College of the Atlantic

Updated: 11/9/2026

Course List WI-27

This list will be updated as courses are added or changed; current offering and course descriptions can be found on the Portal.

Faculty	Course#	Level	Degree Req?	Instructor Permission?	Coursename
Baker,Jodi	HE 1010D	I	HE		Human Ecology Core Course
Baker,Jodi	MD 5012	A		Yes	Politics, Body, Representation
Buchanan,Bec	HE 1010B	I	HE		Human Ecology Core Course
Buchanan,Bec	HS 2141	IM	HS		Young Adult Literature as Cultural Practice and Pedagogy
Cline,Ken	HS 1012	I	HS		Introduction to the Legal Process
Cline,Ken	HS 3146	M	HS	Yes	The Human Ecology of Wilderness
Clinger,Catherine	AD 2029	IM	AD HY		Contemporary Artist as Researcher and Activist
Clinger,Catherine	AD 4019	MA	ADS	Yes	Studio Printmaking
Collum,Kourtney	MD 2020	IM		Yes	Small Ruminant Practicum
Cox,Gray	HE 1010C	I	HE		Human Ecology Core Course
Cox,Gray	HS 3145	M	HS		Learning to Make Our Futures
Donovan,Martha	HS 2076	IM	HS		Life Stories: Memory, Family, and Place
Feldman,Dave	ES 1024	I	QR		Calculus I
Ferrari,Melissa	AD 4058	MA	ADS		Devices of Wonder: Moving Pictures
Ferrari,Melissa	AD 4066	MA	ADS	Yes	Animating the Museum: Natural History Films
Gadeken,Kara	ES 1052	I	ES		Biology: Cellular Processes of Life
Gadeken,Kara	HE 1010E	I	HE		Human Ecology Core Course
Hall,Sarah	ES 3114	M	ES		Data to Action: Geohazards, Climate Change, and Health
Henderson,Jonathan	AD 1078	I	ADS		Shellac to Spotify: 100 Years of Recorded Music
Henderson,Jonathan	AD 6030	IMA	ADS		Samba Percussion Ensemble
Ialeggio,Anna	AD 1081	I	ADS		Sci-Fi & Sculpture: World-Building as Art Practice
Ialeggio,Anna	AD 4063	MA		Yes	Tutorial: Advanced Ceramic Techniques
Ialeggio,Anna	HE 1010A	I	HE		Human Ecology Core Course
Khor,Su Yin	HS 1110	I	W HS		Food and identity in writing: Multimodality in composition
Lakey,Heather	HS 1062	I	HS		Problems and Dilemmas in Bioethics
Lakey,Heather	HS 3142	M	HS	Yes	Existentialism
Letcher,Susan	ES 1081	I	ES		Plants and People: Economic Botany
Letcher,Susan	ES 4048	MA	QR	Yes	Biostatistics
Little-Siebold,Todd	HS 2061	IM	HS HY		Indigenous America
Little-Siebold,Todd	HS 3036	M	HS HY		Oceans & Fishes: Readings in Environmental History
Longsworth,Gordon	HS 2020	IM	HS		Geographic Information Systems I: Foundations & Applications
McKown,Jamie	HS 5063	A	HS		Conspiracy Theories and Theories of Conspiracy
Nguyen,Hien	HS 2139	IM	HS QR		Sick Markets: Healthcare and Health Insurance in the US
Pena,Karla	HS 3126	M	HS	Yes	YUCATAN: Immersion Practica in Spanish and Yucatecan Culture
Pena,Karla	HS 3127	M	HS	Yes	YUCATAN: The Maya of Yesterday and Today
Pena,Karla	HS 5068	A	HS	Yes	YUCATAN: Spanish: Writing Composition
Pena,Karla	HS 5075	A	HS	Yes	YUCATAN: Advanced Self-Directed Cultural Immersion
Sebastian,Neeraj	AD 1071	I	ADS		Fundamentals of Painting
Sebastian,Neeraj	AD 1077	I	ADS		Fundamentals of Drawing
Slabach,Brittany	ES 1092	I	ES		Collecting Nature: Exploration of Scientific Collection
Stabinsky,Doreen	HS 2143	IM	HS	Yes	FRANCE: Terrestrial Politics and Decolonial Ecologies
Stabinsky,Doreen	HS 6013	IMA	HS	Yes	FRANCE: Immersion Program in French Language, Art & Culture
Taneja,Palak	HS 2140	IM	W HS		Barbed Wires, Drawn Lines

Faculty	Course#	Level	Degree Req?	Instructor Permission?	Coursename
Todd,Sean	ES 1076	I	ES		Polar Ecology and Exploration
Todd,Sean	ES 2012	IM	QR		Introduction to Statistics and Research Design
Tsygankova,Valeria	HS 1137	I	W HS		Pushing the Boundaries of the Essay
Turok,Katharine	HS 4101	MA	HS		Troubadours, Nuns, Concubines, and Witches before 1500
van Vliet,Netta	MD 5012	A		Yes	Politics, Body, Representation
Waldron,Karen	HS 2011	IM	HS		Nineteenth Century American Women
Waldron,Karen	HS 3059	M	HS		Native American Literature
VISITING FACULTY					
Coiner,Tom	AD 2023	IM	ADS		Actor Training I
Kelly,Ro	MD 2020	IM		Yes	Small Ruminant Practicum
McCune,Kreg	AD 1039	I	ADS		Ceramics I
McLean,Adam	AD 4052	MA	ADS	Yes	Folk Music Ensemble
O'Connor,Casey	ES 4070	MA	ES		Biochemistry
Pike,Ross	AD 1075	I	ADS		Graphic Design Studio 1/ Visual Communication
Robbins,Dani	AD 3088	M	ADS	Yes	Contemporary Dance Composition
Rock,Jennifer	HS 3144	M	W		Communicating Science
Sanborn,Kelley	ED 3012	M	ED		Supporting Students with Disabilities in the Reg. Classroom
Schultz,Eloise	ED 4017	MA	HS ED		Integrated Methods IB: Grades 3-6 Reading and Writing
Smith,Hillary	HS 2142	IM	HS		Qualitative Data Analysis
Smith,Hillary	HS 3106	M	HS		Blue Food Systems
Stanley,Ashley	ED 4016	MA	HS ED		Integrated Methods IA: Grades PreK-3 Reading and Writing
Taylor,Davis	HS 3143	M	HS		Cooperation in Food Systems
Titcomb,Anna	MD 1037	I			Foundations of Human Nutrition

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Course Descriptions
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AD1039 Ceramics I

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

AD1071 Fundamentals of Painting

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: $125. Meets the following degree requirements: ADS.

AD1075 Graphic Design Studio 1/ Visual Communication

Visual communication is one of the most pervasive means of communication between humans. Graphic design, in the realm of visual communication, is a process used to effectively convey ideas and information visually through print, electronic media, products in the marketplace, and structural elements in the built environment. Its application may be promotional, editorial, informational,
expositional or investigational. It may cater to, or critique, - commercialism, colonialism,
capitalism, and advertising – or alternately be used to organize information and visualize complex data, or concepts. Is it possible to construct a visual message that will be received through the din and noise of our overstuffed media environment? Past other competing messages? What are some of the contemporary issues surrounding design and the roles and responsibilities of graphic designers in the workplace and in their communities?

In this introductory level studio course, you will become familiar with visual rhetoric and the basic elements, principles, and processes of graphic design that will help you to construct effective visual messages. You will work on a variety of conceptual visual communication projects in the realms of information design, editorial design, and promotional design. Lectures, demonstrations, assignments, critiques, historical teachings, and visiting professionals will offer a balanced framework for developing skills in creative perception, critical thinking and visual communication. An emphasis is placed on these elements and evaluation will be weighted more heavily in these areas than technical expertise on the computer. However, you will be required to learn the basics of several computer graphic applications (Adobe Photoshop, Adobe Illustrator, and Figma) in order to complete coursework. You will receive basic instruction in these programs in class, but will be expected to attend scheduled lab times, and refer to online resources and guide books for specific tools and techniques that may be required to visualize your ideas. Tutorial times outside of class will be provided periodically throughout the term for additional technical instruction.

Level: Introductory. Prerequisites: None. Class limit: 14. Lab fee: $85. Meets the following degree requirements: ADS.

AD1077 Fundamentals of Drawing

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.

AD1078 Shellac to Spotify: 100 Years of Recorded Music

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.

AD1081 Sci-Fi & Sculpture: World-Building as Art Practice

What do science fiction and sculptural installations have in common? The manifestation of momentary, immersive, and provocative new worlds! In this hybrid studio/seminar class, we will move between readings of ecologically-themed science fiction, environmental nonfiction, poetry, and theory, alongside the practice of making together in real time and place. Several short, open-ended individual prompts will lead us gradually towards a large-scale, immersive installation at the end of the term—the theme, location and manifestation of which we will develop as a collective. Sculptural materials that we'll work with together will include textiles, paper mache, and cardboard. In addition, students will be investigating and sharing techniques to bring to the class throughout the term. Readings may include but are not limited to: Ursula K Le Guin, Hakim Bey, N.K. Jemisen, Octavia Butler, Kim Stanley Robinson, Cixin Liu, Barry Lopez, Tracy Rosenthal, Anna Tsing, Jakob Von Uexküll, and Donna Haraway. World-building visual artists that we'll look to may include but are not limited to: Adrián Villar Rojas, Cecilia Vicuña, Jennifer Moon, Cannupa Hanska Luger, Candace Lin, Mel Chin, Agnes Denis, and Joan Jonas. Depending on the season, we may make site visits relating to our developing themes.

Evaluation will be based on participation in class activities (exercises, presentations, readings, discussions, occasional writing and/or drawing prompts), significant studio time outside of class, timely completion of all projects with corresponding group critique sessions, and contributions towards a collective practice. A sketchbook is required.

Level: Introductory. Prerequisites: None. Class limit: 12. Lab fee: $60. Meets the following degree requirements: ADS.

AD2023 Actor Training I

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

AD2029 Contemporary Artist as Researcher and Activist

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-centred 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

AD3088 Contemporary Dance Composition

This introductory course will focus on personal expression through movement and compositional techniques. Each class will begin with a gentle warm up that will help students become aware of movement impulses and locate a personal movement vocabulary. Through short, weekly assignments, students will gather a collection of tools for composing movement sequences including honing improvisation toward set choreography, responding to spatial and environmental conditions, and drawing inspiration from sound and imagery. Our making will be supplemented by readings and screenings of 20th and 21st century choreographers, aiding us in contextualizing our creative process within the current field of contemporary dance. Students will be asked to craft a short final piece of choreography, to be shared with the community during a "Works in Progress" showing. Evaluation will be based on attendance, satisfactory completion of weekly assignments, and rigorous engagement with the process of developing a final piece. Students of diverse abilities and experiences are encouraged to enroll. It is strongly recommended that students have some prior dance or theater coursework before taking this course. Please contact the instructor directly if you have questions about your background.

Level: Intermediate. Prerequisites: Beginning Contemporary Dance Technique, or the equivalent, and permission of instructor. Class limit: 10. Lab fee: $0. Meets the following degree requirements: ADS.

AD4019 Studio Printmaking

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

AD4052 Folk Music Ensemble

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: ADS.

AD4058 Devices of Wonder: Moving Pictures

Exploring what Athanasius Kircher referred to as "The Great Art of Light and Shadow," this course will traverse a variety of early optical devices that create the illusion of moving pictures. Focusing on inventions from the 12th to 19th centuries, we will study objects such as camera obscuras, magic lanterns, moving panoramas, Pepper's Ghosts, and stroboscopic animation devices like zoetropes. While often considered precursors to cinema, the histories of these technologies extend beyond film to the realms of science, philosophy, theater, ritual magic, and illusion. Through screenings and readings, we will discuss how spirituality, scientific experimentation, industrialization, and capitalism shaped the invention, spectacle, and social contexts of these devices. With a perspective rooted in media archaeology, the course will trace lineages between antiquated instruments and modern technologies, highlighting concepts like stereoscopy, illumination, projection, phantasmagoria, and animation. Lectures will also feature contemporary artists and filmmakers who create works inspired by these historical apparatuses. Students will experience the wonder of these technologies through hands-on workshops and assignments in which they will recreate several devices. The course will culminate in two larger projects where students will make artwork, film, or performance based on the objects, histories, and concepts discussed in class.

Students will be evaluated on their successful completion of workshops and projects, critical engagement with reading/screening materials, and thoughtful participation in class discussions.

Level: Intermediate/Advanced. Prerequisites: Previous experience in film, animation, photography, or film studies is recommended but not required. Class limit: 12. Lab fee: $70. Meets the following degree requirements: ADS.

AD4063 Tutorial: Advanced Ceramic Techniques

This is a ceramics tutorial for intermediate or advanced practitioners and requires foundational skills in hand building and/or wheel-throwing. It is designed to support students' continued development of ceramic technique. Students enrolling in this tutorial must prepare an individualized work plan outlining their goals and objectives before the start of the term. Each work plan will blend studio work with research, including but not limited to global, historical and contemporary frameworks. There will be three required group check-ins over the course of the term, plus individual meetings at the discretion of each student. As always, we'll share the joy and responsibility of running a communal studio.

Students who successfully complete this course will gain experience following through on an arc of independent research and study; communicating and experiencing ideas through ceramic forms in real time and space; and giving and receiving both practical and creative feedback in real time, in response to the unique efforts and ambitions of peers. In addition, students will learn to act confidently on a thorough understanding of the material and chemical transformations present in mid-fire ceramic processes and confidently contribute to the management of a community clay studio.

Evaluation will be based on follow-through of independent studio and research plan, substantial studio time, timely completion of all projects with corresponding group feedback sessions, and consistent involvement with studio maintenance.

The default grading option for this tutorial is credit/no credit.

Level: Intermediate/Advanced. Prerequisites: At least one college-level course or significant previous experience. Class limit: 6. Lab fee: $120. Meets the following degree requirements: None.

AD4066 Animating the Museum: Natural History Films

In this course, students will create research-based live-action or animated short films for display in the Dorr Museum of Natural History. Students will be welcome to work individually or in small collaborative teams, with students focusing on their own production for the entirety of the term. Students will conduct research, pitch their proposals to the Dorr Museum Committee, and develop a production schedule to complete their projects by the end of the course. Students will determine the ideal outcome for their production, but forms might include hand-drawn animated scientific visualizations, short live-action documentaries, stop motion experimental films, or puppet film PSAs. Through this course, students will gain professional experience in creating commissioned film projects for public display and communicating with a client.

Embracing filmmaking as a tool for science communication and education, we will discuss the moving image's ability to activate museum archives; approaches to balancing didactic storytelling with creativity; and considerations like research methodologies, paratextual materials, and the impacts of display techniques.

The class will collaborate with Dorr Museum staff to identify potential project subjects, which may include: films about the ethics of human-bear interactions; animated visualizations of ocean tides and whale feeding methods; stop motion animations of museum specimens, including taxidermy and study skin preparation techniques; and profiles on COA's marine biology research initiatives. Additionally, artists might use this opportunity to illuminate the Dorr Museum's extensive archives that are not on display.

Filmmaking experience is recommended, but students with a strong portfolio in visual arts, photography, sound arts, or scientific visualization will be considered. Supplementary technical workshops will provide students with instruction in the necessary software and tools, including Dragonframe and Adobe Premiere.

Students will be evaluated on the successful and timely completion of their production, critical engagement with research, and thoughtful participation in conversations with museum staff and class critiques.

Level: Intermediate/Advanced.Prerequisites: At least one art, photo, film, science communication or animated class recommended. Class limit: 12. Lab fee: $100. Meets the following degree requirements: ADS.

AD6030 Samba Percussion Ensemble

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: 20. Lab Fee: $60. Meets the following degree requirements: ADS

ED3012 Supporting Students with Disabilities in the Reg. Classroom

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

ED4016 Integrated Methods IA: Grades PreK-3 Reading and Writing

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.

ED4017 Integrated Methods IB: Grades 3-6 Reading and Writing

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.

ES1024 Calculus I

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

ES1052 Biology: Cellular Processes of Life

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: 35. Lab fee: $25. Meets the following degree requirements: ES

ES1076 Polar Ecology and Exploration

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.

ES1081 Plants and People: Economic Botany

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

ES1092 Collecting Nature: Exploration of Scientific Collection

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.

ES2012 Introduction to Statistics and Research Design

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: 25. Lab fee: $40. Meets the following degree requirements: QR.

ES3114 Data to Action: Geohazards, Climate Change, and Health

In this course, students will consider how science informs policy and planning for decision making related to topics at the intersection of human systems and earth processes. We will explore examples of “data to action” in local to national-scale policies and programs aimed at reducing risks associated with geohazards, topics in environmental and human health, and climate change. Students will learn about earth processes associated with geophysical geohazards (e.g. landslides, earthquakes, volcanoes, geomagnetic storms, sinkholes), meteorological hazards (e.g. hurricanes, tornadoes, floods, storm surge, drought), and human and environmental health hazards (e.g. water quality and quantity, erosion/sedimentation, spread of toxins/pollutants), and will consider some of the historical and forecasted impacts of these phenomena. Many of these hazards are exacerbated by ongoing

climate change and other anthropogenic activities involving land-use and industrial processes. Supplementing scientific literature, students will engage with resources such as public hearing testimony, codified law, congressional research reports, as well as data products and outreach materials (e.g. public service announcements, maps, and guides) designed to inform decision makers of all levels on the science and potential actions for risk reduction. Through guest lectures, video calls, or field trips, students will engage with professionals and institutions spanning different sectors and jurisdictions working on hazard risk reduction and practice civic engagement through attendance at town meetings, a state legislative session, or a talk by federal scientists working with states, Tribes, and territories to coordinate risk reduction activities. Students will prepare their own science-informed guidance materials and will draft policy memos and prepare mock testimonies around related topics of interest. An overall goal of this course is to inspire students to consider their roles in planning for, preparing for, and adapting to geohazards and future impacts on their households, communities, and workplaces. Students will be assessed based on participation in discussions and in-class activities, approximately weekly assignments, and a term-long project. There are no prerequisites for this course, however, students should feel comfortable reading and analyzing primary literature and will be expected to write without the aid of AI or large language models.

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

ES4048 Biostatistics

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

ES4070 Biochemistry

This course explores the chemistry of living systems. Topics include the chemical properties of amino acids, gene expression, protein structure and function, enzyme kinetics, biological membranes and metabolic pathways. These concepts will be explored through examples drawn from medicine, pharmacology, physiology, and environmental biology. An accompanying laboratory will introduce students to experimental approaches used to investigate biological molecules and biochemical processes. Students will develop their understanding through problem-solving activities, laboratory investigations and scientific literature. Evaluations are based on class participation, mid-term exam, and final paper.

Level: Intermediate/Advanced. Prerequisites: At least one term of organic chemistry is required and two terms are preferred. Class limit: 10. Lab fee: None. Meets the following degree requirements: ES.

HS1012 Introduction to the Legal Process

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

HS1062 Problems and Dilemmas in Bioethics

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

HS1110 Food and identity in writing: Multimodality in composition

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.

HS1137 Pushing the Boundaries of the Essay

What comes to mind when you hear the word "essay"? Maybe you think of a formula that you learned long ago: five standardized paragraphs supporting a single claim with little room for anything else. Maybe you think of essay writing as 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 features that define an essay. 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 competing approaches. This class is a gateway to that contested space. Assigned readings will introduce students to the outer limits of the essay universe and to writers who have made their own unique marks on the tradition, which has experimentation and exploration at its heart.

Encountering the actual diversity and inventiveness of the essay form will yield a wealth of strategies for students to test out in their own writing—strategies for engaging readers, for analyzing the world around us, for communicating a point of view, for

posing significant questions, and for responding to other thinkers. Students will write to analyze the writing of others as well as to pursue essay projects of their own design, using the essay form for the exciting and imaginative reasons that writers have turned to it for generations: to delve into the intellectual, aesthetic, and ethical questions that captivate them. By doing this work, students will expand their abilities for inquiry, critical thinking, and argumentation, and become better navigators of writing for many purposes and audiences at college and beyond.

Students will be evaluated on two main essay projects, one of which can be multimodal, and on their participation in a recursive writing process that includes reading, exploratory writing, drafting, revising, and responding to classmates' drafts. This course will be helpful for new college students looking to establish a base of knowledge about analytical writing, as well as for students at any point in their college careers who want to dedicate time to working intentionally on their writing. Students interested in reading and writing literary and cultural criticism, creative nonfiction, and science writing for a general audience might be especially interested in this course.

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

HS2011 Nineteenth Century American Women

This course studies the American novel as written by women of the nineteenth century. It focuses on how women's issues and styles change over the course of the century, with its revolutionary economic, technological, social and political shifts, as well as on enduring questions. As we read from among the wide selection of nineteenth-century American women novelists (who outnumbered and outsold male authors) -- such as Rowson, Foster, Child, Cooke, Fern, Stowe, Phelps, Jewett, Chopin, and Gilman -- we consider how they have shaped the tradition of the novel and social values Americans encounter today.

Level: Introductory/Intermediate. Prerequisites: Writing Seminar I or signature of the instructor. Offered every other year. Class limit 15. Lab fee: None. Meets the following degree requirements: HS

HS2020 Geographic Information Systems I: Foundations & Applications

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.

HS2061 Indigenous America

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

HS2076 Life Stories: Memory, Family, and Place

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.

HS2139 Sick Markets: Healthcare and Health Insurance in the US

Within economics, there is a sub-field called health economics. If you ask the health economists, they will say that such specialization is needed because the market for healthcare is unlike most other markets. Most consumers cannot assess how much care they need or evaluate accurately the quality of treatment they receive. A mandatory vaccination policy protects you in ways that a mandatory schooling policy does not. And in the United States, access to care is mediated by a labyrinthine system of private insurances, employer benefits, deductibles, and eligibility rules, which obscures costs, distorts incentives, and leaves millions without adequate coverage. These features make healthcare a distinctive area of economic analysis.

On the other hand, a healthcare system is also the product of specific political and economic choices. The US spends more on healthcare than any comparable nation yet produces worse outcomes across nearly every population-level measure. To understand why, we need to examine how the organization of healthcare around private insurance shapes – and sometimes distorts – decisions about who receives care and at what costs.

This course will introduce you to standard economic tools and models used to study healthcare markets, while also interrogate their social and political consequences. The goal is not merely to understand health economics, but to engage critically with one of the most consequential policy domains of our time. Upon completing this course, you will: (1) understand how economists think about health and healthcare; (2) understand how US healthcare policy is structured around market logic; (3) critically evaluate the design and failures of the US health insurance system; (4) understand the social determinants of health, including how income drives health disparities and how specific industries (e.g., fossil fuels, opioids, social media) produce public health crises for profit. Throughout, you will develop quantitative reasoning skills by applying economic models, diagrams, and data to current policy debates.

This course is especially valuable for students interested in public health and healthcare policies, or those pursuing further study in health, medicine, or biomedical fields.

Students will be evaluated through biweekly assignments and a summative policy analysis and presentation.

Level: Introductory/Intermediate. Prerequisites: No formal prerequisites, but prior knowledge of introductory microeconomics and introductory statistics is highly recommended. Class limit: 20. Lab fee: None. Meets the following degree requirements: HS, QR.

HS2140 Barbed Wires, Drawn Lines

How many times have you mused about the idea of borders? What do the lines that divide us mean, and how are we to make sense of them? Literature has always been a place where questions like these have been thought aloud. Whether the borders are geographical or metaphorical, whether they keep people out or fence people in, borders are liminal spaces that raise questions about politics, oppression, belongingness, and identity, which makes them an important subject for our interrogation. Since these literatures are born of political events, our first concern will be to understand the history of the events themselves. We will achieve that by reading excerpts from the works of Gyanendra Pandey, Stanley Waterman, Joe Cleary, and others in juxtaposition with

literature. In addition, the literary works by Saadat Hasan Manto, Seamus Deane, Gloria Anzaldúa, and the like will help put the bigger picture in perspective bringing in various thematic concerns like religion, violence, language, and gender together. This class will thus explore two types of borders: one that course texts evoke, helping you critically engage with the theme. The other kind exists between various genres you will encounter like short stories, novels, literary theory, official reports, and movies. The latter, coupled with your writing assignments that we will workshop throughout the term—personal narrative, online article, movie review, multimodal project, and others—will facilitate and deepen your understanding not only of literature from the borders but also writing as a process—prewriting, writing, and rewriting. This course meets the writing requirement.

Level: Introductory/Intermediate. Prerequisites: Some knowledge about world history and experience in writing about literature would help. Class limit: 12. Lab fee: None. Meets the following degree requirements: HS, W

HS2141 Young Adult Literature as Cultural Practice and Pedagogy

This course explores young adult (YA) literature as a site where literature, education, culture, identity, and social life intersect. Through reading across genres—including novels, graphic narratives, memoir, speculative fiction, fantasy, and contemporary realism—students will consider how YA authors imagine adolescence and how young people use stories to understand themselves, one another, and the worlds they inhabit.

We will approach YA literature as an artistic form, cultural practice, and pedagogical tool. Students will examine how stories engage questions of identity, belonging, place, race, gender, sexuality, class, disability, culture, technology, and social change. We will also consider who gets represented in literature for young people, whose stories are challenged or excluded, and how ideas about childhood and adolescence are shaped by schools, families, communities, publishing, media, and popular culture.

The course extends beyond the page to consider what happens when YA literature enters classrooms, libraries, online communities, and other public spaces. Students will explore debates around censorship and book challenges, the role of teachers and librarians as mediators of literature, and the changing ways young people encounter and participate in literary culture in a digital age.

Throughout the course, students will engage in close reading, discussion, critical and creative response, and interdisciplinary inquiry. Exposure to young-adult literature will allow pre-service teachers to have an overview of current titles that can be used in or out of class, while students not interested in teaching will have opportunities to stretch their reading and writing canon and consider how YA literature can be applicable in informal education contexts. The course is not required for the teacher certification but is strongly recommended for anyone pursuing a secondary English Language Arts certification or Education Endorsement. Course texts will include trade books, academic articles, and industry reporting on YA as a genre. Students will be assessed based on class participation, weekly book reviews, and a final course project that will be either creative or analytical. Students will have opportunities to experiment with different forms of storytelling and literary interpretation, considering not only how YA literature represents young people but also how it invites readers to imagine different ways of being, knowing, and living together.

Assessment will be based on evidence that the student has participated actively in discussions, book reviews, collaborative projects, and readings. Students will be expected to contribute to an annotated bibliography of Young Adult texts and engage in periodic self assessment.

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

HS2142 Qualitative Data Analysis

“Not everything that can be counted counts, and not everything that counts can be counted.” — William Bruce Cameron

Simply because something is easy to measure does not mean it is the only or most meaningful data. While numerical data are undoubtedly important for understanding our world, qualitative data that capture meanings, subjective experiences, perspectives, and observations are critical for understanding the “why,” “how,” and “to what effect” behind phenomena. Interviews, focus groups, participant observations, surveys, diaries, social media posts, audio recordings, and images are all sources of qualitative data that can be analyzed to identify key themes and patterns. Fields including education, sociology, anthropology, linguistics, policy studies, psychology, health studies, social work, and business management regularly use qualitative data analysis methods to answer research questions and address real-world problems.

This course introduces students to different theories and practices of qualitative data analysis. Students will learn to use

MAXQDA, a widely used qualitative data analysis software package, to organize, code, analyze, and visualize qualitative data. Through hands-on labs, students will learn how to identify sources of qualitative data and practice a range of data analysis and visualization techniques using real-world data, including interview and focus group data. The course will also spotlight faculty and professionals who use qualitative data in their work. Students will apply what they learn through a data analysis project that uses qualitative methods to investigate a research question. The course will provide practical skills that students can apply to senior projects, research, and class projects in other courses, graduate study, and professional work involving qualitative or mixed-methods research.

Assessments will be based on regular lab assignments, in-class presentations, and a final project.

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

HS2143 FRANCE: Terrestrial Politics and Decolonial Ecologies

This intensive course, taught in France, explores politics of the terrestrial, of the earth and its defenders, through lenses of both theory and practice. Through writings and, where possible, in direct conversation, we interact with activists and movements involved in struggles in France 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 explore how colonial histories and race intersect with environmental struggles, using a frame provided by Malcom Ferdinand's work on decolonial ecology. 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.
Evaluation in the class will be based on preparation for and participation in class discussions, a series of short reflective writings on readings and conversations, and a final extended essay and presentation on some aspect of terrestrial politics. Students may choose to make their final presentation in French.

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

HS3036 Oceans & Fishes: Readings in Environmental History

This course will explore the rapidly expanding field of marine environmental history and historical studies that focus on fish and fisheries. Recent methodological and conceptual work as well as growing interest in the history of these topics driven by conservation and policy issues has made this an important and innovative field. Using the work of a variety of scholars from different fields the class will explore how historical accounts can be constructed with an emphasis on the types of available sources, the use of evidence, and how each author builds their argument. We will explicitly compare the methods, use of evidence and other aspects of different disciplinary approaches to the topic to highlight the strengths and limitations of each approach. This dimension of the class is particularly interesting because of the dynamic and interdisciplinary nature of scholarship right now that brings a wide range of research into dialogue. Students will learn about the history of oceans and fishes by looking at how historians and other scholars frame their works and make their arguments. Students will be evaluated on their preparation for discussion, mastery of the material, short written assignments, and a final project made up of a presentation and essay. This course is appropriate for students with interest in history, community-based research, marine studies, and environmental policy. Students who are just curious and interested in lots of things are also most welcome.

Level: Intermediate. Class limit: 15 Lab Fee $75.00 Meets the following degree requirements: HS HY

HS3059 Native American Literature

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

HS3106 Blue Food Systems

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.

HS3126 YUCATAN: Immersion Practica in Spanish and Yucatecan Culture

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: $2,000. Meets the following degree requirements: HS.

HS3127 YUCATAN: The Maya of Yesterday and Today

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: HS.

HS3142 Existentialism

What is freedom? What is being? How do you make moral choices if there are no universal values or rules? How does death shape existence? How do we respond to failure, risk, and ambiguity? When is social conformity a problem and what does it mean to live with authenticity? To explore these questions, this course engages with key texts in Existentialism, a philosophical tradition that coalesced in mid-twentieth-century Europe as people struggled to understand the events of World War II. Since then, Existentialism's concern with political action and first-person experience has influenced debates in psychotherapy and psychology, in Black radical and emancipatory politics, in feminism, critical theory, and theology. Through a close analysis of key Existentialist texts from the nineteenth and twentieth centuries, students in this class will gain a broad understanding of Existentialist thought and its influence across a range of genres and disciplines. In addition to studying philosophical arguments regarding human existence, freedom, alienation, and intersubjectivity, students will use the framework of existential phenomenology to critically consider their own thoughts and choices through a series of weekly writing assignments. Over the course of the term, students will cultivate their reading and writing skills while developing strategies for close textual analysis and seminar discussions.
Possible authors include Fyodor Dostoevsky, Leo Tolstoy, Søren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, Simone de Beauvoir, Jean-Paul Sartre, Albert Camus, Frantz Fanon, Richard Wright, Sara Heinämaa, and Kevin Aho. This course involves reading challenging, exciting philosophical texts and requires instructor permission. Assignments include seminar discussions, short writing exercises, a class presentation, and a final paper.

Assessment will be based on seminar discussions, short writing exercises, a class presentation, and a final paper.

Level: Intermediate. Prerequisites: Prior coursework in philosophy and/or critical theory, or demonstrated interest in studying philosophy and working with challenging, theoretical texts. Class limit: 12. Lab fee: None. Meets the following degree requirements: HS.

HS3143 Cooperation in Food Systems

Human cooperation has always been central to the production of food. Ecological uncertainty, risk reduction, and physiological limitations meant that hunting, gathering, growing, and harvesting food was, for thousands of years, almost always conducted in cooperative social structures, and often is today. At the same time, food preparation and eating are often done in groups, providing a source of group identity and cohesion. This course examines cooperation in food systems, including the context of cooperative business structures such as agricultural co-ops, food co-ops, and worker-owned farms. We start with an examination of fundamental concepts of cooperation, including social embeddedness, social capital, and social networks, followed by "cooperation dilemmas" such as the prisoners' dilemma, altruism, and common pool resources such as fisheries and forests. We will then look at some of the particularities of cooperation and food, such as commensality (think beer and building pyramids), social explanations for hunting, and food accumulation as a source of power. We will then turn to the fundamentals of cooperative food businesses, with particular applications to production and purchasing of food, along with exploring how a cooperative economy preserves the best features of markets while being fundamentally different from capitalism. Materials with which we will engage will be journal articles, book chapters, and on-line interactive exercises, and possibly one or more field trips. Evaluation will be based on preparedness for class, participation in classroom discussions, and several classroom written exercises.

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

HS3144 Communicating Science

This course is designed for science students developing their professional communication skills. It will improve students' writing ability by introducing them to writing both for the scientific community and for the lay public. The course involves understanding the protocols for writing a publishable 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 and talk suitable for a scientific conference. 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.

HS3145 Learning to Make Our Futures

How can we learn, invent, and practice methods of envisioning the kinds of communities we want and work to not only bring them about in the future but start living them now? Drawing on arts, humanities, and sciences as well as diverse cultural traditions and indigenous practices from around the world, we will: 1.) look at key approaches and methods with which to experiment; 2.) provide opportunities for participants to further adapt those as well as invent new ones that fit their own learning styles and life

situations; 3.) and develop next steps for pursuing their visions in practical ways in their own communities. Materials used will draw, for instance, on works on: imaging, dreaming, envisioning, and science fiction; interdisciplinary approaches to Futures Studies methods such as scenario building, modeling, and gaming; studies of strategies for social change; community-based critical participatory research; and multi-modal and transdisciplinary technologies for collaborative design.

The course will have a strong experiential element and will include a variety of experiments with the methods studied in collaboration with members from the larger MDI community and people abroad connected with The Learning Planet Institute. Besides two seminar-style class sessions a week, there will also be a weekly lab and a hybrid conference workshop, probably held on a weekend. Student work will include short regular homework assignments for reflection on readings and activities, written and multi-media products of exercises in methods of visioning and collaborative decision-making/action; and an individual term project in either developing a method or using one to envision a future of special interest to the student. For instance, a student may choose to collaborate with a teacher at MDI Regional High School on developing a method for use in a class there on "Learning to Make Our Futures". Or someone may choose to envision and work for a dramatically better food system in some locale they care about deeply.

The goals of the course are: 1.) to enhance participants' skills in working as individuals and as teams in envisioning futures they want to live in and work towards; 2.) to develop their skills in dialogue and collaborative problem solving for translating visions into practical strategies they can pursue and practical next steps they can take; and 3.) to strengthen participants' individual and collective senses of empowerment, hope, commitment, and joy in moving into the future. Students will be evaluated on the extent to which they demonstrate progress on these goals through class participation (25%), homework (25%), exercise products (25%), and term project (25%).

Level: Intermediate. Prerequisites: There are no pre-requisites but this is considered an intermediate level course because it does presuppose students are prepared to collaborate in challenging interdisciplinary work. Class limit: 12. Lab fee: $35. Meets the following degree requirements: HS.

HS3146 The Human Ecology of Wilderness

Wilderness has been the clarion call for generations of environmentalists but currently is being heavily critiqued. Henry David Thoreau once said, "In wildness is the preservation of the world." That single sentence and the controversy surrounding that idea provide 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. We will start by examining the history of the wilderness idea in the United States and move to the legal and policy challenges of "managing" wilderness. Students will spend time examining the historical and contemporary arguments for wilderness and the current criticisms of the wilderness idea and practice. The class includes a 10-day trip to a designated wilderness area where we will look at the complexities of wilderness management and the conflicting values inherent in the places officially designated as wilderness. The location of this trip will depend on the term the course is offered. On the trip, we will explore and camp in wilderness, meet with wilderness managers, talk to advocacy organizations, and participate in service-learning projects in the wilderness. Past trips have included the Allagash Wilderness Waterway, the Adirondacks, Cumberland National Seashore, and the Okefenokee National Wildlife Refuge wildernesses. Evaluation will be based on projects, short essays, problem sets, presentations, and class participation.

Level: Intermediate. Prerequisite: Our Public Lands or Permission of Instructor. Class limit: 16. Lab fee: $300 Meets the following degree requirements: HS

HS4101 Troubadours, Nuns, Concubines, and Witches before 1500

This course traces variations in the social, legal, political, and economic status of women in Asia, Africa, and Europe from antiquity to about 1500. Students will examine letters, diaries, songs, artwork and artifacts, court documents, poems, essays, and fiction primarily by and about women. Students will also consider such questions as: Why and to what extent did women in some parts of the world—China, southern India, Japan, Catalonia—experience relative freedom? What were women's attitudes toward sexuality, men, children, religion, love, work, magic, and education? How was gender negotiated, with female identity in girlhood, adolescence, and adulthood established or modified, within various sociocultural contexts? What were the achievements and accomplishments of women during these early periods, whether they managed households and property; wandered the land as minstrels; practiced medicine; worked at court, in the religious life, in the visual and performing arts, or as political leaders such as pharaohs, priests, and emperors. Students will be evaluated on the basis of class participation, two short papers, and one substantial essay.

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

HS5063 Conspiracy Theories and Theories of Conspiracy

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.

HS5068 YUCATAN: Spanish: Writing Composition

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 intermediate vocabulary who competently use fundamental grammatical structures such as the imperative mood, as well as simple and compound tenses in the indicative mood. It is best suited for students who want to conduct professional or academic work in the Spanish-speaking context. The coursework focuses on reading and writing in Spanish across professional, academic, and literary contexts. Classwork involves both reading and writing activities designed to support individual student goals. Some students write essays, academic papers, or professional documents. Others may hone their creative writing skills. Still others may develop analyses of fiction or poetry. Whatever their interest, upon completing this course, students will be able to write more eloquent and effective texts throughout a wide range of topics. Evaluation is based on class participation, homework assignments, and progress in producing texts in the student's chosen area.

Level: Advanced. Prerequisite: Permission of instructor. Class limit: 10. Lab fee: $30. Meets the following degree requirements: HS.

HS5075 YUCATAN: Advanced Self-Directed Cultural Immersion

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 six to ten weeks. This course requires active student engagement in the preparation of the project as well as during the project. The student must be registered in the Yucatán program for this course to count for 2 credits. If you are interested in this course, please contact the instructor well in advance.

Level: Advanced. Prerequisite: Signature of instructor. Lab fee: $2000. Class limit: 5. Meets the following degree requirements: HS.

HS6010 YUCATAN: Spanish Pre-Registration

A place-holder for Spanish language courses.

HS6013 FRANCE: Immersion Program in French Language, Art & Culture

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.

MD1037 Foundations of Human Nutrition

This course will cover the fundamentals of human nutrition, including dietary sources and roles of the macronutrients (carbohydrate, protein, fat) and the micronutrients (vitamins and minerals). We will discuss the basics of human metabolism and digestive physiology, including blood sugar regulation, the gut microbiome, and role of supportive organs. We will examine ethical, cultural, moral, environmental, and accessibility considerations impacting practical food choices, from both an individual and systemic perspective. We will practice interactive learning through label reading, food sharing and taste-testing, and taking a field trip to the grocery store to examine how large food conglomerates have shaped and continue to shape the American food landscape.

Assessment will be based on attendance and participation in class and interactive situations, a midterm written exam, and a final project in which students will be encouraged to research and present nutritional information and considerations for a niche population or area of their own interest (e.g. pre/post-natal nutrition, regenerative agriculture/permaculture, indigenous or traditional foodways, slow food movement, athletic/sports nutrition, eating disorders, etc).

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

MD2020 Small Ruminant Practicum

In this course students will develop an understanding of winter small ruminant management through course-work in lambing, reproduction, nutrition, and disease management. This class will have a heavy hands-on component and students will be expected to engage meaningfully with the sheep flock at Peggy Rockefeller Farm, assisting directly with the 2027 winter lambing season. Students will develop technical skills such as record keeping, body condition scoring, sheep hoof care, and vaccination. On-farm learning at PRF will be supplemented with local field trips and on-campus classroom learning sessions. Students will be expected to engage in lambing season through weekend and evening care shifts and to produce several written reflections and oral reports.

Assessment will be based on evidence that the student has completed assignments and readings, engaged actively with field trips to local farms, reflected thoughtfully about their hands-on learning, and actively participated in on-farm learning.

Level: Introductory/Intermediate. Prerequisites: None. Class limit: 10. Lab fee: $20. Meets the following degree requirements: None.

MD5012 Politics, Body, Representation

Drawing on performance studies, movement training, postcolonial studies and feminist theory, this class will investigate understandings of what is made to count as "political" in relation to claims about representation and the body. Over the course of the term, we will investigate and produce a range of conditions through which we consider ideas about responsibility, decision, the unknown and unexpected, repetition and difference, translation and dialogue, and relations of individual to group. We will do so

through learning about the ways in which bodies matter in the fields of theatre, anthropology and literature. Both anthropology and theatre are often presumed to be vehicles for representation and for political change, but they have also posed questions about how the body challenges assumptions about representation and politics. This course will grapple with assumptions that politics is primarily about representation, speaking in "one's own name," or in the name of others. We will take questions about representation and its limits as a point of departure to consider the significance of the body (and bodies) for understandings of politics. We will focus on questions of affect, the sensory, proximity, temporality, scale and place. In so doing, we will consider the idea of politics as based on a relation and response to an other, rather than on representation. In turn, we will address questions about the relationship between art and politics. Classes will include movement training practices and seminar discussion. Course materials may include works by Hannah Arendt, Anne Bogart, Charlie Chaplin, Charles Darwin, Jacques Derrida, Sarah DeLappe, Cornelius Eady, Shoshana Felman, Sigmund Freud, Brandon Jacobs-Jenkins, Valeria Luiselli, Jean-Luc Nancy, William Shakespeare, Sophocles, Tadashi Suzuki and Anna Tsing. Students will be evaluated based on class participation, collaborative group projects, seminar discussion, short topic responses, and a final project.

Level: Advanced. Prerequisites: permission of instructor; priority will be given to students who have successfully completed advanced coursework in Literature, Anthropology or Performance Studies. Class limit: 12. Lab fee: $100. Meets the following degree requirements: None.