

New, Revised and Visiting Course Descriptions SP-17

3/24/2017

AD1016 World Percussion

Bennett, Michael

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

Level: Introductory. Class limit: 12. *ADS*

AD1035 Introduction to Documentary Photography

Winer, Josh

This course is an exploration into the history of the still image in reportage style work. We'll explore the ways news-gathering techniques, ethical considerations and the impact of the image itself have changed over time. We'll look at the work of iconic documentary image-makers and read critical writings about the social, economic and other forces at work. We'll also look at the power relationships established by market forces and political climates that influenced what stories were told and by whom. We'll also explore the evolution of documentary work in the contemporary world of the citizen journalist and the so-called "hypermedia" environment. There will be considerable reading, looking at the work of historical and contemporary practitioners and weekly shooting assignments. One longer, final project will be expected.

Level: Introductory/Intermediate. Prerequisites: Introduction to Photography or similar experience. Class limit: 12. Lab fee: \$100. Meets the following degree requirements: AD

AD1037 A Tiny Home: From Sketch to Housewarming

Thomassen, Dan

What do we need, want, or appreciate in a house in order to survive, live comfortably, or thrive? Students will explore these fundamental human question while learning the basics of design and construction and working together on building a tiny house on a trailer. In the process, students will gain skills using design software like Sketch-Up, understand and practice basic power tool safety, understand and apply basic building component concepts such as structural systems, plumbing, electricity, insulation, and finishes, and choose appropriate building materials to optimize energy efficiency and use of space. Students will assess the challenge and make core decisions (e.g., What will the structure be used for? What are the budget restraints? What are our environmental concerns?), explore a variety of tools and methods to envision and develop their designs, and participate in all aspects of construction. Course activities include discussions, fieldtrips, guest speakers, research, and construction. Students will be evaluated on what they contribute to the group project in terms of energy and time in participation, their skill development, ability to apply their understanding to the construction process, and ability to think outside the box in regard to their own designs.

Level: Introductory. Prerequisite: Demonstrated ability to take a project from concept to completion, and permission of instructor. Class limit: 8. Lab fee: \$20.

AD1038 History of Video Art

Capers, Colin

Today, many use the words 'film' and 'video' interchangeably. In fact, these words refer to different mediums which evolved at different times, in different circumstances, and whose languages and practices originally developed around very different sets of concerns and purposes. In what ways is the distinction still useful in the digital age? This course will critically interrogate the ways humans use moving images to mediate our world, and the repercussions of these uses on individuals, culture, and the contents/subjects of the mediated messages. Many early video artists sought to distinguish the medium from film in that they wanted to create viewers who were active participants rather than passive recipients. In this class we will explore the political and self-expressive impulses in video art, and trace its history from 1965 - the year in which previously established artists Andy Warhol and Nam June Paik first publically exhibited video work - through to the current moment when film is almost extinct and video has become the world's dominant moving image medium. We will look at video art's ties to performance art and activism, and examine how many multi-media artists have situated their use of video in the context of their other practices. Artists whose work and writing about their work will be explored include: Vito Acconci, John Baldessari, Dara Birnbaum, Tony Conrad, Hermine Freed, Joan Jonas, Miranda July, Mariko Mori, Bruce Nauman, Pipilotti Rist, Bill Viola, and William Wegman. We will

also examine the role and work of artists' collectives including Ant Farm, Broadside TV, Optic Nerve, and Video Free America. Through secondary sources we will look at the range of historical methodologies and critical theories that have been brought to bear on the works viewed. Evaluation will be based on participation in class discussions and two research papers. Students who come to class with experience working in video will have the opportunity to create their own original work in lieu of one of the two papers.

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

AD3017 Dramatic Writing for Stage and Screen

Lepcio, Andrea

This is an intermediate creative writing course for students interested in writing for theater, film and television. We will read published and unpublished plays, screenplays and tv shows from up and coming writers currently off and on Broadway and in film/television as well as selected plays and screenplays/shows from the cannon based on student interest. Playwrights (and screenwriters), like cartwrights and shipwrights, are all skilled builders of vehicles meant to move people from one place to another. We will explore dramatic structure from the perspective of the audience. Whether writing linear narratives, collage or non-linear plays and films, there is a rhythm to dramatic writing that can be studied. We will make a conscious study of form to free us to write what we are driven to write. Through reading, analysis and writing, we will investigate the dramatic elements of character, conflict, language and theme. The course will include practical writing exercises to motivate and progress the writing from first draft through revision to rehearsal draft. Students will be encouraged to develop productive writer habits and self-discipline. Class time will be divided between hearing students' work and discussing work we've read. We will develop our listening skills when hearing our own and colleagues' work. We will explore the role of critique in new script development and refine a process that works for us. Students will be expected to bring new pages in to each class building to a complete first draft of a full-length play or screenplay (of any length) by the end of the course. Evaluation will be based on the student's dedication to developing a writing practice as well as the submitted script. We will conclude with a reading series to give each student the opportunity to hear his or her work in front of an invited audience. Evaluation is based on the quality of student's written work and participation in class discussion.

Level: Intermediate. Prerequisites: Permission of instructor. Class Size: 12. Lab fee: none.

AD5028 Tutorial: Criterion Kids Theatre Project: Hamlet

Baker, Jodi

This tutorial is the final phase in a long form advanced course of study funded by the Maine Arts Commission. Several students completed preparatory work in prior terms focused on developing a small practical ensemble, suited to adapting, designing and producing Shakespeare's Hamlet. In this course, these same students will run a series of workshop style rehearsals with a group of local kids (aged 10-13) at the Criterion Theatre in Bar Harbor. The primary course goal will be to help the kids devise, build and perform their own adaptation of Shakespeare's Hamlet. The students enrolled will be expected to effectively translate what they have learned about the play, about actor training methods and devising processes to a much younger group of students, helping the kids explore and better understand the text as well as helping them create relevant and compelling choices in production. Beyond the Shakespeare, source materials will include production histories and writings sourced from contemporary artists and collectives that incorporate work with children as part of their practice (Mammalian Diving Reflex, The Gob Squad, 600 Highwaymen etc.) Evaluation will be based on commitment to the goals of the study, including curriculum development, preparation and contributions to all workshops and rehearsals as well as progress made over the entirety of the multi-term project.

Level: Advanced. Prerequisites: Advanced Ensemble Project: Hamlet, and permission of instructor. Class limit: 3. Lab fee: none.

ED3105 Education for Life

Tai, Bonnie

At the start of the 21st century, average lifespans are nearly double what they were a century ago. Many countries now simultaneously enjoy and wonder how to support a growing older adult population. This changing demographic invites a deeper understanding of adult development and education. Civil society and social movements recognize the power of transformational learning and social action. While many education programs support and empower youth leaders as the drivers of social change, older adults are also seeking out continuing opportunities to learn, mature, and develop—whether intellectually, socially, or spiritually. Their hunger for learning may be in the service of greater self-knowledge, sustainable employability, greater political participation, or activism and community organizing for various causes; these individual and collective pursuits may seek environmental sustainability, lasting peace, social and environmental justice, or individual freedom, economic stability, and domestic tranquility. This course weaves a multidisciplinary study of adult development and curriculum theory to consider the following questions: How do adults learn and grow from the every day opportunities and challenges that life affords? What kinds of informal education exists for adults beyond formal secondary and tertiary education? And specifically, what forms of adult education aim to value, protect, and sustain all life—human and non-human? Through readings, guest speakers, fieldtrips, films,

and facilitated discussions, this course explores theories of adult development, examines promising models of adult education, and assesses the value and feasibility of curriculum in service of an education for life. Evaluation will be based on mindful participation, an oral history or biographical research on a respected elder, a proposal for a conceptual framework, and a case study of a model program.

Level: Intermediate. Prerequisites: Prior coursework in psychology or education. Class limit: 13. Lab fee: \$20. Meets the following degree requirements: ED, HS

ES1044 Physics II

Speirs, John Caleb

This course is one of a pair of courses covering a range of standard introductory physics topics. The main topics of this course are electricity and magnetism, light, and optics. As time permits, and depending on student interest, we may also cover basic astronomy and nuclear fission and fusion. Emphasis will be on how these topics relate to real world phenomena, with many hands-on lab opportunities exploring physical systems such as circuits, generators, telescopes and microscopes, as well as biological systems like the eye and the nervous system. This course makes extensive use of algebra to solve problems and mathematical formulas to explain physical phenomena. Evaluation will be based on weekly homework assignments, class participation, lab work, and two exams.

Level: Introductory. Prerequisites: Understanding functions, a strong high school algebra background, or consent of the instructor. Physics I is not a prerequisite. Class limit: 15. Lab fee: \$45. Meets the following degree requirements: QR ES

ES1047 Introduction to Forest Management

Walczyk, Sandra

This course will provide an introduction to the science of forestry, as well as an introduction to the business and management of the forest products industry. The first part of the course will introduce concepts of forest ecology, silviculture and forest measurements, while the second part will explore applied forest management, wood markets, and timber harvesting. Students should come away with an understanding of the basic principles of forest management, and be able to understand how these principles shape resource and land management decision in Maine. In addition to the weekly lecture and lab, there will be two full day Saturday field trips to visit forest research facilities and harvest operations off island. Student evaluation will consist of participation in discussion and labs, short answer questions associated with each lab, one examination covering lecture topics and reading material, and a final project which will include a short paper and a presentation to the class.

Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: \$20

ES3072 Introduction to Lichens and Bryophytes

Olday, Fred

This intermediate level course covers the biology of two common, easily recognizable but often overlooked members of terrestrial ecosystems, lichens and bryophytes. Lectures and assigned readings will cover the morphology, life histories, physiology, and ecology of these intriguing organisms. Particular emphasis will be given to field and laboratory methods of identification, including field recognition of important genera, micro-habitat preferences of selected species, collection techniques, use of keys, and methods of identification and proper curation. A major goal of the course is to assist students in developing the “hands on” skills and confidence necessary to identify these organisms to the species level. Two all-day Saturday field trips are planned, one during the first week of class and another mid-term, to introduce students to the diversity of microhabitats in which these organisms are generally found and to introduce students to proper collection techniques, writing accurate field notes, and starting their personal collections. Students will be evaluated on: class participation (10%), demonstrated capacity for doing independent work (20%), performance on bi-weekly quizzes (30%), and a student final project consisting of a properly identified and curated collection of 20 species of lichens and 15 species of bryophytes excluding taxa identified in class as part of group keying exercises (40%).

Level: Intermediate. Prerequisites: A college level introductory biology or botany course and permission of instructor. Class limit: 8. Lab fee: \$35. Meets the following degree requirements: ES

ES4043 Environmental Geoscience Field Methods: Eastern CA

Hall, Sarah

This 4-week summer field course will take place during the months of June-July (dates TBD). A maximum of 8 COA students will join peers from University of San Francisco and Mt San Antonio College for a combined cohort of ~24 students and 4 faculty to study and work in the eastern Sierra Nevada region of California. In this field methods-based course, topics will include hydrology, geomorphology, geology, ecology as well as the human dimension of each topic (education, policy, hazards, resources). This region of CA is a perfect natural laboratory for students to engage in classic field activities such as geologic and geomorphic mapping that are critical to helping students develop geospatial skills. The region hosts major active faults, striking variations in relief, a rich glacial history, a wide range of bedrock lithologies spanning multiple timescales, as well as resource

availability (e.g. geothermal, salts) and scarcity (e.g. water), and susceptibility to different types of geohazards (e.g. rockfalls, volcanic, earthquakes, drought, fires). We will also take advantage of the opportunities in the region to experience applied geoscience through research opportunities and engagement with local stakeholders (YNP and SSCZO). Field exercises will be designed to capitalize on existing infrastructure at the Sierra Nevada Aquatic Research Laboratory (SNARL), the Southern Sierra Critical Zone Observatory (SSCZO) and Yosemite National Park (YNP). Field exercises and exchanges with local stakeholders will provide opportunities to earn badges that represent mastery of skills and content knowledge relevant to potential environmental-STEM careers. Students will be assessed based on their performance on field exercises and a final field report. This course is linked to a follow-up Professional Development Seminar that students will take upon returning to COA in the fall term.

Level: Intermediate/Advanced. Prerequisites: Two ES courses, one being an introductory geoscience course (Geology and Humanity, Geology of MDI, Natural Resources, Rocks and Minerals, Quantitative Geomorphology, Critical Zone I or II); Ecology would be very helpful; permission of instructor. Class limit: 8. Lab fee: TBA. Meets the following degree requirements: ES

HS1058 Reason and Madness

Lakey, Heather

This course offers an historical overview of the dichotomies of Western philosophy: madness and reason, knowledge and opinion, death and life, illusion and reality, good and bad, self and other, doubt and certainty. Each week will be devoted to a different canonical philosopher such as Plato, Aristotle, Descartes, Hobbes, Locke, Hume, Kant, Nietzsche, Kierkegaard, Sartre, Foucault, and Heidegger. To knit these various thinkers together, we will track tensions and debates that drive the philosophical tradition, and we will pay special attention to the dialectic of reason and madness. In addition, secondary readings from feminist, post-structural, and critical race scholars will help us to critically engage the work of these philosophical giants and to reconsider the relationship between epistemology and social privilege. Students will emerge from the class familiar with core philosophical issues and with the ability to critically scrutinize dense philosophical texts. This is a discussion course, and students should be prepared to engage and discuss theoretical literature. Course requirements include weekly writing assignments, a presentation, a midterm exam, and a final paper.

Level: Introductory. Prerequisites: None. Class limit: 15. Lab fee: \$20. Meets the following degree requirements: HS

HS1059 Introduction to the Study of Religion

Brodeur, Emma

How do theorists define religion? What functions does religion serve? And how do we study religion? This course is designed to introduce students to the academic study of religion. Rather than focus on a particular religious tradition or set of religious traditions, we will instead engage some of the major theories and methods relevant to the study of religion. The guiding questions of this course are meant to help us explore the reciprocal relationship between theory and method. What we think religion is or how we think it functions (theory) necessarily informs how we study it (method) and vice versa. This course is therefore interdisciplinary and applicable to students working in a broad range of fields. We will engage some of the classic works on religion in psychology, the history of religions, sociology, anthropology, philosophy, and feminism towards broadening and complicating our understandings of the study of religion. We will also pay close attention to the various and shifting constructions of the category of "religion" across disciplines throughout time and interrogate the strengths and weaknesses of theorists' attempts to explain religion in terms of belief, ritual, behavior, psychology, society, history, gender, etc. Short weekly written assignments encourage students to learn to read and write critically. This course is also largely discussion-based to help students deepen, nuance, and/or complicate their understanding of the readings as well as collectively develop particular themes, ideas or questions that arise in written assignments. Evaluation will be based on weekly written assignments, three take-home essay assignments, and an in-class presentation.

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

HS1060 Writing Online For Social Change

Ouellette, Nicole

This course considers the various genres of writing on the web, including shortform (e.g. social media posts), longform (e.g. blogging), and curation (e.g. email newsletters). Examined with an eye towards using these genres for online advocacy, they will be studied in terms of intended audience (who is supposed to get the message), efficacy (how well people understand the message), and penetration (scope of message transmission). Using social and environmentally responsible companies and organizations as case studies, students will have the chance to write in the various genres and understand how search engines, social media, and other online tools help reach audiences, increase message efficacy, and increase penetration or message. We'll examine accessibility online and how online writing helps in raising money, increasing awareness, and driving social action.

Students will experiment with genres using different genres/techniques, and curate a resource list (aggregating, categorizing, and

utilizing online information). They will also be expected to give feedback in the way of online comments to their classmates and write a case study using real life example for short form content, long form content, and curated content. As an ongoing project that will serve as the course final, students will maintain a site about an issue of concern using the various online writing genres. Evaluation will be based on how well they use the genre(s) related to audience, efficacy, and penetration.

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

HS2050 Religious Intolerance in the United States

Wessler, Steve

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

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

HS2055 Writing Seminar II: Argumentation

Donovan, Martha

A logical sequence to Writing Seminar I, this course emphasizes argument and persuasion. The assigned readings show students not only how others passionately and creatively argue points but how argument and persuasion are integral to writing effective papers on topics ranging from the need to diversify the student body to protecting Atlantic salmon. Like Writing Seminar I, this course also requires library research and an understanding of different forms of documentation.

Level: Introductory/Intermediate. Prerequisites: none, Offered every year. Class limit: 12. Meets the following degree requirements: W

HS3073 Bees and Society

Collum, Kourtney

In the last decade the plight of wild and domesticated bees has pervaded the media and public discourse, yet bees remain largely misunderstood in our society. This course examines the interconnected relationship between humans and bees and asks what bees can teach us about ourselves and our food systems. Through readings, fieldtrips, and guest lectures, students will examine the social, economic, and political dimensions of human-bee interactions, investigating topics such as: historical and contemporary beekeeping practices; the political economy of honey; the role of pollination in agriculture and agroecosystems; domestication and human-animal relationships; biodiversity loss in agricultural systems; pollinator conservation and policy; and cooperation and decision-making in human and bee societies. A truly human-ecological course, Bees & Society integrates the humanities, natural sciences, and social sciences to examine the applied problem of protecting pollinators in a time of abrupt environmental change. Students will be evaluated based on: (1) participation in class discussions, fieldwork, and field trips; (2) a series of short reflection papers; and (3) a final class project. For their final project, students will develop two native bee conservation workshops—one for elementary school students and one for farmers and gardeners—and host the workshops at COA's farms.

Level: Intermediate. Prerequisites: None. Class limit: 12. Lab fee: \$60. Meets the following degree requirements: HS

HS4055 Topics in Philosophical Psychology: Other Minds

Visvader, John

How do we know the minds of other people? Is it possible that we can only know our own minds and that we really can't tell whether others have the same thoughts and experiences that we have? What is the justification for belief in other minds? Do animals have minds, can computers and robots possess consciousness? These and other similar issues will be examined with the help of philosophers like Wittgenstein, Heidegger, Derrida, Austin and Levinas and a review of some of the latest work by neurophysiologists investigating the brain and mirror neurons. Intermediate to advanced. Seminar style class, several essay papers will be required.

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

HS4056 Histories of Race**Little-Siebold, Todd**

Race as a concept was constructed in the western world in the early modern era as commentary on and explanation of human differences. This class will examine the origins of the idea of race and the ways it is central to the creation of the modern world. Drawing on histories of Europe and the Americas this class will look at the different ways racialized thinking was deployed in colonial contexts. Central themes of the course will be the history of race as an idea, the nature and impact of the Atlantic slave trade, how indigenous peoples reshaped European ideas of what it meant to be human, the construction of whiteness, and the history of slavery in the new world. The period covered by the class spans from the origins of race as an idea to the late nineteenth century. The course will be a hybrid of a lecture course and a readings seminar. Students will read major works in the field and develop an understanding of the historical background of contemporary forms of structural inequality justified and reinforced by racialized thinking. Students will do a series of short assignments, lead discussion of books, and undertake a major research paper. The research projects will allow students to explore topics beyond the chronological and spatial scope of the course.

Level: Intermediate/Advanced. Prerequisites: None. Class limit: 12. Lab fee: \$45. Meets the following degree requirements: HS, HY

HS5046 Tutorial: Financial Bubbles and Crises**Taylor, Davis**

Financial bubbles and crises, such as the one that devastated the global economy in the first decade of the 21st Century, are some of the most important and ubiquitous economic phenomena, yet the standard body of intermediate macroeconomic theory covers them indirectly at best. In addition to their significance, financial bubbles are fascinating, as apparently rational people engage in apparently crazy financial behavior, and clearly untenable situations persist at length, until they collapse with often-disastrous results. This advanced tutorial takes a focused look at financial bubbles and crises, examining their history, microeconomic bases, and macroeconomic implications. We will examine competing theories of bubbles and use them to assess selected financial bubbles and crises from the 17th through the 21st Century, including the most recent global tempest. Course themes will include the psychological, informational, and sociocultural foundations of bubbles (e.g. herd behavior, the role of the media, the impact of economic theory and economists), the nature of debt, credit cycles (“Minsky Moments”), commercial and investment banking, hedge funds, moral hazard, asset valuation, the development, use and abuse of complex financial instruments, financial market regulation, and central bank and fiscal responses to crises. The tutorial will be useful for students with interests in macroeconomics, the global economy, capitalism, and business. Evaluation will be based on oral presentations, several quizzes, and a final poster presentation.

Level: Advanced: Prerequisites: Intermediate macroeconomics and permission of instructor. Class limit: 5. Lab fee: \$35.