS.

AD 3012 Documentary Video Studio

SHAW, MATTHEW

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

Level: Intermediate. Prerequisite: Any introductory-level arts and design studio course or film history course (previous video production experience is not required). Lab fee: $50. Class limit: 12. Meets the following degree requirements: ADS.

AD 3013 Animation

ANDREWS, NANCY

This course explores animation as a form of creative expression, experimentation and personal vision. Various techniques, such as drawing, cut-out, painting on film, and under-the-camera collage, will be introduced. Students will create flip-books, video pencil tests and animated films. Students will be given exercises and assignments that guide them through processes for making art. Various artists' animated films will be screened and discussed. History and concepts related to animation and film will be introduced through screenings, readings and discussions.

Level: Intermediate. Prerequisite: Previous introductory art course. Lab fee: $30. Class Limit: 12. Meets the following degree requirements: ADS.

AD 3018 History of Filmmaking II (1946-Present)

CAPERS, COLIN

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. Meets the following degree requirements: AD, HY.

AD 3025 Special Topics in Production

BAKER, JODI

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. Meets the following degree requirements: ADS.

AD 3077 Black Atlantic Music

HENDERSON, JONATHAN

In Black Atlantic Music students will work to understand how histories of slavery, colonialism, diasporic imagination, and networks of cultural exchange form the basis for popular music in the African diaspora. Tracing musical and political histories through a series of case studies routed throughout the diaspora, this course aims to develop a theory of "the Black Atlantic" as a sonic geography. After establishing a foundation in the key historical forces leading to the creation of the African diaspora, students will explore case studies related to the development of local and transnational musical styles from salsa to hip-hop, funk, reggae and more. We will explore the intersecting work of artists (such as Janelle Monae, Angélique Kidjo, Fela Kuti, Lee "Scratch" Perry, and Bob Marley) and scholars (such as Paul Gilroy, Angela Davis, Amiri Baraka, and Michael Veal). Equal weight in the course will be given to reading, listening, and writing as valuable modes of interacting with music. Throughout the course of the term, students will learn to listen more closely to sound and to develop a critical capacity for relating these sounds to the political and social worlds from which they emerge. Turning our attention back and forth between the local and the transnational, Black Atlantic Music is a window into how music takes shape in the context of culture, politics, geography and history. Evaluations will be based on regular written responses, a final project, and participation in class discussions and activities.

Level: Intermediate. Prerequisites: None, but previous coursework in anthropology, literature, or history will be helpful. Class limit: 12. Lab fee: $35. Meets the following degree requirements: AD.

AD 3083 Mixed Media Sculpture

SUMMERS, KRISTY

This course will focus on creating sculptural objects through the use of mixed media. This course is designed to build off of three-dimensional design and continue exploring various materials and processes as they relate to sculpture. Through this course students will be introduced to a range of materials and processes addressing their use ranging from aesthetic to conceptual considerations. This may include additive, subtractive, found object, mold making and casting, as well as other traditional and alternative processes as the opportunity presents itself.

This is a studio/classroom based course that will introduce materials and methods, provide demonstrations, require research, discuss concepts planning and construction, address safe material handling and tool usage when applicable, as well as provide the opportunity to experiment and play. Students will create projects based off of their own designs that push them both technically and conceptually. Student evaluations will be based upon on completion of projects and related research, class participation in demonstrations and class discussions, as well as project-based critiques.

Level: Intermediate. Prerequisites: Students taking this class should have previously completed an introductory course in ceramics, sculpture, or 3D design, or have equivalent professional experience. Class limit: 12. Lab fee: $120. Meets the following degree requirements: None.

AD 3085 Jazz Ensemble

BLOTNICK, RYAN

In this intermediate-level course we will form a medium-sized ensemble to rehearse and perform jazz music. Some prior experience with improvisation is required, as well as an ability to read music or to learn quickly by ear. Rehearsals will focus on playing with good time, intonation, feel, blend, while respecting various stylistic and historical elements of jazz. Emphasis will be placed on improvisation, which will be taught from the ground up with a focus on ear-training and harmony. There will be a concert performance toward the end of the term and there is the potential for additional off-campus performances and jam sessions. Students will be evaluated based on attendance, commitment to learning the material, successful completion of assigned work, and the expansion of improvisational ability. Participants of diverse abilities, needs, and backgrounds are encouraged to apply, including those who play non-traditional jazz instruments. Level: Intermediate. Prerequisites: Some improvisation experience; Ability to read music or learn music quickly by ear. Class limit: 8. Lab fee: $30. Meets the following degree requirements: ADS.

AD 3087 Dance Improvisation Ensemble

ROBBINS, DANI

In this intermediate-level dance course, we will work as an ensemble of movers to build improvisational scores, deepen our sense of listening, and think critically about improvisation as a practice of choice-making, communication, and resilience. Each class session will take the form of an ensemble rehearsal, beginning with a gentle warm-up that drops dancers

into their sensory awareness. Once we are prepared to move safely, we will experiment with scores and prompts that generate movement and debrief our experiences through writing, drawing, and discussion. Opportunities will be provided to explore more specific microcosms of dance improvisation including musical collaborations, Contact Improvisation, and Emergent Improvisation. Short readings and video screenings will complement our embodied learning. We will develop an evening-length performance as our final project, to be performed on campus and at local schools. Students will be assessed based on attendance, participation in discussions, presence in rehearsals, and participation in our final performance.

Level: Intermediate. Prerequisites: Prior theater and/or dance coursework is strongly encourage but not required. Class limit: 12. Lab fee: $30. Meets the following degree requirements: ADS.

AD 4019 Studio Printmaking

CLINGER, CATHERINE; EARLEY, ANNIKA

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

AD 4020 Objects and Performance

ANDREWS, NANCY; BAKER, JODI

Objects have long been significant elements in ritual, dance, theatre and performance art; they might be props, body extensions, idols and avatars. Taught in a workshop format, this course will explore a variety of techniques from traditional theatre arts, as well as sculptural ideas that can be integrated into performance. Goals will be to gain a deeper understanding of the power of objects in a performative context; to experiment with a variety of building techniques; to practice, create and refine personal and found objects as art; to explore an object's potential to spark narrative, illustrate relationship dynamics and fuel theatrical action. We'll also study the use of objects in connection with certain forms of performance training and creative collaboration strategies. The course will provide an historic context of objects in performance and will utilize improvisational exercises, personal writing, movement and bodywork. Class topics may include: relationship, scale, sound, duration, repetition, archetype and viewer participation/performance. Evaluation will be based on attendance, participation in all group projects, in-class assignments and discussions, demonstrated understanding and mastery of basic skills through the creation of projects, timely completion of all assignments and readings and effective participation in class critiques.

Level: Intermediate/Advanced. Prerequisites: Movement Training (I or II) or 3D studio, and permission of either instructor. Class limit: 12. Lab fee: $50. Meets the following degree requirements: ADS.

AD 4030 Landscape Cinema

SHAW, MATTHEW

This course focuses on the relationship between filmmakers and nature. From the opening question "What is landscape?" We will address through video projects, readings, and screenings the theories and practices of artist's moving image practice such as eco-cinema, sonic ethnography, ecological filmmaking, and slow cinema that emerged in the second half of the twentieth century. Students will make regular visits into their local landscape over the term and will create short videos in response to topics addressed in class; leading up to a final video inspired by that location. At the end of the term, students will have a closer connection to the physical environment they live in and will leave the course with an understanding of the role nature and landscape has played in film history and contemporary film practice. Evaluation will be based on completion of field notes (written, visual, and/or sonic), short video projects, a final project, and participation in class discussions that demonstrate critical encounters with readings, screenings, and the landscape around them. A brief tutorial in Adobe Premiere Pro will be offered at the beginning of the term.

Level: Intermediate/Advanced. Prerequisites: Coursework in filmmaking or photography. Class limit: 12. Lab fee: $40. Meets the following degree requirements: ADS.

AD 4046 Drawing Intensive / Developing a Studio Practice

SEBASTIAN, NEERAJ

In the first part of this course, drawing will be used to experiment, interrogate and expand different aspects of one's artistic practice. Using a broad range of materials, students are encouraged to work intuitively and take multiple approaches to presenting ideas–especially ideas that may not have been explored previously in their work–and develop them in different ways. Students will create large quantities of drawings based on prompts that will then be discussed with the class. What stands out? What makes a piece surprising or interesting? What revisions can be made to strengthen these moments or motifs? These are kinds of questions that will inform our discussions.

Taken together, these drawings will offer a broad range of possibilities that will then be explored for the rest of the term, during which students will develop a body of work. Students will meet weekly as a group to discuss work made or advanced in the previous week and meet individually with the instructor every other week to discuss materials and other aspects of their art practices. The work made over the course of the term should include material investigation (why are you using the materials you're using and how does it support your thematic interests?) and embody a range of conceptual concerns. Throughout the term, students will be introduced to several artists' working methods. Students are expected to work independently and have some degree of familiarity with the materials they choose to work with.

"Drawing" is used broadly here: students working in any medium are encouraged to take this course (for example, a student interested in three-dimensional work might respond to the prompts with forms made from cardboard or other found materials). This course is designed to kickstart a nascent practice or one that might have become dormant or plateaued as well as give students room to experiment and then build on these experiments. Students enrolling in this class should have some form of previous studio experience. Evaluation will be based on students' work, participation in class discussions, the ability to offer critical and constructive feedback to one's peers, and the ability to push oneself beyond one's comfort zone or perceived limitations—especially when it comes to allowing the work to evolve and change in response to feedback and critique.

Level: Intermediate/Advanced. Prerequisites: At least one ADS course. Class limit: 8. Lab fee: $100. Meets the following degree requirements: ADS.

AD 4049 Advanced Photography

KIM, JUNE

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

Level: Intermediate/Advanced Prerequisites: Introduction to Photography or some photography experience/knowledge. Class limit: 12. Lab fee: $110. Meets the following degree requirements: ADS.

AD 4050 Sound Studies Practicum

HENDERSON, JONATHAN; KOCH, GALEN

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

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

AD 4051 Special Topics in Ecological Design Research

MULLER, BROOK

The ecological design research studio investigates three interrelated convictions:

1. through acts of design, we can transform the inhabited (built) environment, improving the environmental quality of the sites and settings where we work (especially so for landscapes altered and degraded due to prior human activity);
2. that we can best do so through a systems-based design approach, with a goal that built (designed) and natural systems intermesh appropriately; and
3. that we can accomplish the first two commitments in a manner that is minimally extractive relative to landscapes beyond a project site (that we can and should dramatically minimize the overall ecological footprint of what we build).

To advance these commitments, the studio will focus on an actual project and site, with an eye to its future. Research in a design studio setting involves understanding the environmental dynamics of the site we will be working on, studying exemplar precedents or built examples relevant to the project at hand, gaining familiarity with theoretical ecological design and natural systems perspectives, and, ultimately, engaging in design synthesis, that is to say, developing a proposed design intervention in which the sum is greater than the parts (economy of means leads to richness of effect).

A basic background and interest in visual media (drawing, basic use of digital media, photography) is critical to a participant's success in the studio.

How will students in this course be evaluated? A "research" studio is a highly collaborative one, and evaluations will be based on participation and sustained engagement with the core studio themes, honing of collaborative capabilities, and commitment to an iterative process involving succinct compositions of sketches, physical models, drawings, diagrams, and other visual representations combined with short written narratives. Above all, the studio requires initiative and engagement as we transition from a highly facilitated framework at the beginning of the term (topics, resources, and methods that the instructor choreographs) to more independent and applied research given the "life" that project-based work acquires as the term progresses.

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

AD 4052 Folk Music Ensemble

MCLEAN, ADAM

In this performance-based class, students will work together to learn and perform traditional folk music, both in small groups and as a large ensemble. Styles will be guided by student interest and may include New England, Québécois, Cape Breton, Scottish, Irish, Old Time, Bluegrass, and others. Instrumentation may include (but is not limited to) fiddle, keyboard, guitar, banjo, mandolin, bouzouki, ukulele, dulcimer, bass, cello, accordion, concertina, pipes, flute, whistle, vocals, harp, and percussion. Tunes will primarily be taught "by ear," although notation will be available as well. Throughout the term, students will play and interact with experienced folk music practitioners representing various styles and instruments. The class will include participation in informal local song sessions and will culminate in a final performance.

How will students in this course be evaluated? Assessment of student work will be based on contributions to rehearsals and discussions, participation in sessions and performances, weekly reflections, and a research project on a tune of interest.

Level: Intermediate/Advanced. Prerequisites: Students should have some experience playing their instrument and should have reliable access to their instrument of choice. Class limit: 12. Lab fee: $40. Meets the following degree requirements: None.

AD 4053 Hamlet

BAKER, JODI

This course is an intensive study of Shakespeare's work from the point of view of the actor. Through text analysis, scene study, physical/vocal work and acting exercises, students explore the meaning, music and power in Shakespeare's words while developing their own strategies for performing the play effectively for contemporary audiences. The bulk of the work involves learning, staging and presenting key monologues and scenes from the play for continued critique and revision. Students gain a clear understanding of the context in which the play was written but primarily focus on contemporary connections and discourse as well as a wide variety of old and new adaptations. Evaluation is based on participation in all class activities, readings and discussion, successful completion of all performance projects including productive rehearsal time alone

and in groups, a portfolio of written responses and effective engagement with the shared class blog. Work will happen both on and off campus and includes the possibility of at least one field trip. Due to the nature of the work, please note the extended class block schedule.

Level: Intermediate/Advanced. Prerequisites: None. Class limit: 12. Lab fee: $75. Meets the following degree requirements: ADS.

AD 4054 Collaborative Filmmaking

ANDREWS, NANCY

In this intermediate to advanced studio course, we will explore various ways to make films together in small teams, including with people outside the course. Student films will explore genres from narrative to documentary to experimental. Collaboration is unlike the Hollywood model where making a film brings together highly skilled individuals that interlock like parts of a machine and are disbanded when the task of making the film is complete. These are managed in a top-down fashion, meant to be efficient and to build products (films) designed for profit. We will attempt to eschew these hierarchical systems in favor of processes that honor the ideas and voices of the video makers (and subjects when present). Collaboration can create a dynamic process when artists exchange ideas and perspectives. You will be challenged to incorporate other artists' ways of working and to try new creative methods and approaches. We will attempt to design systems and parameters that offer agency to all collaborators. We will experience various approaches to creative collaboration and sharing leadership. Depending on student interests, these may include works that emphasize the creation of a team as a whole, multimedia approaches, partnering with documentary subjects, and chance operations. In-class exercises and experiments will provide jumping-off points for more in-depth works as the term progresses. Students should bring some experience in filmmaking to the course.

Level: Intermediate/Advanced. Prerequisites: Filmmaking skills. Class limit: 12. Lab fee: $50. Meets the following degree requirements: ADS.

AD 4055 Advanced Samba Percussion Ensemble

HENDERSON, JONATHAN

In Advanced Samba Percussion Ensemble, we will focus on developing a repertoire of percussion music based in two Brazilian music traditions: Samba Reggae from the city of Salvador de Bahia and Samba Batucada, an instrumental substyle of Samba music originating in Rio de Janeiro. This class builds on the work undertaken in Samba Percussion Ensemble by exploring additional styles, developing more complex arrangements, and building a wider repertoire. Along the way, students will cultivate skills in percussion performance, physical coordination, formal memorization, functional notation strategies, and rhythmic awareness. At the same time, we will learn about the social history of Samba music through reading, screening, listening, and discussion. These twin endeavors are mutually enriching and are designed to contribute towards a more robust and holistic model of cross-cultural musical learning.

Advances Samba Percussion Ensemble is open to students who have taken Samba Percussion Ensemble or by special permission. Please contact Jonathan if you have not taken the intro class but want to be considered for the advanced class. The first-class session of the week will typically be split between rehearsal and listening/discussion/instruction. The second-class session of the week will be reserved just for rehearsal. Students will be assessed based on their participation in class learning and discussion, practice outside of class time, and the completion of assignments.

Level: Intermediate/Advanced. Prerequisites: Samba Percussion Ensemble or permission of instructor. Class limit: 20. Lab fee: $75. Meets the following degree requirements: ADS.

AD 4056 Special Topics in Painting

SEBASTIAN, NEERAJ

In this studio class, students will develop their individual sensibilities as painters while growing their technical skills. Throughout the term, students will engage with multiple aspects of a studio practice, including stretching and preparing painting surfaces, maintaining brushes, the proper and safe use of materials, and developing ideas through drawing and maintaining sketchbooks. In the first part of the term, students will work with clothed and nude models, focusing on simplifying forms while being precise in translating color relationships and integrating the figure within a space. The projects in the second part of the term will be student-directed: students will work with the instructor to outline areas of focus for the rest of the term. Students will be introduced to several artists' work and working methods throughout the term; discussions will include how this relates to their own work: what were the concerns of some of these artists and how did these concerns inform their work? Students will make several paintings over the course of the term; there will be an emphasis on composition and color relationships; and students will explore how paint can convey a sense of form and space. Students will be encouraged to take a broad range of approaches: from single-session paintings to sustained paintings made over the course of weeks, from working with a limited palette to a full range of colors. Students will be asked to take risks, and to allow their work to become more personal and meaningful to

who they are as individuals. Evaluation will be based on students' work, participation in class discussions, the ability to offer critical and constructive feedback to their peers, and the ability to push themselves beyond their comfort zones or perceived limitations—especially when it comes to allowing their work to evolve and change in response to feedback.

Level: Intermediate/Advanced. Prerequisites: Fundamentals of Painting or permission of instructor. Class limit: 9. Lab fee: $250. Meets the following degree requirements: ADS.

AD 4057 Music for Narrative Media

HENDERSON, JONATHAN

How does music work to amplify the meaning and motivation of narrative artwork? Music for Narrative Media is a practice-based course focused on creating music for narrative forms such as theater, film, and podcasts. The class will open with critical listening-viewing of various narrative media to analyze how music supports storytelling. Each member of the class will carry out structured weekly assignments in music composition that will involve a variety of tools and approaches (beginning with an instrument, beginning on the page, working with digital tools, working with field recordings, etc.). These prompts will invite an iterative process of creating a series of brief musical sketches that are then selected from and further refined. Throughout the term, we will find opportunities to collaborate with students working on films, podcasts, theater or dance pieces, or other media. This process will mirror the kind of work that composers regularly undertake: developing a collaborative vision with other artists. Student assessment will be based on attendance, the completion and thoroughness of assigned projects, participation in critique/feedback sessions, and a mid-term project profiling a composer/sound artist. Working knowledge of an instrument (acoustic, electric, or electronic) is a prerequisite, but you need not have composed music before. You will need to take musical risks and trust in the dynamics of group collaboration and revision. Level: Intermediate/Advanced Permission of instructor is required to ensure preparedness.

Level: Intermediate/Advanced. Prerequisites: Working knowledge of an instrument (acoustic, electric, or electronic) is required. Class limit: 12. Lab fee: $25. Meets the following degree requirements: ADS.

AD 5032 Advanced Studio Printmaking

CLINGER, CATHERINE

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

Level: Advanced. Prerequisites: Studio Printmaking and at least one drawing class; permission of instructor. Class limit: 5. Lab fee: $200. Meets the following degree requirements: ADS.

AD 5033 Making Art: Effort, Resilience, Persistence

ANDREWS, NANCY

In this advanced art practicum and seminar, students will pursue the development of a body of art work or series of artworks. Through practice, critique, discussion, readings, and interactions with artists and those involved in supporting and presenting artists, students will gain a better understanding of art as an ongoing pursuit, beyond classes and assignments. What does it take to maintain and fertilize the long-term project or a life's work? How can a creative process be carried on, maintained and sustained? The primary goal of this course is for each student to develop their art practice, better understand their creative processes, and show evidence of these developments. This course is an excellent lead-up to a senior project in the arts. Students may work in any medium but should already have the basic skills required for their chosen project(s)/body of work. This course requires significant dedication outside of class to make artworks. Students are expected to possess and/or extend their ability to be self-directed and motivated. Students will be evaluated on their progress towards their goals, and participation in discussions and critiques; students are encouraged to elect for a credit/no credit grade.

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

AD 5037 Adaptation

BAKER, JODI

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

Level: Advanced. Prerequisites: Permission of instructor required; previous coursework in literature, creative writing, art history and/or theatre studies is strongly advised. Class limit: 10. Lab fee: $100. Meets the following degree requirements: AD.

AD 5038 The Range of Sublimity in the Artist Mind

CLINGER, CATHERINE

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 'place' 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.

Level: Advanced. Prerequisites: An art history, anthropology, or literature course. Class limit: 12. Lab fee: $30. Meets the following degree requirements: AD, HY.

AD 6030 Samba Percussion Ensemble

HENDERSON, JONATHAN

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

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

AD 6031 Musicianship

MCLEAN, ADAM

Ready to take an existing or budding musical practice to the next level? This course is for students interested in developing their skills as instrumentalists, vocalists, composers, songwriters, or beatmakers. Students will work independently (or in small groups) to create and implement a learning plan that reflects their specific musical goals. Students are welcome to sign up individually or in groups (e.g., a string quartet, a songwriting partnership, or a band would be welcome to sign up together).

Class topics will include practice strategies, repertoire selection, rehearsal techniques, performance

skills, notating/communicating musical intentions, applications of theory, and interdisciplinary connections (i.e. dance and visual arts). Practice outside of class is expected and will be documented through a reflective practice log. A final project will be determined in consultation with the professor. At the term's close, students will share a representation of their learning and complete a self-assessment reflecting on their progress.

Level: Variable, Introductory through Advanced. Prerequisites: None. Class limit: 12. Lab Fee: $40. Meets the following degree requirements: ADS.

EDUCATIONAL STUDIES

ED 1010 Experiential Education

SMITH, JASMINE

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: $30. Class limit: 15. Meets the following degree requirements: HS, ED.

ED 1011 Children's Literature

NULL, CAROL

This course is a broad overview of children's literature and its place in the elementary school classroom. It examines the range and trends in literature for children that includes all genres, prominent authors, illustrators, awards, critical evaluation, and integration into instruction across the curriculum. Students participate in and design lessons which incorporate or extend children's response to literature. They survey poetry and media appropriate for elementary students. Students read an extensive amount of children's literature, keep a response journal, develop an author study, and create a teaching unit using children's literature.

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

ED 1013 Changing Schools, Changing Society

TAI, BONNIE; WEST, TODD

How have schools changed and how should schools change to ensure "the good life"? This interdisciplinary, team-taught course examines the potential and limits of a human ecological education as an instrument of enlightened progress and lasting positive social, cultural, and environmental change. It explores three essential questions about education and its relationship to human development and social progress. Looking at the role of formal educational institutions and their relationship to government and other social institutions: What is the role of schools in development and social change? Considering the role of teachers as agents of change: What is the role of the teacher in school/organizational change and community development? And finally, reflecting on our subjective motives for working in the field of education: Why do you want to become an educator? Through course activities such as service-learning in schools and group project work on a contemporary educational phenomenon (e.g., school choice, new technologies for learning, single-sex education), students will learn how educational policy at the federal, state, and local levels impacts teaching and learning, investigate the moral dimensions of the teacher-student relationship, and reflect on the construct of teacher-learners. Students will be introduced to a variety of educational research methods (i.e, ethnography, case study, quasi-experimental, correlational) that will allow for critical analysis of the knowledge base that strives to impact educational policy and practice. Evaluation will be based on participation, reflective writing, service learning, and group projects and presentations.

Level: Introductory. Class limit: 15. Offered every other year. Lab fee: $20. Meets the following degree requirements: HS, ED.

ED 1014 Child Development

TBA

How does a child think? What causes them to learn? What teaching approaches work best with young children? These questions and more will be explored through readings, lectures, field observations, and planned class activities. This course will provide an introduction to early childhood education (preschool to eighth grade). Theorists such as Piaget, Vygotsky, Montessori, Gardner, Erikson, Maslow, Kohlberg, and Gilligan will be used to examine the physical, mental, emotional, moral, and social aspects of childhood growth and development. Students will explore a range of curriculum models, approaches, and strategies as they learn to apply developmental

theory to best practices. These best practices will include the role of teachers in creating meaningful learning experiences and classroom environments (curriculum), documenting learning, assessment, inclusion, and family involvement. The primary modes of instruction for this class will be lectures, classroom discussions, field observations/reflections, and cooperative hands-on learning activities. Short reflective papers, an observational journal, and class projects will be used to assess learning.

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

ED 1016 Introduction to Adolescent Psychology

HILL, KENNETH

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: 15. Meets the following degree requirements: HS, ED.

ED 1023 Teaching as an Act of Hope

FULLER, LINDA

In a world marked by complexity, uncertainty, and diverse challenges, the role of teachers extends far beyond the transmission of knowledge. Students in this course will explore the question of what helps certain teachers to bring a continual sense of hope to their professional practice despite often relatively low pay, long hours, negative attention during political clashes, and increasing stressors on youth and society that inevitably appear in the classroom. Why do people choose to teach? And what keeps them in the classroom? How do teachers experience the impact of various education-focused policies on their efforts, and what are some ways teachers navigate and influence policy to maintain their visions for successful schools? Through critical readings, podcasts, guest speakers, small group interviews, and classroom observations students will reflect on how teachers bring and maintain hope in their learning communities. Students can expect to speak with area teachers as well as education experts from a variety of realms, and texts will include choices from authors such as Patrick Harris II, bell hooks, John Dewey, Regie Routman, Parker Palmer, and Nel Noddings. Final projects will allow students to creatively share their learning with one another and with teachers whose ideas have been most influential in their growing understanding of this realm of world-changing efforts. This course is suitable for future teachers or those considering teaching as well as education enthusiasts and anyone interested in the profound impact of education on society.

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

ED 1024 Human Growth and Learning: From Infancy to Adolescence

MCKERNAN, TARA

Humans don't have a steady growth rate. In the first two years of life for human children the rate is fast, and then it slows for the next seven to ten years and then things speed up again. Interestingly, a child's brain is already at 90% of its full size by age five. So many factors go into the development of children from their birth to the time that they enter adulthood. What do children inherit from their parents, biologically, culturally, socially, and how do those influences help us understand individual child development? In this course, students will explore and examine the contributions of prominent theorists and empirical research to foster a deeper understanding of the complexities of child development from birth through adolescence. This foundational learning will support students as they investigate additional influences on development. Students will be asked to reflect on their own development and the factors that helped to shape their own growth. Additionally, students will read and discuss current research in psychology, neuroscience, education, and sociology as integral parts of student learning. Understanding the arc of development is essential for individuals who work in education and related fields. Knowing what to expect in typical development is imperative to providing appropriate experiences and curriculum, and facilitates positive coaching and partnering with parents and caregivers. While this class is primarily geared towards individuals who may pursue education or education-adjacent fields, it is ultimately a class intended to explore what it means to develop and grow as a human from early childhood up to adolescence. Students should expect the following experiences and assessments: rich class discussions based on readings and personal

reflections, field observations, hands-on activities, assigned work, and class presentations.

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

ED 2015 Mind Matters: Contemplative Education for Liberatory Praxis

TAI, BONNIE

For tens of thousands of years, contemplative practices among many Aboriginal, First Nations, and indigenous peoples have connected humans with life in all its forms, including ancestors, country or land, and community. Enlightenment and embodied understanding of the nature of mind result from Buddhist teachings and practices as they have traveled from South Asia to East and Southeast Asia to the rest of the world, turning us away from attachment to material comforts and privileges and toward experiential inquiry into human experiences of suffering and flourishing. Contemplative practices, including mindfulness meditation, qigong, taiji, and yoga, have been the subject of recent decades of research into their impacts on wellbeing and compassion. Studies in cognitive and affective neuroscience, cognitive and developmental psychology, integrative medicine, comparative religion, education, and sustainability science examine the impacts of contemplative practices on mental and physical health, socio-emotional learning, and a less consumption-driven future. The application of these practices has similarly flourished in mindfulness-based interventions and programs in therapeutic settings and schooling from early childhood to adult education and professional programs including counseling, law, medicine, social work, and teacher education. Pedagogical approaches apply to classroom contexts as well as informal settings such as environmental education and include diverse approaches such as collaborative poetry and contemplative photography. This course introduces students to practices that span hundreds of generations and diverse faith traditions and the ethics, epistemology, and psychology underlying them; recent studies that aim to understand their efficacy, underlying mechanisms, and methods of inquiry, and educational models and practices for offering these approaches. Students will learn through engagement with and micro-phenomenological inquiry of contemplative practices—including two weekend retreats, reading of recent empirical research, and educational application in the context and at the level based on student interest. Summative assessments include a synthesis of a practice-based micro-phenomenological journal, a blog synthesizing relevant empirical research for a student-chosen audience, and the design and/or facilitation of a contemplative educational experience focused on a practice of interest and for a student-chosen audience.

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

ED 3012 Supporting Students with Disabilities in the Regular Classroom

SANBORN, KELLEY

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. Lab fee: None. Meets the following degree requirements: ED.

ED 3107 Culturally Sustaining and Revitalizing Education

BUCHANAN, REBECCA

This course is designed for students planning to teach in schools whether in Maine or outside of the United States. Culturally sustaining/revitalizing education (CSRE) builds on the aims, values, insights, and practices of anti-racist education, culturally relevant pedagogy, culturally responsive teaching, culturally sustaining/revitalizing pedagogy, decolonizing education, global education, intercultural education, and multicultural education. In particular, it aims to contextualize education in the history of colonization, land theft, slavery, the continued struggle for sovereignty and self-determination of native tribes and First Nations, and calls for wider community accountability. This educational approach challenges deficit mindsets and structures that undergird policies and practices that widen the opportunity gap and equitable access to basic human and civil rights and impede educational access for sustaining and revitalizing cultures that settler colonialism has attempted to eliminate, assimilate, or marginalize. Students will practice asset-based and growth mindsets to gain an understanding of the relationship between CSRE and respect for tribal sovereignty

and support of contemporary struggles for tribal continuity and resistance to cultural genocide and epistemicide. The course also opens a dialogue on the applicability of CRSE for immigrant, refugee, and asylum-seeking students whose relationship to their new place of residence may be tenuous at best and whose heritage languages and cultures are also endangered as a result of first- to second-generation assimilation in their adopted communities. Students will gain an understanding of conceptual frameworks, knowledge of empirical studies documenting outcomes and impacts of these approaches, and skills in ethically and effectively teaching indigenous, immigrant, and other culturally and linguistically diverse learners. For students seeking Maine teaching endorsements, this course will prepare them to implement LD291 requiring Maine educators to teach Wabanaki history and culture. Students will learn through field trips, guest speakers, films, discussions, critical exploration and reflection, independent research, observation/fieldwork/practicum, and peer teaching. Evaluation will include artifacts to be incorporated into a teaching portfolio: a lesson plan, teaching video, self-assessment, assessment of PK-12 student work, and communication with families and community members. Although there are no prerequisites, the following are recommended; Learning and/or proficiency in a language other than English; a psychology, sociology, or anthropology course; and/or a prior education course.

Level: Intermediate. Prerequisite: None. Class limit: 15. Lab fee: $25. Meets the following degree requirements: ED, HS.

ED 4016 Integrated Methods IA: Grades PreK-3 Reading and Writing

STANLEY, ASHLEY

This course is designed to prepare prospective teachers with methods necessary to implement a comprehensive literacy program for grades PreK-3 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's teaching standards and Maine's Learning Results. There is a fieldwork component of 50 hours for this ten-week course. 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. Pre or corequisites: Child Development, Supporting Students with Disabilities, Integrated Methods I: Gr 3-6, and, if possible, Children's Literature. Class limit: 12. Lab fee: None. Meets the following degree requirements: HS, ED.

ED 4017 Integrated Methods IB: Grades 3-6 Reading and Writing

FULLER, LINDA

This course is designed to prepare prospective teachers with methods necessary to implement a comprehensive literacy program for grades 3-6 to include: motivation and the upper elementary reader; helping middle grade 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/alternatives for assessing writing. The course content focuses on an integrated approach to the acquisition of literacy skills, current effective practices, lesson design, questioning techniques, and formative and summative assessment. Learning objectives address Maine's teaching standards and Maine's Learning Results. There is a field studies component of 50 hours and there will be a weekly one-hour lab, shared with Integrated Methods IA: Gr PreK-3. 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 corequisites: Child Development, Supporting Students with Disabilities, Integrated Methods IA: Gr PreK-3 Reading and Writing, and, if possible, Children's Literature. Class limit: 12. Lab fee: $20. Meets the following degree requirements: HS, ED.

ED 5010 Curriculum Design and Assessment

SCHULTZ, ELOISE

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. Lab Fee: None. Meets the following degree requirements: HS ED.

ED 5019 Secondary Methods: Life Science, Social Studies, and English

FULLER, LINDA

This course is designed to prepare those who are intending to meet the learning needs of diverse populations of students in grades 7-12 or late adolescent young adults in other learning environments. It is an objective of the course to communicate that teaching is intellectual work, that it requires a dedication to and a love of subject matter, a respect and caring for students, a concern for equity, and a moral imperative for excellence in teaching. Students spend 70 hours with their target population and curriculum, as well as consulting with content faculty. (Some of these hours may be reserved for fall term.) These learning-teaching experiences are integrated into class discussion where students analyze the elements needed for successful teaching, learning, and assessing in their own content area and across disciplines. The purposes, problems, opportunities, issues, strategies, and materials involved in teaching diverse adolescent and young adult learners will be examined critically, and students will be evaluated through class discussions, individual and group work, reflections on field experiences, and peer and virtual teaching and assessing.

Level: Advanced. Prerequisites: Permission of instructor. Class limit: 12. Lab Fee: None. Meets the following degree requirements: ED.

ED 5021 Integrated Methods II: Social Studies

FULLER, LINDA

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 students interested in working with learners in grades preK-6, this course provides an enriched guided apprenticeship focused on necessary knowledge, skills, and experience to begin integrating social studies curricula with science, math and English language arts. Students will observe and practice creating and maintaining a constructive learning environment while teaching diverse learners using appropriate teaching methods and learning technologies. In addition, students will explore providing effective feedback and constructing and implementing relevant assessments. Learning objectives include all eleven of Maine's teaching standards as well as a working knowledge of the Parameters for Essential Instruction (PEI) for Social Studies. Students will participate in an eight-week field work practicum observing and participating in elementary classrooms as well as planning and teaching in a weekly 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 at the practicum site.

Level: Advanced. Prerequisites: May include some of the following: Child Development, Exceptionalities, and Integrated Elementary Methods: Reading and Writing. Class limit: 12. Lab fee: $25. Meets the following degree requirements: HS, ED.

ED 5022 Integrated Methods II: Science

FULLER, LINDA

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Level: Advanced. Prerequisites: May include some of

the following: Child Development, Exceptionalities, and Integrated Elementary Methods: Reading and Writing. Class limit: 12. Lab fee: $25. Meets the following degree requirements: HS, ED.

ENVIRONMENTAL SCIENCES

ES 1014 Gardens and Greenhouses: Theory/Practice of Organic Gardening

MORSE, SUZANNE

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: Permission of the Instructor. Class limit: 15. Lab fee: $25. Meets the following degree requirements: ES.

ES 1018 Physics I: Mechanics & Energy

FELDMAN, DAVID

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. Meets the following degree requirements: ES, QR.

ES 1022 Introduction to Oceanography

TODD, SEAN

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: $200. Class limit: 15. Meets the following degree requirements: ES.

ES 1024 Calculus I

FELDMAN, DAVID

The goal of this sequence of courses is to develop the essential ideas of single-variable calculus: the limit, the derivative, and the integral. Understanding concepts is emphasized over intricate mathematical maneuverings. The mathematics learned are applied to topics from the physical, natural, and social sciences. There is a weekly lab/discussion section. Evaluations are based on homework, participation in class and lab, and tests.

Level: Introductory. Prerequisites: Precalculus or the equivalent or signature of the instructor. Class limit: None. Lab fee: None. Meets the following degree requirements: QR.

ES 1026 Introduction to Chaos and Fractals

FELDMAN, DAVID

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: $10. Class limit: 24. Meets the following degree requirements: ES, QR.

ES 1030 Chemistry II

POLUBINSKYI, VITALII

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) chemicals 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 a prerequisite for this course. Evaluations are based on class participation, homework, midterm and final exams and a term project or paper.

Level: Introductory. Class limit: 15. Lab fee: None. Meets the following requirements: ES, QR. Offered every year.

ES 1038 Geology of Mount Desert Island

BRADDOCK, SCOTT; HALL, SARAH

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

Level: Introductory. Prerequisites: None. Class limit: 14. Lab Fee: $50. Meets the following degree requirements: ES.

ES 1052 Biology: Cellular Processes of Life

VARIOUS INSTRUCTORS

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. Class limit: 16. Lab fee: $25. Meets the following degree requirements: ES.

ES 1054 Biology: Form and Function

VARIOUS INSTRUCTORS

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 lineages 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. Prerequisites: None. Binoculars and a good pair of walking boots strongly advised. Class Limit: None. Lab Fee: $40. Meets the following degree requirements: ES.

ES 1056 Physics and Mathematics of Sustainable Energy

FELDMAN, DAVID

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_2 emissions levels and look at how this is related to energy use. We will then turn our attention to basic ideas from physics, including the definition of energy and the difference between energy and power. The bulk of the course will consist of a survey of different forms of energy consumption and generation. Throughout, we will quantitatively analyze technology from both a local and global point of view. For example, we will calculate how much electricity one can generate on a rooftop, and we will also examine the role that solar PV could play toward the goal of eliminating fossil fuel use worldwide. In a unit on financial mathematics, students will learn about the time value of money and several ways of quantifying investments, including ROI (return on investment) and IRR (internal rate of return). Students will apply these financial tools in several short case studies. If time permits, we may also cover negative emissions technologies and the electrical grid, including grid stability issues and the potential of smart-grid technology. This will be a demanding, introductory, class. Evaluation will be based on weekly problem sets.

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

ES 1066 Chemistry I

POLUBINSKYI, VITALII

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

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

ES 1072 Chemistry and Biology of Food and Drink

HUDSON, REUBEN

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.

ES 1075 Geology of National Parks

BRADDOCK, SCOTT

In this introductory geoscience course students will learn foundational principles and concepts such as plate tectonics, geologic time, climate and weather, rocks and minerals, and surface processes through an exploration of some of the National Parks of the United States. Through virtual field trips of various parks, students will visualize how regional climate and surface processes such as rivers, glaciers, and wind interact with the bedrock and surficial materials to produce some of the most iconic landscapes. While Acadia National Park offers a view of an ancient and eroded supervolcano, Yellowstone offers a

glimpse of a dynamic landscape built on a modern supervolcano. While a few glaciers still cling to the high peaks of Glacier National Park, Yosemite hosts steep glacially carved valleys and polished domes reminiscent of a glaciated past. Class time will be used for lectures, discussions of readings, and laboratory exercises. During labs, students will get to know approximately 6 different parks in detail through interaction with geologic maps, rock samples, aerial imagery, and scientific reports. The students will be evaluated based on laboratory exercises and a final project through which students will explore one park of their choosing.

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

ES 1076 Polar Ecology and Exploration

TODD, SEAN

The Arctic and Antarctic represent some of the most extreme environments on the planet. As physical places, both poles play an important role in governing the planet's climate and heat flow. Both are suspected to be rich in minerals and are thought to perhaps hold short-term relief from current world shortages in natural resources. As ecosystems, both are hugely productive in spite of, and in part because of the extreme temperatures they experience; certain species are found nowhere else and in fact thrive in these remote locales. Superimposed upon these natural environments is the presence of humans. Exploration of both areas has been particularly focused in the past century, with countless stories of the perseverance and persistence of our pioneering spirit. Initially surveyed to forward nationalistic agendas, both poles are now sites of scientific inquiry. In particular, the political model that currently governs Antarctica as one massive Protected Area has no precedent and perhaps suggests a way forward for environmental agendas working on global scales. More recently, the poles have been exploited by ecotourism businesses.

This class examines the provinces of the Arctic and Antarctic, wildernesses whose boundaries can be defined physically, biologically, geologically and politically. We will examine the rich and highly adapted diversity of life as it is affected by local and global oceanography and atmospheric science, and assess the impacts of climate change on these fragile environments. We will also review our relationship with these places and examine what future we might play in preserving, and/or exploiting the polar regime, using Human Ecology as a model for our understanding. Evaluation will be by two term papers and participation in class activities.

Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: $50. Meets the following degree requirements: ES.

ES 1081 Plants and People: Economic Botany

LETCHER, SUSAN

This class offers an introduction to plant biology centered around plants that are useful to human societies. We will explore plant anatomy, physiology, evolution, and ecology through case studies involving plants that are useful to humans. Through lectures, readings, and discussions, students will gain a rich understanding of how plants function and how human societies depend on them in myriad ways. We will cover universal and familiar uses of plants such as food, building materials, and textiles, as well as less widely practiced uses including arrow poisons, lacquers, and living fences. We will discuss the origins of agriculture and methods of plant breeding, as well as the biogeographical history of important cultivated plant lineages. The focus will be on plants and our uses for them, but we will also discuss ethical concerns surrounding practices like bioprospecting and ex situ conservation. Students will be evaluated on participation and the successful completion of two presentations and a research paper.

Level: Introductory. Prerequisites: None. Class Limit: 20. Lab fee: None. Meets the following degree requirements: ES.

ES 1085 Data Science I: Visualization

BAKER, LAURIE

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

This course is designed to serve as an introduction to programming in R. Students will learn to gain insight from data, to use literate programming and version control so that these insights are reproducible by others, and to develop code collaboratively. Students

who successfully complete this course will be able to work with large data sets, transform those data, and implement effective visualizations. Throughout the course we will be using GitHub, ggplot2, Rmarkdown, gganimate, RShiny and the tidyverse packages for data manipulation. This course is intended to appeal to a wide range of students. The skills and habits of mind taught in this course are applicable not only in the sciences and social sciences, but in almost all fields. Evaluation will be based on several short homework and lab assignments, participation in in-class activities, and a final project.

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

ES 1088 Glaciers and the Landscape

BRADDOCK, SCOTT

Glaciers are rapidly retreating around the planet and predicted to continue this trend in the coming centuries. The decline of the world's ice sheets and mountain glaciers will impact sea level, infrastructure, and fresh-water resources for communities around the world. To put current changes into a long-term geologic context, students will learn the processes, landforms, and impact of glaciers on the Earth's surface as the planet has cycled through ice ages. This course is designed to provide students with a solid understanding of the dynamic interactions between ice, climate, landscapes, and humans over varying spatial and temporal scales. In addition, we will cover the basics of glaciology and the physics that influence the structure, size, and movement of ice. Through class discussions and assigned problem sets, students will reinforce the content covered in lectures. In addition, this course will give students hands-on experience with tools and methods commonly used to study glaciers and ice sheets (such as: ground-penetrating radar, LiDAR, rock sampling for cosmogenic analysis). This course will have various field trips during class time on Mount Desert Island to explore how an ice sheet shaped the region's landscape during the Last Glacial Maximum. Students will be evaluated on weekly problem sets and readings and a final project and presentation related to this history of glaciation in Maine.

Level: Introductory. Prerequisites: None. Class limit: 14. Lab fee: $50. Meets the following degree requirements: ES.

ES 1090 Intertidal Ecology

GADEKEN, KARA

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

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

- What organisms are found in the intertidal, and how are they adapted to life there?
- How is the distribution of intertidal organisms dictated by living in a transitional environment?
- How do intertidal organisms interact with each other, and how does this shape the community?

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

This course is a partner course to Ecology: Natural History, meaning we explore the same topics just in different environments. Therefore, students may enroll in either Intertidal Ecology or Ecology: Natural History but not both.

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

ES 1092 Collecting Nature: Exploration of Scientific Collection

SLABACH, BRITTANY

Natural history collections are important artifacts that provide pivotal information on the past, present, and future of our natural world. They document species ecology and distribution, changes in aspects of phenotypes, and aid in conservation initiatives. Collections have tremendous value in understanding and documenting our natural and cultural world. Yet their history, and the practice of scientific collecting, is muddled with bias, controversy, and colonial practices. Through discussion and practice, we will explore the science and art of scientific collecting, preparing, and caring for specimens (plant and animal). We will discuss the history of scientific collections, and collection practices, and consider their role and value. We will visit natural history museums, their collections, and the curators that care for them. Thus, there are two required field trips, including one overnight. We will also practice the art of specimen preparation and care, learning different preparation and cataloging techniques. This

class is open to anyone with any interest or curiosity about natural history museums, collections or scientific collecting. It is recommended for students interested in museology techniques or those interested in pursuing careers in museum studies. Assessments include written responses to weekly prompts, discussion participation, written essays, and a term project.

Level: Introductory. Prerequisites: None. Class limit: 11. Lab fee: $175. Meets the following degree requirements: ES.

ES 1093 Introduction to Computer Science: Data

EDWARDS, TORRIE

As our access to data and compute power have increased, more and more disciplines rely on computer science techniques to analyze, visualize, and process information. As such, coding skills and computational thinking are increasingly important for work in a wide variety of fields and disciplines. This course is an introduction to computer science, designed to teach students general computational skills and habits of mind that will be immediately useful and practical, and which will also prepare them for further study in computer science and related areas. Students who successfully complete this course will be able to: read a simple program and correctly describe the outcome, take a problem statement and convert it into code, and gain an understanding of how basic computer memory works and why this matters. Topics covered will include conditionals and loops, data types, functions, as well as higher-level concepts such as abstraction, version control, and debugging. The context for this class is data; students will learn how to import and generate data, manipulate and transform it, and visualize it.

This course is intended for students who have little to no computer experience and who are interested in learning the foundations of computer science through projects that require working with data. We will use examples in class and you will implement projects throughout the course where we both generate and use data coming from across the physical, natural, and social sciences. It will be helpful if you are interested in data, but no prior experience with any particular type of data is necessary.

The course is taught in Python. Students will be evaluated on weekly quizzes and weekly projects. This course, or the equivalent, is required for many further courses in computer science, machine learning, data science, robotics, and related areas.

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

ES 2010 Ecology: Natural History

SLABACH, BRITTANY

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 course is a partner course to Intertidal Ecology, meaning we explore the same topics just in different environments. Therefore, students may enroll in either Ecology: Natural History or Intertidal Ecology but not both.

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

ES 2012 Introduction to Statistics and Research Design

TODD, SEAN

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: 15. Lab fee: $60. Meets the following degree requirements: QR.

ES 2014 Trees and Shrubs of Mount Desert Island

WEBER, JILL

This course introduces you to the native and ornamental shrubs and trees of Mount Desert Island. Lectures will cover basics of plant taxonomy and forest ecology focusing on the dominant woody plant species of the region. Laboratory and field sessions

will involve the identification of woody plants and an introduction to the major woody plant habitats of the island. The course is designed to teach botany and plant taxonomy for students interested in natural history/ecology, forestry, and landscape design. Evaluations are based on class participation, weekly field/lab quizzes, a plant collection, and term project.

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

ES 2020 Art and Science of Fermented Foods

MORSE, SUZANNE

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.) Meets the following degree requirements: ES.

ES 2030 Marine Mammal Biology I

TODD, SEAN

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

Level: Introductory/Intermediate. Prerequisite: Biology: Form and Function, Biology: Cellular Processes of Life, and a writing-focused class or permission of instructor. Class limit: 12. Lab fee: $275. Meets the following degree requirements: ES.

ES 2037 Introductory Entomology

GRAHAM, CARRIE

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

Level: Introductory/Intermediate. Prerequisites: Bio 1 or permission of instructor. Class limit: 16. Lab fee $35. Meets the following degree requirements: ES.

ES 2046 Physics II: Modern Physics

FELDMAN, DAVID

What are relativity and quantum mechanics, and why were they viewed as revolutionary when they were formulated in the early 1900s? How and why does relativity and quantum mechanics compel us to discard commonsense ideas about the nature of the physical world that are part of classical mechanics? Why is there not agreement on how to interpret quantum mechanics, and why does quantum mechanics even need interpretation? This version of Physics II covers Einstein's theory of special relativity and selected topics in quantum mechanics, and is designed to introduce students to some of the formalism and central results of relativity and quantum mechanics, so that they can formulate scientifically grounded answers to the above questions. Throughout the course we will start with first principles and carefully build toward key

results, allowing students to see how relativity and quantum mechanics—two of the pillars of modern physics—were constructed and how they cohere as mathematically consistent and experimentally verified theories. The first half of the course will cover relativity topics including the principle of relativity, spacetime intervals and proper time, coordinate transformations, time dilation and Lorentz contraction, and relativistic energy and momentum. The second half of the course will turn toward the foundations of quantum mechanics, including: spin-1/2 particles, wave-particle duality, and Bell's inequalities and the Einstein-Podolsky-Rosen paradox. If time permits, we may cover additional topics such as blackbody radiation, the photoelectric effect, Bohr's model of the hydrogen atom, and quantum cryptography. To gain a sense of the scientific, social, and material context in which the theories of relativity and quantum mechanics were developed, we will read a number of papers and book chapters by historians and philosophers of science. This course is designed to appeal to a wide range of students—both those whose interests lie outside of science as well as those who are drawn toward the sciences or mathematics. Students who take this course should be comfortable working with mathematical abstraction. Evaluation is based on weekly problem sets, participation in weekly discussion sections, and several short reflection assignments.

Level: Introductory/Intermediate. Class limit: 30. Lab fee: None. Meets the following degree requirements: ES, QR.

ES 2049 Probability

BAKER, LAURIE

Probability is the branch of mathematics that deals with the likelihood of events occurring. It provides the theoretical foundation for making predictions about the behavior of random phenomena. Statistics uses this framework to analyze real-world data, make inferences, and draw conclusions. Probability theory can help us to make informed decisions whether it's assessing risks, making choices based on potential outcomes, or understanding the likelihood of events. This course will introduce students to probability and random variables through real-world examples with an emphasis on developing probabilistic intuition through simulation. Topics covered include discrete and continuous random variables, probability spaces, densities and distributions, independence, joint and conditional distributions, expectation, and concepts including Bayes' theorem, the central limit theorem and the law of large numbers.

This course will equip students with the tools and understanding to pursue more advanced studies in probability and related fields such as statistics and data science. Students' learning will be assessed through weekly problem sets and take-home exams.

Level: Introductory/Intermediate. Prerequisites: Calculus 1 or equivalent (e.g. AP Calculus, IB Calculus). Students unsure if they have the right background are warmly invited to contact the instructor. Class limit: 12. Lab fee: None. Meets the following degree requirements: QR.

ES 2050 Deep Sea Biology

GADEKEN, KARA

Most of the ocean is deep, dark, and cold – conditions that at first glance appear terribly inhospitable. And yet the past century and a half of deep-ocean exploration has revealed an astonishing abundance and diversity of life, with forms and functions that, though seemingly alien, reflect exquisite adaptation to the unique challenges of surviving in such an environment. Our expanding knowledge about the deep ocean is only possible with the boundary-pushing technologies and instruments developed to delve deeper, see further, and collect more from the most remote depths. As we have learned more about the ecosystems in the deep ocean, it has also become clear that human activities are not so removed from them as we once believed. Discussions about deep ocean biology now include debates about our obligation to protect and conserve it.

In this course, we will take a tour of the variety of life that exists in the deep ocean, learn about how we observe and study it, and discuss the ways that humans interact with and affect it. Our guiding questions for the course are:

- What kinds of life exist in different deep ocean ecosystems?
- How are deep sea organisms adapted to life in an environment of extremes?
- What technologies are used to study life in the deep ocean and what are their capabilities and constraints?
- What do we owe to life in the deep ocean in terms of conservation?
- What do we owe to human society in terms of deep-ocean exploration, discovery, and resource use?

We meet twice a week in class and have one afternoon lab period. Classes are a combination of lecture, discussion and activities, and labs focus on one or two elements of deep-sea biology for deeper investigation as a group. This course is open to anyone but is particularly suited for students interested in marine studies, ecology, evolutionary biology, and/or environmental ethics. Students will be assessed based on short research assignments throughout the course and a term project.

Level: Introductory/Intermediate. Prerequisites: None. Class limit: 14. Lab fee: None. Meets the following degree requirements: ES.

ES 2051 Captured in Sediment: The Peopling of Maine

HUDSON, REUBEN; POLUBINSKYI, VITALLI

This is a laboratory course which is one of three courses required to be taken together. The three courses make up a "monster course" with the overall title "The Story of Humans in Maine Told Through Sediment". In this course students will learn and use techniques to develop chronologies for human occupation of watersheds. From sediment cores of Maine lakes, we will develop an age/depth model based on radiocarbon dating of organic matter throughout the core (sticks, bugs, seeds, etc.). Together, we will slice sediment cores into individual centimeter-by-centimeter cross sections and analyze these for charcoal as a proxy for fire events as well as identifying and quantifying human biochemical markers (coprostanol, stigmastanol, cholesterol, sitosterol), the ratios of which can indicate the absence or presence of humans throughout time. In a region where acidic soils rapidly degrade physical evidence of cultural sites, our recent use of this technique has helped to fill in gaps in the archaeological record. This course is relevant for students interested in biochemistry, Wabanaki history, ecology and anthropology. In the lab, students will perform extractions, inject samples on a gas chromatography mass spectrometer, and interpret the data to quantify amounts of human biochemical markers. Students will be evaluated on participation in laboratory exercises, and through write-ups of their results.

Level: Introductory/Intermediate. Co-requisites: ES2052 Gas Chromatography Mass Spectrometry and ES2053 The Analytical Chemistry of Paleoecology. Class limit: 12. Lab fee: None. Meets the following requirements: ES.

ES 2052 Gas Chromatography Mass Spectrometry

PUSTOVOIT, ANASTASIIA

This course is one of three courses required to be taken together. The three courses make up a "monster course" with the overall title "The Story of Humans in Maine Told Through Sediment." In this course, students will learn the fundamentals of gas chromatography mass spectrometry (GC-MS). We will study the separation of mixtures by Gas Chromatography, the ionization of compounds, and the interpretation/identification of compounds by fragmentation patterns. Students will learn how to integrate analyte peaks in comparison to internal standards in order to quantify them. Students will be evaluated on participation in laboratory exercises, through problem sets (identification of unknown spectra), and by demonstrating proficiency on the GC-MS instrument.

Level: Introductory/Intermediate. Co-requisites: ES2051 Captured in Sediment: The Peopling of Maine and ES2053 The Analytical Chemistry of Paleoecology. Class limit: 12. Lab fee: None. Meets the following degree requirements: ES.

ES 2053 The Analytical Chemistry of Paleoecology

HUDSON, REUBEN

This is a seminar course which is one of three courses required to be taken together. The three courses make up a "monster course" with the overall title "The Story of Humans in Maine Told Through Sediment". Students will learn about the application of emerging analytical techniques in the field of paleoecology. We will learn the theory behind techniques such as a DNA, lipid biomarker analysis, and the characterization of preserved leaf waxes. We will discuss recent literature in these areas. Students will be evaluated on literature discussions, and written responses to papers.

Level: Introductory/Intermediate. Co-requisites: ES2051 Captured in Sediment: The Peopling of Maine and ES2052 Gas Chromatography Mass Spectrometry. Class limit: 12. Lab fee: None. Meets the following degree requirements: ES.

ES 3010 Agroecology

MORSE, SUZANNE

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

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

ES 3012 Calculus II

FELDMAN, DAVID

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: None. Meets the following degree requirements: QR, ES.

ES 3014 Ecology

ANDERSON, JOHN

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. Class limit: 12. Lab fee $75. Meets the following degree requirements: ES.

ES 3024 Evolution

ANDERSON, JOHN

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: Form and Function and Biology: Cellular Processes of Life, or equivalent. Offered every other year. Class limit: 20. Lab fee: $50. Meets the following degree requirements: ES.

ES 3036 The History of Natural History

ANDERSON, JOHN

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. Meets the following degree requirements: HY.

ES 3044 Climate and Weather

HALL, SARAH

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 meteorology 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 Meets the following degree requirements: ES.

ES 3052 Thermodynamics

FELDMAN, DAVID

Thermodynamics is the area of physics concerned with the behavior of very large collections of particles. Examples include the water molecules in glass of water, the electrons in a wire, or the photons given off by a light bulb. Thermodynamics studies properties of collections of particles that are largely independent of the particles' detail, for example, the tendency for heat to flow from a hot object to a cold one.

This course will begin with a treatment of the first law of thermodynamics and basic thermal physics. Topics to be covered include the conservation of energy, heat and work, the ideal gas, the equipartition of energy, heat capacities, and latent heat. We will then move to the second law of thermodynamics, beginning with a statistical definition of entropy. This will require learning some combinatorics (a mathematical technique for counting) and approximation methods for working with very large numbers. This statistical approach will enable us to understand the origin of the second law of thermodynamics, and will lead naturally to statistical definitions of temperature, pressure, and chemical potential. We will then turn our attention to two broad areas of application. The first of these is heat engines and refrigerators, including heat pumps. The second set of applications involve free energy and chemical equilibrium. Depending on student interest, we will cover batteries and fuel cells, phase transitions, adiabatic lapse rates in meteorology, and nitrogen fixation. Thermodynamics is a broadly applicable field of physics, and so this course should be of relevance to students whose interests are in almost any area of science or engineering, as well as those who wish to gain a general introduction to a field that is one of the pillars of modern physical science. Evaluation will be based on weekly problem sets and a final research paper, presentation, or lab project.

Level: Intermediate. Prerequisites: Calculus II and either a college-level physics or chemistry class. Course Limit: 20. Lab Fee: None. Meets the following degree requirements: QR, ES.

ES 3061 Functional Plant Morphology

MORSE, SUZANNE

Despite uniform rules of development, seed plants exhibit an incredible range of forms including succulent cacti, bug-eating sundews, dainty annuals, and leafless parasites. These differences in form often are correlated with habitat and life history parameters such as nutrient and water availability, herbivores, light quality, and modes of perennation. In this course we begin by examining the morphological development and organization of seed plants from inception in the seed to reproductive maturity. With this general developmental framework, we then examine whole plant and organ level patterns of variation, modification, and ecological specialization that underlie the variation in form observed today. Evaluations are based on laboratory quizzes, paper, midterm, and final exam.

Level: Intermediate. Prerequisites: Biology: Cellular Processes of Life or permission of instructor. Class limit: 15. Lab fee: $25. Meets the following degree requirements: ES.

ES 3076 Restoration Ecology

LETCHER, SUSAN

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: None. Meets the following degree requirements: ES.

ES 3090 Practicum in Sustainable Energy

GIBSON, DAVID

This is a hands-on, project-based class in which students will collaboratively plan for and participate in all aspects of renewable energy projects on College of the Atlantic's campus. Examples of projects include installation of a solar photovoltaic

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

Level: Intermediate. Pre-requisites: Physics and Mathematics of Sustainable Energy is strongly recommended. Class limit: 10. Lab Fee: $50 Meets the following degree requirements: None.

ES 3099 Introduction to Tropical Field Ecology

RESSEL, STEPHEN

This intensive, field-based course examines fundamental concepts and processes of tropical ecology through exploration and investigation of a diverse array of bioclimatic zones found within the Central American country of Costa Rica. Students will spend extensive 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 in this course will be placed on the vertebrate fauna of Costa Rica, with arthropod diversity and ecology addressed in the Tropical Entomology course. 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 morning to early/mid-afternoon field time, afternoon lectures, or discussions followed by early evening to late night field time. Evaluation will be based on quality of work associated with a series of field-based independent research projects, level of engagement in class discussions, and overall commitment to all aspects of this immersion experience. Permission of Instructor required. Previous coursework in the areas of ecology, organismal biology, or natural history will be taken into account during the selection process.

This course is part of a three-credit expeditionary program in neotropical field ecology. Students must enroll in all three courses.

Level: Intermediate. Prerequisites: Co-enrollment in ES3100 Tropical Entomology and MD1032 The Art and Practice of the Natural History Field Journal, and permission of instructor. Class limit: 12. Lab fee: $1,600 (for all three courses). Meets the following degree requirements: ES.

ES 3100 Tropical Entomology

GRAHAM, CARRIE

Insects are the dominant animals in nearly all terrestrial ecosystems. However, in places like Maine, their abundance, diversity, and impact are not always apparent to the casual observer. This is not so in the tropics! Nowhere else are insects as large, showy, and numerous. Costa Rica is home to at least 300,000 species of insects, approximately one third of all described insect species. We will travel to and observe insects in a 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.

Students will spend extensive time in the field learning and practicing insect identification to the order and family level, observing insect behavior, and studying interspecies interactions. Reading and discussion topics will include insect conservation and declines, relationships between insects and plants, humans, and other animals, and control of agricultural and medical insect pest species. Particular attention will be paid to leafcutter ants, army ants, and other ecologically and culturally significant species. The course schedule will complement the content taught in Introduction to Tropical Field Ecology and will be reinforced through assignments in the Field Journal course. Introductory Entomology is helpful but not a prerequisite.

This course is part of a three-credit expeditionary program in neotropical field ecology. Students must enroll in all three courses.

Level: Intermediate. Prerequisites: Co-enrollment in ES3099 Introduction to Tropical Field Ecology and MD1032 The Art and Practice of the Natural History Field Journal, and permission of instructor. Class limit: 12. Lab fee: $1,600 (for all three courses). Meets the following degree requirements: ES.

ES 3104 Vertebrate Zoology

SLABACH, BRITTANY

In this course, we will explore the phylogenetic, morphological, and ecological diversity of vertebrates within an evolutionary framework. Using a comparative approach, we will explore the

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

This course serves as a prerequisite for ornithology, herpetology and mammalogy courses.

Level: Intermediate. Prerequisites: ES 1054 Biology: Form and Function and a course in ecology. Class limit: 11. Lab fee: $75. Meets the following degree requirements: ES.

ES 3105 Invertebrate Zoology

GADEKEN, KARA

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, physiology, ecology, evolutionary relationships, and economic significance of this remarkably diverse collection of organisms. Students are evaluated on lab notebooks, weekly homework assignments, and two short research projects.

Level: Intermediate. Prerequisites: Biology: Form and Function and Biology: Cellular Processes of Life, or signature of instructor. Offered every other year. Class limit: 16. Lab fee $25. Meets the following degree requirements: ES.

ES 3106 Organic Farm Planning and Production

DAVIS, ANNA; LEVINSON, DAVID; MORSE, SUZANNE

This course provides an introduction to small-scale farm production and planning with an emphasis on organic vegetable production practices. This course includes lectures from professionals in the field, tours of local farms, and hands-on learning at COA's Beech Hill Farm and Community Garden. Students will explore all aspects required to successfully plan and grow produce for an organic, small-scale market farm. Topics covered in the course will include soil health, crop botany, crop planning and rotation, pest control, disease and weed management, tractor safety and operation, farm budgeting, and farmland access strategies. Student evaluation will be based on attendance, participation in class discussion and activities, problem sets, and a final project focused on the development of a profit-oriented farm plan.

Level: Intermediate. Prerequisites: Work on farms or gardens. Class limit: 10. Lab fee: $50. Meets the following degree requirements: ES.

ES 3107 Wildlife Ecology

SLABACH, BRITTANY

This course is designed to introduce students to how, and why, we study and manage wildlife populations. We will discuss the socio-political background and establishment of the North American Model of Wildlife Conservation, considering its biases and limitations. Using a variety of readings, case studies, and hands-on activities, we will explore the ecological processes and common conservation management tools that underlie wildlife management. We will apply our knowledge throughout the term through the investigation of different wildlife populations found on MDI, in collaboration with the National Park Service and other agencies. Therefore, there is a strong field component to this course. The class is scheduled to allow for the integration of discussions, in-class and field activities, and early field mornings.

This course is open to anyone interested in wildlife ecology, particularly the field and applied aspects. It is particularly suitable for students interested in pursuing careers in field ecology, or those interested in working with state or federal agencies, or NGOs. Assessment will be based on participation, activities, reflections, and an end-of-term technical report and presentation.

Level: Intermediate. Prerequisites: Biology (form and function and/or Cellular Processes), Ecology, and GIS I: Foundations and Applications or permission of the instructor. Class limit: 16. Lab fee: $50. Meets the following degree requirements: ES.

ES 3108 Tutorial: Network Analysis and Modeling

FELDMAN, DAVID

Network science is an active and growing cross-disciplinary area that focuses on the description, representation, analysis, and modeling of complex social, biological, and technological systems as networks or graphs. At its simplest, a network is a collection of

nodes, some of which are connected by edges.

For example, nodes might be scientists, and there would be an edge connecting two scientists if they co-authored a scientific paper. Or nodes might be Facebook users, and there would be an edge between two users if they were Facebook friends. Structures and systems modeled as networks are ubiquitous in the world around us: communication networks, networks of friends and acquaintances (online and in-person), gene regulatory networks, supply chains, and food webs, to name just a few.

In general, networks are used as models in situations in which the architecture of connectivity matters, but where that connectivity is neither random (as in an ideal gas or non-interacting agents) nor regular (as in a crystal lattice or a situation where agents interact spatially). Capturing, modeling, and understanding networks requires understanding both the mathematics of networks and the computational tools for identifying and explaining the patterns they contain.

This course will consist of a survey of techniques for modeling and analyzing the structure and dynamics of networks. We will begin with basic definitions and simple descriptive statistics. We will then look at random graphs, which are useful for generating intuition and serving as simple null models. We will then consider network prediction models that can be used to predict node attributes and missing edges, and approaches for detecting community structure. As time permits, we will examine dynamical models on networks, such as disease and rumor spreading. Throughout, we will take a computational approach, learning how to work with network data and how to implement algorithms for network models and data analysis.

Evaluation will be based on participation in class sessions, coding exercises, and a final project.

Level: Intermediate. Prerequisites: Calculus I and II, or the equivalent. Some experience with statistics and programming is recommended but not required. Class limit: 5. Lab fee: None. Meets the following degree requirements: QR.

ES 4016 Island Life

ANDERSON, JOHN

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 college's research vessel. 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 humpback whales, and northern seabirds. Evaluation based on participation, quizzes and a term project.

Level: Intermediate/Advanced. Prerequisites: Permission of instructor; knowledge of boat-handling and/or significant experience on the water is recommended. Class limit: 8. Lab fee: $500, which helps cover food and travel for the field component of the course. Meets the following degree requirements: ES, HY.

ES 4026 Cross Kingdom Interactions

MORSE, SUZANNE

This course focuses on the ecological and evolutionary consequences of associations formed between organisms that are markedly different in form and function. A diverse array of interactions ranging from pollination and termite digestion to hitch-hiking mites are examined in order to explore the role of symbioses in biological systems. In this context we explore the changing conceptions of the major divisions of life; current models for explaining the origin of eukaryotes, angiosperms, and two-sex systems; coevolution; keystone species, and models for assessing mutualism and parasitism within an ecological context. Evaluations are based on ability to read and critique primary scientific literature, class participation, and the completion of a term project.

Level: Intermediate/Advanced. Prerequisite: Biology I and II and Ecology. Class limit: 15. Lab Fee: $25.00. Meets the following degree requirements: ES.

ES 4038 Ecology and Natural History of the American West

ANDERSON, JOHN

The American West has played a key role in the development of modern ecology and in our overall understanding of the Natural History of North America. Researchers such as Joseph Grinnell,

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

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

ES 4041 Seeds

MORSE, SUZANNE

Over 90% of today's terrestrial flora are seed plants and provide the majority of the ecological energy across the world. Today the majority of the human population is dependent on the energy and nutrients stored in the seed of a remarkably few crops that arose through the breeding and saving of seeds. Today this critical interdependence is rich with questions and at 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 the seed movement" and why might it be important?

The second major debate to be explored will be the ethical and ecological implications of the "assisted migration" of wild plants as a means of conservation and adaptation to global climate change and the replacement of horticultural materials with wild plants as means for expanding native habitat corridors. We will contextualize these two major themes with an in-depth look into the biology of seeds as well as the ecological and evolutionary significance of seeds. In preparation for required attendance at the Organic Seed Alliance conference, laboratory exercises will cover seed dormancy and germination, and build skills in hand pollination and trait selection. Evaluation will be based on class participation, leadership in seminar discussions, quizzes, a group report on the Organic Seed Alliance conference, and the development of a final project based on one or both of themes in the course.

Level: Intermediate/Advanced. Prerequisites: Strong understanding of botany (at least two botany courses); one course with an introduction to some kind of policy strongly recommended; permission of instructor. Class limit: 10. Lab fee: $120. Meets the following degree requirements: ES.

ES 4048 Biostatistics

LETCHER, SUSAN

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), and permission of instructor. Class limit: 15. Lab fee: None. Meets the following degree requirements: QR.

ES 4053 Ecosystem Ecology: Biogeochemistry

LETCHER, SUSAN

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

Level: Intermediate/Advanced. Prerequisites: Cellular Processes of Life (or equivalent) and Ecology, and permission of instructor. Class limit: 20. Lab fee: None. Meets the following degree requirements: ES.

ES 4064 Tutorial: Introduction to Group Theory

FELDMAN, DAVID

Group theory is an area of mathematics that is concerned with symmetry. In this context, an object or system is said to be symmetric if it is unchanged after an action is performed on it. Examples of such actions include rotations, reflections, and permutations. Objects' symmetries can be classified by the types of actions that leave them unchanged. A set of actions, together with rules for how those actions behave when combined, are (loosely speaking) what mathematicians refer to as a group. Group theory has applications in physics, chemistry, and pure and applied mathematics.

A group is an example of an algebraic structure, which (again loosely speaking) is a set together with a collection of rules for combining pairs of elements of that set. Algebraic structures are classified by the properties of the rules for combining pairs of elements. In addition to groups, other common algebraic structures include rings and fields. The broad study of the properties of different algebraic structures is known as "abstract algebra".

This course is an introduction to group theory and will also serve as a springboard to the further study of abstract algebra. Topics to be covered will include: learning to identify groups using group axioms; Cayley diagrams; examples of different classes of groups, including abelian, cyclic, dihedral, and permutation groups; subgroups and Lagrange's theorem; products and quotients; group homomorphisms; the fundamental theorem for abelian groups; and Sylow theory. Other topics and examples will depend on student interest.

This course will be taught in a seminar style; students will frequently be asked to prepare examples and proofs for discussion in class and to work collaboratively on problems, both in and out of class meetings. Evaluation will be based on problem sets and active and collaborative class participation.

Level: Intermediate/Advanced. Prerequisites: Calculus II (or the equivalent), Linear Algebra and Proofs and Mathematical Structures are both strongly recommended, and permission of instructor. Class limit: 5. Lab fee: None. Meets the following degree requirements: QR.

ES 4065 Green Chemistry: Design for Benign

HUDSON, REUBEN

Green Chemistry by definition strives to prevent pollution from the very beginning of a chemical process; however, this course will strive to teach much more. We will emphasize that "chemists should have a moral or Hippocratic oath to the practice of their trade; one that states "first, do no harm." As a result, students will examine ways to critically evaluate the design of chemicals for safe manufacture and use by industry and individual households. We will look to the past to learn from previous mistakes (ex. DDT, Thalidomide, Bisphenol-A) and try to understand and mitigate the unintended consequences of the chemicals we synthesize. The course will be an intensive collaborative laboratory experience where students

not only learn but practice the 12 principles of Green Chemistry and Engineering. In the laboratory, students will work on all aspects of a synthesis project with the goal of preparing a publication at the conclusion of the term. Students will also work to develop safe, clean, and environmentally friendly laboratory experiments for integration into an advanced high school or undergraduate general chemistry curriculum. Students will be required to read and utilize a significant amount of scientific literature in the course. Evaluations are based on participation in classes and labs, homework assignments, two projects, and a single exam.

Level: Intermediate/Advanced. Prerequisites: Chemistry II. Class Limit: 15. Lab Fee: None. Meets the following degree requirements: ES.

ES 4066 Estuaries

GADEKEN, KARA

The simplest definition of an estuary is a place along a coast where freshwater and saltwater meet; however, estuaries are far from simple. They are complex systems driven by a fascinating network of interactions and feedback. This course offers a comprehensive exploration of estuaries as complex systems, integrating their physical, chemical, biological, and ecological processes. We will cover advanced topics such as estuarine hydrodynamics, sediment transport, productivity, ecosystem function, and biogeochemical cycling. Every estuary is different and throughout the course we will examine case studies of different estuaries, developing a global perspective on their variety. After building a foundation of knowledge on estuarine processes, we will explore how these systems respond to perturbation, how they exercise resilience, and how pivotal features of estuarine networks can be drastically altered by human activities. Estuaries are at the intersection of myriad anthropogenic influences and are critical environments supporting human survival, health and happiness. Together we will explore the various ways that humans interact with and affect these systems.

We meet twice a week for in-class work, and once every other week for an extended afternoon lab session when we go on field trips to explore local estuaries. The course also involves one required weekend field trip to a far off-site estuarine system. Assessment in the course will be based on case study problem sets, reading responses, and a term project.

This course is intended as an advanced offering for students interested in environmental research, management, and/or restoration. A solid background in marine biology, environmental science, or related disciplines is essential to succeed in the course. Experience and comfort with mathematics (particularly the basics of calculus) will also be very beneficial. If you are unsure of whether you have the math skill set for this course, I encourage you to reach out to me.

Level: Intermediate/Advanced. Prerequisites: Introduction to Oceanography and Marine Biology or Intertidal Ecology. Class limit: 10. Lab fee: $150. Meets the following degree requirements: ES.

ES 4067 Special Topics in the Biology and Politics of Seeds

MORSE, SUZANNE

The aim of this practicum is to pursue a collaborative project with seed workers at the local, national, or international level. A basic background and interest in seeds will be critical to a student's success in this course. The course will examine key readings in the field of seed systems and investigate the practice of different seed workers. This course will involve fieldwork outside of class time. In the first few weeks of class, we will review the foundation of angiosperm seed biology and develop skills in plant trials, evaluation, harvesting and processing. The term-long project may include an expansion on the Maine Heirloom Seed Project, a seed library serving Hancock County, archival research of the rich history of the beans and their uses across Maine, or a project proposed by one of the participants in the course. Evaluations will be based on research, participation, and sustained engagement with peers and stakeholders in the larger community, and a final presentation to the stakeholders of the project.

Level: Intermediate/Advanced. Prerequisites: Seeds, Plants and People, Biology: Form and Function are helpful. Class limit: 12. Lab fee: $50. Meets the following degree requirements: ES.

ES 5047 Plant Systematics

LETCHER, SUSAN

Systematics is the scientific study of classification, specifically the placement of organisms into groups based on their common descent. This course focuses on the classification of land plants, with a particular focus on herbaceous taxa found in coastal Maine. Through lectures and field, lab, and herbarium work, we will gain familiarity with the practice of systematics and the characteristics of plants that are used to infer their phylogenetic relationships. Lectures will cover the theory and practice of systematics, including botanical nomenclature, plant identification terminology, relationships among the major plant groups and characters with taxonomic significance, herbarium specimen preparation, and bioinformatics. Labs will cover collection methods, specimen preparation, and field characters for about 30 plant families in the region. Evaluation will be based on participation, field and lab quizzes, a 5-minute oral presentation on a plant species chosen by the instructor and a 15-minute oral presentation on a topic in plant systematics chosen by the student, and a collection of at least 30 plant specimens from at

least 20 different families prepared and identified by the student. Students should plan to begin collecting specimens over the summer in preparation for the course, following guidance that will be provided to registered students during the spring term. Please note: all collecting must be done in accordance with state and federal laws; there must be NO collecting in Acadia National Park and no importation of specimens from outside the US.

Level: Advanced. Prerequisite: Biology Form & Function and Trees and Shrubs of MDI or equivalent knowledge of local flora. Class limit: 15. Lab fee: $40. Meets the following degree requirements: ES.

HUMAN ECOLOGY

HE 1010 Human Ecology Core Course

VARIOUS INSTRUCTORS

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. Meets the following degree requirements: HE.

HUMAN STUDIES

HS 1011 Environmental History

LITTLE-SIEBOLD, TODD

How has human history shaped and been shaped by "the environment"? Environmental history is one of the most exciting new fields in history. In this course we examine world history from Mesopotamia to the present to see the role such things as resource scarcity, mythology, philosophy, imperialism, land policy, theology, plagues, scientific revolutions, the discovery of the new world, the industrial revolution, etc. on the natural, social, and built environments.

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

HS 1012 Introduction to the Legal Process

CLINE, KEN

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: 20. Lab fee $25. Meets the following degree requirements: HS.

HS 1021 History of the American Conservation Movement

CLINE, KEN

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. Meets the following degree requirements: HS, HY.

HS 1025 Business and Non-Profit Basics

FRIEDLANDER, JAY

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. Meets the following degree requirements: HS.

HS 1032 Acadia: Exploring the National Park Idea

CLINE, KEN

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: 20. Lab fee: $50. Meets the following degree requirements: HS.

HS 1033 Political Persuasion and Messaging Fundamentals

MCKOWN, JAMIE

This class will provide a broad introductory overview of the history, practice, and core concepts that encompass political messaging and persuasion through an empirical examination of grounded applications of such strategies. In order to capitalize on the saliency of the Fall election cycle, the course materials will be based on a series of historical case studies directly tied to American presidential campaigns. Instead of studying various theories of political persuasion in the abstract, we will extract principles that commonly appear in political messaging from these case examples. In addition, 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: $25. Meets the following degree requirements: HS, HY.

HS 1053 Intimate Partner Violence: Dynamics and Community Response

GAGNON DA SILVA, PAMELA

From a historical perspective domestic violence has been noted as primarily a "women's issue". We now recognize the misuse of power and control in relationships as a complex and prevalent social issue that profoundly impacts our society as a whole. To address the complexity of domestic violence we must strive toward changing the belief systems that allow this problem to exist. Together we will explore these belief systems by examining the aspects of culture that shape and support domestic violence on individual, community, institutional, and global levels. We will review the history of the domestic violence movement, including its roots in the women's movement and how that movement grew into a network of victim-centered services and community-based advocacy responses. As a student you will learn how best to respond to victims of intimate partner violence, and how to apply the core principles of individual, community, institutional, and social change advocacy. You will be challenged to consider and reflect upon your own beliefs and cultural lenses throughout the course. The class format includes lectures, role-plays, media presentations, interviews with guest speakers, group work, and discussions. Opportunities will be provided for students to reflect upon experiences,

to practice skills, and apply new learning through community and cultural change projects. Students will be evaluated on their critical thinking, analysis, and synthesis of the course goals and objectives as demonstrated by participation in class activities (responsiveness to required and suggested readings and materials, guest and peer generated discussion), personal culture analysis (personal reflection, self-evaluation).

Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: $10. Meets the following degree requirements: HS.

HS 1054 Climate Justice

STABINSKY, DOREEN

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. Meets the following requirements: HS.

HS 1062 Problems and Dilemmas in Bioethics

LAKEY, HEATHER

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. More specifically, we will explore how bioethical issues complicate our concepts of right and wrong, good and bad, life and death, and the human and the natural.

We will begin with a quick overview of prominent ethical theories and we will consider the possibility of transcultural bioethics. Secondly, we will address the ethical and philosophical questions raised by the following topics: abortion, birth, population, reproduction, cloning, euthanasia and physician-assisted suicide, resource allocation and organ donation, human research ethics, genetic engineering, the doctor-patient relationship, and medical decision making. Throughout the duration of the term, we will consider how different ethical frameworks shape our assessment of contemporary moral dilemmas.

This course will introduce students to the principles of ethical thinking, familiarize students with pressing debates in bioethics, and compel students to discuss issues that are politically and socially contentious. Course requirements include engaged class participation, three short papers, a presentation, contributions to online discussion documents, and a final paper. There are no prerequisites for this course, but students should be prepared to engage complex, theoretical essays that require careful and critical reading.

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

HS 1065 Philosophies of Good and Evil

LAKEY, HEATHER

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 explore different 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?
- What kinds of ethical theories operate without the concepts of good and evil?
- Is evil an outdated or relevant concept?
- Do the concepts of good and evil help or hinder moral thinking?

To critically unpack these questions, we will read works by ethical thinkers including Immanuel Kant, John Stuart Mill, Hannah Arendt, Zhuangzi, Simone de Beauvoir, Abû Nasr al-Fârâbî, Nell Noddings, Peter Singer, Kwame Gyekye, Mencius, Sherman Alexie, and others. Along the way, we will study deontology, utilitarianism, contractarianism, ethical relativism,

feminist ethics, Taoism, and existential ethics. In addition, we will unpack the ethical arguments that orbit concrete topics such as execution, murder, moral character, racial injustice, and our ethical duties to one another.

This course will familiarize students with the influential frameworks of ethical philosophy, and it will encourage students to apply these frameworks to specific ethical problems. Course requirements include class participation, three short papers, a reflection essay, and a final paper or project. There are no prerequisites for this course, but students should be prepared to engage with difficult, philosophical texts and to discuss these texts in class.

Level: Introductory. Prerequisites: None, but students should be prepared to engage difficult, philosophical texts and to discuss these texts in class. Class limit: 12. Lab fee: None. Meets the following degree requirements: HS.

HS 1075 Animals and Ethics

LAKEY, HEATHER

What are our moral obligations to other animals? Should non-human animals have legal rights and moral standing? If so, on what basis? How does the moral treatment of animals change across the contexts of food, research, captivity, and the home? Historically, western philosophers construct the animal in opposition to the human. Why? What is an "animal" and why is the "human" contrasted with it? How does language shape and produce our relationships with animals? How is the animal represented and characterized, and how does this representation impact our thinking about animal ethics?

This discussion-based course explores the relationships between humans and non-human animals. Drawing on fiction, philosophy, and ethology, we will examine our beliefs and assumptions regarding animals, human-animal relations, and the ethical implications of the human-animal binary. This course will focus on a wide range of theoretical approaches, including the traditions of animal liberation and animal rights as articulated by thinkers such as Tom Regan and Peter Singer, the growing field of animal studies as represented by thinkers like Jacques Derrida, and current debates in practical ethics, such as animal experimentation, hunting, and invasive species.

Upon completion of the course, students will have refined their understanding of the concept of the animal and they will be familiar with the key legal and ethical debates regarding human-animal relationships. Course requirements include class discussions, weekly writing exercises, a midterm exam, and a final paper or project. Students should come to this class prepared to read challenging philosophical essays and to share their ideas with others.

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

HS 1094 Public Speaking Workshop

RAND, KENDRA

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

Level: Introductory. Prerequisites: None. Class limit: 14. Lab fee: None. Meets the following degree requirements: HS.

HS 1097 Buddhist Philosophies

LAKEY, HEATHER

What is the nature of self? What is the nature of mind? Why do we suffer? What is enlightenment? This course

introduces students to the foundations of Buddhist philosophy and practice. Buddhism encompasses a variety of different traditions, teachings, practices, and goals. In this class, we will adopt a philosophical perspective to explore a range of Buddhist thinking on topics such as reality, consciousness, nothingness, and ethical conduct.

We will begin by reading Asvaghosa's *Buddhacarita*, which tells the story of Siddhartha Gautama, the historical Buddha. Next, we will study the Theravada, Buddhism's foundational structure, and then proceed to explore the later Mahayana teachings. This course will study primary literature, including excerpts from the Pali Canon and several Mahayana sutras, alongside selections from contemporary thinkers such as Thích Nhat Hanh, angel Kyodo Williams, and Pema Chödrön. Along the way, we will discuss suffering (dukkha), emptiness (suññata), impermanence (anicca), non-self (anatta), interdependence or dependent uprising (paticcasamuppada), desire (tanha), the four noble truths, the eightfold path, liberation and enlightenment (nibbana), action and causation (kamma), wisdom (pañña), compassion (karuna and bodhicitta), and our responsibilities to other beings.

Although this course primarily focuses on Buddhist theory and Buddhist texts, students will be briefly introduced to different meditation and mindfulness practices through a series of guest speakers and a weekend visit to the Morgan Bay Zendo in Surry, Maine. This course will be conducted in seminar style with an emphasis on class participation. No prior background in Buddhism or philosophy is required. Course requirements include class participation, weekly writing assignments, a midterm essay, and a final project.

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

HS 1102 Equal Rights, Equal Voices: Articulating Suffrage

MCKOWN, JAMIE

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, Frances Ellen Watkins Harper, Ernestine Rose, Anna Dickinson, Lucretia Mott, Victoria Woodhull, as well as other activists who are generally less well known today. While this is a course rooted in the history of what we might consider early American feminism, it should come as no surprise that, along the way, we will confront issues that continue to have salience today. Many of the topics surrounding gender, sex, identity, equality, empowerment, and political allyship that these activists wrestled with are still just as relevant for us to consider in our contemporary context. This is especially true when it comes to the topic of race and the intersectional nature of the discourse around gender equality, both then and now. We will spend time examining how the idea of race was rhetorically constituted, in both exclusionary and inclusionary ways, within these texts. We will also look specifically at the works of early Black feminists in the United States, and the myriad of ways they navigated the challenges of the moment, especially as they confronted a deeply embedded legacy of white supremacy within the early woman suffrage movement. Rather than rely primarily on secondary historical accounts, there will be a heavy emphasis on the close reading of primary source materials, mostly speeches, as we encounter these speakers "in their own words." In addition, students will also take part in "hands on" recovery projects designed to locate, transcribe, document, and make broadly accessible works from the period that have been previously undocumented or left unaccounted for. In doing so, students will learn basic techniques for exploring and making effective use of various types of digitized historical collections that have emerged in recent years. Class sessions will be organized as a discussed based seminar. Assignments will emphasize critical, reflective, and analytical writing. Evaluation will be based on participation in class discussion, short written response papers, two longer form take-home essays, individual presentations, and a final "recovery" project. Students interested in topics related to gender, politics, historical research, and activism are especially encouraged to enroll. This is an introductory class and open to all students regardless of whether they have a previous background in feminism, social theory, US history, or politics.

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

HS 1109 Genre Explorations

KHOR, SU YIN

As someone who writes every day, you have probably noticed that it's more common to text LOL to a friend, as opposed to writing "LOL things were busy" when emailing to ask a professor for an extension on a paper. Similarly, you probably expect this course description to include certain information about the course rather than tips for becoming a viral sensation on TikTok. Why do these differences exist? What is the point of knowing the differences? And how is this relevant to writing?

In this course, you will explore different kinds of writing (genres) to understand how the context shapes the way we write. The explorations of various every day, academic, and professional genres will help refine the rhetorical skills that you already have and develop your awareness of how writing is

used in different contexts. The goal is to build your knowledge of writing and make your repertoire of languages and literacies visible so you can transfer these skills and write in other courses and non-academic settings.

The class activities will provide you with many hands-on opportunities to explore and analyze writing in a collaborative setting with your peers in small and large group activities. You will complete inquiry-based projects to examine different genres and reflect on your evolving understanding of writing. Your learning will be evaluated based on these assignments and activities. By the end of the course, you will have developed the language to talk about writing and built the skills, agency, and confidence to engage in different kinds of writing activities in academia and beyond.

Level: Introductory. Class Limit: 16. Lab Fee: None. Prerequisites: None. Meets the following degree requirements: W, HS.

HS 1110 Food and Identity in Writing: Multimodality in Composition

KHOR, SU YIN

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

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

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

HS 1114 College Seminar: Murder, Mystery, Mayhem: Women in Crime

TANEJA, PALAK

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

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

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

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

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

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

HS 1115 Utopia/Dystopia

LAKEY, HEATHER

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

Additional course questions include: What motivates us to envision utopias and dystopias? Does political philosophy require a utopian vision? What do utopias and dystopias tell us about social fears, anxieties, and hopes? Are utopia and dystopia inherently connected? What theoretical questions spring from the utopia/dystopia binary? We will read texts such as Plato's *Republic*, Thomas More's *Utopia*, Rokeya Hossain's *Sultana's Dream*, Marx and Engels' *Communist Manifesto*, Elizabeth Grosz's *The Time of Architecture*; William Godwin's *Enquiry Concerning Political Justice*, José Estaban Muñoz's *Cruising Utopia*, Sigmund Freud's *Civilization and Its Discontents*, Octavia Butler's *Parable of the Sower*, Ursula K. LaGuin's *The Ones Who Walk Away From Omelas*, Laozi's *Tao Te Ching*, Hannah Arendt's *The Origins of Totalitarianism*, Alex Zamalin's *Black Utopia*, and selections from *The Utopian Reader* by Gregory Claeys and Lyman Tower Sargent.

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

HS 1117 Spanish: Immersive Beginning I

PEÑA, KARLA

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

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

HS 1118 Spanish: Beginning II

PEÑA, KARLA

This course is immersive and interdisciplinary. Students work exclusively in Spanish, and the language is always taught through the cultural context of Latin America and more specifically Yucatán. Students learn not only in the classroom but also through constant interactions with other Spanish-speaking environments, fostering cultural enrichment and connection. This course is intended for students with a basic knowledge of grammar and some fundamental vocabulary. Daily classes and assignments strengthen the ability of students to express themselves clearly orally and through writing. Students write, read texts, present on various topics, converse in pairs and groups, sing and dance, learn basic grammar, and develop their vocabulary. Outside of the daily classes, students organize and perform in the annual Spanish Festival. The course reviews grammar structures familiar to the students before continuing with the study of additional basic grammatical structures, which may include but are not limited to: complex sentence structures in present perfect and past continuous; imperatives; conditionals; two future tenses; personal pronouns and pronouns of direct and indirect objects; as well as more simple and compound sentence structures. Upon completing this course, students will be able to express themselves and communicate confidently in Spanish. They will be able to express general information and stories in past tenses. They will be able to express differing degrees of certainty, feelings,

desires and preferences. They will also be able to express obligations, ask for permission, and explore possibilities. Evaluation is based on presentations, written compositions, listening and spoken tests, written tests covering grammar, daily homework, and most importantly class participation.

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

HS 1119 Introduction to Microeconomics

NGUYEN, DUC HIEN

Economics has a popular reputation as a field of study centered around making money and getting rich. However, for most of its history, economics has been about understanding and changing the way the world works. How do we get our dinner every night? What does it take to transform coffee beans harvested in plantations in Costa Rica to the morning cup of Starbucks across their 38,000 global locations? Why do some individuals amass unfathomable personal wealth while others face daily struggle for material survival? These questions are what economists primarily study. Whether seemingly straightforward or seemingly unfathomable, at their core these issues are about the process of social provisioning. It can be further broken down into the following questions:

(i) As a society, how do we determine what to produce and how much?

(ii) As a society, how do we distribute what we produce? And

(iii) Who benefits from and who are harmed by our production, distribution and consumption?

In this course, we will examine these questions from the perspective of individuals and firms, and we will consider the ways an individual's preference and decisions are shaped by social institutions and how they, in turn, affect other beings, both human and non-human. You will be introduced to topics such as: individual's decision making under constraints, social coordination dilemmas, firm's wage-setting and labor discipline, supply-demand and price setting, market's successes and failures, and the limits of economic growth. This course aims to increase your ability to use abstract, quantitative models to approach complex, real-world problems such as worsening economic inequalities and global climate change. Upon completion of this course, you will have developed practices of thinking critically and politically about public policies and debates. You will also expand your capacity for numerical literacy and quantitative skills such as drawing valid conclusions based on data and communicating your reasoning and results effectively and clearly. The course is especially valuable for students with interests in civic engagement, social justices, political transformation, and sustainable development. Knowledge in calculus, statistics, and linear algebra is not necessary, and familiarity with elementary algebra will be helpful but not required. Students' learning will be assessed through problem sets and (take-home) exams.

Level: Introductory. Prerequisites: Knowledge in calculus, statistics, and linear algebra is not necessary, and familiarity with elementary algebra will be helpful but not required. Class limit: 15. Lab fee: None. Meets the following degree requirements: HS, QR.

HS 1120 Introduction to Cultural Anthropology

VAN VLIET, NETTA

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

In this class we will address questions and arguments about structure, difference, power, colonialism, politics, representation and responsibility, both in terms of cultural anthropology's own formation as a colonial discipline, and in terms of the tools for critical thinking that have emerged out of anthropological work.

- What kinds of social organization and economic systems tie people together? What produces conflict?
- What is the significance of myths, rituals and symbols?
- How are social systems reproduced over time?
- How do they change?
- What is the significance of relations of identification and interaction between individuals and group categories?
- What are the political implications of how the human is defined?

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

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

HS 1121 Finding Faith: Toward Meaning, Purpose, Justice, & Belonging

BENSON, ROBERT

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

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

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

HS 1122 Prison Food Systems: An Audio Production Course

COLLUM, KOURTNEY; SOARES, ZACHARY

Food is central to the human experience. It can bring us profound joy and a sense of belonging to a place, to a people, and to ourselves. And yet, food is frequently used as an additional form of punishment for the nearly 2 million people incarcerated in jails and prisons across the United States. In this course, students will learn about different kinds of prison food systems, from those using food to dehumanize incarcerated people, to those using food as a tool to help promote rehabilitation and support successful reentry. We will explore this topic through readings, lectures, field trips, and interviews with folks working to transform prison food systems. Simultaneously, students will learn how to produce a podcast from start-to-finish in order to share the stories they gather.

To understand the US carceral system, we will read works by Michelle Alexander and other scholars, using as our primary text Eating Behind Bars: Ending the Hidden Punishment of Food in Prisons, published by the organization Impact Justice in 2020. The audio production skills students will learn include recording, importing, mixing, editing, mastering, and exporting sound. Students will be evaluated based on their participation in class discussions, performance on a series of audio-production exercises, preparation for and completion of interviews, and production of a short podcast episode.

How will students in this course be evaluated? Students will be evaluated based on their participation in class discussions, performance on a series of audio-production exercises, preparation for and completion of interviews, and production of a short podcast episode.

Level: Introductory. Prerequisites: None. Class limit: 14. Lab fee: $20. Meets the following degree requirements: HS.

HS 1123 Introduction to Macroeconomics

NGUYEN, DUC HIEN

This course provides an introductory lens to understand the economy as a whole – the macroeconomy – and how its various parts interact. We will study topics such as

(i) the short-term fluctuation of the general price level, employment level, and total output level,

(ii) the linkages between structural unemployment, economic inequality, and government policies, and

(iii) the long-term trajectory of economic growth and the unevenness of capitalist development.

Some of the key questions we will explore include:

- How do we measure the macroeconomy, and what do our conventional measurements often leave out?
- Why do cyclical economic booms and busts exist and what drives them?
- What can governments do to limit the costs of job loss on workers?
- Looking globally, why are some countries rich and other countries poor?
- How have global living standards improved over the long run, and at what cost to humans, non-human beings, and the environment?

This course aims to increase your ability to use abstract, quantitative models to describe and articulate the various ways in which macroeconomic factors frame the condition of possibilities for people, their families, and their communities. Upon completion of this course, you will have developed practices of thinking critically and politically about public policies and debates. You will also expand your capacity for numerical literacy and quantitative skills such as drawing valid conclusions based on data and communicating your reasoning and results effectively and clearly. The course is especially valuable for students with interests in civic engagement, social justices, political transformation, and sustainable development. Previous knowledge in economics, calculus, statistics, and linear algebra is not necessary. Familiarity with elementary algebra will be helpful but not required. Students' learning will be assessed through problem sets, and take-home exams.

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

HS 1124 Constitutional Law: Supreme Court and Civil Liberties

HERRINGTON, MATTHEW

This introductory class in constitutional law will have one fundamental objective: understanding the current and historical role of the US Supreme Court in the recognition of civil and associated rights. The rights we will examine will include reproductive rights, freedom of speech in both the general and academic contexts, marriage equality, the rights of individuals in the transgender community, and racial equality. In order to understand these specific issues of Supreme Court doctrine, the class will begin with a review of how our courts function, how the doctrine of judicial review developed, and how to read and understand decisions of the Supreme Court. The question looming over the course will be whether the Supreme Court is a distinctive legal institution, an anti-democratic policy making body, or both – and whether this question can be resolved independent of our views on the underlying issues. The course will conclude with a "moot court" exercise in which students will play the role of either Supreme Court justices or lawyers appearing before the Supreme Court. The topic of the exercise will be drawn from a case or cases currently pending before the Supreme Court.

Assessment will be based on evidence that the student has completed assignments and readings, meaningful participation in seminar discussions, the preparation and presentation to the class of a summary of a judicial opinion under discussion, two short quizzes, and performance in the moot court exercise.

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

HS 1125 The Price of Knowledge: Economics of Education

NGUYEN, DUC HIEN

Why should we study the economics of education? One answer is the significant amount of money that individuals and society spend on education across all levels. In 2024, the United States alone spent nearly $1.5 trillion, or about 5.5% of GDP, on education. Likewise, governments throughout the world devoted considerable resources on the financing and operation of schools. These investments in education are motivated by the belief that the strength of the economy depends on the knowledge and skills of the workers. But does higher education expenditure cause better learning outcomes? Does better test score cause higher economic growth? How do policymakers design education policies that produce skills valued by society and rewarded in the labor market? How do the organization of schooling and incentive structure affect students, teachers, parents, and learning outcomes? We will engage these questions both substantively and as a way to learn about how quantitative methods - e.g., cost-benefit analysis, and causal inference - are used to design, debate, and evaluate public policies. As such, this class is valuable for

(i) students who are interested in education policy debates,

(ii) who want to learn about the increasingly dominant role of causal inference models in public policy design, or

(iii) who want to acquire quantitative reasoning skills through an applied, policy-oriented approach.

Topics may include return to schooling, education production function and inputs, financing of local K-12

schools, teacher labor market, incentive and students' performance, and peer effect and learning environment effect. Throughout the course, you will have ample opportunities to develop quantitative reasoning skills, including causal analysis, natural experiment, and randomized control trials. Some knowledge of introductory microeconomics is beneficial but not required. Students will be evaluated through leading group discussion of assigned reading materials and developing a summative research proposal on a relevant topic.

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

HS 1126 Pushing the Boundaries of the Essay

TSYGANKOVA, VALERIA

What comes to mind when you hear the word "essay"? Maybe you think of a formula for essay-writing that you learned long ago: five standardized paragraphs supporting a single thesis with little room for anything else. Maybe this formula has even given you the idea that essays are a mechanical, rulebound, and unexciting kind of writing. And yet, over its centuries-long history, essay-writing has been anything but formulaic—so much so that scholars find it impossible to agree on a set of stable essay conventions. As the editors of the Edinburgh Companion to the Essay (2022) argue, "the essay" isn't a unitary genre at all. Instead, it's a "contested space," marked by many diverse and even competing approaches. This class is a gateway to that contested space. Assigned readings will introduce you to the outer limits of the essay universe. You will meet writers like James Baldwin, Leslie Jamison, Jacqueline Rhodes, and Cathy Park Hong, among many others, who have all made their own unique mark on the tradition. You will discover writers who make linear arguments—and others who embrace digression, fragmentation, and mosaic structures; those who incorporate research and those who write from memory; those who write in one language and those who draw on multiple languages at once; those who write alphabetically and others who produce multimodal and video essays. Studying this vast range of possibilities will help you expand your own toolkit for when you find yourself writing essays for various audiences and rhetorical situations (including, eventually, senior project proposals, independent study proposals, the Human Ecology Essay, fellowship applications and more). We will mine our readings for the diverse strategies that other writers have used for pulling in their readers, communicating their claims, acknowledging others' thinking, and creating meaningful structures. You will be asked to reflect metacognitively about how you might transfer these strategies to your own writing in academic, professional, and public contexts. You will come away with an expanded sense of what counts as an "essay," as well as a sharper capacity to analyze specific essay genres—such as research articles, op-eds, and application essays—each of which comes with its own range of conventions and expectations. Moreover, you will write essays for the exciting and imaginative reasons that have motivated other writers before you: to delve into questions that don't have easy answers, to explore mysteries, to investigate the world—and yourself. Since essays incorporate so many diverse ways of making knowledge, you will also find a mix of modalities in this class: big-group discussions, collaborative analysis of readings, small-group annotation activities, individual focused free-writing, and more. You will be evaluated on

1) an essay that investigates the work of one essay writer who we will read during the term;

2) a final project (that can be a multimodal piece) in which you enact what you have learned about essayistic writing by composing an essay on an intellectual, aesthetic, or ethical question of your own choosing;

3) participation in a recursive writing process that includes reading, drafting, revision, and responding to classmates' drafts. This course meets the writing and HS requirements and has no prerequisites.

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

HS 2010 Literature, Science, and Spirituality

WALDRON, KAREN

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

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

HS 2020 Geographic Information Systems I: Foundations & Applications

LONGSWORTH, GORDON

Ever-rising numbers of people and their impact on the Earth's finite resources could lead to disaster, not

only for wildlife and ecosystems but also for human populations. As researchers gather and publish more data, GIS becomes vital to graphically revealing the inter-relationships between human actions and environmental degradation. Much of what threatens the earth and its inhabitants is placed-based. Solutions require tools to help visualize these places and prescribe solutions. This is what GIS is about. Built on digital mapping, geography, databases, spatial analysis, and cartography, GIS works as a system to enable people to better work together using the best information possible. For these reasons, some level of competency is often expected for entry into many graduate programs and jobs, particularly in natural resources, planning and policy, and human studies. The flow of this course has two tracts, technical and applied. The course begins with training in the basics of the technology. Then, skills are applied to projects that address real-world issues. Project work composes the majority of course work and each student has the opportunity to develop their own project. Because GIS provides tools to help address many kinds of issues, GIS lends itself well to the theory of thinking globally and acting locally. Projects often utilize the extensive data library for the Acadia region developed by students since the lab was founded in 1988. The GIS Lab acts as a service provider to outside organizations and students can tap into the resources of a broad network of groups and individuals working towards a more sustainable future. Course evaluations are partially based on the on-time completion of exercises and problem sets. Most of the evaluation is based on critique of student independent final project work and related documentation.

Level: Introductory/Intermediate. Pre-requisites: Basic computer literacy. Class Limit: 10. Lab Fee: $75. Meets the following degree requirements: HS.

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

TUROK, KATHARINE

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 interrelationships, 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. Prerequisites: None. Class limit: 12. Meets the following degree requirements: HS.

HS 2049 Marvelous Terrible Place

TODD, SEAN

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: 15. Meets the following degree requirements: HS.

HS 2057 Fail Better: Writing Short Fiction

MAHONEY, DANIEL

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

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

HS 2061 Indigenous America

LITTLE-SIEBOLD, TODD

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 student's research projects on a topic of their choosing that explores a dimension of native people's histories. Students will be evaluated on attendance, course participation, short analytical essays, and their final project.

Level: Introductory/Intermediate. Prerequisites: None, however, students without any background in history should expect to invest extra time with the readings and writing assignments. Class limit: 15. Lab fee: None. Meets the following degree requirements: HS, HY.

HS 2071 Little Magazines: Seminar in Contemporary Literary Publishing

MAHONEY, DANIEL

This course is an introduction to literary magazines and the work of editing. We will examine the history of "little" magazines from the mid nineteenth century to the present day. We will investigate the impact of literary magazines on literary culture in America and the world. This class will also be dedicated to surveying the current literary landscape, both print and digital, with special emphasis on *BATEAU*, the new literary magazine being published at College of the Atlantic. Through the production of *BATEAU*, the course will offer practical experience in literary publishing: students will gain experience in editing, layout and production, as well as publicizing and promoting the finished product. Students will be expected to respond to course readings on literary magazines and culture as well as keep detailed response notes to submissions to the magazine. Student editors will recommend pieces for publication, rejection and/or further consideration. In addition to editorial duties, students will be expected to complete a midterm and a final project.

Level: Introductory/Intermediate. Prerequisites: Writing Seminar, a creative writing or literature class. Class limit: 12. Lab fee: None. Meets the following degree requirements: HS.

HS 2072 Sex, Gender, Identity and Power

LAKEY, HEATHER

This course offers an overview of feminist, trans, and queer theories. The purpose of this course is two-fold. First, it will provide a snapshot of the ideas, traditions, and debates that shape these traditions. 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, transphobia, and heteronormativity, debates regarding language and reality, the relationship between subjectivity and oppression, and the benefits and downfalls of identity politics. Although this course will stress the many ways feminist theory, trans theory, and queer theory overlap, we will also consider the emergence and development of queer and trans philosophies as distinct and unique disciplines.

Some of the principal questions for this course

include:

- Which categories are used to study the human being and when are these categories oppressive or problematic?
- How do the categories of identity and difference inform our understanding of human experiences?
- 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 and transform feminist politics?
- How do queer philosophers challenge the theoretical orthodoxies of identity, gender, and sexuality?

Course requirements include weekly writing assignments, class participation, a midterm exam, and a final paper. This will be a discussion-driven course and students should be prepared to engage and discuss challenging theoretical literature.

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

HS 2076 Life Stories: Memory, Family, and Place

DONOVAN, MARTHA

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*), a practical guide to memoir writing (Judith Barrington's *Writing the Memoir*), 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 shared through a class reading and the production of a chapbook of one of their stories. 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 their class reading of finished work.

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

HS 2081 Postcolonialism and Psychoanalysis

VAN VLIET, NETTA

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

Psychoanalysis is a colonial discipline which produced a form of analysis that emerged in the time of colonialism. As such, psychoanalysis contributed to colonial notions of civilized and primitive, of man and woman, of normal and abnormal, of Europe and its others. At the same time, however, contexts of anticolonial struggle in turn shaped psychoanalytic thought. By examining texts central to these two fields, this course considers how psychoanalytic thought can help us understand the processes through which individuated subjects become defined in terms of collective groups of belonging such as the nation, and how filiation and family is connected to affiliation and nation, through relations of affect and concepts of representational politics.

We will begin with an introduction to the inception of psychoanalysis in Europe, and examine how it travels and is taken up in Europe's colonies. Drawing on postcolonial theory and literature, we will learn about the historical emergence of the term "postcolonial," the political and disciplinary debates to which the term gave rise, and its relation to ideas of nationalism, diaspora, Orientalism. Geographically, we will examine examples of anticolonial struggle in Algeria, India, and Palestine/Israel. Readings will focus on texts by Sigmund Freud, Jacques Derrida, the Subaltern Studies group, and scholars who directly engage with these thinkers, including Jacques Lacan, Frantz Fanon, Edward Said, and Gayatri Spivak. Students will be evaluated based on class participation, reading responses, a mid-term essay and final paper.

Level: Introductory/Intermediate. Prerequisites: Prior coursework in Literature, Anthropology or related fields recommended. Class limit: 12. Lab fee: $10. Meets the following degree requirements: HS

HS 2084 European Political Institutions

STABINSKY, DOREEN

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 reauthorization 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: None. Meets the following degree requirements: HS.

HS 2087 Transforming Food Systems

COLLUM, KOURTNEY

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

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

HS 2091 Forms of Poetry

MAHONEY, DANIEL

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, for better or worse, free verse techniques have dominated poetry in the twentieth century. This course is valuable for practiced poets, emerging poets, and prose writers alike. Forms of Poetry asks students to pay attention, create poetry of attention, and revel in poetry that is attentive to language; this process will help students develop voice and lyrical content in their own writing. We will look older, "received forms" (Sonnet, Ghazal, Villanelle) and create our own forms by using experimental techniques (homophonic translation, concrete poetry, erasure, nonsense words (i.e. Jabberwocky)) and look to end the term with the amazing Japanese form, Zuihitsu. You might be thinking: Why write with these crazy constraints or in these old timey poetic forms? And what the heck is a Zuihitsu? Those are good questions, questions we will address on a weekly basis. Over the last seventy years, the debates over poetic expression have been shaped in visceral ways, from "raw" versus "cooked," "academic" versus "beat," "formal" versus "antiformal." 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. Meets the following degree requirements: HS.

HS 2092 Race and Racism in America: A Very Short History

LITTLE-SIEBOLD, TODD

This readings seminar will explore the history of race thinking and structural forms of power in America from the earliest settlement of the hemisphere by Europeans to the twentieth century. We will emphasize the specific mechanisms of power used to produce and reproduce the ideas and institutions that oppressed African Americans, Native Americans, and "ethnics" over the course of the country's history. As a nation built on slavery, racial discrimination, and white supremacy, the United States provides a unique

vantage point from which to examine the workings out of the strange ideologies of difference that took root in the New World. The class will explore a wide range of histories from the origins of slavery in the seventeenth century as a solution to the "the problem of the poor" to the inclusion of Irish, Jewish and others in the category of "White" in the twentieth. A key aspect of the course will be examining the construction and workings of Whiteness. The seminar will be based on discussion of key texts in the scholarship of race and racism in the United States, and students will lead those discussions. Other core work of the class will be mastering the complex arguments and evidence used to reveal the inner workings of white supremacy through readings, analytic writing, and an independent project. The course is intended for a wide range of students willing to dig in to the work of reading extensively about a contentious topic to form their own historical analysis of the past. Evaluation will be based on discussion, mastery of the readings, short analytic writing, and a final project.

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

HS 2093 Strategies for Social Change

COX, GRAY

People organize to bring social change for many reasons – e. g. to end oppression, bring peace, prevent ecological collapse, promote cultural survival or advance sectarian interests. The character and success of strategies depend on social and historical contexts. People typically alternate between – or combine – varied approaches including: social movements, electoral politics, lobbying, nonviolent (or sometimes violent) struggle, technological innovation, social entrepreneurship and community organizing. This course uses theories of social movements as a starting point to look at strategies for social change and criteria for evaluating them. The course assumes it is important to understand views and strategies we disagree with respectfully and with careful analysis. The class combines readings in history and theories of social change, and diverse case studies from both the left and the right. It looks both at classic cases (e. g. Gandhi, King) and a variety of efforts from recent years and the present (e.g. Indivisible, the Tea Party, #MeToo, Zapatistas, 350.org, Black Lives Matter, Cambridge Analytica, and alternative food system entrepreneurship). This is a course for students who want to develop skills for doing critical analysis of society, for developing effective plans to create social change, and for applying strategies to implement those plans. Evaluation will be based on progress in developing those skills as demonstrated in homework and class participation, short papers, and a term project developing a sample strategy document for a viewpoint of the student's choice.

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

HS 2095 Philosophy of Science: Reason, Truth, and Reality

JACOBY, FRANKLIN R

What makes science special? In answering this question, this course will look at several more specific inquiries:

- Is science rational?
- Does science have an aim and does this aim have anything to do with truth or with reality?
- Is there a scientific method?
- Can science tell us how to live our lives?
- How should we understand the relationship between science and other systems of thought?

This course will address these questions by examining texts from a number of 20th century philosophers. We begin with the earlier part of the century and the logical positivists. With this groundwork, we will then analyze the movement in philosophy of science towards an emphasis on history and on scientific practice, especially work by Kuhn, Feyerabend, and Toulmin. The final part of the course will discuss responses to these philosophers. By taking this course, students will become familiar with central issues in the philosophy of science, how to read dense texts, and how to develop a philosophical argument through writing. Students will be evaluated based on class participation, two take-home exams, and a final term paper.

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

HS 2096 Nature, Humans, and Philosophy

LAKEY, HEATHER

According to COA's website, human ecology studies the relationships between humans and their natural and social environments. But what do we mean by "nature," and what distinguishes a natural environment from a social one? Moreover, what kinds of relationships should we cultivate with our natural environments? This discussion-based course explores the concepts of nature and environmental responsibility across different philosophical and cultural frameworks. We will draw on a variety of readings from environmental ethics, ecofeminism, deep ecology, American transcendentalism, indigenous studies, queer theory, and Buddhism. We will read selections from thinkers such as John Stuart Mill, Ralph Waldo Emerson, Ramachandra Guha, Aldo Leopold, Arne Naess, Val Plumwood, Vandana Shiva, Gary Snyder, Henry David Thoreau, Eduardo Kohn,

Mary-Jane Rubenstein, Thich Nhat Hanh, Anna Tsing, and others. Guiding questions include the following:

- What is nature?
- How is the idea of nature politicized and socially constructed?
- Do we have moral obligations to nature? How should humans relate to nature?
- What assumptions drive the conceptual distinction between humans and nature?

Although this course will focus primarily on theoretical questions, we will also discuss issues in applied ethics such as, control over natural resources, wilderness preservation, sustainability, and consumption. Throughout the course, we will revisit questions pertaining to environmental activism, and we will consider how philosophy can help us to articulate our ethical responsibilities and obligations.

Upon completion of this course, students will have gained a richer philosophical understanding of the idea of nature and they will be familiar with key debates in environmental ethics. Course requirements include weekly writing assignments, a midterm exam, a final paper, and class participation. There are no prerequisites, but students should arrive to this class prepared to engage difficult philosophical texts and to share their ideas with others.

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

HS 2098 Introduction to Philosophy of Mind

JACOBY, FRANKLIN R

What is the mind and how does it relate to the body? This two-part question will guide the structure of this introductory course in the philosophy of mind. Other questions that will arise include how can the mind influence the body? Is this distinction between mind and body deep? Is there a single discipline that can tell us what the mind is and, if not, why not? Is science of help? What strategy or method is best suited to understanding the mind? Do other cultures or religions offer insight? Is the mind inherently mysterious and unknowable?

Attempts to understand the mind have vexed and stimulated philosophers, scientists, and others since at least as far back as Descartes. Starting with his work, we'll explore classic and contemporary texts in western thought, with particular focus on philosophy, but with some psychology, neuroscience and non-western thought. We will cover a number of theories and our own assumptions about this basic and fundamental feature of human life. Some of the main accounts students will gain familiarity with include dualism, materialism, panpsychism, emergence, and phenomenology.

Evaluation will be based on participation, two short response essays, a midterm essay, a final essay, and a final presentation.

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

HS 2101 Latin American Literature: Border Stories

MAHONEY, DANIEL

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

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

HS 2112 Midnight's Children

TANEJA, PALAK

"Only by unleashing the fictionality of fiction, the imaginativeness of the imagination, the dream songs of our dreams, can we hope to approach the new, and to create fiction that may, once again, be more interesting than the facts." -Salman Rushdie, "Ask Yourself". Nobody exemplifies these notions better than Rushdie himself. Therefore, this course will be an exploration of the fantastical world of Salman Rushdie through his seminal novel *Midnight's Children*. Deemed as one of the Great Books of the 20th century, which won the Booker prize the year of its publication, 1981, and the Booker of Bookers twice over (in 1993 and 2008), the novel is a prime example of postcolonialism with a magical realist twist.
In this class, we will take a deep dive into Rushdie's novel by paying close attention to the prose and his style and the history and contexts that he sets up in this novel. Therefore, the reading of the novel will be supplemented with historical background and

literary criticism that bring up questions of utopia, nation, politics, identity, and subalternity, to name a few. You will be evaluated on class participation and written assignments like discussion posts, an oral presentation, a paper, and a final project.

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

HS 2115 College Seminar: The World of Ms. Marvel

TANEJA, PALAK

As a Pakistani-American teenager from New Jersey, Kamala Khan must contend with being a non-white female offspring of an immigrant family, a reality further complicated by her newfound superhero abilities. In this college seminar course, we will dive into the world of Kamala Khan as she follows in the footsteps of her role model and the first Ms. Marvel, Carol Danvers, one of the few female superheroes in the universe. She'll change your idea of a superhero and what it means to be one as she balances her personal and superhero identity and navigates questions of race, religion, culture, power, and teenage angst.

We will explore all the abovementioned ideas and more as we read three to four volumes of Ms. Marvel comics (2014 onwards), paying attention to storytelling through the genre of sequential art. We will also watch the recent TV adaptation (2022) and finally pair the two with theories of race, Islamophobia, gender, and current world politics. Since this class also meets the writing requirement, part of your focus will be on understanding the writing process by composing varied works. For example, you'll write short blog posts responding to questions like, "Are comics literature?", opinion pieces that could appear in The New York Times, and fan fiction. All these are different genres and targeted at a specific audience, me, online readers, fans, and your peers. You will be evaluated on class participation, written work, oral presentation, and a final project.

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

HS 2116 Postcolonial Shakespeares

TANEJA, PALAK

In her introduction to Post-colonial Shakespeares, Ania Loomba says, "Shakespeare lived and wrote at a time when English mercantile and colonial enterprises were just germinating." The star of Shakespeare and colonialism rose at the same time, making Shakespeare's work a symbol of colonial supremacy. As such, you cannot be a literature student without encountering Shakespeare; the canon has made sure of that. While those who loved the Empire see Shakespeare as an exemplar of English ideals, anti and post-colonial theorists and artists beg to differ.

Therefore, this course will be an introduction to some such theorists and artists. We will read Shakespeare's plays like *Othello, The Tempest*, and others from among the following—*Macbeth, Hamlet, King Lear, A Midsummer Night's Dream, Much Ado About Nothing*—with an eye toward postcolonial interpretations, thinking about the issues of race, power, hierarchy, and others. We will also spend some time exploring adaptations of his work that come from Asia, Africa, and other parts of the world, providing new avenues of postcoloniality.

You will be evaluated on class participation, short papers, an oral presentation, and a final project. In addition, you will be required to attend at least four of the weekly screenings, and you'll receive extra credit for attending more.

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

HS 2118 Introduction to Journalism: Telling the Story

LEVIN, ROBERT

The main goal of this course is to guide students to produce interesting, accurate, well-written, compelling articles about people, processes, and events. The course aims to give students an understanding of the principles of American journalism, the structure of journalistic writing, the techniques for identifying, sourcing, and gathering information, and insight into how news is disseminated and read, watched, or listened to in the digital age.

Students will produce several short articles for the course, learning the basics of story development, interviewing, research, and covering meetings and events. Students will be tasked with thinking critically, understanding and using news judgment, and developing skills for efficiency and self-critique. They will be introduced to the history of American journalism, the ethics and laws specific to the field, and the modern media landscape. Students will also learn about and practice photojournalism. A final project in the course will include significant research and utilize students' skills in interviewing, observation, and documentation learned over the term.

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

Level: Introductory/Intermediate. Prerequisites: None.

Class limit: 12. Lab fee: none. Meets the following degree requirements: W, HS.

HS 2120 Marx and Marxisms

VAN VLIET, NETTA

This course is an introduction to the work of Karl Marx and to some of the ways his work has been taken up across a range of disciplines, interdisciplinary fields, and political projects. We will pay particular attention to his thinking about the relation between theory and praxis, and to his notions of capital, value, money, commodity, labor, ideology, alienation, internationalism and class struggle. In addition to reading Marx's own writings, we will also read work in postcolonial studies, feminist theory, cultural anthropology, racial capitalism, Black Studies and philosophy that engages with Marx's thinking. In addition to Karl Marx and Friedrich Engels, authors will likely include Louis Althusser, Charisse Burden-Stelly, Frantz Fanon, Silvia Federici, Antonio Gramsci, David Harvey, C.L.R. James, Ranjana Khanna, Rosa Luxemburg, Catherine MacKinnon, Adam Smith, and Gayatri Spivak. We will examine the implications of Marxist analyses for questions of political and structural change, critiques of capitalism and analyses of its relation to racialized and gendered dynamics of power. In addition to academic texts, course materials will draw on films, news publications, and contemporary examples of political-economic challenges. Students will be evaluated based on class participation, weekly reading responses, collaborative small group and individual projects.

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

HS 2121 Writing as Art, Craft, and Social Action

DONOVAN, MARTHA

We write to discover what awes us, what questions we most need to ask, what conversations we hope to join, what causes we are drawn to support, what convictions we want to voice, and what ways we can write the world anew. Writing is both an art and a social action that can change us and our audiences. That is the province of this course.

We will read and analyze various forms of writing (genres) on a broad range of social and policy issues, such as the value of wonder, the importance of antiracist work, the need for accessibility policies on college campuses, and other issues. We will consider the craft, context, audience, purpose, and possibilities of these texts as guides for our own writing. We will focus on the possibilities of the written and spoken word; the power of our distinct and unique voices; the importance of taking risks in our thinking and writing; the messiness, urgency, and necessity of the writing process; and the value of intellectual inquiry and the seamless integration and documentation of researched material.

Students will address current issues of pressing concern and personal relevance in their own writing in three different selected genres (e.g., reflective essay, commentary, letter to editor, Commencement speech, testimony, proposal, open letter, personal statement, etc.). Students will examine and develop strategies for writing with curiosity, clarity, complexity, creativity, courage, and compassion as they invite their audience to consider their ideas and invitations/calls to action. Students will write about issues that matter to them, ones of interest to a local (Mount Desert Island or hometown), state (Maine or home state), and/or national audience.

Classwork will include various analytical, generative, and collaborative exercises designed to help with matters of language, craft, technique, and rhetorical awareness. Students will write for a public audience and participate in active engagement with each other's work.

Authors (representing a range of genres and topics) will likely include Annie Dillard, Rachel Carson, Barry Lopez, David Whyte, Margaret Renkl, Toni Morrison, Martin Luther King Jr., Terry Tempest Williams, and others. Students will also select a longer text to read from a list of authors that may include Jonathan Safran Foer, Susan Cain, Felicia Rose Chavez, Claudia Rankine, and others.

Students will be evaluated on class participation, written assignments, writing process, and presentations.

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

HS 2122 Structuralism: Resistance, Change, Politics

VAN VLIET, NETTA

- How do your actions impact the structures and conditions within which you exist?
- How do these structures impact you?
- How are they made?
- Where do you locate yourself within the structures of which you are part?
- With whom are you in relation?
- How can we think about the idea of "agency" in conditions made by economic, political, material and social forces beyond our control?
- What is structural change?

This course examines questions about change, resistance to change, choice, power, responsibility,

politics and difference through an introduction to structural and post-structural thought. Structuralism and post-structuralism are modes of thinking that posit that the parts of a structure (e.g. of a society, of a text, of an institution) are made through their relations in that structure. This course will draw on structural and post-structural work in anthropology, literature, science and technology studies (STS), in postcolonial, gender and feminist studies, as well as in deconstruction and psychoanalysis, to investigate the significance of structures of kinship, economy, and language, as well as of institutions such as the school, the military, the state and the corporation. Students will be asked to consider the relation between individual and group, material, economic, racialized and gendered conditions of existence, and notions of agency, responsibility, the individual and the human. In addition to seminar discussions of texts and short writing assignments, students will select a structure within which they are located through which to investigate the central questions of the course. Authors we read will likely include Louis Althusser, Emily Apter, Tarek El-Ariss, Charisse Burden-Stelly, Judith Butler, Jacques Derrida, Emile Durkheim, Frantz Fanon, Michel Foucault, Sigmund Freud, Stuart Hall, Donna Haraway, Ranjana Khanna, Claude Levi-Strauss, Karl Marx, Edward Said, Ferdinand de Saussure, Gayatri Chakravorty Spivak, and Anna Tsing. Films and television series we watch may include The Matrix, Blade Runner, Madam Secretary (selection) and Poor Things. Students will be evaluated based on class participation, reading responses and individual and small group assignments.

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

HS 2123 Our Life with Words: Philosophies of Language

JACOBY, FRANKLIN R

- What is language?
- What is the relationship between language and thought?
- Between language and experience?
- What is meaning?

These are some of the central questions of the philosophy of language. They are fundamental not only to large portions to modern philosophy, but also linguistics, computer science and other fields. This course will explore some of the key theories and criticisms that philosophers have developed in answer to these questions about our life with words.

In this course, we will take a historical approach and work our way to the present, exploring classic theories of meaning and language from the early modern period and early analytic philosophers, such as Mill, Frege, Russell, Wittgenstein, and others. Then we will examine criticisms that philosophers have raised over the years, both from texts in the analytic tradition as well as other positions from, for example, ordinary language philosophy, continental approaches. Students will acquire an understanding of those central problems in the philosophy of language; they will also develop philosophical skills in analysing texts, articulating arguments, and presenting complex philosophical material through writing and oral presentations. Introductory/Intermediate.

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

HS 2124 Ethics, AI, and Authorship

COX, GRAY; KHOR, SU YIN

Ways we engage with writing and literacy have shifted dramatically due to technological innovations, raising urgent questions about ethics, authorship, voice, and academic integrity and (dis)honesty. How can we develop our writing knowledge and literacy skills alongside rapidly changing tools? What challenges, issues, and opportunities do technological developments offer for the ways in which writing and learning will happen throughout life? This course examines what ethical, legal and safety issues arise in the use of digital technologies and resources and how they might shape authorship and a writer's voice and agency. The goals are to:

1) deepen understandings of key developments in writing technologies and related social transformations;

2) strengthen abilities in fair, inclusive, effective, ethical methods of dialogue and collaboration;

3) strengthen abilities for metacognitive learning;

4) and deepen genre knowledge and rhetorical awareness through explorations in the contexts of various discourse communities.

Weekly writing assignments and collaborative learning activities are facilitated through readings, case studies, and projects. Readings include short works that explain and critically analyze ongoing developments in writing related technologies. Class sessions alternate between mini-lectures and seminar discussions exploring changing historical contexts and socio-technologies of writing. Writing activities include peer review, structured collaborations, and individual as well as group exercises with various multimodal genres. There are two class sessions per week.

Students must come prepared to challenge themselves and others in supportive ways. This course fulfills the first-year writing requirement but is also appropriate for more advanced students

interested in exploring issues of ethics, authorship, academic integrity and (dis)honesty from a human ecological perspective.

Students are evaluated on class participation and contributions in individual and group activities/assignments that demonstrate progress in meeting the four course goals.

Level: Introductory/Intermediate. Prerequisites: None. Class limit: 12. Lab fee: $35. Meets the following degree requirements: HS, W.

HS 2125 Journeys: Writing for Voyagers, Trekkers, Wanderers

TUROK, KATHARINE

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

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

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

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

HS 2126 Writing for Nonprofits

LEWIS, RHIANNON

In this course we'll explore many of the ways that writing makes the work of nonprofit organizations possible. We'll learn to identify, analyze, and recreate several genres that are essential for nonprofits (as well as similar, mission-driven companies). Together as a class we'll collaborate with local nonprofits and you'll create, for instance, a grant proposal, program report or other kinds of writing to support the organization you will work with. Throughout the term, you'll become familiar with varied communication needs, audiences, and rhetorical contexts unique to nonprofits. This experience will help you develop rhetorical awareness and flexibility as a writer in any new setting.

We will practice conceptualizing and composing clear, concise, and compelling materials that meet the multimodal communication needs typical of mission-driven organizations. Through analyzing the written materials produced by nonprofits of different sizes (smaller, grassroots organizations and larger national and international organizations) and areas of focus (environment, education and literacy, biomedical research) we'll work as a class to understand the purposes and conventions of several key genres: mission statements, grant proposals and reports, and digital marketing and communications.

Evaluation is based on class participation and successfully completing shorter writing assignments and a longer document.

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

HS 2127 Maine Energy and Climate Advocacy

GIBSON, DAVID

This practicum will focus on understanding how the Maine Legislature works by participating in the public advocacy process. With the federal government tied up in partisan gridlock, some of the most meaningful climate and energy legislation in recent decades has occurred at the state level. We will examine how bills move through the Legislature from the draft stage to the final version that is voted on by the House and Senate. Students will learn about the ways that the public and professional lobbyists can engage at nearly every stage of the process. Course participants will be introduced to a variety

of environmental non-profits, including Sierra Club Maine, Maine Youth for Climate Justice, and the Environmental Priorities Coalition, and learn how they work both independently and collaboratively to advocate for legislation. While this course is Maine-specific, many of the advocacy skills used in public processes may be applicable in other contexts, including municipal, county, and national decision-making. Some of these skills include conducting policy research and analysis, understanding the legislative process, and developing clear written communication. We will read past legislation relating to energy policy, fossil fuel divestment, and tribal sovereignty and discuss why they were successful or not, and whether there were unintended consequences for bills that passed. Students will be required to identify 3 draft bills they find meaningful, draft testimony to present at the public hearing, and work collaboratively with classmates and/or nonprofit organizations to advocate for those issues as they proceed through the legislative process. The course will include at least two weekday field trips to Augusta to attend public hearings and meet with legislators in person.

Evaluation will be based on participation in class discussions, completion of written assignments, engagement with the material and demonstration of working knowledge of the legislative process.

Level: Introductory/Intermediate. Prerequisites: None. Class Limit: 14. Lab Fee: $50. Meets the following degree requirements: HS.

HS 2128 Authoritarianism, Conflict, Collaboration

VAN VLIET, NETTA

This course draws on multiple disciplines and interdisciplinary fields (anthropology, literature, philosophy, psychoanalysis, history, postcolonial and feminist studies) to explore questions about authoritarian and anti-authoritarian contexts and practices. Authoritarianism, broadly defined, is characterized by centralized power, repression of dissent, and pressure to obey authority. Dictatorship, totalitarianism, and fascism all name forms of authoritarian regimes. It can be easy to recognize authoritarianism when it has become established in such forms. But what does it look, feel and sound like in terms of how it can infiltrate our daily systems? In this class, we will consider how authoritarianism can take hold through looking at dynamics of power in the relations, discourses and structures that make up everyday sites such as the home, family, the school, places of worship, and the workplace. On the flip side, we will also consider examples of collaboration in contexts of conflict and disagreement. What does working (and learning, teaching, and living) together in contexts of conflict, and with multiple forms of difference and disagreement, involve? The course will include attention to the significance of the nation-state as a form of political organization that dominates the globe today. We will also consider examples of social and political movements that have emerged in response to state repression in the 20th and 21st centuries in different parts of the world, as well as contemporary discourses about racism and anti-racism, sexual violence, war, capitalism and economic power, and disagreement and conflict.

Some of the questions we will examine over the term include:

- How do we understand relations between truth and power (and how are these terms defined)?
- How do we know what we think we know (epistemology)?
- What is structural power?
- What is the significance of relations between individual and group for how we respond to tensions between "individual freedom" and "collective or community wellbeing"?
- What is the significance of private/public distinctions for politics?

Course materials will likely include work by Louis Althusser, Nur Amali Ibrahim, Benedict Anderson, Hannah Arendt, Judith Butler, Jacques Derrida, Frantz Fanon, Michel Foucault, Sigmund Freud, Verónica Gago, Adolf Hitler, William Mazzarella, George Orwell, Edward Said, Carl Schmitt, Timothy Snyder, Gayatri Spivak and Luisa Valenzuela, among others. We will also draw on contemporary news, social media and film. Students will be evaluated based on small group projects, weekly reading responses, and a mid-term paper.

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

HS 2129 Environmental Justice

SULLIVAN , LEEANN

Environmental harms and benefits fall in predictable patterns across our bodies and landscapes, tracing lines of inequality that are embedded deep within our colonial history and modern societal structures. Environmental justice as a field of study represents an attempt to uncover and understand those patterns by drawing connections between harm and broader practices, laws, and procedures by state and private actors. It is also a study of resistance to harm, often led by those in marginalized communities, but increasingly led by more reluctant activists who find themselves on the losing side of capitalism's growing list of externalities, from pollution, pipelines, and extraction to land degradation and climate collapse.

In this foundational course, we will navigate frustration and accomplishment, despair and hope, and the boundaries around what's broken, and what may still be fixed, in our movement toward a more desirable future for life on earth. The course will draw on philosophy (e.g., John Rawl's *Theory of Justice*), history and contemporary politics (e.g., Nina Lakahni's *Who Killed Berta Cáceres*), and sociological theory (e.g., Naomi Klien's *Shock Doctrine*) to ground specific case studies and bring context to their development so that students may begin to see what drives environmental injustice and response.

This course will be of value to students at all levels interested in bridging social theory with contemporary problems so that they may develop deeper analysis of and more sustainable solutions to ongoing environmental and social problems. Over the course of the term, we will pair readings and in-class discussion with the development of a "braided narrative" that brings together lived experiences and deep research. Students will be evaluated through a combination of self-assessment, written assignments, and in-person engagement.

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

HS 2130 Philosophies of Death and Dying

LAKEY, HEATHER

- What is the meaning of death?
- What is the nature of the soul or self?
- What happens after death?
- Is death bad?
- Would it be good to live forever?
- How does thinking about death change our thinking about life?

The purpose of this course is to compel students to think philosophically about the many profound questions that arise in the face of death. We will read theoretical essays, short stories, memoirs, and a novella to explore topics such as the following: evolving definitions of life and death, immortality, nothingness, the afterlife, physician-assisted suicide, the ethics of killing, the death penalty, biotechnologies, cryonics, grief, corpses, and artistic depictions of death. Although we will engage with religious, legal, and medical perspectives, philosophy is the primary disciplinary framework for this class. There are no prerequisites for this course, but students should be prepared to engage and discuss challenging philosophical literature that requires careful and critical reading. Students will be evaluated on the basis of weekly writing assignments, midterm essays, a final paper, and class participation.

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

HS 2131 Rethinking the Canon: Self, Others, and Philosophy

LAKEY, HEATHER

How do "philosophies born of struggle" (Leonard Harris) change, disrupt, and advance the discipline of philosophy? Academic philosophers have historically studied a select group of thinkers, most of whom are white men from Europe. European philosophers offer wonderfully rich arguments, but like all perspectives, theirs are partial and limited. To explore foundational philosophical questions, this course will read canonical European philosophers alongside scholars who engage with this canon from a diverse set of cultural, political, and historical contexts, such as indigenous studies, Africana philosophy, Latinx philosophy, postcolonial studies, and feminist theory. Along the way, we will discuss the concept of "the canon," and we will consider how different theoretical interventions advance the discipline of philosophy.

To rethink the canon, this course will center on three philosophical questions:

1) What is the self or subjectivity?

2) How do philosophers theorize the "other"?

3) What is an ethical relationship between self and other?

To explore these questions, we will pair texts from different historical and cultural contexts. Possible philosophers include Gloria Anzaldúa, Linda Martín Alcoff, Susan Bordo, Brian Yazzie Burkhart, Ranjana Khanna, René Descartes, Martin Heidegger, Luce Irigaray, Immanuel Kant, Maria Lugones, Friedrich Nietzsche, Kwame Gyekye, Mariana Ortega, John Pittman, Plato, Sarah Ahmed, and Jacqueline Scott. Course requirements include weekly writing assignments, class participation, a midterm exam, and a final paper. This will be a discussion-driven course, and students should be prepared to engage and discuss challenging theoretical literature.

Level: Introductory/Intermediate. Prerequisite: Prior work in philosophy will be helpful but not required. Class limit: 15. Lab Fee: $20. Meets the following degree requirements: HS.

HS 3023 International Wildlife Policy and Protected Areas

CLINE, KEN

"Save the whales"; "save the tiger"; "save the rainforest" - 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 principal 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. Class limit: 20. Lab fee: $15. Meets the following degree requirements: HS.

HS 3026 Whitewater/Whitepaper: River Conservation and Recreation

CLINE, KEN

Loren Eisely once remarked, "If there is magic on this planet, it is contained in water." Eisely's observation is an underlying premise of this course - that there is something very special about moving water. This course is taught in a seminar format in which students will read and discuss ecological, historical, sociological, political and legal aspects of river conservation and watershed protection. Special emphasis is placed on understanding the policy issues surrounding dams, river protection, and watershed planning. In conjunction with readings and class discussions, students will use a term-long study of a local stream to learn about the threats facing rivers in the United States and the legal and policy mechanisms for addressing these threats. In addition, the class will take an extended field trip to western Massachusetts to gain first-hand knowledge of the tremendous impact river manipulation can have on a social and ecological landscape. We will spend time looking at historically industrialized and now nationally protected rivers in the region. Through weekly excursions on Maine rivers, students will also develop skills to enable them to paddle a tandem canoe in intermediate whitewater. Evaluation will be based on problem sets, role-playing exercises, contribution to the class, short essays, and paddling skills. Weekly excursions to area rivers entail special scheduling constraints as we will be in the field all day on Fridays.

Level: Intermediate. Prerequisite: Signature of instructor. Class limit: 12. Lab fee: $150. Meets the following degree requirements: None.

HS 3031 Our Public Lands: Past, Present, and Future

CLINE, KEN

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: 25. Lab fee $25. Meets the following degree requirements: HS, HY.

HS 3032 The Cold War: The Early Years

MCKOWN, JAMIE

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 1940's 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. Prerequisites: None. Class limit: 30. Lab fee: None. Meets the following degree requirements: HY, HS.

HS 3035 Sustainable Strategies

FRIEDLANDER, JAY

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

HS 3036 Oceans and Fishes: Readings in Environmental History

LITTLE-SIEBOLD, TODD

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. Meets the following degree requirements: HS, HY.

HS 3038 The Cold War: The Later Years

MCKOWN, JAMIE

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 complement 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. Meets the following degree requirements: HS, HY.

HS 3040 History of Agriculture: Apples

LITTLE-SIEBOLD, TODD

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/US 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: 11. Lab Fee: $125.Meets the following degree requirements: HS, HY.

HS 3059 Native American Literature

WALDRON, KAREN

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. Meets the following degree requirements: HS.

HS 3062 Solutions

FRIEDLANDER, JAY

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:

"...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." -- 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: 15. Lab fee: $50. Meets the following degree requirements: HS.

HS 3070 Native American Law

CLINE, KEN

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 US Supreme Court cases interpreting the US 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: $35. Meets the following degree requirements: HS.

HS 3076 U.S. Farm and Food Policy

COLLUM, KOURTNEY

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 US Farm Bill and US 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 US Farm Bill.

Level: Intermediate. Prerequisites: Must have taken at least one course in food systems, economics, or global politics. Class limit: 24. Lab fee: None. Meets the following degree requirements: HS.

HS 3079 College Seminar: The Anthropology of Food

COLLUM, KOURTNEY

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: $20. Meets the following degree requirements: HS, W.

HS 3090 Homesteading: Theory and Practice

TAYLOR, DAVIS

This course examines homesteading as a food systems, cultural, and economic practice. Maine is a center of homesteading activity in the United States and an ideal place to study the theory and practice of homesteading. From a food systems perspective, homesteading represents a means of divesting from the global food system through the practice of subsistence agriculture and food preservation. Viewed from an anthropological perspective, homesteading raises interesting questions about why some individuals eschew conventional lifestyles and seek significant degrees of self-sufficiency, various forms of intentional living, and commitments to non-commodified production. A critical examination of homesteading raises questions about privilege and the benefits and limits of social movements founded on personal choice and private property. And viewed through political economy, homesteading can be seen as a choice to resist the intrusion of market-based relationships into social life and an attempt to restore social relationships and normative values other than efficiency to production and consumption.

Applying these lenses, this course will examine the conditions that influence contemporary homesteading practices. Three key questions frame the course:

(1) What motivates self-identified homesteaders to resist normative lifestyles and seek self-sufficient, non-commodified ways of living?

(2) How do variables such as class, education, race, geographic location, and property-ownership shape homesteading practices?

(3) What are the benefits and limits of homesteading as a form of resistance to commodified production and consumption?

Through classroom discussions, readings, and fieldwork students will attempt to answer these questions. Readings will include personal and ethnographic accounts of homesteading as well as critical studies of non-commodified living. We will be joined for several class meetings by guest discussion leaders with additional expertise in food systems, anthropology, and related areas. Field work will include visits to several homesteads. Students will be evaluated based on participation, interviewing exercises, a field journal, and a series of reflection papers.

Level: Intermediate. Prerequisites: None. Class limit: 12. Lab fee: $75. Meets the following degree requirements: HS.

HS 3100 Within Living Memory: Audio Production and Podcasting

KOCH, GALEN

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

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

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

HS 3102 Human Ecology of Wilderness

CLINE, KEN

Wilderness has been the clarion call for generations of environmentalists. Henry David Thoreau once said, "In wildness is the preservation of the world." That single sentence and the controversy surrounding that idea provides the central focus of our explorations over the term. This course examines the question of wilderness from multiple perspectives in the hopes of providing an understanding of the concept and real spaces that constitute wilderness. Starting with a week-long canoe trip down Maine's Allagash Wilderness Waterway, we look at historical and contemporary accounts of the value of wilderness, biological, 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. Students are involved in a term-long project involving potential wilderness protection in Maine. This involves some weekend travel and work in the Maine Woods. Classwork emphasizes hands-on projects as well as theoretical discussions.

Level: Intermediate. Prerequisite: HS 4026 Environmental Law & Policy or permission of instructor. Class limit: 14. Lab fee: $275. Meets the following degree requirements: HS.

HS 3103 Terrestrial Politics

STABINSKY, DOREEN

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

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

HS 3106 Blue Food Systems

SMITH, HILLARY

Just three aquatic species account for most seafood consumed in the US: shrimp, tuna, and salmon. But worldwide consumption is more diverse, including an array of finfish, invertebrates, aquatic plants, algae, and other animals. These 'blue foods' are fished, collected, gathered, or grown in the sea or freshwater and play essential roles in supporting human health, nutrition, livelihoods, and culture. Recent studies have shown that the top 7 categories of nutrient-rich animal-source foods are all aquatic in origin. So why do food policy and science still heavily focus on terrestrially produced foods, overlooking blue foods? This course will unpack this conundrum and examine blue food systems from 'bait to plate' by analyzing food production, provisioning, and consumption as interlinked activities. Blue food production includes small-scale and industrial harvesting and wild capture and aquaculture systems. Provisioning activities link production and consumption: the offloading of catch, storage and transportation of highly perishable foods, transformations from raw fish to the final product, and the marketing and distribution affected to reach consumers. Finally, consumption includes how we acquire our food, cook and eat it, and dispose of waste, as well as our nutritional and health outcomes. While conventional food policy and science have focused on food production in isolation, a food systems framework sheds light on dynamics that impact the flows and distribution of foods with equity implications: which foods are made by whom, where does food go, and who benefits? This course will introduce students to key changes in the goals and means of food policy, focusing on how the emergent dialogue on food systems in fisheries is reframing how we know and govern aquatic resources. A significant portion of the course will be dedicated to examining blue food case studies, which may include: seaweed farming in Tanzania, fishing cooperatives in Mexico, tuna longliners in the Mid-Atlantic, and Lobster fishing in Maine. Students will work in teams to analyze one of these case studies in-depth, applying a food systems lens to examine each case's sustainability and equity challenges. Students will be evaluated through their participation in class discussions and in-class activities, weekly writing reflections, and co-leading a class with your case study team. The final project will be a group policy proposal outlining how stakeholders could better govern from a 'food systems' perspective in your blue food case study.

Level: Intermediate. Prerequisites: A prior course on food systems of fisheries is beneficial but not required. Students will be (re)introduced to key concepts in the first few class sessions and apply them throughout the course. Class limit: 15. Lab fee: None. Meets the following degree requirements: HS.

HS 3111 Designing Your Life

FRIEDLANDER, JAY

Students hear a series of conflicting messages when it comes to their education and future. Advice, impulses and pressures to "follow your passion", "study something that will lead to a job", "create positive change in the world", can be overwhelming. This is especially true at a school where students design their own major and pathway through the curriculum.

In this course, students will embark upon a journey to design their lives, while simultaneously learning from others who are seeking to balance work, life, family, education, creating change and the myriad of other quotidian tasks.

Two central questions frame this course:

- How have people seeking to change the world and pursuing their passion sustained themselves personally and professionally?
- How should human ecologists think about and plan their future?

To enrich the process of designing their own lives, students will also learn about the challenges and rewards people encounter when dedicating their lives to creating change. Resources include articles, guest lectures, case studies, interviews and other sources. Highlighting the essential links that exist between professional and personal, ideas and implementation, students will examine a range of careers and endeavors united by their desire to create change. Through this process, students should reflect on what it means to create change in the world and how to embark on that journey.

Students will be evaluated based on their performance, participation and the quality of the assignments they produce over the course of the term including: class participation and facilitation; reflection papers; and a final project.

Level: Introductory. Prerequisites: None. Class limit: 14. Lab fee: $40. Meets the following degree requirements: HS.

HS 3112 Language, Power, and Computation: Algorithmic Text Analysis

FELDMAN, DAVID; TANEJA, PALAK

Computational text analysis (CTA) is an emerging field that uses computation to analyze texts. CTA draws on the fields of computer science, machine learning, computational linguistics, and literary theory. Using machine learning and statistics, computers can be used to explore how language is used in particular contexts, including how frequently different words are used, the sentiment of a word/text, as well as nuances in the ways words are associated with one another.

We will use CTA to engage in "Distant Reading", a term coined by literary theorist Franco Moretti. Distant Reading stands in contrast to the more familiar "Close Reading": a deep engagement with a particular text or a passage from a text. Distant Reading engages not with a particular text, but with a large corpus of texts: e.g., all novels published in English in the 20th century, all articles written in The New York Times and The Washington Post in the last decade, or the lyrics of all top-100 pop songs from the 1980s. Computational techniques applied to large collections of texts allow one to ask broad questions about structural and linguistic change over time and to look for patterns of language use that would not be evident from analysis of one or even several individual texts. Distant Reading, and computational text analysis more generally, is not intended to replace close reading, but to complement it.

We will use CTA to explore how power structures and systems—such as race, gender, and colonialism—manifest themselves in bodies of text. For example, CTA has been used to investigate Islamophobia, analyze race in US novels, explore settler colonialism in the Americas, and to investigate shifts in anti-Asian sentiments in the US brought on by the COVID crisis.

Students will who successfully complete this course will:

4. Gain a conceptual understanding of various CTA techniques, including word frequency analysis, topic modeling, and sentiment analysis;
5. Learn how to apply these techniques using pre-existing software and doing their own coding;
6. Gain experience asking questions about power structures/systems—race, gender, colonialism—and how those structures manifest themselves in corpora of text;
7. Learn how these questions of power can be explored using algorithmic methods; and
8. Gain experience critiquing algorithmic methods through the lenses of race, gender, and colonialism.

Classes will be a mixture of lecture, group exercises, discussion, and live coding. Readings will include case studies and selections from literary theorists. Evaluation will be based on participation in discussion and in-class activities, several short coding/analysis exercises, several short reflection assignments, and a group project on a topic of the students' choosing.

Level: Intermediate. Prerequisites: Either an introductory coding class (in any language) or a college-level course that introduced critical and/or literary theory. Students unsure about their background are encouraged to reach out to the instructors. Class limit: 15. Lab fee: None. Meets the following degree requirements: HS, QR.

HS 3118 Communicating Science

ROCK, JENNIFER

This course is designed for science students developing their professional communication skills. It will improve the students' writing ability by introducing them to writing for the scientific community and for the lay public. The course involves understanding the protocols for writing a scientific paper based on lab or field data, including learning to write an abstract and literature review. Students will also learn and apply visual and oral communication skills to construct and present a scientific poster. In addition to working with the instructor and in-class peer reviews, students will work on the content of their writing and grammar with writing tutors.

Level: Intermediate. Prerequisite: None. Class Limit: 12. Lab fee: None. Meets the following degree requirements: W.

HS 3120 Audio Journalism: Reporting, Producing, Storytelling

BRESLOW, PETER

This will be a "soup to nuts" course in audio journalism geared towards the beginner. In this class we will detail: how to record and edit audio; interviewing techniques; writing for broadcast; how to voice a script—all leading to the creation of an NPR style piece. This is very much a journalism class. Through a series of ever more challenging assignments – both individual and with a partner; in class and out – students will not only acquire the expertise to produce a compelling radio piece but come to understand the ethics of audio journalism. The format for the course will be a hands-on workshop with a heavy workload of reporting assignments that we will critique together in review sessions. A significant amount of a student's time outside of class will be dedicated to reporting stories, editing audio and writing scripts followed by individual edit sessions with the instructor. We will also be hearing from a number of noted journalists who will Zoom into the class on a broad range of topics. Students will be evaluated on their timely completion of assignments, overall improvement, their constructive engagement with group critique sessions and Zoom guest speakers, and their follow-up on edit suggestions from the instructor. This class is open to all students interested in journalism and audio production. There are no prerequisites, though prior experience in journalism, narrative writing or audio recording and production is helpful.

Level: Intermediate. Prerequisites: None. Class limit: 10. Lab fee: None. Meets the following degree requirements: HS.

HS 3124 Spanish: Intermediate

PEÑA, KARLA

This course is immersive and interdisciplinary. Students work exclusively in Spanish, and the language is always taught through the cultural context of Latin America and more specifically Yucatán. Students learn not only in the classroom but also through constant interactions with other Spanish-speaking environments, fostering cultural enrichment and connection. This course is designed for students who competently use fundamental grammatical structures, such as simple and compound tenses in the indicative mood, and some forms of the imperative mood, as well as common vocabulary. Daily classes and assignments further students' abilities to express themselves clearly orally and through writing. Students write, read texts, present on various topics, and converse in pairs and groups, all while learning intermediate grammar and developing their vocabulary. Outside of the daily classes, students organize and perform in the annual Spanish Festival. This course focuses on the study of intermediate grammatical structures, which may include but are not limited to: compound tenses of the indicative mood, present, past, and future perfect tenses. Students are also introduced to the subjunctive mood and the conditional perfect tense. They get acquainted with the use of quantifiers, prepositions, time markers, and transitional phrases in order to use the new grammatical structures more effectively. Upon completing this course, students will be able to express themselves and communicate confidently in Spanish. They will be able to talk about the past; express cause, effect and probability of events in the past and present; define the personalities of themselves and others; talk about personal relationships; and express moods, wishes and plans for the future.

Evaluation is based on presentations, written compositions, listening and spoken tests, written tests covering grammar, oral tests, daily homework, and most importantly class participation.

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

HS 3125 Spanish: Intermediate II

PEÑA, KARLA

This course is immersive and interdisciplinary. Students work exclusively in Spanish, and the language is always taught through the cultural context of Latin America and more specifically Yucatán. Students learn not only in the classroom but also through constant interactions with other Spanish-speaking environments, fostering cultural enrichment and connection. This course is designed for students with substantial vocabulary and intermediate grammatical structures, including the imperative mood as well as simple and compound tenses in the indicative mood. Students in this course should also have some understanding of the subjunctive mood. Daily classes and assignments foster student's abilities to express themselves clearly in speech and writing. Students write, read texts, present on various topics, and converse in pairs and groups, all while learning intermediate grammar and developing their vocabulary. Outside of the daily classes, students organize and perform in the annual Spanish Festival. This course focuses on the study of intermediate to advanced grammatical structures, which may include but are not limited to: a review of all tenses in the indicative and imperative moods, as well as an in-depth study of the subjunctive in present and past tense. Students deepen their knowledge of time markers and transitional phrases to construct more complex

sentences. Upon completing this course, students will be able to communicate confidently in Spanish. They will be practiced in asking for and giving advice, paraphrasing other people's statements and opinions, and using complex structures for analysis and reflection. Evaluation is based on presentations, written compositions, listening comprehension, written tests covering grammar, tests, daily homework, and most importantly class participation.

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

HS 3126 Immersion Practica in Spanish and Yucatecan Culture

PEÑA, KARLA

This course provides students with an immersion experience in the language and culture of the Yucatán Peninsula. The course aims to increase student's 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 source takes the form of an independent project developed by each student based on the student's interests. This practicum experience involves weekly activities during the term and an intensive independent project during the last three weeks. During these final three weeks, students live in a community of the students choosing, provided the location is relevant to their study and project. While each student is completely free to create their own unique project, past projects have included: creating a children's book, filming a documentary about the families work as 'Mayan Dancers', organizing classes for the children in the community, and participating in a crocodile research project. Evaluation is based on participation in the project as well as the final project presentation.

Level: Intermediate. Prerequisite: Permission of Instructor. Class limit: 12. Lab fee: $1,700. Meets the following degree requirements: HS.

HS 3127 The Maya of Yesterday and Today

PEÑA, KARLA

This course covers key aspects of the history and culture of the Yucatecan Maya, including pre-Hispanic, colonial, and modern times. Lectures, discussions, and readings by and about the Maya will explore topics such as social structure, religion, politics, agricultural practices, language, family life, and other cultural aspects. Classwork will include participation in discussions, small research projects, oral presentations, and brief field journal entries on cultural observations. This course involves several field trips to various socio-cultural locations in the city of Mérida and Mayan communities, as well as visits to sites of biological and cultural significance, such as archaeological zones and natural reserves. Workshops and talks will aid students in comprehending the cultural context and topics covered in class. The class includes an ethnographic project that involves bibliographical and field research in both urban and rural contexts. The final assignment consists of a written essay and an oral presentation. Upon completing this course, students will be able to socialize and interact in diverse social and cultural contexts with cultural competency and sensitivity. Additionally, they will be acquainted with ethnographic techniques that allow them to develop new perspectives on others and the relationships they have with their diverse environments. This course will be taught entirely in Spanish, and evaluation will be based on class participation, homework assignments, and the ethnographic project.

Level: Intermediate. Prerequisite: Permission of Instructor. Class limit: 12. Lab fee: None. Meets the following degree requirements: None.

HS 3129 Electing a President

MCKOWN, JAMIE

This class will be an intensive immersive exploration of presidential elections in the United States. It runs only in the Fall terms of US presidential election years, using the current campaign as a lens through which to explore a wide array of issues related to presidential elections specifically, as well as elections in the US generally. It is structured as a working lab that is supplemented with a series of discussion and lecture sessions. In lab sessions students will combine into teams to conduct term long tracking projects focused on the upcoming US presidential election. This may include battleground state profiling, campaign finance monitoring, litigation tracking, advertising and media placement, debate watches, candidate travel schedules, etc. In addition to the lab sessions, regular discussion and lecture sessions will provide students with a crash course in interdisciplinary approaches to a range of issues related to the conduct of US presidential elections. This may include examinations of the history of campaigns, campaign advertising and messaging, the structure of presidential elections and the role of the electoral college, the conduct of voting and voter access, campaign finance reform, empirical research on campaign effects and outcomes, polling and poll methodology, campaign organization and administrative structure, best practices for GOTV and targeted mobilization, etc. A great deal of what will be covered in both the lab and discussion sessions will depend on the nature of the current campaign in that particular year and which issues are

most salient. Students will also take part in ongoing community education projects at different times throughout the term, whether that involves providing assistance through voter registration and access, debate watch debriefings, issue education, candidate profiles, community forums, etc.. On the night of the election the class will organize and host a returns watching festival on campus. The class will develop the various activities and events for the festival, and coordinate the planning alongside the instructor. The remaining class sessions after the election will focus on debriefing the results as well as addressing any outstanding issues that linger beyond election day (e.g. disputes over election counts and the certification of results). Students will be evaluated on the basis of their engagement with class sessions and other class related activities, their work for their tracking projects, short form response papers related to discussion topics, their debrief reports, and check in meetings with the instructor. Presidential election season can be a stressful, and at times uplifting time for many community members. This class is a great way to engage the campaigns in a direct and hands on manner, while also learning more about elections generally and presidential elections specifically. It is open to a wide range of students with varied interests. Given the working lab nature of the class, it is flexible enough to accommodate both students who have had extensive experience with politics and campaigning in the US context, as well as students for whom this will be their first exposure to anything campaign related, and everyone else in between.

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

HS 3130 Conversations with the Ghost of Marx

NGUYEN, DUC HIEN

This course introduces students to the study of political economy from a Marxian perspective. Unlike economics which focuses on various parts of the economy, whether at the micro- or macro-level, political economy focuses on the intertwining of power and money, or how politics affects the economic system and how the economy in turn shapes politics. As most of the world now lives with variants of the capitalist economic system, we will devote our time to understand the structure of capitalism, its functioning logics, as well as its contradictions and malfunctions. We will do so by engaging with Karl Marx's original writings, which to this day still constitute one of the most fundamental and insightful critiques of the capitalist economic system. Marx's *Capital, Volume One* will be both our guiding posts and a useful entry point for thinking about a wide range of issues, including labor and value, commodification and consumption fetishization, capital accumulation and growth, the role of the state in political economic processes, and the ongoing violence of accumulation.

As Eric Wolf, the late anthropologist, has noted, "the social sciences constitute one long dialogue with the ghost of Marx" (Europe and the People without History, 1982). Rather than being Marx's disciples, we strive to be his interlocutor. As such, in addition to selections from Marx's key works, we also read current Marxian political economy scholarship that draws on, critiques, and pushes its boundaries. Upon completion of this course, you will have developed practices of thinking critically and imaginatively about capitalism's fundamental drives, uneven development, insatiable appetite for technological innovation, and tendency towards violent expansion. You will also be attuned to the need to contextualize contemporary debates regarding capitalism in its transnational, raced, and gendered dimensions.

The course is valuable for any students who want to better articulate the conditions of living under capitalism, or to cultivate a political imagination about the future of capitalist economic systems. Previous knowledge in economics is not necessary, but students must have an appetite for reading and parsing out complex, abstract texts. Prior exposure to Marxist theories or critical theories can be helpful. Students will be evaluated through bi-weekly reading reviews (approximately 3-5 pages of critical reflection based on assigned readings) and a final research proposal to investigate a socioeconomic issue of your choice.

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

HS 3131 Writing Goes Wild: Environmental Adventures and Impacts

TUROK, KATHARINE

How does the environment affect our sense of place as well as national, regional, and personal identity? Taking a multifaceted view of human relationships with nature, students will generate research projects driven by questions about tourism and eco-tourism, species population change, climate degradation, the role of technology, and development of wildlands and waterways. Research discussed in class will also center on environmental values and challenges expressed by ecocritics, naturalists, biologists, philosophers, archaeologists, psychologists, poets, filmmakers, and others from the nineteenth century to the present. Several local excursions will provide opportunities for taking field notes. Students will be encouraged to experiment with different forms of writing, expanding their genre analysis, rhetorical awareness, and research practices, while deepening their own relationship with nature. Sharing work during peer reviews will become integral, uncovering and inspiring various writing processes.

This transdisciplinary, experiential approach will help establish a strong foundation for students' writings outside this course and for evaluating possible impacts on the environment by potential encroachments. Spanning memoir, travel, science and nature, cultural issues, and current events, short readings will include writers such as Wendell Berry, Charles Darwin, Susan Fenimore Cooper, Luther Standing Bear, Jacquetta Hawkes, Richard Wright, Edward Abbey, N. Scott Momaday, Leslie Marmon Silko, Loren Eiseley, Terry Tempest Williams, Jamaica Kincaid, Ray Gonzalez, Evelyn C. White, and Jessica Hernandez.

Evaluations will be based on fieldnotes, two research projects, and class discussions.

Level: Intermediate. Prerequisites: None. Class Limit: 12. Lab Fee: None. Meets the following degree requirements: W, HS.

HS 3132 College Seminar: "Soda, Pop, or Coke?": Linguistic Diversity

KHOR, SU YIN

Picture this: you and your friends are grabbing burgers, and you overhear someone order a pop. You instantly get the urge to correct them because soda is the proper word you were taught. Later, the server brings the coke they ordered, which further increases your urge to intervene because they actually ordered Sprite. After all, soda is the correct word. Or is it? Which word is correct? Actually, they all are.

Linguistic variation is inherent to all languages and from a linguistic standpoint, all languages are equal. Yet, humans are continuously judged, evaluated, and discriminated against based on how they speak and write in professional, academic, and everyday settings. These seemingly innocuous comments about correctness have harmful effects on people who don't conform to perceived language standards. As a result, various forms of discrimination and policies that exist continue to marginalize people due to misinformation and in some cases, disinformation. In this class, we will examine the intersections of language, ideology, and discrimination in everyday, educational, and professional settings while developing our research practices.

Classes will be facilitated through weekly reading discussions and discourse analysis of data (i.e., data sessions) in small and whole group activities. Readings will address the intersections of language and discrimination, such as accentism, racialization, language subordination, and social identities. The class will provide foundational concepts from applied linguistics and related fields, such as sociolinguistics and linguistic anthropology. The course is also focused on developing your research literacies and project management skills. You will learn how to develop and carry out a project, evaluate the credibility of information, and various types of data. Labs will be used to create space for data sessions and peer-reviews.

Through discourse analysis, you will apply concepts you learned in class to develop your understanding of linguistic diversity and language related issues. Projects can utilize print and digital media to address, for instance, monolingual policies and their impact in educational or workplace settings, intersections of language and gender or race, and various forms of linguistic discrimination in the US or other contexts.

There are no prerequisites, and this course is suitable for students who are curious about language, discourse, social issues, as well as research. Students will be evaluated based on completed assignments, such as readings and other homework, research projects, peer-review, and overall class contributions, including lab sessions. You must be prepared to reflect on implicit biases and perceptions of language and rethink how you approach and conceptualize research. This course meets both the writing requirement and HS requirement as it develops genre knowledge, rhetorical awareness, understanding of writing as dynamic and iterative processes, and research literacies grounded in social sciences.

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

HS 3133 Identity Economics: Discrimination in the U.S. Labor Markets

NGUYEN, DUC HIEN

On the one hand, modern economies are shaped by uneven capitalist development and premised on exploiting colonized, raced, gendered, sexualized Others. On the other hand, the racial and sexual violences at the heart of economic relations are often rationalized, naturalized, and turned invisible. In this course, we will explore the visible tip of the iceberg of these systemic inequities in the context of the contemporary US labor markets. We will focus on quantitative, empirical evidence of how race, gender, and sexuality influence individuals' earnings, career prospects, life opportunities, and health and well-being; and how intersectional positionalities amplify or mitigate these disparities. We will pay particular attention to the Black–White gaps and cisgender–transgender gaps in economic opportunities and outcomes. We will also study theoretical approaches in labor economics, ranging from neoclassical economic models of discrimination to feminist economics models of marriage and intra-household bargaining, and stratification models of racial wealth inequality.

This course is intended for students who want to develop a quantitative understanding of the economic disparities that racial, gender, and sexual minorities

face in the US. You will evaluate how economic policies can be used to generate and reproduce inequalities between social groups, and how they can also be used to promote a more just and equitable economy. You will leverage the tools developed in this class to prepare yourself for independent intellectual engagement in an area of personal interest, including senior projects, independent studies, internship, or postgraduate work. This is an intermediate-level seminar. Students will be evaluated through leading group discussion of assigned reading materials and developing a summative research proposal on a relevant topic of their choice.

Level: Intermediate. Prerequisites: Students should have a working knowledge of (1) introductory microeconomics or macroeconomics, and (2) introductory statistics (which can be acquired by taking college-level courses or through prior knowledge or self-learning). Class limit: 12. Lab fee: None. Meets the following degree requirements: HS, QR.

HS 3134 The Empire Writes Back

TANEJA, PALAK

"You must unlearn what you have learned."
-Yoda, *The Empire Strikes Back*

Before there was Star Wars, there were Empires. What began with the "Age of Discovery" in the 15th and 16th centuries, helmed by Portugal and Spain, took shape with the British and French Empires in the 17th century. The British Empire, in particular, expanded to encompass almost a quarter of the globe at one point. Literature was one of the many tools in the British arsenal to assert control and claim cultural supremacy. Therefore, as the colonized Resistance grew, they used the master's tools to dismantle the Empire. In response to Joseph Conrad, there was Chinua Achebe; for Charlotte Brontë, a Jean Rhys; and for Rudyard Kipling, a Salman Rushdie.

Our job in this course will be to engage with the writings of the colonized Resistance as they developed by looking inward, unlearning, adapting, and remaking the tool of English Literature. We will read the works of some authors mentioned above and more, along with critical theory, films/documentaries, podcasts, and even some Instagram feeds. You will be evaluated based on class participation, oral presentation, response posts, final paper, and a multimodal project. This class will be good for students hoping to expand their understanding and knowledge of literature and canon formation, develop critical thinking skills, and who wish to talk about how academia influences pop culture, like Star Wars. For those still wondering why to take this class, follow Yoda's wisdom, Padawan: "Much to learn, you still have."

Students will be evaluated based on class participation, oral presentation, response posts, final paper, and a multimodal project.

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

HS 3135 Your Turn: Critical/Creative Inquiries in Board Game Media

SIGLER SIBARA, JOSIE

In this course, we will discover what tabletop gaming has offered humanity from the Ur-game (the Royal Game of Ur, played in Mesopotamia 4500 years ago) to the "new golden age of board games" happening now. Engaging critical scholarship in the emerging field of game studies, we will discuss how theme and mechanics create narrative and meaning, as well as how historical games challenge "inevitable" outcomes. We will examine the hobby's culture with an eye toward increasing belonging and explore the medium's potential to imagine a more just and equitable world (such as the decolonizing ecology represented by Spirit Island and the Queer joy of Molly House). Class will be a mix of lab and discussion. You will play several "heavy" (high complexity) games and provide a "session report" on each (usually a 1-2-page response paper that discusses the game in depth and includes applied analysis of the theory readings). For your final project, you will propose, design, and play test your own game, writing an introduction and a rule book. Students will be evaluated on thorough and enthusiastic preparation for and participation in class and lab, written or video assignments, and the final project. This course is especially suited to students interested in history, art, mathematics, and media studies.

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

HS 4022 Launching a New Venture

FRIEDLANDER, JAY

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 make a formal business plan presentation.

Level: Intermediate/Advanced. Class limit: 15. Meets the following degree requirements: HS.

HS 4026 Environmental Law and Policy

CLINE, KEN

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

HS 4042 Reading the West

ANDERSON, JOHN

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 eastward into the Great Basin Desert, south to the Carson/Iceberg Wilderness, Yosemite, the Hetch Hetchy Valley and Mono Lake, and then finally southeastward across the Sonoran Desert to Albuquerque, New Mexico, where students and faculty will participate in a conference celebrating the first 50 years of the Wilderness Act. Readings will include work by Muir, Didion, Steinbeck, and Fremont. Evaluation will consist of class participation, a series of essays and journal essays, and a final term paper that will be completed following the end of the field portion of the course. This course will be integrated with and requires co-enrollment in Ecology and Natural History of the American West, and Wilderness in the West.

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

HS 4043 Wilderness in the West: Promise and Problems

CLINE, KEN

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 rapers, engagement in field activities, questions in the field, and contributions to group work. This course will be integrated with and requires co-enrollment in Reading the West and Ecology and Natural History of the West.

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

HS 4054 Philosophies of Love

COX, GRAY

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 most fully 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, Irigary, 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. Meets the following degree requirements: HS

HS 4056 Histories of Race

LITTLE-SIEBOLD, TODD

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. Meets the following degree requirements: HS, HY.

HS 4086 Derrida and Questions of Difference

VAN VLIET, NETTA

Algerian Jewish philosopher, Jacques Derrida (1930-2004), one of the most widely translated French philosophers of the 20th century, developed a body of work often referred to as "deconstruction." Derrida's oeuvre has influenced multiple fields and disciplines, including Literature, Anthropology, Philosophy, Postcolonial Studies, Psychoanalysis and Feminist Theory. This course will track some of the ways in which Derrida engaged with ideas of difference, through a focus on questions his work poses for understandings of the human. The class will engage with Derrida's archive through reading some of his early work, including essays and interviews about the status of writing and speech, language, and philosophy, and then move through his later work, including his increasing focus on explicitly political topics such as the death penalty, the animal, sovereignty, and war. Although the texts we read will be primarily Derrida's own writing, we will also read authors who respond to and build on Derrida's thought. These may include Gayatri Spivak, Ranjana Khanna, Samir Haddad, Peggy Kamuf, and Michael Naas, as well as texts by those with whom Derrida was in dialogue, such as Sigmund Freud, Hélène Cixous, Michel Foucault, Sarah Kofman, Claude Lévi-Strauss, Karl Marx, Martin Heidegger and Emmanuel Levinas. As we move through Derrida's texts and those informed by them, we will pay particular attention to questions about sexual difference, colonialism, the human, death in relation to life, and representation. Students will be evaluated on participation in seminar discussions, weekly reading responses, a mid-term paper and final paper. There are no prerequisites for this course, but students will be expected to conduct close readings of challenging texts. Students are encouraged to contact the professor with any questions about the course and whether it is a good fit for them.

Level: Intermediate/Advanced. Prerequisites: None. Class limit: 12. Lab fee: $10. Meets the following degree requirements: HS.

HS 4087 History Workshop: Wabanaki Studies

LITTLE-SIEBOLD, TODD

This class will be an empirically based research seminar on the history, politics, archaeology, and culture of Maine's Wabanaki tribes that tackles a wide range of issues. The class will consist of several group projects on topics such as cataloging indigenous place names to the loss of cultural heritage sites due to coastal erosion. After completing several of these projects, students will develop their own research project on Wabanaki history and culture that they will conceptualize, plan and carry out. The class will also cover the themes of colonialism, cultural revitalization, tribal sovereignty, preservation of cultural resources, and much more. The course will be based on projects developed in consultation with tribal cultural preservation specialists and tribal historians from Maine's Wabanaki communities. Final projects, so long as they have a historical component, can explore a topic of the student's choosing in consultation with the faculty. This class is appropriate for students from a range of backgrounds. Previous coursework such as Indigenous America, Native American Law, Race and Racism in America, the Yucatan Program, or other relevant courses will be extremely helpful, and preference will be given to students who have some previous academic background in historical research, indigenous studies, and ethnography. Students who have taken classes with a strong component of textual analysis of historical sources are also encouraged to take the class. Students will learn to work with both primary and secondary sources (both written and visual). Students will be evaluated on their contribution to the group projects, participation in discussion, several small assignments, and their final project.

Level: Intermediate/Advanced. Prerequisites: None. Class limit: 12. Lab fee: $60. Meets the following degree requirements: HS, HY.

HS 4088 Literature of Exile

TUROK, KATHARINE

Displacement, disappearance, deportation, exile, and return in New Writing: how do storytellers relate, relive, and re-create displacement from war, emigration, anti-immigration discourses, voluntary or coerced exile, or racial, ethnic, and religious conflicts? What emotional truths do new novels, poems, short stories, and essays reflect—from anger to "otherness" to nostalgia to numbness—when the self and its homeland are separated? Are one or more homelands foundational to identity formation? How do fiction and nonfiction convey refugee experiences and their aftermath? Finally, how are migratory journeys of geography and selfhood accompanied by related trauma, impactful on different generations and changes in the social and political spectrum - and do they evolve as "a disassembly of the heart and excavation of a new identity" in recent writing?

Readings include material by twenty-first-century writers from every continent, such as Chimamanda Ngozi Adichie, Claire G. Coleman, Daša Drndic, Isabella Hammad, Cristina Henríquez, Amitav Kumar, Kyun-sook Shin, Valeria Luiselli, Geovani Martins, Imbolo Mbue, Viet Thanh Nguyen, Julie Otsuka, Salman Rushdie, Pajtim Statovci, and Shahla Ujayli.

Students will be assessed on engaged participation, two short papers, one presentation in any medium, and a final essay, story, poem, or play.

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

HS 4098 The Human Ecology of Artificial Intelligence: Problems and Projects

COX, GRAY

This course examines the challenges, threats and opportunities emerging with technologies associated with Artificial Intelligence. It will consider the nature of intelligence in its many forms in humans and nature and examine how these and other forms of intelligence may be coded into emerging AI technologies or developed through various forms of machine learning, evolutionary programming, et cetera. Sample topics include roles of AI in education, health, agriculture, transportation, policing, military, scientific research, the arts, spiritual traditions, religions, government, language translation, and bridging relations between different cultures.

Goals are to develop: understandings of the basic programming principles, research and development strategies and underlying philosophical assumptions guiding development in such technologies; abilities to use interdisciplinary, problem centered approaches to understand complicated vs. "wicked" problems associated with rapid technological change and key approaches to dealing with them; collaborative skills for problem-centered studies and programming projects in AI in areas of student interest; and meta-cognitive abilities to learn these kinds of material in groups as well as on your own.

Students pursue term projects individually or collaboratively which may include; futures studies use of methods of historical and/or social science research to investigate some emerging, AI-related social or environmental concern; a computer programming project that solves a practical problem, is conducive to artistic expression, performs scientific analysis of quantitative data, or demonstrates an established or experimental feature of an Machine Learning or otherwise AI system; or a philosophical and/or theoretical critical analysis of underlying concepts, values or assumptions that are at stake in the emerging AI technologies.

Readings will include classic texts in AI theory, philosophy, and futures studies as well as selections from standard texts on AI programming like that of Stuart Russell and Peter Norvig. We will also use podcasts, films, and other media to pursue key topics and trends. There will be a series of short programming activities to study basic principles and try modelling aspects of more complicated and/or complex systems. These will be done, at least initially, in block coding accessible to students without previous programming experience. We will examine the ways in which they can be coded in Python and students familiar with that or other languages will be able to pursue homework and final project work in whatever language they may prefer.

Class sessions and lab will vary in format from extended discussion of texts and problems to supplementary lecture, visiting speakers, collaborative coding activities and extended project work. The class as a group will develop at least one major hackathon style project as a way of exploring key issues and developing key skills.

Evaluation will be based on the extent to which students demonstrate in homework, class participation and term projects that they have advanced in each of the four main goals for the course.

Level: Intermediate/Advanced. Prerequisites: A readiness to engage with theoretical models, methodological techniques, basic programming, and philosophical questions in disciplined and critical ways. There is no specific course requirement for this class. However, it will assume students are familiar with at least some of the key issues raised in the course. Permission of the instructor. Class limit:15. Lab fee: $35. Meets the following degree requirements: HS.

HS 4102 Methods of Tutoring Writing Across the Curriculum

CASS, BLAKE

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

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

HS 4105 Readings in Political Ecologies

STABINSKY, DOREEN

This is an intermediate/advanced reading seminar focused on contemporary, experimental, and speculative political ecologies. Readings will include books, dissertation manuscripts, and scholarly articles. The course is designed to allow students to explore intersections between their own individual and collective intellectual interests and endeavors and political ecologies. The course will be a collective intellectual endeavor conducted through conversation and written reflections, including through regular interaction on an online blog. Evaluation will be based on participation in real-time and blog conversations, including twice-weekly reflective blog postings; leading several class discussions; and a final synthetic essay on a topic of their choosing.

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

HS 4108 The Camino

FRIEDLANDER, JAY

The Camino monster course travels the roughly 500-mile pilgrimage route of the Camino Frances. Students will walk the path from St. Jean Pied-du-Port to Santiago de Compostela that millions have traveled since the end of the 9th century. Designated as the first Cultural Route of the Council of Europe and a UNESCO World Heritage Site, the route starts in France, crossing the Pyrenees and traveling through the vineyards, plains of wheat and sunflower, verdant hills, medieval villages, and storied cities of northern Spain. While founded as a Catholic pilgrimage, people walking the route today may be embarking on a personal challenge, wrestling with existential questions and life transitions, searching for an intentional community with more caring societal norms or journeying for a myriad of other reasons. Intertwined with the Camino's religious, cultural, and

personal significance is its role as an economic engine across the millennia. The Roman roads and forts are testament to its long-standing economic significance. From the age of the Knights Templar through today, the Camino continues to be the economic lifeblood of the region and the small businesses, inns and villages along the route. The course has three primary components. First, students will investigate the human ecology of the Camino through modern and ancient readings, film screenings, visits to sites of historical and cultural significance, and interactions with pilgrims. These materials and interactions will inform group discussions, as well as papers, presentations and other deliverables. Second, to move students beyond their quotidian routine, participants will follow a guided plan of self-discovery, introspection, and reflection that will take place on and around their daily walks. These activities include a series of exercises, one-on-one meetings, and journaling. Finally, to dive deeper into their own Camino, students will conduct a capstone research project of their own design. Proposals, finalized early in the course, shall include the most appropriate means of communicating their findings, such as a research paper, in-depth presentation, or other modality. Whether students are interested in history, geography, commerce, sustainable tourism, art, human relations, spirituality, local foodways, or what it means to be human, this journey will provide ample fodder for a curious mind. Evaluation will be based on engagement with the course, participation in group discussions and meetings, quality of the various written and verbal assignments, and the capstone research project. There are no prerequisites or language requirements. However, some knowledge of Spanish is encouraged and can provide for a more enriching experience. Students must be capable of walking with a 20+ pound backpack over a variety of terrain for an average of 12.4 miles (20 km) per day. As this is a monster expeditionary course, space is limited and enrollment requires permission of the instructor.

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

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

HS 4109 The Contemporary World of Women's Novels

WALDRON, KAREN

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

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

HS 4110 Setting Sail with Amitav Ghosh

TANEJA, PALAK

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

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

This course, then, will be a deep dive into his magnum opus, the Ibis trilogy: *The Sea of Poppies* (2008),

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

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

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

HS 4111 Epic Heroines: Feminist Retellings of Mythologies

TANEJA, PALAK; WALDRON, KAREN

This course will explore heroines from two Hindu epics, Mahabharata and Ramayana, alongside the Greek mythological figures Ariadne, Medusa, Circe, and Galatea. Both sets of heroines have generated deeply rooted cultural archetypes. Central to the upbringing of more than half of the Indian population through comic books, TV shows, movies, and the like, the Hindu epics have set the standard for what an ideal Hindu woman should be, bolstering the patriarchal system in the name of religion and culture. Much like Helen of Troy, "the face that launched a thousand ships" in Greek mythology, some of these women have been the cause of wars of "epic proportions." Others have become infamous archetypes for women's witchiness and troublemaking, especially in Greek epics Western authors have retold. Myths of their beauty or its opposite have long been part of these narratives, but do we hear them speak? What do we know about the power they yield? Epics and mythologies have been unable to provide us with concrete answers.

Therefore, we will turn to female authors like Chitra Banerjee Divakaruni, Kavita Kané, Volga, and Vaishnavi Patel for the Hindu epics and Madeline Miller, Jennifer Saint, and Rosie Hewlett for the Greek tales. These authors have created spaces where women's voices can be heard and analyzed, where archetypal and epic types can be studied as multifaceted humans. We'll not only read their novels closely but also supplement their work with feminist theory and short videos. Eventually, we'll trace how these epics stay relevant with regard to the construction of gender and sexuality in the modern Indian and Western world.

Students will be evaluated based on class participation, an oral presentation, response posts, final paper, and a multimodal project. This class will be good for students who are interested in reading feminist literature and theory and understanding the enduring power of epics and myths as well as the contemporary feminist purpose in giving their heroines voice. Reading the Indian epics alongside the Greek tales will provide an opportunity for ample comparison of patriarchal systems and how they developed in representative cultures from the East and West.

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

HS 4113 Memoir Fragments: A Writing Workshop

DONOVAN, MARTHA

This intermediate/advanced writing workshop will focus on the capaciousness and possibilities of the memoir genre and is designed for students who have a keen interest in writing short-form memoir (memoir fragments); have a working familiarity with the elements of narrative; are eager to read and write for discovery and growth; are interested in experimenting with a variety of forms; and who are seeking to join a community of writers in a workshop setting. Close attention to matters of craft, form, and the writing process will be the province of this workshop course. Mary Karr's *The Art of Memoir* and other essays on craft will serve as guides to the writing and revising of a memoir piece (2-3 linked pieces or 1 longer piece, totaling 15-20 pages). Workshops and craft exercises will be the central focus of our class sessions. Active and engaged reading, writing, and peer review will be the focus of work outside of class. We will read three memoirs as models of various forms and possibilities within the memoir genre, such as: Terry Tempest Williams' *Refuge: An Unnatural History of Family and Place* (interweaving narratives); Jhumpa Lahiri's *In Other Words* (translingual); and Patti Smith's *Woolgathering* (prose poems and photographs), or others. Students will select to independently read a fourth memoir that bends or blends genres. Class sessions will be centered on student-led workshops, craft exercises, and reflections on writing and revision. Creative work outside of class will include daily writing, weekly peer review, and the crafting of memoir work through multiple drafts. Peer review and individual writing conferences with the instructor will provide

an opportunity for students to engage in focused conversations about their work outside of class. Students will be evaluated on their commitment, engagement, and growth; their participation in workshop and peer review; the production of a chapbook or art project of their work; and a final portfolio of their writing.

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

HS 4114 Rights of Nature

CLINE, KEN

Does nature have rights? There is a growing global movement answering that question in the affirmative. But what does that mean and how does it function in legal and political systems? The Rights of Nature (RoN) movement(s) has the potential to revolutionize environmental law and our relationship to the planet. Many believe that existing environmental law is inadequate to solve the critical problems of climate change, habitat loss, and mass extinction. The RoN movement proposes strategies that include granting rights to nature through legal personhood and assigning property rights to rivers, culturally important plants, specific animals, and wildlife. The course explores both the promise and perils of this approach while also exploring the field's multifarious origins, including Indigenous Law. By examining the concepts of rights, constitutionalism, standing, human rights law, and eco-centric law, students will gain an understanding of the context of the RoN movement. Although a powerful rhetorical concept, implementation of RoN as a legal strategy has been challenging and has met with mixed success. Fundamental questions of "who speaks for the trees" and what obligations are conferred when rights are granted are slowly being worked out in courts and national legislatures. These questions are particularly challenging where Western and Indigenous worldviews come together. Fundamentally, this seminar will explore what it takes to recognize the inherent rights of the natural world to "exist, thrive, and evolve." Students will be evaluated through several written assignments, class presentations, and active and meaningful participation in seminar discussions. Students will be asked to engage in a term-long research project that examines a specific RoN case study.

Level: Intermediate/Advanced. Prerequisites: Environmental Law & Policy OR Advanced International Environmental Law Seminar OR Indigenous America. Class limit: 16. Lab fee: None. Meets the following degree requirements: HS.

HS 4115 Political Economy of Genders

NGUYEN, DUC HIEN

We live in a time when the struggle for economic survival is life-shortening. We live in a place where the struggles for reproductive justice, the rights of women, the rights of trans and non-binary people, and gay and lesbian freedoms are intensified and weaponized for electoral gains and political power. What are the linkages, visible or hidden, between these two phenomena? How do we bring together Marxist political economy and queer/trans-inclusive feminist analysis to diagnose them? What can the anxieties, fears, and hatreds collected at the site of (trans)genders teach us about the inner working of capitalist (re)production? In turn, how can wrestling with the racial, sexual, and environmental violence that makes contemporary capitalism possible inform our collective struggle for gender and sexual equality and justice?

In this seminar, you and I will think through these questions together through the lens of contemporary Marxist–feminist political economy. We will engage contemporary feminist, black, and queer Marxist scholars whose works illuminate the contradictory, exploitative treatment of colonialized, raced, gendered, sexualized human and non-human Others under capitalism. Topically, our focus includes the birth rate crisis and the struggle for reproductive autonomy, contemporary attacks on gender minorities, and queer and trans-centered class struggles.

This is an intensive, exploratory seminar. We will read 4-5 texts closely, focusing on each book for two weeks. In the first week, we will identify the book's main arguments and approaches. In the second week we will re-read the book along with key texts that inform, supplement, or challenge its author(s). Our selection of key texts may include Jenny Brown's *Birth Strike*, and Jules Gleeson and Elle O'Rouke (eds.) *Transgender Marxism*, but there are rooms to replace them with texts that better reflect your interests. You don't have to be an expert on the debates and issues we engage in, but you must be unafraid and willing to actively grapple with them both intellectually and ethically.

The course is intended for students who are interested in approaching contemporary debates about LGBT+ issues, women's rights, and reproductive justice from a radical, intersectional, and anti-capitalist perspective. It is also valuable for students who want to understand what makes capitalism possible and what may un-make it. You will get the most out of this seminar if you have a working knowledge of the political economy of capitalism, feminist theory, and/or critical social theory. Students will be evaluated through bi-weekly reading reviews and a final project or essay.

Level: Intermediate/Advanced. Prerequisites: (1) One or more courses in political economy or social theory; and (2) One or more courses in gender/sexuality studies. Class limit: 12. Lab fee: None. Meets the following degree requirements: HS.

HS 4116 Political Economies of Carbon

STABINSKY, DOREEN

Carbon is the building block of life. It is also central to one of the most critical challenges of this century: climate change. Combustion of fossilized carbon leads to the increase in atmospheric concentrations of carbon dioxide that threaten life across the planet. Trees and other living organisms that store carbon are celebrated as solutions to the growing crisis, yet rampant destruction of these carbon stores continues unabated. The global management of carbon and its impacts includes projects to decarbonize economies and recarbonize ecologies, as well as fantastical technofixes for carbon removal and blocking the sun. Who will decide how much fossil carbon ultimately gets burned? How much land will be claimed by global elites to soak up their continued fossil emissions, and where will it be located? What role do carbon markets and geoengineering play in addressing or perpetuating fossil economies? These are some of the questions we will explore. In the course we use several different theoretical lenses that look at intersections of institutions, nature, economy, and power (critical geography, political ecology, political economy) to understand more deeply the political, economic, and ecological relationships that emerge around forms of carbon (fossil fuels, trees and landscapes, monoculture plantations) in the context of global efforts to address climate change. Topics to be covered include the carbon cycle; carbon markets; climate models; geoengineering and carbon dioxide removal; international climate treaties and global politics of governing carbon; and carbon democracy and fossil capital. The aim of the inquiry, and what students should expect to take away from the course, is a broader and deeper understanding of global political economies and local political ecologies of climate change and carbon.

Readings will come from academic as well as non-academic literature from think tanks, non-governmental organizations, and social movements. Core course texts will include *Carbon Democracy* by Timothy Mitchell and *Overshoot* by Andreas Malm and Wim Carton. The course will be conducted in a lecture-seminar format, with emphasis on class discussion of readings and lecture material.

Students will be evaluated based on engagement in class discussions, regular writing assignments and problem sets, and a final project or synthetic essay.

Students will participate virtually and/or in-person in the Conference of the Parties to the UN Framework Convention on Climate Change. In-person attendance is optional.

Level: Intermediate/Advanced. Prerequisites: One or more courses in natural or physical sciences, social theory, economics and/or politics. Class limit: 12. Lab fee: None. Meets the following degree requirements: HS.

HS 4117 Intersectional Voicing: Modern US Women Novelists

WALDRON, KAREN

This is an intermediate / advanced course in which students will explore the connections between and among modern US women's novels focusing on intersectional identities. We will strive to better understand the nature and significance of differences between as well as common patterns or themes that shape women's and intersectional/mixed-race/mixed-identity fictional narration. Historical perspective, cultural, class, ethnic, religious, other differences, and prescribed gender roles will all be relevant. We will read women's fiction by authors such as Gloria Naylor, Janet Campbell Hale, Toni Morrison, Linda Hogan, Julie Shikeguni, Sandra Cisneros, Graciela Limón, Nora Okja Keller, Cristina Garcia, Jhumpa Lahiri, Sigrid Nunez, and Amanda Peters. Participants will read carefully, prepare and ask questions of each other, write response papers, and carry out an independent multimodal project to be presented to the class. The project will focus on one or more additional texts: fictional, theoretical, cultural, or historic. Presentations will be made in groups that put the outside texts into broad cultural and historical perspective and/or discuss them in terms of trends in women's literature, immigrant literature, women's literature of the United States, multicultural/intersectional narratives, or some other course theme. The selection of the outside text for the project will give participants the opportunity to fill in perceived gaps in their reading or to explore a particular narrative or cultural form — or identity position — in greater 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.). The course has been designed for students with previous college-level literary experience and/or an interest in gender and identity studies.

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

HS 5018 The Nature of Narrative

WALDRON, KAREN

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. Meets the following degree requirements: HS.

HS 5020 Advanced International Environmental Law Seminar

CLINE, KEN

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 or Global Environmental Politics, and Signature of Instructor; Sophomore or higher college level. Class limit: 10. Lab fee: $10. Meets the following degree requirements: HS.

HS 5022 Hatchery

FRIEDLANDER, JAY

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. Grading is credit/no credit only.

Level: Advanced. Prerequisites: Permission of instructor. Class limit: 8. Lab fee: None. Meets the following degree requirements: HS.

HS 5043 Introduction to the Counseling Process

HILL, KENNETH

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. HS.

HS 5062 Corn and Coffee

LITTLE-SIEBOLD, TODD

This course explores the rich history of capitalism through the lens of two of the most ubiquitous and valuable crops in the world: corn and coffee. The crops provide insight into the global and local dimensions of both historical and contemporary reality in the countries where they are grown with a focus on Guatemala, Mexico, and the United States. Corn and coffee provide a convenient vantage point from which to examine the social, economic, and cultural dynamics of community-based production of both crops on the one hand and their globally-connected production as commodities. 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 of how global food systems land in places. 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 a specific place 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. Evaluation will be based on short writing, course participation and the final project.

Level: Advanced. Prerequisites: None. Class Limit: 12. Lab fee: $50. Meets the following degree requirements: HS, HY.

HS 5063 Conspiracy Theories and Theories of Conspiracy

MCKOWN, JAMIE

The fear of the "hidden" enemy that lurks behind the curtain, controlling events from the shadows, is a narrative topos that continually seems to raise its conspiratorial head in all kinds of spaces and venues: from politics to pop culture, movies, novels, music, political speeches, etc. Yet, there is also evidence to suggest that widespread acceptance of these conspiracy "theories" has the potential to cultivate and propagate inherently antidemocratic, divisive, and dangerous beliefs. Those who posit the existence of conspiracies, or at least certain ones, are often dismissed outright as irrational, without any consideration made as to the substance of their claims. Belief in conspiracies, or at least certain ones, is taken as a sign of faulty logic or reason. Yet, despite this, conspiratorial explanations of various phenomenon actually have a long and vibrant history of popular acceptance in US political culture (as well as in other parts of the world). Some have gone so far as to suggest that narratives of conspiracy, as alternative or resistant explanatory frames, are actually a necessary component of democratic political life. After all we know that conspiracies, political and otherwise, have existed in the past, and may exist again in the future. 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 what we consider the paranoid ramblings of "kooks" and "nutjobs" simply a matter of which one is "correct?" Is there a silver bullet theory or magic wand that would allow us to differentiate the supposed good from the bad? Is the very act of labeling something a conspiracy theory itself a form of political hegemony? Even if conspiracies might exist, is it better to live in a world in which we assume they don't? What do we actually mean by conspiracy theory in the first place? This seminar will explore a variety of topics related directly to how threats of conspiracy become manifest in public discourse. Readings will focus on secondary research that examines the role of conspiracy theories in political and social life, both in the United States and abroad. We will also supplement this with primary "artifacts" such as pamphlets, social media postings, videos, speeches, etc. Along the way we will also use this as an opportunity to reflect on what inter and trans disciplinary research actually looks like. The study of conspiracy narratives is an ideal example that helps us think about how different fields attempt to make sense of a phenomenon. We will survey, compare, and attempt to synthesize research from a wide range of fields, disciplines and methodologies including those from historians, anthropologists, political scientists, legal scholars, literary critics, psychologists, and others. This is an advanced seminar,

and students should expect to encounter readings that are rooted in disciplinary perspectives they are not familiar with. Students will need to adapt to shifting perspectives in order to both the various texts in conversation with each other. Evaluation will be based on in-class 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. Weekly lab sessions will be used for screenings of primary material and students may also be responsible for at least one primary source presentation during these sessions. This class is open to students of all interests regardless of their experience with politics, government, or social theory.

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

HS 5066 Spanish: Advanced

PEÑA, KARLA

This course is immersive and interdisciplinary. Students work exclusively in Spanish, and the language is always taught through the cultural context of Latin America and more specifically Yucatán. Students learn not only in the classroom but also through constant interactions with other Spanish-speaking environments, fostering cultural enrichment and connection. This course is designed for students who are familiar with the indicative, subjunctive and imperative moods in all tenses across a specific and diverse vocabulary. Daily classes and assignments develop the ability of students to express themselves clearly orally and through writing. Daily classes and assignments foster student's abilities to express themselves clearly in speech and writing. Students write, read texts, present on various topics, and converse in pairs and groups, all while perfecting advanced grammar and developing their vocabulary. Outside of the daily classes, students organize and perform in the annual Spanish Festival. The primary goal of this course is mastery and muscle memory across a wide range of grammar, including the indicative and subjunctive moods in all tenses. Students will be trained in understanding and applying the nuances of Spanish idioms. The students develop strategies to broaden their general vocabulary and deepen it in targeted areas. Upon completing this course, the student will be able to communicate more effectively and with greater grammatical correctness across a diverse range of topics. This course will also help the student to enrich their understanding of the multiple dimensions of Spanish-speaking cultures. Students are evaluated based on homework, class participation, and their ability to work effectively with multiple kinds of texts, interviews, conversations, formal interviews, presentations, writing exercises in different styles, and non-verbal communication. This class is typically offered in fall depending on student interest.

Level: Advanced. Prerequisite: Permission of instructor. Class limit: 10. Lab fee: $30. Meets the following degree requirements: HS.

HS 5069 Advanced Self-Directed Cultural Immersion

PEÑA, KARLA

The course provides students a compact immersive experience in Yucatecan culture and Spanish language through a self-directed and individualized program. This course is primarily directed towards students who have previously completed the Yucatán program or are in their final year of studies and have at least an intermediate level of Spanish. Depending on the student, the activities in the class may be entirely project based or more focused on directed coursework with instructors in the Yucatán Program. Either way the students' work will take place on the Yucatán Peninsula and last four weeks. This course requires active student engagement in the preparation of the project as well as during the project. If you are interested in this course, please contact the instructor well in advance.

Level: Advanced. Prerequisite: Permission of instructor. Class limit: 5. Lab fee: $1700. Meets the following degree requirements: HS.

HS 6012 Learning a Language on Your Own

COX, GRAY

The goal of this course 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. Meets the following degree requirements: HS.

HS 6013 Immersion Program in French Language, Art and Culture

STABINSKY, DOREEN

This course is offered through collaboration with CAVILAM as part of the COA program in Vichy, France. Students take 20 hours a week of 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). Pre-requisite: 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. Meets the following degree requirements: HS.

MULTIDISCIPLINARY

MD 1022 Working the Sea

ANDERSON, JOHN; STEPHENSON, TOBY

For much of the past 5000 years the sea has played a major role in a broad variety of human cultures, histories, arts, and economies. Sea-faring peoples have developed a rich lore and technology that allows them to both survive and even thrive in an often hostile element. This course will mix practical, hands-on learning of aspects of seamanship with a survey of fiction and non-fiction that address maritime themes. During the early part of the term we will concentrate on aspects of small-boat handling, using the College's inflatables, rowing boats, and the larger research vessels, Osprey and Laughing Gull. Students will learn how to launch and land small-craft from docks and beaches, basic rowing skills and use of an outboard motor. They will learn essential knots useful aboard ship and on the dock, how to lay out a course using a chart and compass, use of GPS and depth sounders, basic Rules of the Road, and elements of celestial navigation. During some lab periods we will go on short voyages in the general area of Frenchman Bay. As the term proceeds and weather worsens, we will turn to an increasingly greater literary component, reading accounts of famous voyages and local fishermen, discoveries, battles, legends and poetry. Possible texts include, but are not limited to: *Working the Sea* by Wendell Seavey, *Master and Commander* by Patrick O' Brian, *Maiden Voyage* by Tania Aebi, *The Perfect Storm* by Sebastian Junger, *In the Heart of The Sea* by Nathaniel Philbrick, *Longitude* by Dava Sobel, *Slave Ship: A Human History* by Marcus Rediker, *Kon Tiki* by Thor Heyerdahl, *We Didn't Mean to Go To Sea* by Arthur Ransome as well as excerpts from *The Greenlanders' Saga, Moby Dick, The Old Man and the Sea, The Voyage of the Beagle*, and *Two Years Before the Mast*. Students will be evaluated on the basis of class participation, a number of short "quizzes" – which will include practical elements - and a term paper focusing on one aspect of working the sea.

Level: Introductory. Prerequisites: Permission of Instructor. Class limit: 10. Lab Fee $100. Meets the following degree requirements: None.

MD 1030 Zoological Field Sketching

GRAHAM, CARRIE

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

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

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

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

MD 1032 The Art and Practice of the Natural History Field Journal

GRAHAM, CARRIE; RESSEL, STEPHEN

When you keep a natural history field journal, you join a long and proud tradition, shared through time with naturalists, explorers, and artists. Careful observation of nature, followed by careful writing and illustration, is a time-tested technique for "capturing" some of the wonders of the planet's life. While many of us have become dependent on technology to record notes and photographs, the practice of keeping a physical journal confers many advantages. Making a sketch requires you to look closely at your subject in a way that taking a photograph does not. A carefully created field notebook is a permanent record that will outlive technical obsolescence and even the life of its creator. Today, the field notebooks of figures such as Henry Walter Bates, Alexander von Humboldt, and Maria Sibylla Merian continue to provide useful data and artistic inspiration centuries after the death of their creators. Students will develop a regular natural history field journal practice by creating a journal as a record of their journey through Costa Rica. Along the way, they will document their observations through structured and unstructured entries using a variety of writing and drawing techniques. Assignments will be based on content from Introduction to Tropical Field Ecology and Tropical Entomology. The journals will be exhibited in an end of term show at the Dorr Museum. Evaluation will be based on completion of assigned entries, individual growth, and overall commitment to all aspects of this immersion experience.

This course is part of a three-credit expeditionary program in neotropical field ecology. Students must enroll in all three courses.

Level: Introductory. Prerequisites: Co-enrollment in ES3099 Introduction to Tropical Field Ecology and ES3100 Tropical Entomology, and permission of instructor. Class limit: 12. Lab fee: $1,600 (for all three courses). Meets the following degree requirements: None.

MD 1035 Career Ecology Seminar

NEUHOUSER, JEFFRY

In this course, students will develop a deep understanding of how their personal and professional identities intersect, how to apply and communicate their skills and interests through career experiences, and how to navigate a fulfilling and purposeful life. Students will first and foremost learn to look at their career development through the lens of career ecology, which is applying human ecology as a lens to examine one's career experiences and professional identity within natural, social, and economic systems. The goal of seeing career development through a career ecology lens is to construct strong identity foundations and continue on a path to professional authenticity, finding one's sense of purpose, and career fulfillment.

This course is designed to meet all students where they are in their COA journey: from first-year exploration through seniors preparing for graduation. This class is useful before you complete your internship requirement, but can also help you prepare for post-graduation success. Students will learn how their career ecosystems and professional identities are deeply influenced by one's familial, cultural, regional, religious, historical, and spiritual experiences, as well as by personal beliefs, views, strengths, and abilities. We will further investigate ways in which one participates in ecosystems through paid work, volunteering, government service, research, writing, community service, leadership, and how to find mentorship and support.

Students will learn through written reflections, participating in course discussions on readings and with course visitors, completing career assessments like the Clifton Strengths to understand personal strengths and values, completing professional writing assignments like resumes and cover letters, participating in hands-on networking and interviewing practice, and reading and incorporating design thinking strategies from the text *Designing Your Life* (Burnett & Evans, 2016).

Evaluation and assessment will be based on active participation in course discussions (discussions on readings and with course visitors), completing professional writing assignments (e.g., resumes and cover letters), reflection essays, and oral presentations.

Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: $50. Meets the following degree requirements: None.

MD 1036 Resilience in Ladakh: Agriculture, Culture, and Resistance

THURRELL, CAITLIN

In this course we seek to understand the current situation of Ladakh and Ladakhi people, beginning with the ecological farming systems that have sustained their communities in the desert Himalayas for thousands of years.

Ladakh is a dry glacial-fed land of vast mountains, steep valleys, passes, and high-altitude plains. Ladakhis are mostly a mix of Tibetan Buddhists and Muslims who speak a common Ladakhi language. A part of India since 1947, Ladakh is a part of the ancient Central Asian silk route and borders Tibet and Pakistan.

Beginning with the case study of the small village of Tar in western Ladakh, students will have the opportunity to explore the intricate practices of

agriculture and culture that have allowed Ladakhi people to live in a genuinely sustainable relationship with their place for thousands of years.

Now as new technologies rapidly become available, all of the generations are deciding what practices and lifeways to keep, what to change, and what to abandon. At the same time, with increased access, wealthy interests and extractive industries are starting to exploit Ladakh for profit. Presently Ladakhis are making a political stand, seeking protections for their lands, waters, communities, and culture.

Using first-hand stories, images, texts, video, and current media, this class will seek a human ecological understanding of traditional Ladakhi lifeways and the current choices Ladakhis face, as well as the efforts of this indigenous community for sovereignty and self-determination.

This class is intended for, but not limited to, students interested in studying and working in Ladakh in the future. Students with a firm intention to travel will have the option to focus more intensively on language study. Those with an interest in ecological agricultural systems, questions of sustainable development, and indigenous resistance movements may also benefit from this class.

Students will be evaluated on written assignments, participation in seminar discussions, weekly quizzes for students on a language-intensive track, and a final presentation of an independent research project.

Level: Introductory. Prerequisites: None. Class Limit: 12. Lab Fee: None. Meets the following degree requirements: None.

MD 2015 Endgame Decarbonization

GIBSON, DAVID

Recent reports say we need to cut global carbon emissions in half by 2030 and eliminate carbon emissions by 2050 or sooner. How can we electrify climate solutions to meet these urgent targets? What steps are needed to eliminate fossil fuel consumption, and how quickly can we implement them? To maintain the habitability of the planet, we have no choice but to win the carbon endgame. This course will discuss the technical requirements of the clean energy transition, including beneficial electrification, energy efficiency and renewable energy, but the emphasis will be on societal shifts needed to accelerate economy-wide decarbonization. Students will examine how fossil fuel corporations have lied about their impacts on the climate for decades, and how that has influenced policies and funding programs. This course will focus on readings, reflection and discussion. Topics covered will include the social, environmental, and economic impacts of fossil fuels versus renewable energy. Students will examine the role of diverse economic sectors including real estate, finance, and education in this transition. Students will explore the facets of transitioning an entire town or neighborhood away from fossil fuels, and the benefits or challenges associated with planning and implementing projects at a larger scale than an individual home. How can we completely transition off fossil fuels within a generation? Students who successfully complete this course will be able to identify the steps to transition a building off fossil fuels, and have a conversational understanding of how various economic sectors are critical to support the global clean energy transition. This course will provide students with the tools and experience to reduce community energy use and greenhouse gas emissions in a holistic manner. Evaluation will be based on participation in class discussions, completion of 3-4 written assignments including reflection papers, and 1-2 class presentations.

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

MD 2016 Fisheries and Fishing Communities

SMITH, HILLARY; SPRINGUEL, NATALIE

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 interdisciplinary approaches to examine the relationships among marine resources, fisheries policy, harvesters, and communities. In this course, we will examine 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 relationships between other industries, uses, and values placed on the coast and their relationships to fisheries and aquaculture. The course will include guest speakers and field trips (including an overnight to the Cobscook Bay area) to Downeast communities. Evaluation will be based on several assignments during the term, including journals, analysis of oral histories, and research on a Downeast fishery. Students will also work on a final project examining a research question using multiple information sources and ways of knowing with a presentation 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, food systems, social science research methods, or environmental policy, or permission of instructor. Class limit: 15. Lab fee: $100. Meets the following degree requirements: None.

MD 2017 Farming the Wild

ANDERSON, JOHN; NUGENT, APRIL

Farming has always operated with a degree of tension in relation to wild things and wild places. Agricultural tradition has often embraced the idea of "taming" nature or driving back the wilderness in order to meet human needs. In the 20th Century, an increasingly competitive economy, coupled with rising human populations emphasized massive monocultures that had serious impacts on wildlife and native vegetation. There is no question that conflict can exist between the wild and the curated, however there are also real possibilities for a more harmonic interface between humanized and non-humanized landscapes that can benefit both. In this team- taught course an experienced livestock farmer and a seasoned field ecologist will lead students in exploring the complex and nuanced relationships between managing land for production agriculture and land conservation. By utilizing Peggy Rockefeller Farm (PRF) as its primary case study students will be able to explore the complex histories of land conservation and the current practices of farming on the edge of nature. Students will also explore how farms can enhance native wildlife by providing key habitats and food sources. Students will be expected to learn through course lectures, extensive readings on farming, and wilderness, and practical, hands-on experience on the farm in making domesticated plants and livestock "wild safe". Evaluation will be based on class participation, two short "problem sets" and a comprehensive final exam. Intermediary. Interdisciplinary. Students will be evaluated based on class participation, weekly quizzes, assignments, and a final project and presentation.

Level: Introductory/Intermediate. Prerequisites: ES 1054 Biology: Form and Function. Class limit: 11. Lab fee: $50. Meets the following degree requirements: None.

MD 2018 Navigation: Skills, Tools, and the Drivers of Seafaring

STEPHENSON, TOBY

In this course we will explore the origins and evolution of navigation, tracing its development from early Pacific, Mediterranean, and Eastern Atlantic regions to modern global methods. Our focus will center on techniques from the 15th through 19th centuries—a period where innovators and mariners overcame barriers and greatly refined our understanding of the world spatially.

Students will engage in the hands-on construction and use of traditional navigation tools, grounding these practices in the broader context of human migration, exploration, and our understanding of Earth's place in space. We will compare Polynesian, and Eurasian navigation techniques, examining how these cultures applied geometry and the temporal movements of the solar system to traverse the seas.

Topics will include the development of maps and charts, the origins of the universal coordinate system, the evolution of the compass, and the role of geographical knowledge in driving exploration. We will also investigate the challenge of determining longitude at sea and how modern navigation systems, while simplifying travel, pose new risks for mariners who rely solely on them.

This course is open to all students interested in navigation and is particularly suited for those considering maritime careers.

Students who successfully complete this course will be able to: understand the fundamental principles of navigation; plot courses of travel, fix a position, and perform dead reckoning calculations; appreciate the role of celestial movements and magnetic variations that influence navigation; and use hand tools to craft instruments used in early navigation.

Evaluation will be based on problem sets, engagement with course materials, and participation in discussion and collaborative activities in class and lab.

Level: Introductory/Intermediate. Prerequisites: None. Class limit: 12. Lab fee: $100. Meets the following degree requirements: None.

MD 2019 Paddlesport Instructor and Leadership Course

HANSON, NATHANIEL

In this course students will expand their paddling abilities in sea kayaks, canoes, and whitewater kayaks, and use these craft as platforms for outdoor leadership and for helping others become safe, effective paddlers. During classroom sessions, students will be introduced to teaching approaches such as behaviorism and constructivism, and how they can be used to support learning in adventure sport. We will also look at styles of leadership and group management strategies, as well as models of risk management used to manage safety in outdoor sport. On the water, we will apply these ideas while learning to paddle, and while running leadership and instructional sessions for peers. About half of our class time will be spent on the water, in canoes and kayaks; additionally, this course will include a weekend trip later in the term. Certification as an American Canoe Association (ACA) Kayak Instructor, or Community Paddlesports Leader is possible through this course.

Assessment will be based on: students' preparation for classroom and on-water sessions; students'

demonstration of various teaching modes to create learning sessions, both in the classroom, and on the water; students' application of leadership models to effectively manage small groups of paddlers in various on-water environments. Final assessment based on classroom and on-water instructional sessions by each student, on a topic of their choosing.

Level: Introductory/Intermediate. Prerequisites: Students must have participated in at least two days of paddlesports instruction. (e.g., an OOPS trip, COA pool session, COA whitewater kayak lesson, peer-led sea kayak trip, or similar instruction someplace other than COA). Students taking this class do not need to be skilled paddlers, though they need to have enough experience that they know they'll enjoy spending at least forty hours in a canoe or kayak as part of this course. Class limit: 10. Lab fee: $75. Meets the following degree requirements: None.

MD 3013 Sheep to Shawl

LETCHER, SUSAN

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: Permission of instructor. Class limit: 10. Lab fee: $100. Meets the following degree requirements: None.

MD 3016 Origins: History, Genetics, and Memory

LITTLE-SIEBOLD, TODD

Families are a touchstone of many people's identity, and stories about where we come from and who came before us are often key ways of orienting ourselves and understanding who we are. Storytelling, documentary and photographic collections, and other methods of preserving memories serve as the very concrete ways that many of us come to learn about our immediate family and our ancestors. New techniques of genetic testing provide a method that can contribute to that understanding and in some cases fill in blanks left about ancestors and provide a new source of stories in addition to those passed along from generation to generation. Recreational DNA testing can also provoke discussion about how to make sense of the genetic stories revealed and how they mesh with or challenge people's sense of themselves. This class will explore the traditional methods of collecting family histories (oral history, genealogical research) and recreational genetic testing as a point of entry into complex issues around history, memory, ethics, race and the role of new technologies. Students will learn the basic skills of doing genealogical research as well as develop an understanding of the strengths and limitations of human genetic testing, which can reveal our shared history as well as our differences. Evaluation will be based on class participation, short assignments, and a final project. The expectations surrounding the final project explain why this course is designated as intermediate even though there are no specific pre-requisites. Students will be expected to conceptualize, plan and carry out their own projects, and they will be evaluated on their ability to self-direct, seek feedback and complete those projects. This class is appropriate for a wide range of students with diverse interests concerning identity and history.

Level: Intermediate. Prerequisite: None. Class limit: 15. Lab fee: None. Meets the following degree requirements: None.

MD 4013 Demons from the Depths

CLINGER, CATHERINE; HALL, SARAH

Across a range of epochs, cultures, and territories, human beings have proffered myths, stories, and scientific theories in order to explain catastrophic natural events. From kata=down, strephein=turn, the Greek katastrephein meant "under-turning" in the ancient world. This course explores postulations regarding large- and small-scale calamitous events that seem to originate from below the surface of Earth. Our enquiry engages with legendary tales, historical records, material culture and scientific

discourses that document attempts to explain the meaning and/or mechanism of such memorable episodes. What causes a mountain to eject ash and toxic gases? What infernal force creates lava flow? Why does the earth shake? Why do some natural waters cause harm? How do we understand that which we cannot see? Through case-studies informed by the literature of science, the arts and humanities, we will plumb the depths and limits of the human imagination. This class uses both a lecture-based and seminar-style discussion approach as well as time spent visiting local lab and field sites. Students will be evaluated based on their weekly activities and writing assignments, and a final project with both oral and written presentation components.

Level: Intermediate/Advanced. Prerequisites: At least one previous class in either art history or literature is required; an additional class in, or knowledge of, geoscience is strongly suggested. Permission of instructor. Class limit: 12. Lab fee: None. Meets the following degree requirements: HY.

MD 4014 Building Science and Energy Auditing

GIBSON, DAVID

Buildings account for nearly 40% of global carbon emissions. Sixty percent of Maine homes are heated with heating oil, the highest percentage of any state, and Mainers spend more than a billion dollars on heating oil each year. Improving the efficiency of our homes and buildings is essential for transitioning away from fossil fuels and reducing carbon emissions.

In this course, students will learn how to safely transition buildings away from fossil fuels. This includes understanding the science of energy and moisture movement through a building, how to monitor carbon monoxide and other harmful combustion gases, and methods to reduce energy loss, while maintaining comfortable levels of humidity and fresh air. Students will gain proficiency measuring air leakage with a blower door, using an infrared camera to assess insulation levels, calculating heat loss, and identifying solutions and best practices to develop a plan of action for homeowners. They will also learn about high efficiency mechanical systems like air source heat pumps, heat pump water heaters, and how to assess lighting and appliance electrical usage. Students will learn how to carry out cost calculations for energy savings and research and share information on rebates and incentives available for homeowners. This will be a very hands-on course, with weekly labs to teach energy auditing field skills. This course will include presentations from local energy contractors, and students will participate in energy audits of residential buildings on or off campus. Through these experiences, students will meet and interact with home performance businesses and non-profit organizations in the local community. As time and weather conditions permit, students will gain experience implementing efficiency solutions such as insulation and air sealing.

Students who successfully complete this course will be able to conduct energy audits for homes, identify cost-effective improvements, and prioritize energy improvements to maximize energy savings. This course will provide students with the tools and experience to reduce building energy use and greenhouse gas emissions in a holistic, whole-building approach.

Evaluation will be based on completion of assignments, participation in class discussions, and mastery of field skills.

Level: Intermediate/Advanced. Prerequisites: Physics and Mathematics of Sustainable Energy. Class Limit: 12. Lab fee: $50. Meets the following degree requirements: None.

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