



# the free press

University of Southern Maine Student Newspaper

## HOLIDAY ISSUE

**Students get involved | 3**

**Spring Course Guide | 5**

**Winter b-r-r-r-r-ews | 22**

**Legally Maine:  
students speak up | 20**

**Holiday ride | 24**

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# USM rings in the holiday season

Sloane Ewell  
Free Press Staff

The holiday season is exciting, with presents, food and drinks, winter break and a little quality time with the family. Many USM students have at least one quirky holiday tradition or twist on a classic tradition to look forward to when they're celebrating the season.

A lot of times, old-fashioned holiday activities that our ancestors would have been excited for remain active in families today. Other traditions have fallen out of style—for instance, oranges were once the greatest prize for anyone on Christmas day, and are now common. Some traditions however, may not be popular any longer, but have not died out completely. "My family hides a pickle in our Christmas tree," Caitlyn Vieth, a senior history major said. The pickle in a tree is an old German tradition where one member of the family hides the pickle and whoever finds it gets a prize, Vieth explained.

Other families may have less historically rooted holiday rituals. "We also open just one present on Christmas Eve, which doesn't always work so well. Once, I only got one slipper and had to wait until the next morning for the other," Katie

Meuse, an undeclared sophomore, said.

Some will tell you that the holidays are about including everyone and appreciating even the furry members of the family. "Every Christmas my mom wraps our pet's gifts and puts 'From Santa' on them and gives them to the pets to open when we open our gifts," Heather Gebhardt, a senior English major, said. Gebhardt said that the animals are mostly unphased by their gifts, but her family still enjoys doing it.

With the weather outside making it hard to be active, some people naturally turn to cooking and eating to pass the time. Patience Bryant, a senior art major, and her mother, however,

may be more ambitious than most. "My mom and I bake a ton of different cookies that are from our family history, mostly from Germany and Holland," said Bryant. She listed Leckerlies, Zimtsterne, Pfefferkuchen and Springerle as a few of the traditional European cookies she and her mother make.

The holidays are a festive time in which people do special activities together, and no two families celebrate them in quite the same way.

**"My family hides a pickle in our Christmas tree."**

**-Caitlyn Vieth**  
senior history major

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# Student involvement rises despite falling funding

*As student enrollment drops, students become more involved*

**Jeremy Holden**  
Free Press Staff

Participation in student groups and organizations has been on the rise, and group members, along with Student Life faculty, are encouraging students to get involved to make more connections in the university community and to build skills that will transfer to future careers.

Jason Saucier, director of Gorham Student Life, said that over the past few years student groups have been seeing larger participation numbers. Saucier also mentioned that in this semester alone there have been roughly 30 new student groups that are officially recognized within the university, ranging in variety from new greek organizations to scuba diving club.

"We have a plethora of opportunities for students that are interested in joining a student group," said Saucier. "It all depends on the focus and appeal of the group. The groups are student controlled, which is a good thing, and it's great to see that they're on the rise."

On the Portland campus, the situation is no different. Chris O'Connor, director of Portland Student Life, shared an account of his own experience regarding group opportunities for student involvement. O'Connor gave his own personal story about

his undergraduate career at the University of Massachusetts at Amherst, where he became involved in student groups like the school's marching band and the RA program. He said that his involvement in those groups gave him transferrable skills

better in school.

"Students should join groups," said Rochelle Soohey, a sophomore political science major and vice president of the International Relations Association. "Being a part of a student group has definitely made me a more well-rounded student."

Through the IRA, Soohey has been able to travel to Philadelphia, Washington, D.C., Chicago and Pennsylvania State University for Model United Nations conferences. Soohey said that she has gained many skills from these experiences that she can take with her into the professional job market, like working with people who have political

and social views that contrast with her own personal beliefs and maintaining a professional attitude.

"Being in a student group helped me grow as a person," said Soohey. "I learned how to host events, professionally negotiate, and I developed strong listening and organizational skills."

"Groups allow students to take a sense of pride in school," said O'Connor. "A big benefit is that students get to make connections with a lot of people and become excited about coming to campus for something other than class."

Saucier said the liveliness of student groups and organizations is not

reflective of the recent steep decline in enrollment that the university has seen this fall.

"A big benefit from my experience with student groups during my undergraduate studies was creating connections with other people," said O'Connor.

Saucier said that being a part of student groups allows students to get hands-on experience in different disciplines and that this experience reflects well on resumes when students graduate and search for jobs. He said students can develop "soft skills"—being able to talk professionally with other people and make deadlines—and he said group involvement helps students perform



Randy Hazelton / Free Press Staff

Sophomore political science major Rachel Soohey believes that her participation in the International Relations Association will help her later life not only because it is connected to her field of study, but because it has given her the opportunity to travel and to build interpersonal skills in a professional environment.



Patrick Higgins / Multimedia Editor

Jason Saucier, director of Gorham Student Life, confirmed what the proliferation of fliers for student and student group lead events on campus point to: student group activity and participation are on the rise.

community is the number one thing for students," said O'Connor. "It helps them take a sense of pride in school, and student groups help create this connection."

For the IRA, Soohey said that attendance changes every week, that it can range between five and 30 people, but on the whole, there are always a good number of students who attend group meetings.

"Connection to the university's

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Marty Braun

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# Santaland Diaries

for mature elves only!

by David Sedaris

Dec. 3-Dec. 22

A behind the scenes look at an elf gone bad

Marty Braun

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TOP 5 GIFTS

**Dakota Wing and Sidney Dritz**  
*Free Press Staff and News Editor*

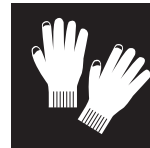
With the holidays fast approaching, it can be hard to figure out what to get for everyone on your list. There are the big players—family, close friends, but what about that girl down the hall who you didn't think you were that close with, but who got you something? What about your lab partner who helped you move your furniture that time, or the professor whose class had an unexpected effect on your life? You don't want to do anything huge, but you want to do something. Not to worry, the Free Press has you covered.



**1. Mini Oven:** No matter how much you love ARAMARK, there's no substitute for a home-cooked meal, so if your home is your dorm room, a mini-oven is a great substitute! If you want to make a dorm friend extremely happy, look no further than a mini oven. Available online at [canadiantire.ca.w](http://canadiantire.ca.w)



**2. CVS Plush and Sherpa Blanket:** A last minute gift you can pick up at the drugstore on the way over to a secret santa or yankee swap event? Sure, maybe, but this incredibly soft blanket will see a lot of use this winter now matter what.



**3. Texting gloves:** For the textophile in your life—maybe we do spend too much time on our phones, but that's not reason not to be toasty-warm and look snazzy while we do.



**4. Hot chocolate mix (along with a cheap mug and marshmallows):** 'Tis the season to drive the cold away with excessive amounts of sugar. You can also get a cheap mug and decorate it however you like to make it a more personalized gift!



**5. Stapler and hole punch:** Odd stocking stuffers, certainly, but they're surprisingly practical! Maybe they're not exactly what you picture when you're ripping through wrapping paper, but they'll probably have a longer and more useful life than lots of more colorful gifts.

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# HOLIDAY FEST

Join  
Us!

Wednesday, December 11th

10:30am to 2:00pm

Woodbury Campus Center

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# Spring Course Guide



Guide to Picking Out Your Classes

Below is an example of how to fill out your course registration worksheet (with your advisor) using the Core Times.

Example of the Registration Worksheet:  
\*\*\*You can find a yellow copy of this form in you student folder during registration.\*\*\*

Class #	Campus	Subject & Course #	Day(s) and Time	Units	Pre-reqs
		(CW) ENG_____			
		EYE_____			
		(QR) MAT_____			
21701		ABU 190	MW 2:45-4		

CRN	Course	Core	Location	Title	Days	Start	End	Room
21701	ABU 190		Portland	Spreadsheet & Problem Solving	MW	2:45 PM	4:00 PM	PAYS42

Example of the Core Times:

Course Prefixes

- ABU – Associate Business

ACC – Accounting

ADS - Abilities & Disabilities Studies

AED – Art Education

ANT – Anthropology

ARH – Art History

ART – Art

ASL – American Sign Language

AST – Astronomy

BIO – Biology

BUS – Business

CHY – Chemistry

CLA – Classics

CMS – Communications/Media Studies

CON – College of Nursing

COS – Computer Science

CRM – Criminology

ECO – Economics

EDU – Education

EGN – Engineering

ELE – Electrical Engineering

ENG – English

ESL – English as a Second Language

ESP – Environmental Science & Policy

EYE – Entry Year Experience

FIN – Finance

FRE – French

FRS – Freshman Seminar

GEO – Geology

GER – German

GEY – Geology

GRE – Greek

GYA – Geography/Anthropology
- HON – Honors

HRD – Human Resource Development

HTY – History

HUM – Humanities

ITA – Italian

ITC – Construction Management

ITP – Industrial Technology Professional

ITS – Industrial Technology Safety

ITT – Industrial Technology Technical

LAC – Lewiston/Auburn Studies

LAE – Lewiston/Auburn Education

LAT – Latin

LCC – Lewiston College Core

LIN – Linguistics

LOS – Leadership & Organizational Studies

LSH – Liberal Studies in Humanities

MAT – Mathematics

MEE – Mechanical Engineering

MIS – Military Science

MME – Mathematics Education

MUE – Music Education

MUH – Music History

MUP – Music Performance

MUS – Music

MUT – Music Theory

NUR – Nursing

PHE – Physical Education

PHI – Philosophy

PHY – Physics

POS – Political Science

PSY – Psychology

REC – Recreation

REL – Religion Studies
- RHF – Recreation, Health & fitness

RMI – Risk Management and Insurance

RSP – Russell Scholars Program

SBS – Social & Behavioral Sciences

SCI – Natural Science

SOC – Sociology

SPA – Spanish

SPM – Sports Medicine

STH – Science, Technology and Health

SWO – Social Work

TAH – Tourism and Hospitality

THE - Theatre

WST – Women and Gender Studies

**EYE: Entry Year Experience**

<b>EYE 108</b>	Culture, Identity and Education
<b>EYE 112</b>	The Built Environment: Energy
<b>EYE 113</b>	Pleasure of Eating/Animals
<b>EYE 116</b>	Nature-Nurture
<b>EYE 117</b>	Nature, Society & Self
<b>EYE 125</b>	Getting Down to Business
<b>EYE 129</b>	The Chicken Course
<b>EYE 130</b>	Discovering the Business of Sport
<b>EYE 180</b>	Innovation Engineering
<b>HON 101</b>	Honors Entry-Year Experince

**College Writing**

<b>ENG 100</b>	College Writing
<b>ENG 101</b>	Independent Writing
<b>ENG 104</b>	Enriched College Writing
<b>ESL 100</b>	College Writing
<b>LCC 110</b>	Language and Literacies in a 21 <sup>st</sup> Century World
<b>LCC 111</b>	College Writing: Language and Literacies: Enrichment

**Quantitative Reasoning**

<b>HON 105</b>	An interdisciplinary Intro to Logic and Math
<b>LCC 150</b>	Statistics for Informed Decision Making
<b>MAT 105</b>	Mathematics for Quantitative Decision Making
<b>MAT 120</b>	Introduction to Statistics
<b>MAT 140</b>	Pre-Calculus Mathematics
<b>MAT 148</b>	Applied Calculus
<b>MAT 152</b>	Calculus A
<b>MAT 210</b>	Business Statistics
<b>PSY 105</b>	Statistics in Psychology
<b>SOC 307</b>	Quantitative Research Methods

**Creative Expression**

<b>ART 141</b>	2-D Design
<b>ART 151</b>	Drawing I
<b>ENG 201</b>	Creative Writing
<b>LCC 250</b>	Thinking about Art
<b>MUS 110</b>	Music Fundamentals
<b>MUT 201</b>	Music Theory and Aural Skills 4
<b>RSP 101</b>	Russell Scholars Creative Writing
<b>THE 102</b>	Acting for Non-majors
<b>THE 103</b>	Contemporary Dance I
<b>THE 134</b>	Production Management
<b>THE 135</b>	Stagecraft
<b>THE 170</b>	Public Speaking
<b>THE 203</b>	Musical Theatre Dance

**Cultural Interpretation**

<b>ARH 111</b>	Art History: Prehistoric through Medieval
<b>ARH 112</b>	Art History: Renaissance to the Present
<b>ASL 102</b>	Beginning American Sign Language II
<b>ASL 202</b>	Intermediate Sign Language II
<b>CLA 383</b>	The Epic hero in Ancient Literature
<b>ENG 120</b>	Introduction to Literature
<b>ENG 145</b>	Literature and History
<b>ENG 244</b>	Introduction to Cultural Studies
<b>FRE 102</b>	Beginning French II
<b>FRE 202</b>	Intermediate French II
<b>HON 102</b>	Confrontation & Cross-Fertilization among Medieval Cultures
<b>HUM 385</b>	Global Pat, Global Present
<b>LCC 200</b>	Creative Critical Inquiry into Modern Life
<b>MUH 105</b>	Multicultural Perspectives
<b>MUS 100</b>	Music Appreciation and History
<b>MUS 102</b>	Music of the Portland Symphony
<b>MUS 103</b>	Introduction to Jazz
<b>PHI 105</b>	Introduction to Philosophy: Philosophy through its History
<b>PHI 106</b>	Introduction to Philosophy: Why Philosophize?
<b>PHI 107</b>	Introduction to Philosophy: World Philosophy
<b>PHI 112</b>	Introduction to Philosophy: Feminist Perspectives
<b>PHI 310</b>	History of Ancient Philosophy
<b>PHI 330</b>	History/Early Modern Philosophy: Descartes to Kant
<b>RSP 250</b>	Russell Scholars Seminar: Songs & Society
<b>SPA 102</b>	Beginning Spanish II
<b>SPA 202</b>	Intermediate Spanish II
<b>SPA 352</b>	Readings in Contemporary Spanish Literature
<b>THE 150</b>	Text Analysis
<b>THE 204</b>	Dress and Self Image
<b>WST 201</b>	Women, Knowledge, and Power
<b>WST 390</b>	Contemporary Feminist Theories

**Science Exploration**

<b>AST 100</b>	Astronomy
<b>AST 103</b>	Astronomy: Activities and Experiments
<b>BIO 101</b>	Biological Foundations
<b>BIO 102</b>	Biological Experiences
<b>BIO 107</b>	Biological Principles II: Evolution, Biodiversity, Ecology
<b>CHY 113</b>	Principles of Chemistry I
<b>CHY 114</b>	Laboratory Techniques I
<b>ESP 101</b>	Fundamentals of Env Science
<b>ESP 102</b>	Fundamentals of Env Sci Lab
<b>ESP 125</b>	Intro to Environmental Ecology
<b>ESP 126</b>	Introduction to Environmental Ecology Lab
<b>GEY 100</b>	Volcanoes, Earthquakes, and Moving Plates
<b>GEY 101</b>	Lab Experiences in Geology
<b>GEY 105</b>	Ocean Planet
<b>GEY 106</b>	Ocean Planet Laboratory

<b>HON 200</b>	Honors Science Exploration
<b>HON 201</b>	Honors Science Exploration Lab
<b>LCC 130</b>	Biology of Human Health with Lab
<b>PHY 101</b>	Introduction to Physics
<b>SCI 170</b>	Human anatomy and Physiology I
<b>SCI 171</b>	Human Anatomy and Physiology I Laboratory

**Socio-cultural Analysis**

<b>ANT 101</b>	Anthropology: The Cultural View
<b>ANT 233</b>	Food and Culture
<b>CMS 102</b>	Introduction to Communication
<b>CRM 100</b>	Introduction to Criminology
<b>ECO 100</b>	Introduction to Economics
<b>ECO 101</b>	Introduction to Macroeconomics
<b>ECO 102</b>	Introduction to Microeconomics
<b>ECO 103</b>	Critical Thinking about Economic Issues
<b>ECO 104</b>	US in the World Economy
<b>ENG 230</b>	Literacy Studies
<b>GEO 101</b>	Human Geography
<b>GEO 104</b>	World Regional Geography
<b>GEO 120</b>	Geography of Maine
<b>GEO 203</b>	Urban and Regional Development
<b>GER 102</b>	Beginning German II
<b>GER 202</b>	Intermediate German II
<b>HON 103</b>	Religious & Scientific Perspectives on Human Origins
<b>HRD 200</b>	Human Growth and Development
<b>HTY 101</b>	Western Civilization I
<b>HTY 102</b>	Western Civilization II
<b>HTY 121</b>	U.S. History to 1800
<b>HTY 123</b>	U.S. History since 1900
<b>HTY 142</b>	African American History from 1865
<b>HTY 172</b>	Modern East Asia
<b>HTY 182</b>	Latin America II
<b>HUM 326</b>	Issues in World History and Geography II
<b>HUM 330</b>	International Labor, Literature, and the Arts
<b>LIN 112</b>	Analyzing Language
<b>LIN 185</b>	Language, Mind, and Society
<b>LIN 203</b>	Introduction to the Deaf World
<b>POS 101</b>	Introduction to American Government
<b>POS 104</b>	Introduction to International Relations
<b>POS 205</b>	Introduction to Comparative Politics
<b>SBS 200</b>	Human Growth and Development
<b>SOC 100</b>	Introduction to Sociology
<b>SOC 210</b>	Critical Thinking about Social Issues
<b>SWO 250</b>	Introduction to Social Welfare
<b>WST 101</b>	Introduction to Women and Gender Studies

**Ethical Inquiry, Social Responsibility, & Citizenship**

<b>ADS 300</b>	Ethics & Youth with Exceptionalities
<b>BUS 347</b>	Triple-Bottom-line Business
<b>CMS 360</b>	Ethical Dilemmas in the Digital Age
<b>EDU 310</b>	What is the Purpose of Schooling in a Democracy?
<b>ENG 348</b>	Empire, Ethics and Globalization
<b>ESP 308</b>	Global Environmental Problems & Sustainability
<b>HON 310</b>	Honors Global Ethical Inquiry
<b>HTY 394</b>	Civil Rights Movement (6696 – this section only)
<b>LCC 370</b>	Toward a Global Ethics
<b>PHI 241</b>	Philosophy & Politics or Work
<b>PHI 245</b>	Africa, Social Justice, and Exile
<b>PHI 275</b>	The Nature of Compassion
<b>PHI 291</b>	Death and Dying
<b>REL 399</b>	Religion and the Creation of Human
<b>THE 375</b>	Performance Arts
<b>WST 245</b>	Topics in Culture and the Arts I
<b>WST 335</b>	Topics in Science, Technology, and Health II
<b><u>Diversity</u></b>	
<b>ANT 232</b>	The Anthropology of Sex and Gender
<b>EDU 305</b>	Foundations of Cultural and Linguistic Diversity
<b>ENG 383</b>	Harlem Renaissance
<b>HON 102</b>	Confrontation & Cross-Fertilization among Medieval Cultures
<b>HON 310</b>	Honors Global Ethical Inquiry
<b>HON 351</b>	Virtual Sunset vs. Real Sunset: Reading/Writing Maine Environments
<b>HTY 142</b>	African American History from 1865
<b>LIN 185</b>	Language, Mind, and Society
<b>LIN 203</b>	Introduction to the Deaf World
<b>NUR 326</b>	Dominican Republic Community Nursing Partnership I
<b>NUR 339</b>	Community Nursing Partnerships I
<b>NUR 341</b>	Community Nursing Partnerships II
<b>NUR 419</b>	Community Nursing Partnerships for RNs
<b>NUR 436</b>	Community Nursing Partnership I
<b>PHI 245</b>	Africa, Social Justice, and Exile
<b>POS 104</b>	Introduction to International Relations
<b>SBS 345</b>	Diversity: Many Voices
<b>SOC 199</b>	Topics in Sociology

<b>WST 101</b>	Introduction to Women and Gender Studies
<b>WST 201</b>	Women, Knowledge, and Power
<b>WST 245</b>	Topics in Culture and the Arts I
<b>WST 390</b>	Contemporary Feminist Theories

**International**

<b>ARH 111</b>	Art History: Prehistoric through Medieval
<b>ARH 112</b>	Art History: Renaissance to the Present
<b>BUS 335</b>	International Business
<b>ENG 491</b>	Seminar in Literature Since 1900
<b>ESP 308</b>	Global Environment Problems and Sustainability
<b>FRE 202</b>	Intermediate French II
<b>GEO 101</b>	Human Geography
<b>GEO 104</b>	World Regional Geography
<b>GEO 203</b>	Urban and Regional Development
<b>HON 310</b>	Honors Global Ethical Inquiry
<b>HTY 172</b>	Modern East Asia
<b>HTY 182</b>	Latin America II
<b>HTY 388</b>	Revolution of Modern China
<b>ITP 230</b>	Project Management
<b>PHI 245</b>	Africa, Social Justice , and Exile
<b>POS 104</b>	Introduction to International Relations
<b>WST 245</b>	Topics in Culture and the Arts I

**Spring 2014 Course Descriptions**

**ABU 190 Spreadsheets & Problem Solving**

An examination of problem-solving techniques using modern computer applications software. Primary focus is on the use of electronic spreadsheets as a problem-solving tool, including proper spreadsheet model design and the use of appropriate graphical representation of model results. Other computer problem-solving software is examined. Interpretation and effective communication of results, both written and oral, are practiced. Prerequisite: MAT 101 (C- or higher) or equivalent proficiency and computer literacy. Cr 3

**ACC 110 Financial Accounting Information for Decision Making**

This course is designed to help students appreciate the role of accountants in providing information helpful for decisions of investors, creditors, government regulators, and others, and how that information can be used. Emphasis is on understanding the meaning and value of the balance sheet, income statement, and statement of cash flows. The role of the auditor, internal controls, and ethical issues are examined. The annual report is used to explore how corporations apply accounting principles in presentations to the public. Prerequisites: minimum of 12 earned credit hours and evidence of successfully meeting the University’s writing and mathematics proficiency requirements. Cr 3

**ACC 211 Managerial Accounting Information for Decision Making**

This course will provide students with the opportunity to learn basic concepts and accounting systems involved in the use of managerial accounting information in making planning and control decisions in organizations. Basic concepts include different types of costs (e.g., direct, indirect, fixed, variable, and relevant costs). Basic accounting systems include systems for cost allocation (e.g., job-order costing, activity based costing), planning (e.g., cost-volume-profit analysis, master budget), and control (e.g., flexible budgets, variance analysis, responsibility accounting, performance measurement). Prerequisites: ACC 110 and sophomore standing. Cr 3

**ACC 301 Financial Reporting I**

An examination of the conceptual framework, the primary financial statements, and the methods and rationale for recording and reporting assets. Emphasis is on the effect of present and potential economic events on the financial statements. The course discusses the advantages, limitations and deficiencies associated with generally accepted principles in connection with presenting decision useful information. Prerequisites: ACC 110, ACC 211, ACC 221 (with a grade of C or higher), and junior standing. Cr 3

**ACC 302 Financial Reporting II**

An examination of the methods and rationale for recording liabilities and equity. The course also examines the statement of cash flows. Emphasis is on the effect of present and potential economic events on the primary financial statements. The course discusses the advantages, limitations, and deficiencies associated with generally accepted principles in connection with presenting decision-useful information. Prerequisites: ACC 301 and junior standing. Cr 3

**ACC 329 Accounting Information Systems**

This course explores the theory and tools needed to select, use, set up internal controls for, and obtain information from accounting systems. The basic debits and credits of double-entry accounting are reviewed using a manual practice set that includes preparing typical business documents. The business activities performed in the expenditure, production, and revenue cycles are covered together with the documents, internal controls, and reporting needs relevant to each

cycle. Significant emphasis is placed on the effects of error on financial reports, the controls needed to prevent and detect errors in accounting systems, and the correction of system errors. The use of small business accounting software is introduced. Students use accounting software to set up accounts, process transactions, and produce managerial and standard financial accounting reports. Prerequisites: ACC 211 (C- or higher), ACC 301, and junior standing. Spring only. Cr 3

**ADS 300 Ethics and Youth with Exceptionalities**

There are two major outliers when discussing youth: youth with disabilities and youth who are gifted and talented. In addition, there is a fascinating subset of these two groups, which is youth who are dually exceptional, having both a disability and gifts and talents. Through the use of case studies and court decision analysis, panel discussions, and reflections this course will focus on these three groups of youth and how they are marginalized in general society, and in educational settings. This course will explore why and how these youth are marginalized and how the marginalization of them is continued in mainstream society and by others, many times unconsciously. This course requires a four-hour field placement working with youth with exceptionalities. Cr 3

**AED 321 Principles and Procedures in Art Education**

History and philosophy of art education, theories of child art, relationship of goals to art education strategies, development of a workable set of beliefs about art education through readings, writings, discussion, observation, interview, and field experiences. Intended for the art education major. Prerequisites: AED 221 and art foundation. Cr 3

**ANT 101 Anthropology: The Cultural View**

This course is a basic introductory survey of cultural anthropology. It examines the differences between cultures as well as cultural universals, and the relationship between social organization, ideology, economics, and political structure in different types of societies. It reviews the various theoretical approaches in cultural anthropology’s attempt to explain human behavior, presenting examples from foraging, farming, and contemporary industrial societies through readings and films. Cr 3

**ANT 103 Introduction to Archaeology**

This course describes the methods and theories used by modern archaeologists to uncover information about past human life ways. Attention is given to techniques of survey and excavation of archaeological materials; concepts of space and time in archaeology; and detailed analysis of artifacts and organic residues. Some attention will be given to specific topics such as the archaeology of Maine. Cr 3

**ANT 232 the Anthropology of Sex and Gender**

Sex and gender are, respectively, biological realities and cultural constructs. This course will examine the anthropology of sex and gender in an evolutionary-biological and cross-cultural perspective. The course is organized to explore the issues of sex and gender in three of the major subfields of anthropology: archaeology and biological and cultural anthropology. Topics will include bias in science, the biology and evolution of sex differences, sex-linked behaviors, nonhuman primates, human evolution and the division of labor, and sex roles in different kinds of human societies. Cr 3

**ANT 299 Topics**

No description available. Cr 3

**ANT 308 Environmental Archaeology**

This course offers students an overview of the methods of ethnographic observation and analysis, and of the ethical considerations of conducting such research. Students will be required to carry out ethnographic fieldwork, employing appropriate methods of data collection and analysis. Credit will vary depending on the scope of the fieldwork project, as determined by the instructor. Prerequisites: ANT 101 and one ethnography course or ANT 310. Cr.3-6.

**ANT 315 Ethnography: Methods, Ethics, and Practice**

This course offers students an overview of the methods of ethnographic observation and analysis, and of the ethical considerations of conducting such research. Students will be required to carry out ethnographic fieldwork, employing appropriate methods of data collection and analysis. Credit will vary depending on the scope of the fieldwork project, as determined by the instructor. Prerequisites: ANT 101 and one ethnography course or ANT 310. Cr.3-6.

**ARH 111 Art History: Prehistoric through Medieval**

Examination and discussion of the painting, sculpture, and architecture from prehistoric cultures to the late Middle Ages. The course emphasizes the relationship of the visual arts

to social, political, religious, and cultural trends, and introduces students to various methods of art-historical interpretation. Prerequisite: Core Area “C.” Preference given to candidates for matriculation into the Department of Art, or those with permission of the instructor. Cr 3

**ARH 112 Art History: Renaissance to the Present**

Examination and discussion of the painting, sculpture, and architecture from the Renaissance to the present. The course emphasizes the relationship of the visual arts to social, political, religious, and cultural trends and introduces students to various methods of art-historical interpretation. Prerequisite: Core Area “C.” Preference given candidates for matriculation in the Department of Art, or those with permission of the instructor. Cr 3

**ARH 323 Renaissance Art**

An examination of the art and architecture of the fifteenth and sixteenth centuries both north and south of the Alps. Emphasis will be given to the cultural traditions, historical events and theoretical foundations that contributed to the development of Renaissance art. Prerequisite: ARH 112. Cr 3

**ARH 325 American Art**

Survey of North American painting, sculpture, and architecture from the sixteenth century to 1940. The art will be examined in the context of aesthetic and cultural ideals, historical events, and multiculturalism. Field trips to local museums and architectural sites. Prerequisite: none. Cr 3

**ART 141 2-D Design**

Provides an introduction to the fundamentals of 2-D design and color theory through a series of exercises and applied problems in visual organization. Development of a personal design sensibility will be encouraged. Cr 3

**ART 142 3-D Design**

Through a series of projects, demonstrations, and discussions students will develop an awareness of and an ability to work in three dimensions. Cr 3

**ART 151 Drawing I**

An introduction to the basic materials, techniques, and principles of drawing. Emphasis placed on seeing and translating the three-dimensional environment onto two-dimensional surfaces. The expressive and communicative role of drawing will be considered. Cr 3

**ART 152 Drawing II**

Builds on principles and techniques presented in Drawing I. Expanded use of basic materials with an introduction to mixed media. Increased emphasis on expressive and conceptual approaches to drawing. Prerequisite: ART 151. Cr 3

**ART 221 Introduction to Digital Art**

This course will address aesthetic, historical, and theoretical perspectives on digital media in the arts and contemporary culture. The students will use industry-standard software to create and process digital imagery. Prerequisite: art foundation or permission of the instructor. Cr 3

**ART 231 Introduction to Ceramics**

An introduction to methods and processes of clay forming, including modeling, press molding, hand-building, and the potter’s wheel. Emphasis on form and texture, with aspects of glaze composition and firing procedures. Prerequisite: art foundation or permission of the instructor. Cr 3

**ART 251 Drawing**

Extensive combining of media. Stress on role of images, both object and model. Prerequisite: art foundation or permission of the instructor. Cr 3

**ART 261 Introduction to Painting**

An introduction to the basics of oil painting. Students are introduced to the materials and techniques of the medium, including supports and grounds, binders and dilutants, and pigments. Work is primarily from observation and focuses on the acquisition of technical skills to provide a solid foundation for continuing studies. Prerequisite: art foundation or permission of instructor. Cr 3

**ART 271 Introduction to Photography**

An introduction to the fundamentals of black and white photography. Students will learn how to use a manual camera and how to develop and print film. These technical skills will be taught in conjunction with an introduction to the historical, stylistic, and visual communication characteristics of photography. Prerequisite: art foundation or permission of instructor. Cr 3

**ART 282 Introduction to Printmaking: Lithography and Screenprinting**

This course introduces planographic methods of printing. Students will explore traditional lithography on stone as well as direct hand methods and photomechanical methods for screenprinting. Prerequisite: art foundation or permission of instructor. Cr 3



**ART 292 Sculpture: Altered and Constructed Processes**  
No description available. Cr 3

**ART 321 Digital Video Applications**  
This course provides an in-depth introduction to capturing and editing digital video. Students will view and analyze historical and contemporary film and video projects to gain an understanding of time-based media. Prerequisite: ART 221. Cr 3

**ART 331 Intermediate Ceramics I**  
This course extends the basic processes and methods of forming clay into teapot fundamentals, glaze study, and figure work. Students keep accurate records of their own progress and development. Prerequisite: ART 231. Cr 3

**ART 332 Intermediate Ceramics II**  
Students combine several methods of forming clay in one work and explore the complex use of nature and design. Students engage in historical research and presentation, keep accurate records of their development, and help fire kilns. Prerequisite: ART 331. Cr 3

**ART 341 Visual Book 2: Historical Influences on Contemporary Artist's Books**  
With attention to content and design, students will create a group of Artist's Books with specific historical references inspired by research into particular cultures and contemporary art movements. The Special Collections of USM Libraries and other local university and college libraries will be important course resources. Prerequisite: ART 241 or permission of the instructor. Cr 3

**ART 352 Experimental Drawing Techniques**  
Course explores combining media, color and colored grounds, supports, and drawing that goes beyond two dimensions. Students will study contemporary developments in drawing and the use of non-traditional media. Prerequisite ART 251. Cr 3.

**ART 361 Intermediate Painting I**  
Continued investigation of the painting process with refinement in materials and techniques, direct and indirect painting, and studies in color (opaque and transparent). Work is directed at control of spatial presentation, introduction to figure study, and acquiring a repertoire of diverse mark-making. Prerequisite: ART 261. Cr 3

**ART 372 Color Photography**  
This course introduces students to the processes, applications, and theory of color photography as an artistic medium. It covers processing, printing methods, color theory, and color management. Students are introduced to image editing software for color correction, image manipulation, and digital output. A series of assignments introduce students to the formal issues presented by color as an element of the medium, as well as analyze visual content in the broader project of photographic image-making. Prerequisites: ART 221 and ART 271. Cr 3

**ART 382 Experimental Printmaking**  
This course introduces methods of printmaking that are experimental, photographic, and digital in nature. Students will learn contemporary approaches to topics such as photogravure and duotones through direct and photomechanical methods for intaglio and lithography. Prerequisites: ART 221, and ART 281 or ART 282. Cr 3

**ART 391/392 Intermediate Sculpture**  
The theory and practice of sculptural composition using a variety of techniques with traditional and new materials. Prerequisite: ART 291. Cr 3/3

**ASL 101 Beginning American Sign Language I**  
This is a beginning course in American Sign Language (ASL). It will include extensive study of receptive and expressive use of ASL, as well as an introductory discussion of Deaf culture. Course content covers basic principles in the use of sign, sign vocabulary, and aspects of the grammar of ASL. In addition to class sessions, students will use written and videotape materials out of class. Cr 4

**ASL 102 Beginning American Sign Language II**  
This is the second beginning course in American Sign Language (ASL). Prerequisite: ASL 101 or departmental permission. Cr 4

**ASL 202 Intermediate American Sign Language II**  
Continuation of ASL 201. The course includes extensive work on receptive and expressive use of ASL. It emphasizes the grammatical structure of ASL, particularly its morphology, syntax, and semantics. In addition to class sessions, students will use written and videotape materials out of class. Prerequisite: ASL 201 or departmental permission. Cr 4

**ASL 303 Deaf Art, Film and Theatre in ASL**  
This course will examine Deaf culture as expressed in art, film, and theatre. Selections

of Deaf art, film, and theatre from the 1900s to the present based on the Deaf experience will be discussed in the context of social and cultural history. The course will be taught in ASL. Prerequisites: ASL 202 and LIN 203. Cr 3.

**AST 100 Astronomy**  
A descriptive survey of modern astronomy. Topics include theories about the origin and development of the universe, stellar evolution, the solar system, galaxies, observational methods and recent discoveries. No prerequisite. Cr 3

**AST 103 Activities and Experiments**  
A one-credit course meeting weekly for two hours. May be taken concurrently with AST 100 to fulfill requirements for a science laboratory experience. Includes exercises on the Moon's orbit, Earth's orbital motion, rotation of Saturn's rings, the Sun, the Crab Nebula, variable stars, pulsars, Hubble's law, and galaxies. Two planetarium sessions. Prerequisite: Prior or concurrent registration in AST 100. Cr 1

**BIO 101 Biological Foundations**  
An introduction to the areas of current biological interest: molecular and cellular biology, genetics and development, and evolution and population biology. Intended primarily for students selecting a laboratory science to satisfy the Core curriculum or for those students not intending to take other courses in the biological sciences. This course cannot be used as a prerequisite for other biology courses. Cr 3

**BIO 102 Biological Sciences**  
Laboratory studies to complement and illustrate the concepts presented in BIO 101. Prerequisite: Prior or concurrent registration in BIO 101. Cr 1.

**BIO 105 Biological Principles I: Cellular Biology**  
This is an introduction to the scientific principles of molecular biology, cell biology, and genetics. Prerequisite: students must have fulfilled the University minimum proficiency requirements in writing and mathematics. Cr 3

**BIO 106 Laboratory Biology**  
Laboratory experiences illustrating concepts and principles introduced in BIO 105. Concurrent enrollment in BIO 105 is highly recommended. Prerequisite: grade of C- or higher or concurrent enrollment in BIO 105. Students must have fulfilled the University minimum proficiency requirements in writing and mathematics. Cr 1.5

**BIO 107 Biological Principles II: Evolution, Biodiversity, and Ecology**  
This is an integrated lecture-laboratory course introducing students to the scientific principles of evolution, biodiversity, and ecology. The lecture and laboratory each meet three hours weekly. Prerequisites: grades of C- or higher in BIO 105 and BIO 106. Cr 4.5

**BIO 109 Biological Principles III: Functional Biology**  
This is an introduction to the scientific principles of structure and function in plants and animals. Prerequisite: grade of C- or higher in BIO 107. Cr 3

**BIO 211 Human Anatomy & Physiology II**  
This course is a continuation of BIO 111. The structure and function of the endocrine, cardiovascular, respiratory, digestive, and urinary systems will be discussed. Prerequisite: grade of C- or higher in BIO 111. Cr 3

**BIO 212 Practical Human Anatomy and Physiology II**  
Laboratory studies of the structure and function of the endocrine, cardiovascular, respiratory, reproductive, digestive, and urinary systems. Prerequisite: grade of C- or higher in BIO 112; BIO 211 or concurrently. Cr 1.5

**BIO 217 Evolution**  
This course teaches the geological and fossil records; the mechanism of selection as a creative principle; the genetic basis of natural selection; the pervasive imprint of evolution in living and fossil species; the evolution of complex molecules and organ systems; and the geological and ecological processes that have influenced diversification. Prerequisite: grade of C- or higher in BIO 107, or permission of instructor. Cr 3

**BIO 281 Microbiology and Human Disease**  
Fundamentals of microbiology with emphasis on infectious diseases of people, including bacteria, rickettsia, fungi, viruses, protozoa and helminths. Prerequisites: grade of C- or higher in BIO 105 or BIO 111, and CHY 107 or CHY 113. This course does not fulfill the Area 3 requirement. Cr 3.

**BIO 282 Microbiology and Human Disease Laboratory**  
Laboratory techniques in the cultivation, identification, and control of microorganisms. Prerequisite: BIO 281 or concurrently. This course does not fulfill the Area 3 requirement. Cr 2.

**BIO 311 Microbiology**  
This course is a comprehensive introduction to cellular, biochemical, and genetic aspects of prokaryotes. Viruses and some eukaryotic micro-organisms are also considered. Prerequisites: CHY 115 and grade of C- or higher in BIO 107; or permission of instructor. Cr 3

**BIO 312 Microbiological Laboratory**  
The laboratory explores basic techniques of isolation and cultivation of microorganisms, primarily bacteria and fungi. In addition, biochemical, molecular, and genetic analyses of microorganisms are introduced. Prerequisite: grade of C- or higher or concurrent enrollment in BIO 311; or permission of instructor. Cr 2

**BIO 331 Ecological Principles**  
A scientific study of interactions determining the distribution and abundance of organisms. Prerequisite: grade of C- or higher in BIO 107. Cr 3

**BIO 332 Field Ecology**  
Field studies demonstrating basic concepts of ecology. Prerequisite: BIO 331 or concurrently. Cr 2

**BIO 345 Pathophysiology**  
A study of the physiological, genetic, biochemical and environmental basis of noninfectious diseases. Prerequisite: grade of C- or higher in BIO 109 or BIO 211, or permission of instructor. Cr 3

**BIO 361 Parasitology**  
The life histories and host-parasite relationships of animal parasites, with emphasis on those of humans. Prerequisite: grade of C- or higher in BIO 107. Cr 2.

**BIO 362 Parasitological Laboratory**  
The morphology and life cycles of parasitic protozoa, helminths, and arthropods. Prerequisite: BIO 361 or concurrently. Cr. 2

**BUS 200 Introduction to Business**  
This course is designed to introduce the student to the contemporary business environment and the variety of typical activities engaged in by business professionals. It explores how different business functions are integrated to accomplish the goals of the business within an increasingly competitive business environment. It is designed for anyone interested in becoming knowledgeable about successful business practices. Students with credit for BUS 101 or other introductory business course may not enroll. This course is intended for non-majors, and is restricted to students with fewer than nine credits in business, finance, and accounting. Business and accounting majors may not enroll without the approval of their academic advisor. Prerequisites: Fewer than nine credits in BUS, FIN and ACC. Must not be in a School of Business major. Must not have credit for BUS 101. Cr 3

**BUS 210 Introduction to Sport Management**  
This course provides an overview of the business of sports, including career opportunities. The value of professional management to sports organizations is examined. Cr 3

**BUS 260 Marketing**  
This course is an introduction to the field of marketing. Topics include marketing strategy for products and services, market segmentation, product issues, pricing, promotion, distribution, consumer behavior, marketing research and information systems, international marketing, and nonprofit marketing. Prerequisite: minimum of 24 earned credit hours. Cr 3

**BUS 275 Applied Business Analysis**  
This course provides students with an understanding of statistical concepts and tools that are critical in business decision making. The discussion and development of each topic are presented in an application setting, with the statistical results providing insights and solutions to real world problems. The coursework requires extensive use of commercially available statistical software. Prerequisite: MAT 108 (C- or higher grade) and MAT 210 (C- or higher grade) or other approved statistics course (see [www.usm.maine.edu/sb/stats.html](http://www.usm.maine.edu/sb/stats.html) for approved courses). Cr 3

**BUS 280 Legal Environment of Business**  
This course introduces students to the legal system, tort law, product liability, consumer law, labor law, equal employment law, intellectual property law, and other topics. It stresses the social responsibility of business and the legal and ethical framework in which businesses must function. Cr 3

**BUS 311 Sport Marketing**  
Basic marketing concepts are applied to sport organizations, both amateur and professional. Topics include promotions and public relations, sport consumer behavior, strategic marketing planning, marketing information management, marketing communications, and sponsorship. Prerequisites: BUS 260 (C- or higher) and junior standing. Cr 3

**BUS 312 Sport Law**  
This course examines the legal system, its terminology, and principles in the context of professional and amateur sports. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sport organizations. Prerequisites: BUS 280 (C- or higher) and junior standing. Cr. 3

**BUS 316 Sport Event Management**  
This course is designed to provide practical involvement in managing a sport event. Students will be assigned to committees for which they will plan, organize, publicize and manage all aspects of event operations during the semester. A required component of the course will include a commitment to work with the actual event. Prerequisite: BUS 311. Cr 3

**BUS 335 International Business**  
Introduction to the global economy and the political and cultural environments of international business. Topics include financial, marketing, and human resource issues in international business. Prerequisites: ECO 101, ECO 102, and junior standing. Spring only. Cr 3

**BUS 340 Managing Organizational Behavior**  
A survey of the disciplines of management and organizational behavior, and of the practices managers employ in planning, organizing, leading, and controlling organizations. Topics include self-awareness, perception and decision making, individual differences and diversity, motivation, group dynamics, communication, stress, power and politics, organizational design, and change. The environmental context, workforce diversity, the global economy, and managerial ethics are core integrating themes. Prerequisite: junior standing. Cr 3

**BUS 345 Information Technology/Management Information Systems**  
Surveys information/systems technology for the management of corporate information as a resource. Managerial and technical dimensions of information systems are blended in a framework of information technology. Specific topics will evolve with the field but may include data communications, information systems theory, database concepts, and decision support systems. Prerequisites: ABU 190 (C or higher grade or test-out option, and sophomore standing. Cr 3

**BUS 347 Triple-Bottom-Line Business**  
How can firms pursue profits without harming the planet or the 'way life should be? This course explores sustainable business strategies and practices that can be used to manage the triple bottom line of financial, environmental, and social performance. Ethical action is a recurring theme. Students with credit for BUS 357 may not enroll. Prerequisites: junior standing, BUS 260 (C- or higher), BUS 280 (C- or higher),or instructor permission. Fall only. Cr 3.

**BUS 359 Customer Relationship Management**  
Customer relationship management (CRM) involves the strategic use of people, technology, and processes to select, acquire, and retain customers to maximum profit. This course emphasizes the link among CRM, database marketing, and customer value and also develops students' skills in database design, selection, and data analysis. Prerequisites: BUS 260, BUS 275 (or MAT 212), BUS 345, and junior standing. Cr 3

**BUS 360 Marketing Strategy**  
This course prepares students to evaluate strategic marketing options, make informed marketing decisions, and formulate strategic marketing policies, based on quantitative and qualitative analysis. Basic skills emphasized in this class are situation analysis, management by profit and loss, implementing marketing strategies, brand management, positioning, and market segmentation. This is a foundation course for marketing majors. Prerequisites: BUS 260 (C- or higher) and sophomore standing. Cr. 3

**BUS 362 Market Opportunity Analysis**  
In this course, student teams evaluate case studies and work with a local business to analyze formally a market opportunity. Areas of analysis include target market identification, industry trends, demand analysis, capacity and fit issues, competitive analysis, and forecasting. Prerequisites: BUS 260 and junior standing. Students are encouraged to take BUS 365 and BUS 369 before BUS 362. Cr 3

**BUS 364 Professional Selling**  
This course is designed to equip students with the fundamental understanding of the role of professional selling within all types of organizations with an emphasis on development of communication, relationship building, and presentation skills. The course is interactive/"hands on" and will include: video case studies; role playing; sales presentations; guest lectures; use of PowerPoint; use of sales management software; group presentations; mini lectures;

and Internet research. Prerequisites: BUS 260 (C- or higher) and junior standing. Limited offerings. Cr 3

**BUS 365 Consumer Behavior**  
This course, which may have a sizable online component, examines alternative explanations of consumer behavior. Emphasis is placed on cultural, sociological, and psychological influences on consumption. Other topics include consumer decision processes and the way managers use consumer characteristics to segment the market and develop marketing plans. Prerequisites: BUS 260 (C- or higher) and junior standing. Students with credit for BUS 165 may not enroll. Cr 3

**BUS 369 Marketing Research**  
Students learn the benefits of marketing research as a management planning and evaluative tool. Topics include problem formulation, research design, sampling, data collection and analysis, and managerial interpretation of the findings. Major emphasis is on quantitative aspects of the marketing research process. Students gain knowledge of the marketing research process through completion of a marketing research project and lab work with statistical software. Prerequisites: ABU 190 (C or higher grade) or test-out option, MAT 210 (C- or higher grade) or other approved statistics course (see [www.usm.maine.edu/sb/stats.html](http://www.usm.maine.edu/sb/stats.html) for approved courses), BUS 260 (C- or higher), and junior standing. Spring only. Cr 3

**BUS 370 Management Science**  
This course examines the role, perspective, and commonly used tools of quantitative analysis in business decision making. Emphasis is placed upon developing students' abilities to recognize the need for quantification; formulate business problems quantitatively; select and test computer-based, decision-support system models; collect meaningful data; and interpret the implications of analysis results. Prerequisites: ABU 190 (C or higher grade, or test-out option), BUS 275 or MAT 212, 2.0 GPA and junior standing. Students with credit for BUS 270 or BUS 371 may not enroll. Cr 3

**BUS 382 International Business Law**  
An examination of legal issues affecting international business transactions. Topics include contracts, sale of goods, letters of credit, regulation of imports and exports, business competition law, protection of intellectual property rights, and ethical issues. Prerequisites: BUS 280 (C- or higher) or equivalent, and junior standing. Cr 3

**BUS 385 Entrepreneurship and Venture Creation**  
This course is about starting a business and about the benefits and costs, both personal and professional, of an entrepreneurial career. Students learn how to establish start-up teams, identify opportunities, and obtain resources. The course involves written self-appraisals, case analyses, team work, and presentations of comprehensive business plans. Prerequisites: ACC 110, ACC 211 or permission, BUS 362 (or permission), and junior standing. Cr 3

**CHY 107 Chemistry for Health Sciences**  
A one-semester introduction to general, organic, and biological chemistry for the health sciences. Topics include acids and bases, pH, chemical kinetics and equilibria, the chemistry of organic compounds; carbohydrates, proteins, lipids, nucleic acids. This course is not suitable for chemistry majors, biology majors, or pre-professionals (pre-dental, pre-medical, pre-veterinary). Cr 3

**CHY 113 Principles of Chemistry I**  
A presentation of fundamental principles of chemical science. These principles will be presented in quantitative terms and illustrated by examples of their applications in laboratories and in ordinary non-laboratory experience. This course and CHY 114 (normally taken concurrently) provide the basis for further study of chemistry. Prerequisite: satisfaction of USM math minimum proficiency requirements. Cr 3

**CHY 114 Laboratory Techniques I**  
Laboratory experiments to illustrate the principles that are presented in CHY 113 lectures. Co-requisite: CHY 113. Cr 1

**CHY 115 Principles of Chemistry II**  
A continuation of CHY 113. This course is designed to provide the foundation for all further studies in chemistry and is a prerequisite for all upper-level chemistry courses. Prerequisite: a grade of C or better in CHY 113. Cr 3

**CHY 116 Laboratory Techniques II**  
Laboratory experiments to illustrate the principles presented in CHY 115 lectures. One recitation and two laboratory hours per week. Prerequisite: a grade of C- or better in CHY 114. Co-requisite: CHY 115. Cr 1

**CHY 253 Organic Chemistry II**  
A continuation of CHY 251, but with a more extensive (and intensive) investigation of the principal categories of organic reactions. Extensive problem solving in such areas as



structure determination, spectroscopy, and stereochemistry. The structures and fundamental chemical reactions of lipids, carbohydrates, proteins and nucleic acids will be presented. Prerequisite: a grade of C- or better in CHY 251. Cr 3

**CHY 254 Organic Chemistry Lab II**  
Students will apply the skills they developed by working with model compounds in CHY 252 to the synthesis of the desired target molecules. Prerequisite: A grade of C or better in CHY 252. Prerequisite or co-requisite: CHY 253. Cr 2

**CHY 371 Physical Chemistry I**  
Principles of theoretical chemistry: quantum mechanics and spectroscopy. Candidates for the B.S. degree elect this course in the fall semester of the junior year. Prerequisites: a grade of C or better in CHY 115, MAT 152, and PHY 123. Cr 3

**CHY 377 Instrumental Analysis**  
A consideration of the applicability of current laboratory instrumentation both to the elucidation of fundamental chemical phenomena and to the measurement of certain atomic and molecular parameters. Topics include absorption and emission spectroscopy in the ultraviolet, visible and infrared regions; chromatography; electrochemistry; mass spectrometry; and magnetic resonance. Prerequisite or co-requisite: CHY 231 and CHY 371 or permission. Cr 3

**CHY 378 Instrumental Analysis Laboratory**  
Experiments will be performed in electrochemistry, mass spectrometry, gas and liquid chromatography, and UV-Vis, NMR, AA, and fluorescence spectroscopy. Prerequisites: grades of C or better in CHY 232 and CHY 371. One hour of pre-lab recitation and three laboratory hours per week. Cr 2

**CLA 171 Etymology for Everyone**  
No description available. Cr 3

**CLA 383 The Epic Hero in Ancient Literature**  
Intensive readings in English translations of Gilgamesh, Iliad, Odyssey, Argonautica, Aeneid; discussion, papers. Cr. 3

**CMS 102 Introduction to Communication**  
This course provides students with an overview and brief history of the field of communication, introduces them to theory development and the research process, and illustrates how communication theories can be applied to everyday life. Students will explore communication in a variety of contexts, including intrapersonal, organizational, intercultural, and mass communication. Cr 3

**CMS 103 Introduction to Media Studies**  
This course examines the historical, philosophical, technological, economic, political, and social aspects of print (book, magazine, and newspapers) and electronic media (radio, television, film, sound recordings, and the Internet). In addition, the effect of mass media will be explored. Prerequisite: media studies or communication major. Cr 3

**CMS 200 Research Methods in Communication**  
This course introduces students to methods of inquiry found in the communication and media studies research literature. These methods include experimental design, survey research, textual analysis, and ethnography. The course examines the underlying philosophical assumptions associated with these methodologies as well as their unique strengths and limitations. Students' conceptual understanding of these methodologies and their ability to become critical consumers of research findings are the major objectives of the course. Prerequisite: communication or media studies major, CMS 102. Cr 3

**CMS 203 Introduction to Video Production**  
This course will examine the phases of video production associated with field and studio productions. Course content will also explore media aesthetics. Prerequisites: CMS 102 and CMS 103. Cr 3.

**CMS 204 Introduction to Video Production Lab**  
Various production exercises and assignments to illustrate the principles and theories presented in CMS 203 Prerequisite: Concurrent enrollment in CMS 203. Cr 1.

**CMS 225 Screenwriting I**  
In this course, students will learn the process of writing scripts for films. A variety of concept development strategies, writing exercises, script examples, and screenings will be used to encourage students to develop their creative writing skills. Emphasis will be placed throughout the class on the process of screenwriting, from idea formation through writing and revision. Each student will produce a script for a short film. Prerequisites: CMS 102 and CMS 103. Cr. 3.

**CMS 284 Introduction to Cinema Studies**  
This course offers an introduction to the analysis of film. It examines movies from diverse historical periods, nations, and cinematic traditions, including narrative, documentary, and the avant-garde. In addition to providing a foundation in close analysis, the course also introduces students to fundamental issues in film history and film theory. Cr. 3

**CMS 288 History of International Cinema Since 1945**  
This course surveys the history of cinema since World War II. Examining cinema's metamorphoses in the face of social, economic, technological, and geopolitical changes, the course addresses the emergence of international art cinema, developments in politically critical filmmaking, cinema's role in globalization, and its confrontation with new media. Cr 3

**CMS 298 Topics in Communication**  
A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult MaineStreet for a listing of current topics courses and the CMS homepage for detailed course descriptions. Prerequisites: communication or media studies major, CMS 102 and CMS 103. Cr 3

**CMS 302 Writing the Feature Story**  
Students generate story ideas according to their own interests and target them for publication in specific markets. Class time focuses on perfecting writing and editorial skills, developing style and a field of interest, building an accomplished portfolio, and examining the practical and philosophical challenges of writing professionally. There is a strong emphasis on taking the initiative and working independently. Prerequisites: CMS 102, CMS 103, CMS 202, or instructor permission. Cr. 3.

**CMS 303 Media Effects**  
This course will examine the effects of mass media upon individuals and societies. It will explore such questions as who is affected, what effects occur and how much, which media content is involved, and what situations make effects more or less likely to take place. Prerequisites: communication or media studies major, CMS 102, CMS 103, CMS 200 or instructor permission. Cr 3

**CMS 310 Topics in Media Criticism II**  
A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: communication or media studies major, CMS 102 and CMS 103. Cr 3

**CMS 315 Broadcast Newswriting**  
This course introduces the basics of newswriting for television. It stresses brevity and conversational style of writing. Students will learn how to write TV news story scripts, beginning with simple news scripts (readers) and closing with complex scripts (packages). By providing the basics, the course prepares students for an internship with a broadcast news organization. It also offers practical advice on obtaining a job in broadcasting. Prerequisites: Communication or media studies major, CMS 102 and CMS 103. Cr 3

**CMS 320 Topics in Media Production II**  
A selection of courses varying in content from term to term. May be repeated for credit when topics vary. Students should consult their media studies advisor for detailed descriptions. Prerequisites: CMS 102 and CMS 103. Cr 1-3

**CMS 332 Communication in the Family**  
This course examines the role of communication in various family types. Students will be introduced to research and theory on the family and will apply findings to their own lives. Topics covered will include family satisfaction, communication rules, decision making, values, structures, autonomy, and conflict. Students will be asked to draw upon their family backgrounds for analysis and discussion. Prerequisites: communication or media studies major, CMS 102 and CMS 103. Cr 3

**CMS 390 Theories of Organizational Communication**  
This course is designed to introduce students to organization theory and behavior through the medium of metaphor. Using different metaphors, the course draws attention to significant aspects of the process of organizing, and provides a means for understanding and managing organizational situations. Students are responsible for conducting on-site field studies and preparing written and oral presentations of their findings. Prerequisites: CMS 102 and CMS 103. Cr 3

**CMS 394 Theories of Cinema**  
This course examines major approaches to conceptualizing the function and effects of cinema within classical and contemporary film theory. It explores topics including medium specificity, realism, and spectatorship considering cinema's relation to language, the world, and other media as well

as its political implications, psychic appeal, and bodily address. Prerequisite CMS 284. Cr 3

**CON 216 Emergency Response**  
This course will cover the topics prescribed by the American Red Cross in their emergency response course, including respiratory and cardiac emergencies, wounds, poisoning, sudden illness, burns and other topics. Successful completion of the course requirements will lead to Emergency Response certification, including adult, child, and infant CPR, from the American Red Cross. Cr 3

**CON 219 Lifetime Physical Fitness and Wellness**  
The primary emphasis of this course is to teach students how to take control of their personal health and lifestyle habits. Major areas will include nutrition/weight management, fitness training techniques, flexibility, coronary risk factor management, muscular strength/endurance, stress management, and other wellness-related topics. Class content will include readings, discussions, self-assessment activities, and development of personalized nutrition and physical activity plans. Cr 3

**CON 252 Human Nutrition**  
This course examines the basic concepts of human nutrition and their application to the needs of human beings throughout the life cycle. Discussion of factors affecting food practices and attitudes is included. Prerequisites: BIO 211 or SCI 172. Cr 3

**CON 280 Holistic Health I**  
This course explores the many facets of holistic health. Emphasizing the integration of body, mind, and spirit, specific techniques and therapies will be introduced including, but not limited to, nutrition, stress management, meditation, therapeutic movement and massage, music, and others. The primary goal is to bring greater self-confidence, increased knowledge, and self-responsibility about health into each student's life. Cr 3

**CON 283 Healing and Spirituality**  
This course will explore the links between spiritual understandings and physical and mental health. Focusing on global spiritual and religious traditions, the course will examine the determinants of health and the healing techniques utilized in each faith. We will also examine the ways in which religious values and expectations become internalized and affect the ways in which we interpret our wellness and our discomforts. This course is designed to offer an opportunity to become familiar with the world's faith traditions, and to explore spirituality as it relates to healing, both personally and institutionally. Cr 3

**CON 302 Pharmacology**  
This course provides an overview of the principles of pharmacokinetics and pharmacodynamics. The major drug categories are reviewed with emphasis placed on the therapeutic use, action, and adverse reactions of selected prototype drugs. Emphasis is placed on the benefits and risks of drug therapy, thereby preparing the health professional for safe, therapeutic pharmacologic interventions. There is no clinical component to CON 302. For nursing majors, must precede NUR 323/325, but must be taken within one year. Prerequisites: BIO 211 or SCI 172 and sophomore standing. Cr 3

**CON 356 Concepts in Community Health**  
This course introduces the concepts and principles basic to the development and maintenance of the community's health. The epidemiological process guides the survey of current major health issues. The course focuses on the health issues of groups in the community at local, state, national, and global levels. Cr 3

**COS 160 Structured Problem Solving: Java**  
An introduction to the use of digital computers for problem solving, employing the Java programming language as a vehicle. Content includes elementary control structures and data representation methods provided by Java and the top-down programming methodology. Course requirements include a substantial number of programming projects. This course must be taken concurrently with COS 170. Prerequisite: successful completion of the USM mathematics proficiency requirement. Cr 3

**COS 161 Algorithms in Programming**  
The development of algorithms and their implementations in a higher-level programming language, with emphasis on proper design principles and advanced programming concepts. Introduction to the performance analysis of algorithms. Course requirements include substantial programming projects. Prerequisites: COS 160, and working knowledge of word processing and Web browsing. Cr 3

**COS 170 Structured Programming Laboratory**  
Computational experiments will be designed to teach students how to construct reliable software using Java. Topics to be covered include: Windows system, conditional program flow, iteration, procedures and functions, and symbolic debugging. This course must be taken concurrently with COS 160. Cr 1

**COS 250 Computer Organization**  
The basic hardware, architecture, and software of computer systems are covered. Subjects include digital logic design, microprogramming, machine languages, assembly languages, and operating systems. Prerequisite: COS 161. This course must be taken concurrently with COS 255. Normally offered only in the spring semester. Cr 3

**COS 255 Computer Organization Lab**  
Students design, build, and test combinational and sequential logic circuits and write assembly language programs. This course must be taken concurrently with COS 250. Cr 1

**COS 350 Systems Programming**  
A study of systems programming concepts and software, including the C programming language and the Unix programming environment and operating system interface. Students develop their abilities in these areas through programming exercises and projects. Prerequisites: COS 250, COS 285. Cr 3

**COS 398 Professional Ethics and Social Impact of Computing**  
A study of ethical perspectives and social responsibilities of computer professionals. Assigned readings provide the basis for class discussions of such issues as social control and privacy, computer viruses, ACM code of professional conduct, hacking, limits of correctness in computer software, military influence on computer science research and education. Prerequisite: junior or senior standing. Typically offered in spring semester only. Cr 3

**CRM 100 Introduction to Criminology**  
This course focuses on the nature of crime and on problems concerning its measurement and distribution. The course examines some of the popular images of crime in the media and elsewhere, the creation and utility of official and unofficial crime statistics, and theories about the causes of crime. No prerequisites. A grade of "C" or better is required in this course in order to continue in the major. Cr 3

**CRM 216 White-Collar Crime**  
This course provides an analysis of different criminological perspectives on white-collar crime, and focuses on some specific types of white-collar crime: occupational crime, corporate crime, syndicated crime, and political crime. Prerequisite: CRM 100 or permission. Cr 3

**CRM 220 Research Methods in Criminology**  
This course is an introduction to methodological issues in criminology. The emphasis is on critical evaluation and application of the basic instruments of inquiry. Students will learn how to "do" criminology, as well as how to assess existing criminological literature. Prerequisite: CRM 100 or permission. Cr 3

**CRM 225 Crimes against the Environment**  
This course is designed to expose students to many of the prominent controversies and challenges associated with defining, measuring, and responding to crimes against the environment. Central to the course is an examination of the relationship between socioeconomic power and its effect on responses to environmental change. Prerequisite: CRM 100 or permission. Cr 3

**CRM 230 Introduction to the Criminal Justice System**  
This course is designed to provide students with an understanding of the criminal justice system in the United States from a sociological perspective. Students will become familiar with criminal justice functions such as policing, trials, defense and prosecution of cases, and corrections. Also, students are required to prepare a mock trial of a criminal case. Prerequisite: CRM 100 or permission. Cr 3

**CRM 301 Criminological Theory**  
This course focuses on the development of criminological theory from 1930 to present. The course is historical in nature and addresses such fundamental problems as why certain behavior is defined as criminal, the causes of crime, and the consequences for the individual of being labeled as a criminal. Prerequisite: CRM 100 or permission. Cr 3

**CRM 325 Domestic Violence**  
This course explores contemporary theoretical and policy debates on domestic violence as a social problem and crime. Topics include partner abuse, child abuse, and elder abuse. The definition and measurement of domestic violence are analyzed. Comparison of legal and community responses to domestic violence is emphasized. Special attention is

given to economic and ethnic diversity as they relate to domestic violence. Prerequisite: CRM 100 or permission. Cr 3

**CRM 330 Crime and Social Control**  
This course explores theoretical and practical issues of modern systems of social control, including punishment, policing, prisons, parole, probation, and the role of the state in social control. The history of Western social control systems is stressed, with emphasis on race, gender, and class effects. Students are required to engage in experiential learning. Prerequisites: CRM 100 or permission. Cr 3

**CRM 340 Criminal Law**  
This course offers students an intensive study and review of statutory law, case law, and criminal procedure. Substantive topics covered include responsibility; insanity; grand jury; 4th, 5th, 8th and 14th Amendment issues; pre-trial; trial; sentencing and appeals. Materials are drawn from U.S. Supreme Court and Maine Judicial Court opinions. Prerequisites: CRM 100 or permission. Cr 3

**CRM 350 Topics in Criminology**  
Specially developed courses exploring areas of interest and concern in depth. Among these topics currently considered are war crimes, race and crime, ethno-methodology, homicide, visual criminology, film and crime, self and crime, sexuality and crime, and social theories of non-violence. May be repeated for credit. Prerequisite: CRM 100 or permission. Cr 3

**CRM 380 Restorative Justice**  
This course explores theory and research on restorative justice, which is an international movement of "progressive" reform that claims to reduce social inequalities generating crime. Students explore theoretical and empirical developments in restorative justice and examine programs claiming restorative components, such as victim-offender mediation and diversionary conferences. Prerequisite: CRM 100 or permission. Cr 3

**ECO 101 Introduction to Macroeconomics**  
An analysis of the basic characteristics, institutions, and activities of modern market economies. Topics discussed include inflation, unemployment, government monetary and fiscal policy, full employment and economic growth. Cr 3

**ECO 102 Introduction to Microeconomics**  
Introduction to the analysis of individual markets: the functioning of prices in a market economy, economic decision making by producers and consumers, and market structure. Topics discussed include consumer preferences and consumer behavior, production theory and production costs, the monopoly firm, and resource pricing. Additional topics are determined by individual instructors. Cr 3

**ECO 103 Critical Thinking About Economic Issues**  
This course aims to develop critical thinking skills through the study of competing interpretations and analyses put forward by economists. Students will use a variety of texts, media, and activities to better understand controversial topics in economics. The specific thematic focus of ECO 103 may vary from section to section. Examples of topics which may be examined include the economics of health care, economic inequality, the global economy, and the economics of the environment. Prerequisites: College Writing. Cr 3

**ECO 104 The U.S. in the World Economy**  
Students will examine national and global economic issues through consideration and application of economic theories. They will analyze and discuss basic economic principles and viewpoints, traditional policy approaches, post-World War II transformation in the U.S. economy, the impacts of the changing global economy on various aspects of life in the United States and will develop policy responses to these issues. Prerequisites: none. This course will satisfy a second-tier Socio-Cultural Analysis Core curriculum requirement. Yearly, spring. Cr 3

**ECO 302 Intermediate Microeconomics**  
Analysis of individual markets, choice, and exchange theory: the functioning of prices in a market economy, rational decision making by consumers and producers, cost and production analysis, market structure, and theory of public goods and market failures. Prerequisites: ECO 101 and ECO 102, or ECO 100 and Department permission. Yearly, spring. Cr 3

**ECO 305 Research Methods in Economics**  
Measures of central tendency, basic probability theory, and hypothesis testing will be discussed. With a focus on economic data, the relationship between random variables will be examined using linear regression models and computer software. Prerequisites: MAT 120 and proficiency in Microsoft Excel or permission of instructor. Cr 3

**ECO 310 Money and Banking**  
This course examines the structure and operation of the financial system with major emphasis on commercial banking; reviews the structure of the Federal Reserve System and



analyzes the tools of policy; develops alternative monetary theories; and discusses major issues in monetary policy. Prerequisites: ECO 101, ECO 102. Cr 3

**ECO 315 Economic Development**

The theories and practices of interregional and international economic development. Special attention is given to developmental problems of emerging nations. Prerequisite: any 100-level ECO course. Cr 3

**ECO 323 U.S. Labor and Employment Relations**

This course considers the evolution of 20th-century U.S. labor relations, particularly the competing fortunes of union and non-union labor relations models, as well as the impact of changing institutions on labor markets. It also surveys the evolving perspectives of industrial relations theorists and practitioners. Prerequisite: English competency requirement. Cr 3.

**EDU 100 Exploring Teaching as a Profession**

An introduction to the study of education and teaching, this course provides opportunities for students to examine and evaluate their interest in and aptitude for a career in teaching. The structure of the course combines faculty-directed seminars with coordinated field-based experiences in school settings. In addition to examining and reflecting upon their field-based classroom experiences in their seminar sessions, students will examine the following topics: current initiatives and issues in education and teaching, the diverse needs of students, the multiple roles of teachers, the professional and ethical expectations of teachers, school curriculum, culture and organization, and teacher certification programs and professional development options. Part of the course will be field based school experiences. Cr 3.

**EDU 230 Teaching Through the Arts**

This course focuses on integrating art-based teaching and learning across the p-12 curriculum. It will give insight to comprehending a visual language in both students and teachers, by using developmentally appropriate art practices, which foster creative connections and studio habits of mind. This course requires arts-based field experiences to be arranged during the semester. Prerequisite: EYE course. Cr 3

**EDU 300 Educational Media and Technology**

An examination of educational media and technology with special emphasis on school-based developments and applications. Cr 3

**EDU 305 foundations of Cultural and Linguistic Diversity**

This course supports students in exploring and critically analyzing topics, themes, and issues related to cultural and linguistic diversity and helps them build a strong theoretical and practical foundation for becoming successful multicultural educators. 12 hours of fieldwork will be required. Pre-requisites: HRD 200: Multicultural Human Development. Cr 3

**EDU 310 What is the Purpose of Schooling in a Democracy?**

This course explores the role of public schooling in the United States and world with respect to ethical dimensions of equity and justice. Using a framework of education rights for a democracy, students analyze ethical dilemmas found in texts, videos, and personal stories, engage in multicultural field experiences, and present grounded perspectives in response to the question in the course title. A 12 hour field placement is required for this course. Prerequisites: any EYE, ENG 100 or ENG 104. Cr 3.

**EDU 336 Children’s Literature**

A survey of children’s literature with special emphasis on the selection of appropriate books for children from preschool through the elementary school years. Cr 3

**EGN 187 Engineering Tools: PSpice**

An introductory course to help students become familiar with PSpice and its use as a GUI schematics entry tool for circuit simulation, including DC, small signal AC, sinusoidal and transient analysis. Students will learn the basics of PSpice and use it in hands-on lab exercises to gain enough experience to draw, simulate and do virtual testing of their circuit designs. Cr 1

**EGN 188 Engineering tools: Materials Processing**

An introductory course to familiarize students with material processing operations. Topics include safety considerations, casting and metal forming techniques, material selection, material removal technology; lathes, milling machines, saws, drills, tool and parameter selection. Materials joining technology, welding, brazing, soldering. Heat treatment and metallographic examination Cr 1

**EGN 248 Introduction to Differential Equations and Linear Algebra**

Introduction to linear algebra and differential equations for engineering and science students. Standard methods for solving

differential equations as they arise in engineering and science, linear algebra concepts needed to solve linear algebraic systems and linear systems of differential equations, and computational skills in matrix theory needed in computational linear algebra. Topics will include matrix algebra, determinants, linear independence, linear systems, linear transformations, eigenvalues and eigenvectors, vector spaces, first-order ODEs, higher-order linear ODEs, linear systems of ODEs, Laplace transform, and mathematical modeling and numerical methods. May be replaced by MAT 350. Prerequisite: MAT 153. Lecture 4 hrs. (Spring.) Cr 4.

**EGN 260 Materials Science for Engineers**

Concepts and relationships between structure, composition, and thermal, optical, magnetic, electrical and mechanical properties of technologically important materials. Replaces EGN 362 and ELE 262. Prerequisites: PHY 123, MAT 153, CHY 113. Lecture 3 hrs., Lab 1 hr. (Fall, Spring.) Cr 3.

**EGN 301 Jr Design Project & the Engineering Profession**

The fundamental mission of engineering is design. Students, working in teams, learn the fundamentals of developing a specific problem statement, flowcharting, researching, project management, and design actualization. Professional issues such as ethics, intellectual property, interview skills, and resume preparation are explored. The student is challenged to consider the work of the engineer in the broader context of societal, personal, and professional responsibility. Prerequisites: completion of two 4-credit engineering courses at the 300 level, and the Core Curriculum requirement of Ethical Inquiry, Social Responsibility, and Citizenship. Lecture 3 hrs. (Spring) Cr 3

**ELE 172 Digital Logic**

Introduction to the design of binary logic circuits. Combinatorial and sequential logic systems. Design with small and medium scale integrated circuits and programmable logic devices (PLDs). Registers, counters, and random access memories (RAMs). The algorithmic state machine (ASM). Lecture 3 hrs., Lab. 2 hrs. Cr 4

**ELE 216 Circuits I: Steady-State Analysis**

An examination of fundamental circuit laws and theorems, network analysis, physical properties and modeling of resistors, inductors, and capacitors, review of engineering standards applicable to circuits and components. Sinusoidal steady-state operation: phasors, and impedance. Frequency domain analysis, transfer functions, poles and zeros, frequency response, and basic filtering. The course also covers the operation of meters, oscilloscopes, power supplies, and signal generators. Prerequisites: MAT 153, PHY 123. Lecture 3 hrs., Lab. 2 hrs. (Fall.) Cr 4.

**ELE 217 Circuits II: System Dynamics**

Time-domain analysis of first- and second-order systems, based on electric circuits, but drawing analogy to mechanical, fluid, and thermal systems. Study and application of the Laplace transform for the solution of differential equations governing dynamic systems. Frequency domain analysis, transfer functions, poles and zeros, frequency response, basic filtering, and resonance. Principles of control, feedback, and stability. Prerequisite: ELE 216. Lecture 3 hrs., Lab 2 hrs. Cr 4

**ELE 243 Electronic Devices and Circuits**

Operation, terminal characteristics and circuit models of p-n junction diodes, bipolar-junction and field-effect transistors. Nonlinear circuit analysis methods: piece-wise-linear, small-signal and SPICE. Biasing and bias stability. Rectifiers, clipper, clamper, Zener regulator circuits, and small signal BJT and FET amplifiers. Analysis, design, and SPICE simulation of such circuits. Replaces ELE 342. Prerequisite: EGN 260. Co-requisite: ELE 217. Lecture 3 hrs., Lab. 2 hrs. (Spring) Cr 4

**ELE 486 Digital Signal Processing**

Basic principles of processing digital signals. Sampling and quantization. Time and frequency domain representation and analysis of discrete-time signals and systems. FIR and IIR systems. Digital filter design; review of classic analog filter design (Butterworth, Chebyshev). Quantization and finite-precision effects. DSP hardware. Computers will be used to design and realize various signal processors. Electrical engineering elective. Prerequisites: ELE 314, COS 160. Lecture 3 hrs. Cr 3.

**ENG 100 College Writing**

With an emphasis on the connections between reading and writing, English 100 introduces students to practices and conventions of expository academic writing. Students read expository writing from a variety of fields and use the ideas they encounter to develop and refine their own arguments and perspectives. Students learn how thinking and writing change through processes of reading, drafting, rereading, revision, editing, and proofreading. At the end of the semester, an ENG 100 student is able to compose essays that reflect

his or her point of view, engage with complex readings, and focus on a central thesis or project in language relatively free of sentence-level error. Prerequisite: college readiness in writing. Every semester. Cr 3

**ENG 101 Independent Writing**

English 101 is offered as an alternative college writing course for students who prefer to work independently on academic writing with an instructor's guidance. The main business of the course is conducted in individual conferences; therefore, the course is more intensive than ENG 100 or 104. This course emphasizes style, sentence structure, organization, and development. The major challenge of the course is the self-discipline that students will need to work independently. Prerequisite: college readiness in writing. This course fulfills the college writing requirement. Every semester. Cr.3.

**ENG 104 Enriched College Writing**

This version of college writing provides significant opportunities to improve grammar and usage, drafting and revision, and analytical reading through discussion, small-group work, and one-on-one time with instructors. The course is designed for students who have not met the University’s measure of college readiness in writing, and for any student interested in extra structure and support for success in the course. At the end of the course, an ENG 104 student will be able to compose essays that reflect his or her point of view, engage with complex readings, and focus on a central thesis or project in language relatively free of sentence-level error. Every semester. Cr 4

**ENG 120 Introduction to Literature**

This course will pay sustained attention to texts in order to show how they create meanings and explore the force and significance of those meanings in the world. The course will examine several genres selected from a range of historical periods. Prerequisite: College Writing or permission of instructor. Every semester. Cr 3

**ENG 145 Literature and History**

This course emphasizes oral and written analysis and interpretation of literary and other cultural texts within and across historical contexts. Though topics vary, each provides a broad introduction to the concepts of literary history and periodization as these are understood within the discipline and familiarizes students with the basic terms and methods of literary analysis. Every semester. Cr. 3

**ENG 201 Creative Writing**

An introduction to the principles and practices of writing fiction and poetry; other genres may be added at the discretion of the instructor. Students will be exposed to a variety of writing modes through exercises and engagement with literary texts. Emphasis is on using imaginative and precise language, on developing critical skills through workshops, and on assembling a portfolio of revised student writing. Prerequisites: College Writing and ENG 120. Every semester. Cr 3

**ENG 203 Topics in Writing**

A course for prospective writers interested in studying the stories, novels, poems, biographies, memoirs, and letters of established writers, with an eye to learning aspects of craft, technique, and the creative process from a close and focused inspection of key facets of their works and lives. Areas of study will vary from semester to semester, but will include close textual reading and practice in both creative and expository writing. Every spring. Cr.3.

**ENG 230 Literacy Studies**

A course dedicated to examining the history, concepts, and practices of literacy, with readings drawn from socio-linguistics, the social and cultural history of literacy and of print culture, the sociology and history of education, and reader response studies. The course will examine changing concepts of literacy, orality, and illiteracy, with special attention given to the following: the historical, social, and cultural dynamics influencing reading and writing practices; the plurality of literacy practices; and the theoretical debates over the meaning of the word “literacy” itself. Students will also do ethnographic studies of their own literacy practices and the ways in which these differ from one social context to another. Every semester. Cr 3

**ENG 245 Introduction to Literary Studies**

This is a required course for all English majors. It may be taken concurrently with other 200-level courses in the Department, but is a prerequisite for all 300- and 400-level courses except those in creative writing. The course will have a double focus. Students will be introduced to a variety of methodologies important to an insightful analysis of literature and other cultural texts. They will also learn research procedures and techniques of effective critical writing. Every semester. Cr 3

**ENG 262 Poetry**

This course studies poetry as a way of knowing and experiencing the world, introduces important concepts in analyzing

and appreciating poetry, and offers the opportunity for students to develop skills in interpretation, literary analysis, and discussion. While primary attention will be on poetic forms, figurative languages and the poetic “canon,” it will also consider the relationship between historical context and changes in poetic form in various periods. Every fall. Cr 3

**ENG 263 Fiction**

This course will introduce important concepts in analyzing fiction and enable students to develop skills in interpretation, literary analysis, and discussion. It will focus on narrative forms and rhetorical structures (such as voice, plot, diction, figurative language) in various historical periods, and will both examine and challenge the concept of genre. Every semester. Cr 3

**ENG 300 Fiction Writing**

A course for those who, in a creative writing course or on their own, have written several pieces of fiction and are ready for more advanced work. Emphasis will be on writing well-developed short stories and on understanding the basic elements of fiction. A better-than-average competence in using English is required. Suggested preparation: ENG 201. Every spring. Cr 3

**ENG 302 Fiction Workshop**

An advanced course requiring the completion of at least two short stories or a substantial part of a novel. Prerequisites: ENG 300 or instructor’s permission. May be repeated for three additional credits with instructor’s permission. Every fall. Cr 3

**ENG 303 Poetry Workshop**

A course for advanced students who, after experimenting with different approaches and styles, are developing their own themes and voices as poets. Work toward a completed chapbook-length manuscript or portfolio of poems will be the basis for the course grade. Prerequisite: ENG 301 or instructor's permission. May be repeated for three additional credits with instructor's permission. Every spring. Cr.3.

**ENG 304 Advanced Memoir**

This course offers orientation and practice in the fundamentals of narrative autobiographical writing. We focus on the use of memory-key scenes, remembered characters, and evocative seasons of life-as source material for the writing of personal essays and autobiographical stories. We work with prose narrative material only (prose material that tells a story, as opposed to analytical essays or expository articles), and the boundaries between fact and invention in this course will necessarily sometimes blur. Readings will be drawn from the works of contemporary writers prominent in the field, from period journals and diaries, and from texts on memoir as a literary genre. May be repeated for three additional credits with instructor's permission. Prerequisite: ENG 202 or permission. Cr.3.

**ENG 305 Rhetoric, Syntax, and Style**

The course focuses on the fundamentals of sentence-level writing, teaching students the possibilities of English style both for their own prose and for textual analysis. By examining contemporary texts in the context of traditions of rhetoric, students will develop a theoretical grasp of rhetoric, syntax, and style as a basis for editing and revision. Cr 3

**ENG 319 Studies in Genre and Form**

The content of this course is flexible, but will focus upon some aspect or dimension of genre studies not treated through other course rubrics. Possible topics include women and the romance, the vampire novel and popular culture, or the novel of sensation. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3

**ENG 321 Modernisms**

This course will focus on some aspect or aspects of American, British, Continental, and international literary modernisms. Students should expect to explore writing from the first half of the twentieth century and to investigate issues of literary innovation, modernity and historical change, self-understandings as "modern," competing literary versions of modernism, and theoretical/historical versions of modernism. Variable cycle. Cr 3

**ENG 341 Contemporary Critical Theories**

An introduction to major schools of literary criticism developed in the twentieth century. Emphasis is placed on identifying points of agreement and divergence between various theories and methods for interpreting literature. Specific theories to be studied may include (but are not limited to) structuralism, psychoanalytic theory, Marxist criticism, deconstruction, feminist theory, and the new historicism. Every semester. Cr 3

**ENG 342 Topics in Contemporary Theory**

This course studies in-depth selected theoretical approaches to literature and culture. It will focus either on a single current theory or, through a comparative method, two to three different theories (e.g., structuralism and formalism, Marxism and cultural

criticism, or deconstruction and feminism). May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Every semester. Cr.3.

**ENG 345 Racial Formations**

Guided by the concept of "racial formations," this course will foreground the definition of "race": it will ask questions about whether race is a biological or discursive category, about the relationship between race and identity, and about how racial identity is informed by class, gender, sexuality, and other socio-historical "formations." Course materials may include literature, film, criticism and theory, scientific and historical readings, and popular culture texts such as television, video, and music. 2-year cycle, spring. Cr 3.

**ENG 347 Topics in Cultural Studies**

This course explores specific cultural practices of the past and present. The goal of the course is to introduce students to the different ways in which popular culture has been analyzed and the ways in which different popular cultures have sustained themselves. Although topics courses will vary in subject matter, they will all share the common objective of examining the ways in which a given culture makes sense of itself. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr.3.

**ENG 348 Topics in Interdisciplinary Studies**

This course investigates literature in relation to other disciplines, with an emphasis on how various fields of knowledge contextualize and elucidate our understanding of literary production. Topics may vary and include, for example, anthropology and drama, Freud and literature, literature and technology, and parallel movements in art and/or music and literature. Because of the diverse range of interdisciplinary studies, material is drawn from film, video, music, and art, as well as from printed texts. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3

**ENG 354 Studies in Medieval Literature and Culture**

This course explores literature and culture ranging from the fifth and sixth centuries through the late fifteenth century. Some topics that may recur include Anglo-Latin and Anglo-French literature and scholarship; feminist studies of medieval culture; and allegory, symbol, and sign. May be repeated for credit when topics vary. Students should consult the Department’s Course Guide for detailed descriptions. Cr 3

**ENG 360, 361 Shakespeare**

ENG 360 and 361 each feature close reading of five to seven Shakespearean plays, and focus attention both on theatrical and philosophical meanings. Both courses include tragedies and comedies; neither is introductory nor prerequisite to the other. ENG 360 often includes a section on Shakespeare’s history plays, while ENG 361 includes a section on Shakespeare’s “romances.” Every semester. Cr 3

**ENG 363 Studies in Renaissance**

Selected topics and writers from the sixteenth and seventeenth centuries. The course may focus on an author, genre, historical moment, socio-historical problem, or discursive practice. Typical topics include popular culture, the "New Science," pastoral and politics, literature of "New World" exploration and colonization, the market, the English Civil War. Courses will typically study the relation of diverse practices of writing or generic conventions to the social and political order of Renaissance England. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr.3.

**ENG 370 Literature of Discovery, Exploration, and Colonialism**

Focusing upon literatures of the Atlantic, this course examines literary, historical, and discursive connections between European, Creole, and indigenous cultures in the early period of European expansion. Topics to be explored include the commercial, religious, and scientific origins of European exploration, "New World" representations, and the social organization of colonialism. Because area of inquiry will be determined by the instructor, this course may also satisfy the Renaissance requirement. Students should consult the Department's Course Guide for specific descriptions. Variable cycle. Cr 3

**ENG 373 Studies in Romantic Literature and Culture**

The course will explore themes and issues unique to the Romantic Period, a time of unprecedented change in literature, the arts, and society. Although the content of the course will vary, it will generally include a mixture of literary and cultural forms, including poetry, fiction, nonfictional prose, painting, and drama. Possible themes will include women and Romanticism; Romantic writing and the French Revolution; Romanticism and popular culture; forms of



Romantic autobiography; Romantic fiction. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for detailed descriptions. Cr 3

**ENG 383 Harlem Renaissance**  
This course will explore various topics in African-American literature and culture. Specific courses may focus on literary traditions, genres, and themes; literary and cultural periods or movements; theoretical issues in the development or study of African-American literature; or the work of a single author. Possible topics include the slave narrative, African-American non-fiction prose, the Harlem Renaissance, the Black Arts Movement, African-American women's writing, African-American literary and cultural theory, Black popular culture. Because reading materials and areas of inquiry will be determined by the instructor, this course may also satisfy the Literatures Since 1900 requirement. May be repeated for credit when topics vary. Students should consult the Department's Course Guide for specific descriptions. Every year. Cr 3.

**ESL 006 Intensive Grammar**  
This course is a part of the Intensive English Language program (IELP). It focuses on building a stronger foundation in the grammatical skills necessary for more natural and accurate English, both oral and written. Through a series of grammatical exercises, meaningful drilling, and analysis of the structure of the English language, students will become more adept at producing a wider variety of language with a higher knowledge of use and form. The course will not only introduce new structures in language but also review and expand upon those already learned. (The credit for this course does not apply toward a baccalaureate or an associate's degree.) Prerequisite: instructor's permission. Cr 1.5

**ESL 007 Listening and Oral Communication**  
This intermediate to high-intermediate course is part of the curriculum of the Intensive English Language program. The course focuses on the improvement of the listening and oral skills that are necessary for the university classroom. Much of the material is derived from authentic sources, such as radio and television broadcasts, as well as lectures on a variety of topics that might be encountered in a university setting. The primary goal of the course is to assist students in recognizing a variety of spoken English and to discuss and respond to the issues. Students will also be exposed to a wide variety of vocabulary and grammatical structure as it arises in context. (The credit for this course does not apply toward a baccalaureate or an associate degree.) Prerequisite: instructor's permission. Cr 1.5

**ESL 008 Reading and Writing**  
This intermediate/higher intermediate course is a part of the curriculum of the Intensive English Language program. The course focuses on the improvement of the reading and writing skills that are necessary for the university classroom. All of the reading is from authentic sources emphasizing academic writing strategies for writing short reaction papers, summaries, and essays based on the readings. Informal journal writing is an integral part of the course. Students will also be exposed to a wide vocabulary and systematic overview of grammatical structure. (The credit for this course does not apply toward a baccalaureate or an associate degree.) Prerequisite: instructor's permission. Cr 1.5

**ESL 009 Intensive Reading and Speaking Fluency**  
This course is part of the curriculum of the Intensive English Language program. It focuses on the development of the fluency in speaking and reading that are necessary for the university classroom. Emphasis is on developing speed and comprehension of the skill areas. All of the reading is from authentic sources on a wide variety of topics, both fiction and non-fiction. Students will learn strategies for speaking in front of a group, compensating for accent, and conducting informational interviews. (The credit for this course does not apply toward a baccalaureate or associate degree.) Prerequisite: instructor's permission. Cr 1.5

**ESL 16 Grammar**  
This course (3-4 sections) focuses on building a stronger foundation in the grammatical skills necessary for more natural and accurate English, both oral and written. Through a series of grammatical exercises, meaningful drilling, and analysis of the structure of the English language, students will become more adept at producing a wider variety of language with a higher knowledge of use and form. The course will not only introduce new structures in language but also review and expand upon those already learned. (The credit for this course does not apply toward a baccalaureate or an associate's degree.) Prerequisite: instructor permission. Cr 1.5.

**ESL 17 Listening and Oral Communication**  
This course (2 sections) focuses on the improvement of the listening and oral skills that are necessary for the university classroom. The primary goals of the course are to assist students in recognizing a variety of spoken English, to help them achieve comprehensible pronunciation, and to discuss and respond to the issues that arise in class discussion. Students will also be exposed to a wide variety of vocabulary and grammatical structures in context. (The credit for this course does not apply toward a baccalaureate or an associate degree.) Prerequisite: instructor permission. Cr 1.5.

**ESL 18 Reading, Writing & Vocabulary**  
This course (4-5 sections) focuses on the improvement of the reading and writing skills that are necessary for the university classroom. The readings are from authentic sources and promote use of strategies for writing short reaction papers, summaries, and essays which are based on these readings. Informal journal writing is an integral part of the course. Students will also be exposed to a wide vocabulary and systematic overview of grammatical structure. (The credit for this course does not apply toward a baccalaureate or an associate degree.) Prerequisite: instructor permission. Cr 1.5.

**ESL 19 Reading and Speaking Fluency**  
Intensive Reading and Speaking Fluency (2 sections) is part of the Intensive English Language Program. This course focuses on improving students' fluency in both reading and speaking while learning about topics in United States culture, history and current events. Emphasis is on developing speed and comprehension in reading and listening to material drawn from texts, news sources, film and popular culture. Students will learn strategies for speaking in front of a group, compensating for accent, and conducting informational interviews. (The credit for this course does not apply toward a baccalaureate or associate degree.) Prerequisite: instructor permission. Cr 1.5.

**ESL 98 English Language Bridge Level I: Intermediate Grammar and Writing**  
This is an intermediate-level English language course for English Language Bridge (ELB) students whose first language is not English. This is a developmental course that will enable students to benefit from a stronger foundation in understanding and using English grammar correctly. Emphasis is on understanding the meaning, use, and form of common grammar structures needed for academic writing. Students will have a basic knowledge of English grammar, but will need more work on accurate production of English, both oral and written, through a series of grammatical, written, and oral exercises. This course prepares students for the more advanced ESL 102. (The credit for this course does not apply toward a baccalaureate or an associate degree.) Prerequisite: instructor permission. Cr 3.

**ELS 99 English Language Bridge Level I: Intermediate Reading, Writing, and Vocabulary**  
This is an intermediate-level English language course for English Language Bridge (ELB) students whose first language is not English. This is a developmental ESL course designed to help students compose fluent and accurate writing as used in academic settings. Students will develop a greater sense of confidence in using written English as a method of communication. Emphasis will be placed on achieving unity and coherence in written compositions and on understanding the mechanical aspects of the essay. Students will learn to read for meaning and to analyze authentic texts. Through reading, writing, and specific exercises, students will expand their grasp of vocabulary and idiom needed for academic work and progress into ESL 103. (The credit for this course does not apply toward a baccalaureate or an associate degree.) Prerequisite: instructor permission. Cr 3.

**ESL 100 College Writing**  
This section of College Writing is intended for non-native speakers of English only. The course focuses on the analysis of professional and student writing as a way of sharpening awareness of how to use the English language effectively for use in the academic classroom. The writing assignments encourage students to apply the principles discussed in class to their own work. This course cannot be used to satisfy a humanities requirement. Prerequisite: ESL 104 or instructor's permission. Cr 3

**ESL 102 English for Speakers of Other Languages: Advanced Grammar and Writing**  
An advanced-level English language course for non-native speakers of English focusing on building a stronger foundation of grammatical skills that will aid students in producing more natural and accurate writing skills in the English language. Emphasis is placed on understanding and using grammar structures needed for academic writing and discussion on the university level. Through a series of grammatical exercises, meaningful drilling, both written and oral, and analysis of

the structure of English, students will become better used to producing more complex sentences and short essays. Prerequisite: ESL 011 or instructor's permission. Cr 3

**ESL 103 English for Speakers of Other Languages Level II: Higher Intermediate Reading, Writing, and Vocabulary**  
A higher intermediate-level English language course for non-native speakers of English designed to help students produce grammatical, well-constructed, coherent English, in both written and spoken form. Based on the writing process, students will write and rewrite paragraphs and essays drawn from topical and academic reading, works of fiction, and class discussion. Students learn to read and analyze for content and style a variety of authentic works of fiction and non-fiction. A strong focus will be on enhancing the students' academic vocabulary. Prerequisite: ESL 010 or instructor's permission. Cr 3

**ESL 104 English for Speakers of Other Languages Level III: Advanced Reading, Writing, and Vocabulary**  
An advanced-level English language course for non-native speakers of English who are nearly ready for College Writing but need additional work in fine-tuning their language skills. Much of the work done in this class will focus on reading academic literature, fiction, and non-fiction, as well as the academic writing skills necessary for university work. Additional focus will be on vocabulary extension and the use of idiom. Students will be required to write short essays, keep a written journal, and make a major oral presentation in class. Prerequisite: ESL 103 or instructor's permission. Cr 3

**ESP 101 Fundamentals of Environmental Science**  
This course is an examination of the science of environmental problems, processes, and solutions. Students will explore the interrelationships of the natural world, the environment, and impacts from humans. Specific topics will include land, air, and water pollution; biodiversity; global climate change; energy; public health; and sustainability. Prerequisites: successful completion of the University's writing and mathematics proficiency requirements. Co-requisite: ESP 102. Cr 3

**ESP 102 Fundamentals of Environmental Science Laboratory**  
This laboratory course is designed to provide applied experience with some of the tools and techniques used in environmental science. Students will examine a variety of environmental issues using field kits, lab equipment, and computers. Prerequisites: successful completion of the University's writing and mathematics proficiency requirements. Co-requisite: ESP 101. Cr 1

**ESP 108/GEO 108 Introduction to ArcGIS**  
An introduction to Geographic Information Systems (GIS), stressing the practical applications of popular graphical user interface (GUI) software packages such as ArcView. Topics covered include displaying, downloading, editing, analyzing, and printing public domain and user-created geographical data sets. The main emphasis of the course is on the acquisition of system operations skills. Cr 3

**ESP 125 Introduction to Environmental Ecology**  
This Science Exploration course is an introduction to the study of the interactions between organisms and their environments. Students will study the basic principles of ecology and systems and study specific ecosystems including forests, wildlife, freshwater, marine, urban, and humans. Prerequisites: successful completion of the University's writing and mathematics proficiency requirements. Prerequisites: ESP 101/102 or BIO 105/106. Co-requisite: ESP 126. Cr 3

**ESP 126 Introduction to Environmental Ecology Laboratory**  
This Science Exploration laboratory course surveys the identification, measurement, and function of various ecosystems. A focus will be on the impact of human activity on ecosystems. Prerequisites: successful completion of the University's writing and mathematics proficiency requirements. Prerequisites: ESP 101/102 or BIO 105/106. Co-requisite: ESP 125. Cr 1

**ESP 197 Research Skills Lab**  
This ten-week, lab-style course is designed to develop students' study and research skills to foster academic success as a major in the Department of Environmental Science. Topics will include literature searching, website evaluation, peer review process, critical thinking, finding articles and books, plagiarism, proper citation, primary and secondary sources, and the writing process. The final project is a written literature review on a selected environmental topic. Cr. 1.

**ESP 203 Environmental Communication**  
Students study environmental communication to understand the influence of socio-economic, political, and scientific factors on the social construction of environmental

problems. Topics include basic communication theory and its application to the social definition of environmental problems and the perception and communication of risk, how communication is used to persuade/dissuade the public regarding environment problems, and how the environment is used to manipulate consumer behavior. Students also will explore the basics of social science research and its application to environmental communication. Prerequisites: College Writing, ESP 101/102, and sophomore standing. Cr 3

**ESP 260 Soil and Water Conservation Engineering**  
A study of the utilization, improvement, and protection of two essential resources-soil and water. Primary focus is on applying scientific and engineering principles to the problem areas of soil erosion and flood control. Students will design practical solutions to remediate these problems. Prerequisite: math proficiency. Cr 3

**ESP 275 Energy Use and Societal Adaptation**  
This course focuses on the topic of energy, its utility, its use, and its impact on society and the environment. Subjects to be explored include: 1) traditional, modern and future energy resources; 2) energy consumption; 3) energy technologies; 4) energy and the environment and 5) sustainable development. The class will consist of a combination of lectures and seminars using a variety of media, including textbooks, technical articles, print, and video. Prerequisites: ESP 101/102. Cr 3

**ESP 303 Wetlands Ecology**  
This lecture course examines wetlands from the perspectives of science and policy. Topics will include basic wetlands ecology and biology, wetland definitions, classification, and regional and national trends in habitat destruction and management. Prerequisites: ESP 101/ 102, CHY 113/ 114 or permission of instructor. Cr 3

**ESP 313 Renewable Energy**  
This course uses the basic principles learned in ESP 311 and allows students to apply them to energy use relevant to Maine. Students will be expected to propose, develop, and work on a semester-long project related to energy efficiency, renewable energy, or an allied field. The course will culminate with a final report and presentation. Pre-requisite: ESP 275, or permission of instructor. Cr 3

**EYE 108: Culture, Identity and Education**  
This course focuses on the interrelationships among group affiliation, a quest for inquiry and learning, one's role within society, and one's personal identity. The course explores the basic questions of "Who are you"? and "What/who has influenced who you are and who you wish to become"? Through readings, written assignments, and discussions, students will examine the relationship between culture, education, and personal identity. Using concepts from sociology and educational psychology, students will analyze educational settings, aims, and procedures and compare these to their own successes or challenges with institutional learning. Cr 3

**EYE 112: The Built Environment: Energy**  
We live in a world that is full of things and processes that humans have built, that humans have designed, that humans have engineered to satisfy their needs and desires. During this course students will engage with the people, processes, and practices of imagining, analyzing, designing, building, testing, critiquing, and improving those aspects of our world that are built by humans for humans – our engineered world. Particular attention will be on energy – what energy is, where it comes from, how it is transformed and used, advantages and disadvantages of various types of energy such as fossil, solar, wind, hydro, biomass, and nuclear. Because this is a studio class, class time is adequate for class activities. Course fee covers most supplies and materials, and purchase of a textbook is not required. Students should have very basic algebra skills. Extra course fee of \$100. Cr 3

**EYE 113 Pleasure of Eating/Animals**  
What do the "experts" say about what we should/shouldn't eat, and how do we know when to believe them? Should we be eating meat or not? If not, why not? Should our food be grown conventionally, organically, industrially? What does "sustainable" agriculture mean? In this course we will examine various claims about farming and diet and attempt to evaluate these claims as lay persons, which, we will discover, is not easy. By looking at popular writings, cookbooks, articles, websites, and films, we can try to make sense of the many claims and counterclaims. We can consult experts and visit those who work in the food industry. Ultimately, we will find it's usually not what goes into the mouth that's the problem, but what comes out of the mouth. Cr 3

**EYE 116: Nature-Nurture?**  
The completion of the human genome project has reawakened a tendency for people to account for mental functioning, behavior, health and disease as the product of biology.

But how much of our personality, intelligence, behavior is the product of our biological makeup? To what degree are we shaped by natural, social and cultural influences in the world? What do various answers to these questions suggest about our ability to change? How do these answers influence decisions we might make about utilizing genetic screening and genetic engineering? Cr 3

**EYE 117 Nature, Society & Self**  
How do I relate to the natural world? How do I relate to civil society? How do I act resolutely, self-reliantly, ethically, and in concert with nature? These questions are central to EYE 117. Answering these questions requires being awake to the world, being capable of close observation and measurement, being self-consciously thoughtful and able to make meaning of the world around you, and being disciplined in self-reflection. \$100 course fee required to cover course field trips. Cr 3

**EYE 125: Getting Down to Business**  
This three-credit course is an integrated, comprehensive overview of the way a business operates, and what it is like to manage one. Emphasis is placed upon learning how to function as part of a management team in a decision-making environment. Students are also asked to examine how they prefer to manage change, tolerate stress, resolve conflicts, and build and maintain interpersonal relationships. This course introduces students to the basic, disciplinary knowledge used in running a business, such as finance, marketing, production, and management. It exposes them to the processes and problems encountered in work-team formation, group decision-making, and peer evaluation. It does this through class discussions and by using a business simulation game to provide a common set of experiences for discussion and as a background against which the various major functions of business can be displayed. The one credit lab connects course content to EYE course goals and focuses on the relationship between business and the natural environment through class exercises, videos, field trips, papers and oral presentations. Co-requisite: 1 credit lab. Cr 3

**EYE 129 The Chicken Course**  
This course is organized around three significant ways we encounter Chicken in our society: as food, as the object of policy and politics, and as cultural symbol. In the first part of the course, we explore the production of chicken for meat and eggs. Second, we look at Chicken as the object of local and global political debates, as in how we regulate the keeping of backyard chickens and large-scale poultry and egg producers, and in global responses to bird flu. Finally, we explore the human love affair with Chicken in story, fable and folklore and in the sport of cockfighting to examine what Chicken and our relationships to them have to say about us as humans. Cr 3

**EYE 130 Discovering the Business of Sport**  
EYE 130 introduces students to the field of Sport Management. This course is open to all first year students who have an interest in learning more about the business aspects of sport. The structure and format of the course is tailored to meet the needs of first year students. Specifically, this course is designed to introduce students to university resources, library research tools, and college level academic expectations including responsibility, preparedness, and writing and presentation skills. Cr 3

**EYE 180 Innovation Engineering**  
This course begins with the question: How can we teach creativity and innovation to generate ideas to solve real world problems? Students will learn the multiple tools brought together and taught by innovation researcher Doug Hall to generate meaningfully unique ideas in any field. They will examine case histories that demonstrate how social and cultural contexts and human institutions have been influenced by innovative individuals who have realized original ideas in practice. Cr 3

**FIN 320 Basic Financial Management**  
This course is a balanced introduction to the theory and practice of financial management. It prepares students to make basic financial decisions and understand the decisions of others. Topics include time value of money, capital markets, risk and return, stock and bond valuation, capital budgeting, capital structure, and working capital management. Prerequisites: ACC 211 (or concurrent), ECO 101, ECO 102 (or concurrent), BUS 275 or MAT 212 (or concurrent), and junior standing. Cr 3

**FIN 323 Derivatives: Options, Futures, and Swaps**  
This course explores the markets and valuations techniques for futures, options, and swaps contracts. Hedging and speculating techniques using derivatives are stressed. Financial engineering techniques are developed using derivatives which can adjust the risk and return offered by traditional assets. Topics include: Forward contracts, stock futures, interest rate futures, stock index



futures, stock options, interest rate options, and swaps. Prerequisites: FIN 320 (C or higher) and junior standing. Spring only. Cr 3

**FIN 327 Investment Management**  
Introduction to the securities markets, investment media, and strategies for managing individual and institutional investment portfolios. Special attention is directed to the risk and rate-of-return aspects of corporate stocks and bonds, government bonds, options, futures, and mutual funds. Prerequisites: FIN 320 (C or higher) and junior standing. Spring only. Cr 3

**FRE 102 Beginning French II**  
Continuation of FRE 101. Prerequisite: FRE 101 or equivalent. Cr 4

**FRE 202 Intermediate French II**  
Continuation of FRE 201. Credits may count toward the French major. Prerequisite: FRE 201 or the equivalent or instructor's permission. Cr 4

**FRE 300 French/Francophone Practicum**  
In this course students participate in a number of activities in the French language, enabling them to develop and strengthen their ability in speaking and comprehending. They also gain an awareness and appreciation of various cultures of the French-speaking world. Since immersion content will vary, this course may be repeated, to a total of 3 credits. Prerequisites: FRE 202I or equivalent, or permission of instructor. Cr 1

**FRE 304 Le Café Français**  
This course is designed to develop students' ability to speak and comprehend French while learning about current issues in France and the francophone world. Periodic presentations by the instructor and/or invited speakers on topics of cultural interest related to the French speaking world (e.g. current events, film, art, music, cuisine, business, politics, cross-cultural encounters) will be followed by general discussion and small group conversation. Course repeatable for credit. Prerequisite: FRE 202 or permission. 1 cr.

**FRE 369 Topics and Themes in French Literature**  
Each course in this group, "Topics and Themes," deals with a subject and/or a theme in French or Francophone literature. This course may be repeated for credit provided the topic is different. Prerequisite: FRE 331 or equivalent. Cr 3

**GEO 101 Human Geography**  
This course examines social, economic, and political processes that shape the contemporary global landscape, with particular emphasis on the relationships between developed and developing regions of the world. Cartography, population trends, agricultural systems, migration, urbanization, and industrialization are among the topics covered. Cr 3

**GEO 104 World Regional Geography**  
This course will familiarize students with the diversity of people and places in the world by examining the physical, political, and cultural geography of different regions of the world. Emphasis will be given to development of regions within a global framework. This course will add to the general education of students by developing their geographic skills and by enhancing their geographic awareness and knowledge of the world through various aspects of global diversity. Cr 3

**GEO 108 Introduction to ArcGIS**  
An introduction to the ArcGIS software, stressing basic operation of this popular GIS package. Topics covered include system navigation, data display, data download, and printing public domain and user-created geographical data sets. Cr 3

**GEO 120 Geography of Maine**  
This course will examine Maine as a geographic region. Physical and cultural attributes of the state will be analyzed. Political, economic and demographic factors will be emphasized in viewing the assets and problems of the Maine environment and in planning Maine's future. Cr 3

**GEO 203 Urban and Regional Development**  
Students will survey contemporary patterns of urban and regional development through comparative analysis. Students will examine links between urbanization, employment, and social welfare in different political and economic contexts as the course moves from the global scale to the local. Students will be introduced to a series of research skills including the use of computer databases and spreadsheet programs, many of which will be of use in other courses. Cr 3

**GEO 299 Topics**  
No description available. Cr 3

**GEO 303 Economic Geography**  
This course examines the intersection between economics and geography. Emphasis is placed on the social, cultural, and political contexts within which economies develop and are regulated and restructured. Students are introduced to the skills which allow them to

interpret and understand the present economic landscapes and to evaluate the factors and trends that anticipate the future. Prerequisites: one of the following: ANT 101, GEO 101, GEO 203, ECO 101, ECO 102, or permission of instructor. Cr 3

**GEO 308 GIS Applications I**  
Students are introduced to vector-based geographical information systems (GIS). Topics include overviews of geospatial technologies, spatial analysis, GIS data, system operation, the interpretation of results, and professional practices. The course comprises a weekly lecture and laboratory. Students are evaluated with tests, laboratory assignments, and on the basis of a substantial project. Prerequisite: one of the following: ESP/GEO 108, GEO 208, GEO 305, GEY 202, GEY 204, GEO/GEY 340, or permission of instructor. Cr 4

**GEO 320 Conservation of Natural Resources**  
This course examines the geographical approaches to natural resource use and management. It will offer the study of the geographic distribution and physical attributes of natural resources, their role in economic development, and the socio-political factors governing decision making about their use. Management strategies for forests, soils, wetlands, and energy resources are assessed. Recommended prerequisites: GEO 101, GEO 102, or GEO 103. Cr 3

**GEO 340 Digital Mapping**  
Students are exposed to the latest digital survey gear and integrated techniques with applications in geosciences, geography, and environmental science. Instrumentation includes both static and real time kinematic GPS (global positioning system) and autolock servo-driven electronic total station. Detailed precision survey data are combined with geo-referenced maps and imagery in GIS software. Six hours lecture/lab. Prerequisites: introductory course in GEY, GEO, or ESP and additional 200-level course in any of the above areas. Cr 4

**GER 102 Beginning German II**  
Continuation of GER 101. Prerequisite: GER 101 or equivalent. Cr 5

**GER 202 Intermediate German II**  
Continuation of GER 201I. Prerequisite: GER 201 or the equivalent. Cr 4

**GEY 100 Volcanoes, Earthquakes, and Moving Plates**  
An introduction to minerals, rocks, and the processes that have continually shaped the earth over hundreds of millions of years of geologic history. The course also explores how the movements of crustal plates generates earthquakes, volcanoes, continental rifting, sea floor spreading, subduction, and continental-scale mountain ranges. For K credit, registration in one of the following: GEY 101, GEY 102, or GEY 106 is required; concurrent registration is recommended. Cr 3

**GEY 101 Laboratory Experiences in Geology**  
Weekly lab sessions will focus on the basic skills of mineral identification, rock classification, and interpretation of topographic and geologic maps. Field trips to local geologic sites of interest will help illustrate rock types and geologic processes that shape our world. Traditional map, compass, and modern GPS techniques will be utilized. For K credit, registration in one of the following: GEY 100, GEY 103, or GEY 105 is required; concurrent registration is recommended. Cr 1

**GEY 105 Ocean Planet**  
An interdisciplinary look at the science of the ocean, emphasizing connections between land, sea, and atmosphere. Basic concepts in chemistry, geology, physics, and biology are taught as they apply to marine phenomena such as salinity, ocean floor formation, currents, waves, seafloor sediments and rocks, and marine life. Students must have fulfilled the University's minimum proficiency requirements in mathematics. For K credit, registration in one of the following: GEY 101, GEY 102, or GEY 106 is required; concurrent registration is recommended. Cr 3

**GEY 106 Ocean Planet Laboratory**  
Major concepts from GEY 105 are illustrated using hands-on activities. Students perform a variety of tasks designed to promote understanding of scientific methods and data analysis. Classes held in the lab include a range of chemical, physical, and geological exercises. Field trips may involve observing a variety of coastal phenomena including waves, beach formation, rocky shoreline geology, or intertidal zonation. Students must have fulfilled the University's minimum proficiency requirements in mathematics. For K credit, registration in one of the following: GEY 100, GEY 103, or GEY 105 is required; concurrent registration is recommended. Cr 1

**GEY 207 Atmosphere: Science, Climate and Change**  
Students will be introduced to the physical and chemical processes active in the earth's atmosphere. Specific topics include atmospheric circulation, atmospheric

chemistry, climate patterns, storms, natural atmospheric change in recent geologic time, human-induced atmospheric change, and atmospheric pollution. Prerequisite: CHY 113 and CHY 114. Cr 3.

**GEY 208 Environmental Geology**  
Examines the effect of geological processes and products on human civilization. Specific topics will include earthquakes, volcanoes, landslides, floods, sinkholes, human impact and erosion at the coastal zone, waste disposal, groundwater use and contamination, climate change, energy resources, and mineral resources. Laboratory experiences complement the lecture and will include several field trips to local sites. Three hours lecture, two hours lab. Cr 4

**GEY 310 Glacial and Pleistocene Geology**  
Glacial processes, deposits, and the stratigraphy of the Pleistocene epoch. Emphasis on the erosional and depositional features of glacial events in Maine. One, possibly two, weekend field trips. Prerequisite: GEY 202 or permission of instructor. Cr 4

**GEY 340 Digital Mapping**  
Students are exposed to the latest digital survey gear and integrated techniques with applications in geosciences, geography, and environmental science. Instrumentation includes both static and real time kinematic GPS (global positioning system) and autolock servo-driven electronic total station. Detailed precision survey data are combined with geo-referenced maps and imagery in GIS software. Six hours lecture/lab. Prerequisites: introductory course in GEY, GEO, or ESP and additional 200-level course in any of the above areas. Cr 4.5

**GYA 210 Perspectives on Environment, Society, and Culture Since 1750**  
Geography and Anthropology evolved together to understand and explain the complex relationships humans have with their environments. They have common conceptual foundations, common institutional frameworks, and parallel internal divisions. At the same time, they are marked by significant differences in their respective implementation of general concepts. By comparing and contrasting the histories of the two disciplines, we seek to come to a better understanding of what it means to be geographers and anthropologists. Prerequisite: One introductory course in Geography (GEO 101 or GEO 102) and one introductory course in Anthropology (ANT 101 or ANT 103) and sophomore standing. Cr 3

**HON 101 Honors Entry-Year Experience**  
Each instructor uses a theme listed below to engage students in exploration of significant questions about human culture and the natural world. The course facilitates student transition to college by engaging students in active and collaborative learning that enhances their inclination and ability to view complex issues from multiple perspectives. Corequisites: College Writing, 1st year student, honors student (or permission). Cr 3

**HON 102 Confrontation & Cross-fertilization Among Medieval Cultures**  
This interdisciplinary seminar will explore the intersections between Judaic, Christian, Muslim, and non-monotheistic religious-based cultures during the Middle Ages. Prerequisite: any EYE course (or concurrent) and honors student (or permission). Cr. 3

**HON 103 Religious & Scientific Perspectives on Human Origins & the Human Body**  
In this course, students will examine a range of culturally based accounts of human origins (creation stories), considering evidence for these accounts from the perspective of both cultural and scientific studies. Seminars prepare students to assess the influence of social and historical context as these mediate our understanding of the human body and its origins. An integrated strand of weekly applied/laboratory sessions will accompany these seminars, providing students the opportunity to apply various methods of scientific and social scientific inquiry. The course also makes explicit contemporary and historical controversies about the origin of the human body and asks students to examine critically the consequences of these capacious civic debates. Cr 3

**HON 105 Interdisciplinary Introduction to Logic & Mathematics**  
This course is about power of abstract, visual, primarily symbolic, representations of phenomena. These representations include quantities representing counts or measurements, predicate calculus representations of natural language assertions, graphical(in both the vertex and edge sense and the Cartesian coordinate sense) of structures and relationships, and other visual presentations of information. Cr 3

**HON 200 Honors Science Exploration**  
This seminar provides an interdisciplinary introduction to scientific discourses and scientific practices concerning the human body. It combines selected concepts and methods of inquiry from several disciplines, including psychology, molecular biology,

human genetics, anatomy, biological anthropology, human ecology, and the history of medicine. Students and faculty will critically examine the history of various constitutive practices and scientific representations of the body, including many Western scientific conceptions of the body as these have emerged from the European Renaissance through modernity. These explorations are synthesized by students in an independent project. HON 200 students must co-register for HON 201. [Students with credit for an approved college-level lab in Biology or Anatomy & Physiology should register for HON 210 to take the seminar without the lab.) Prerequisite: any EYE course and honors student (or permission). Cr. 3

**HON 201 Honors Science Exploration Lab**  
This laboratory section is required for students taking HON 200. The integrated sequence of weekly lab sessions enables students to apply methods of scientific inquiry from disciplines that address the human body. The combination of HON 200 and HON 201 fulfills USM Core's Science Exploration requirement. Prerequisite: any EYE course and honors student (or permission). Cr. 1

**HON 210 honors Science Seminar**  
The 3-credit seminar provides an interdisciplinary introduction to scientific discourses and scientific practices concerning the human body. It combines selected concepts and methods of inquiry from several disciplines, including psychology, molecular biology, human genetics, anatomy, biological anthropology, human ecology, and the history of medicine. Students and faculty will critically examine the history of various constitutive practices and scientific representations of the body, including many Western scientific conceptions of the body as these have emerged from the European Renaissance through modernity. These explorations are synthesized by students in an independent project. Prerequisite: any EYE course and honors student (or permission). Note: This seminar does NOT fulfill USM's Core Science requirement. Cr 3

**HON 311 Honors Thesis I: Workshop**  
Each Honors student will plan and carry out a major thesis project as the final stage of Honors work. This workshop course will acquaint students with research proposal development for the project and assist them in the design and evaluation of project outlines. It will involve both group meetings and individual work with the student's project mentors. Cr 4

**HON 321 Honors Directed Research**  
This optional course allows an Honors student with interests in a particular subject area to do research in that area under the direction of a faculty supervisor. The research may be carried out in any subject area, with the approval of the director. Cr 1-3

**HON 331 Honors Directed Study**  
This optional course allows an Honors student to design a reading course in collaboration with a faculty supervisor. It is of particular value to students with self-designed majors who may need to supplement existing courses with additional material. Approval of the director is required. Cr 1-3

**HRD 110 Choices, Changes, and Careers**  
The focus of this course is on self and career exploration and the critical role of personal decision making in identifying and pursuing fields of interest. Students will learn to understand their own decision-making process and the factors that influence this process. Course activities will include assessments of self, assessments of interest, and explorations of the world of work. Throughout the course, students will be introduced to available resources and support systems and be engaged in activities that will help them become involved in the University community. Prerequisite: fewer than 45 earned credit hours. Cr 3

**HRD 200 Human Growth & Development**  
This course introduces developmental theory and research which encompasses the entire life span. Emphasis will be on prenatal development through adolescence, with an overview of adult development. A multi-disciplinary view of human development will be taken which considers stability as well as change throughout the life cycle. The interaction of hereditary and environmental factors will be considered in studying physical, cognitive, and psychosocial development. Prerequisite: second-semester freshman or above. Cr 3

**HRD 312 The Spiritual Challenges and Opportunities of Aging**  
This course explores the dynamic role spirituality plays in navigating the aging process. Within a holistic context spirituality provides a frame of reference for understanding both who we are and how we fit into the world around us. Learners will develop a basic frame of reference for the nature of spiritual experience, including theory of adult spiritual development. But given the subjective nature of spirituality, it will be important for learners to develop tools

for assessing the role spirituality plays in providing meaning for people as they age as individuals. Learners will begin this process by examining their own spiritual journey from psychosocial, cultural and religious perspectives. They will then use a parallel process to interview an older individual and assess the role spirituality plays in their aging process. Prerequisite: HRD 312 students will be expected to have taken one college-level writing course and one sociology or psychology course. Cr 3

**HTY 101 Western Civilization I**  
A basic survey and introduction to the heritage of Western society from ancient to early-modern times. Particular attention is given to the ancient civilizations of Egypt, Greece and Rome. Medieval civilization is explored with a focus on the institutions it bequeathed to the modern world. The Renaissance and Reformation and the rise of the great nation-states are studied. Throughout the course important individuals are considered such as Alexander the Great, Caesar, Charlemagne, Michelangelo, and Elizabeth I. The course also introduces students to historical method. Cr 3

**HTY 102 Western Civilization II**  
A basic survey and introduction to the heritage of Western society from early modern times to the atomic age. Particular attention is given to the Enlightenment, the French Revolution, the rise of the industrial era, the growth of nationalism, and the World Wars. Personalities such as those of Napoleon, Hitler, and Stalin are studied. The course also introduces students to historical method. Cr 3

**HTY 121 United States History to 1800**  
A thematic treatment of the formative period of early American history from the era of European colonial expansion to the so-called Revolution of 1800. Political, social, economic, intellectual, and institutional development provides a context for addressing the peoples, personalities, and events of the colonial and early national stages of growth of the United States and its relations with the larger world. Cr 3

**HTY 123 United States History since 1900**  
A continuation of the treatment of the American people and nation extends coverage of political, social, economic, intellectual, institutional, and diplomatic development through the twentieth century. The events, issues, and peoples of the modern nation and their relation to the larger world are covered within the country's increasing international involvement. Cr 3

**HTY 142 African American History from 1865**  
A continuation of HTY 141. This course will cover such topics as Black leadership, lynching, the Harlem Renaissance, African Americans abroad, civil rights, and popular culture. The course will use various forms of media in instruction and research. Cr 3

**HTY 172 Modern East Asia**  
China and Japan since about 1700, emphasizing contrasting moves toward modernization in two traditional societies. Cr 3

**HTY 200 Reference, Research, and Report Writing**  
An introduction to research and writing, designed to prepare undergraduates for the requirements of upper-level courses in history and the social sciences with emphasis on practical methods of utilizing a library, locating materials, taking and organizing notes, and writing and rewriting research papers and reports. History majors are strongly encouraged to take this course in the sophomore year, but no later than the first semester of the junior year. Preference to history majors. Prerequisite: sophomore status or permission. Cr 3

**HTY 308 Polytheists, Jews and Christians in the Roman Empire**  
This course, an exploration of the nature and function of religion in human society, uses the Roman Empire as a sample environment. The course will examine these independent religious communities as well as their interactions. Cr 3

**HTY 367 The Gilded Age in America, 1869-1898**  
The United States in the age of enterprise with emphasis on the development of political and economic radicalism, the commercialization of agriculture, the rise of the American city, new directions in social thought, concentration of industrial wealth and financial power, and American foreign policy. Prerequisite: HTY 122 or permission. Cr 3

**HTY 366 History of Religion in America**  
A history of religion in American society from the colonial era to the present, examining theology, organization, leaders, critics, and the religious contribution to the American experience. Prerequisites: two of the following: HTY 121, 122, and 123 or permission. Cr 3

**HTY 388 Revolution of Modern China**



A course on the political history of modern China from the 1840s to the present. Focusing on the political, social, and cultural revolutions, this course will examine their causes, courses, and consequences, particularly the ways in which these revolutions shaped the course of the political development of modern China. Prerequisite: HTY 172 recommended. Cr 3

**HTY 394 Selected Topics in History**  
An analysis of a selected historical problem not already covered by regular course offerings in history will be offered. The course may be repeated for credit when different topics are offered. (Offered occasionally.) Cr 3

**HUM 230 Digital Photography**  
Working with digital cameras, students will learn to see photographically in color. They will gain a better understanding of color relationships using color as design elements and the overall artistic and aesthetic uses of color photography. Students will learn controls of their camera's software. Adobe Photoshop software will be the primary tool used for image control and manipulation. Cr 3

**HUM 295 Creative Expression in Drawing**  
In this course, students will study drawing as a means to enhance powers of observation, imagination and expression. The elements of line, shape, composition, value and texture will be explored in classroom drawing exercises and assignments and out of class drawing experiences. Basic drawing techniques will be introduced in a variety of media. Assignments will be geared to develop each individual's ability to make drawings of objects from the natural world and drawings based on the expression of ideas. Cr 3

**HUM 304 Writing Children’s Literature: How to Craft Compelling Stories**  
An exploration of how real life stories, details, characters, and voices combine with images to create compelling children's stories. This course includes lecture, class discussion and writing workshops. Cr 3

**HUM 322 Professional Communications**  
This hands-on course will explore the types of writing and other forms of communication we use in a professional setting. By studying examples of writing in context and by creating original work, we will examine how get the point across in clear, concise and compelling language. We will also address creating strong and effective visual and verbal communication. Cr 3

**HUM 326 Issues in World History & Geography II**  
This is the second in a series of two courses that are designed to help students become more knowledgeable participants in today’s rapidly changing world. Its goal is to make links between global history and modern world situations, as well as find the locations on a map. In other words, it is a primer in ‘global citizenship.’ This course covers the period from the Age of Modern Exploration (ca. 1500) to the present. Cr 3

**HUM 330 International Labor, Literature, and the Arts**  
This course is designed to develop an appreciation for the diverse forms of work and labor-organizing around the world and their expression through literature and the arts. We will look at songs, films, murals, magazines, poetry, cartoons, novels, short stories, biographies, and more. Although we will consider work historically, our primary goal is to develop an international view of labor in the modern world. This course has been approved by the State Department of Education for content area in secondary English. Cr. 3

**HUM 335 Working with Writers**  
This one-credit course provides training for Writing Assistants who work at the LAC Writing Center. Topics covered include basic composition theory, the Writing Center as a workplace, tutoring in digital formats, helping writers across the curriculum, and communication skills. The course prepares Writing Assistants for CRLA (College Reading and Learning Association) certification. The course may be taken three times (to align with the three levels of CRLA certification). Permission of instructor required. Cr. 1

**HUM 358 Representations of Motherhood**  
This course examines the ways in which motherhood is represented in various cultural forms (including film, literature and political rhetoric) and from within different historical and cultural contexts. Contemporary psychological theories will be considered in terms of how they are used to prescribe normative demands on women and mothers and also how they attribute various powers to mothers that then contribute to the construction of particular social policies and practices. This course has been approved by the State Department of Education for content area in secondary Social Studies. Cr. 3

**HUM 369 Exploring Careers, Choosing life Roles**  
In this mid-level course in the career development series, students relate self-knowledge to career and life roles, with an emphasis on gaining and managing career information; learning various career and life decision-making strategies; and communicating formative academic, co-curricular, and professional experiences in such formats as accomplishment statements and informal interviews. Prerequisite: LCC 123 or LCC 345. Offered fall, spring, summer. Cr 1.5.

**HUM 385 Global Past, Global Present**  
This course is a thematic survey of global history from its origins to the present. Its aim is to provide a wide contextualized understanding of human existence in a new format that is called ¿Big History¿, a concept that integrates knowledge from the natural and social sciences with the humanities. The result is a more realistic understanding of how humans fit into the vast expanse of the universe. As a part of this survey, students will consider some of the challenges of modern globalization, with an important theme being the quest to develop sustainable and ethical lifestyles. The overall focus of this course will be on what such knowledge might mean in everyday life and how we as responsible individuals and a responsible species should conduct ourselves in this world. Cr 3

**HUM 413 Job Search Skills for the 21<sup>st</sup> Century**  
In this final course in the career development series, students assume active agency in career planning through learning how to market themselves to prospective employers. They learn to create and use the tools needed for career placement, such as cover letters, resumes, and interviews. Prerequisite: HUM/LOS/SBS/SCI 369. Offered fall, spring, summer. Cr 1.5.

**ITA 102 Beginning Italian II**  
Continuation of ITA 101. Cr 4

**ITP 210 Technical Writing**  
A basic study of techniques used in technical fields to communicate in writing. Study includes document purpose, situation analysis, style, format and production of reports, proposals, procedure sheets, technical descriptions, forms, letters, memos, and visual aids. Prerequisite: USM English and writing proficiency requirements must have been met. Prerequisite: College Writing or equivalent. Cr 3

**ITP 230 Project Management**  
This course will present a structured analysis of planning, organizing, directing, controlling, and monitoring resources related to completing a set of well-defined tasks. In this course, significant effort will be devoted to understanding the relationship between technology and human resources, and the demands placed on both as they interact. Also covered will be use of computer-based tools in the management of projects. Cr 3

**ITP 280 Industrial Organization, Management & Supervision**  
An introduction to industrial organization and management. A study of the common elements of industry as it relates to the areas of research and development; industrial relations; production; financial control; marketing; and labor. Management and supervisory theory and practices will be highlighted. Emphasis will also be placed upon contemporary issues/problems/trends associated with a global economy. Cr 3

**ITP 350 Teambuilding and Facilitation**  
This course will expose students to a variety of topics related to teambuilding, conflict resolution, and the facilitation of meetings. Teambuilding topics include team types and functions, roles, and responsibilities of team members, stages of team development, and common team dynamics. Conflict resolution topics include acknowledging that conflicts will arise in personal and professional settings, understanding the positive and negative roles and manifestations of conflict, techniques for embracing conflict, establishing boundaries for conflict in professional settings and meetings, and setting standards for professional and ethical responsibility when conflicts arise. Meeting facilitation topics include understanding the role of a meeting facilitator, identifying and understanding behavior and participation during meetings, meeting preparation, and meeting documentation. Cr 3

**ITP 410 Technology Operations and Strategies**  
This course will focus on the theory and application of concepts utilized to maintain global manufacturing competitiveness. Major topics include lean manufacturing, kanban, automation, visual signaling, poka-yoke, takt time, and kaizen techniques. Waste elimination, set-up time reduction, and continuous improvement theory and practices will be highlighted. Prerequisite: ITP 310 or instructor permission. Offered on a two-year spring rotation. Cr 3.

**ITS 300 Ergonomics/Time Study**  
A study of the bio-mechanics of the human body and how it interacts with a workplace while performing human activity. Surface electromyography measurements techniques are employed along with lifting analysis software, to measure stress on the body, with the effort to eliminate cumulative trauma disorders. Time study measurement techniques are employed in the development of time standard so one will be able to predict productivity. Prerequisite: basic math concepts or instructor permission. Cr 3

**ITS 320 Occupational Safety and Health**  
This introductory course provides input into the importance of safety and health in the workplace. Emphasis will be placed on the worker, his or her work environment including such special emphasis as OSHA and other regulatory agencies, hygiene, hazard identification, machine safeguarding, hazardous waste, loss control, and other major concern areas. The course includes the necessary topic areas required by OSHA’s 30 hour card program. Upon satisfactory completion of this course, the student will receive the OSHA 30 hour card which is directly issued through OSHA’s training unit. Cr 3

**ITT 231 Technical Graphics**  
A basic course in technical graphics focusing on technical sketching and mechanical drawing. Content includes basic skill development using contemporary industrial standards, technical sketching, orthographic projection, detail and assembly working drawings, and pictorial projections. This course is normally taken before ITT 282 Computer Aided Design. Cr 3

**ITT 281 Internet Web Site Development**  
This course develops a basic understanding of and skill in the design, development, and maintenance of Web sites. Topics include Internet fundamentals, Web site design methods, HTML, cascading style sheets, HTML editors, FTP, site maintenance, intellectual property issues, and working with clients. Students will develop sample Web and associated design documents, and maintain a Web site on a server. It is assumed that students will have a working knowledge of personal computers. Cr 3

**ITT 282 Computer-Aided Design**  
An introduction to computer-aided design systems and their relationship to design, drafting, production, and documentation processes. Emphasis is on understanding and utilizing computer-aided design (CAD) hardware and software. The course focuses on basic 2D and 3D functions as they generally apply to computer-aided design applications. Lecture and lab. Prerequisites: computer proficiency and interpretation of technical drawings. Prerequisite: ITT 181 or instructor permission. Cr 3

**ITT 233 Fluid Power**  
A study of fluids at work. Investigation of the theory and application of hydraulics and pneumatics in technology and industry. Design, purpose, construction, and maintenance of fluid power devices and systems included. Cr 3

**ITT 343 Desktop Publishing & Design**  
An introduction to the principles of copy preparation and development for image display and reproduction using multiple media. Emphasis is on computer-based desktop publishing hardware and software. Activities include scanning, digital photography, illustration, and preparation of production specifications. Prerequisite: ITT 241 or instructor permission. Cr 3

**ITT 377 Networking for Video & Multimedia**  
This course provides a technical introduction to video and multimedia systems as they are developed, delivered, and managed over high-speed networks. Students will explore and work with video and multimedia file formats, storage systems, with a focus on high-speed networks. Video and multimedia standards and protocols will be examined including compression and security aspects of delivering audio, video, animation, and new forms of media. Bandwidth, interactivity, quality or service, platform support, and standards are key components of this course. Prerequisites: ITT 181 and ITT 272 or instructor permission. Cr 3

**LAC 112 Microsoft Excel**  
This course uses a problem-solving approach to electronic spreadsheets. It satisfies the LOS major’s requirement and should follow the LAC 150 introductory course. Students will learn advanced data analysis, formulas, and create graphs to interpret the data. This course should be completed prior to taking the financial management, economics, or budgeting course. Prerequisite: LAC 150 or equivalent. Cr 1

**LAC 114 PowerPoint**  
This computer program allows users an electronic means of giving presentations to groups of people. Students will learn how to create electronic slides using written, graphic, and sound materials. The slides can then be formatted in several different ways: 35 mm

slides, overhead transparencies, and handouts. Students who have to give presentations to classes or who are considering careers in teaching, marketing, or public relations fields should consider this course. Cr 1

**LAC 150 Microcomputers & Applications**  
An introductory lecture and laboratory course designed to introduce students to basic microcomputer concepts and their application to education, business, and home management. This course will cover: Windows, e-mail, Internet, and Microsoft Office: Word, Excel, PowerPoint, and Access. Cr 3

**LAC 180 Academic Self Management**  
This learning strategy course explores the six major control components that usually contribute to high academic achievement: motivation, methods of learning, use of time, monitoring of performance factors, and relationships to both physical and social environment. Presentations and readings involving learning research and theory are interconnected to student participation, assessment, and self-monitoring activities. Students will engage in the self-management and self-prescriptive process to determine what specific academic behaviors will best assist individual academic performance. Students must be registered in at least one other college course in order to provide an application-practice field. Cr 3

**LAC 200 Community Learning Groups: Planning for Academic Success**  
This specially designed course for TRiO Student Support Services participants serves as the first module in a series which will enhance the learning experience at USM and prepare the student to focus on personal and academic goals. Topics will vary, but will include self-assessments for career and learning, study strategies, making the most of academic advising, taking full advantage of university offerings, financial literacy, leadership and diversity development, and planning for careers or graduate school. The instructor’s role will be to serve as advisor and guide, and in addition, there will be guest speaker experts in some classes. Students will normally take this course in their first semester of SSS participation as it is an important anchor to the program. Cr 1

**LAC 334 Integrated Software Packages**  
This is a course in the use of integrated software packages for report, document, presentation, and information development activities. A variety of instructional activities stress file and data integration and explore intra- and inter-package communications. Integration of word processing, spreadsheet, database, and graphics software is featured using linking and other tools. Students are expected to produce documents, spreadsheets, database reports, and presentations which take full advantage of inter-operability, communication, translating, linking, and sharing functions. Prerequisite: LAC 150 or equivalent. Cr 3

**LAT 102 Beginning Latin II**  
Prerequisite: LAT 101 or equivalent. Cr 4

**LAT 252 Intro to Latin Literature II**  
Continuation of LAT 251. Cr 3

**LCC 110 College Writing: Language and Literacies**  
This entry-phase, first-tier writing instruction course introduces students to one or more themes of the Core curriculum. It emphasizes the connections between reading and writing, and students learn how thinking and the language that conveys it develop and change through the process of drafting, revising, editing, and proofreading. The course introduces students to the conventions of expository academic writing and links to co-curricular activities of the Core. (Note that some students are also required to concurrently take the 1-credit companion course, LCC 111.) Cr 3

**LCC 111 College Writing: Language and Literacies: Enrichment**  
This course represents an alternative for any student who would otherwise choose LCC 110; it is required for those students identified as needing extra support to improve their writing skills. The additional one extra hour per week included in this course (in addition to the same two-and-one-half hours/week in LCC 110) is designed to expand and refine basic writing skills integral to the course objectives of LCC 110 College Writing. The course provides additional instruction and extended opportunities for applying pre-writing, drafting/developing, revising, and editing strategies related to the same essays assigned in LCC 110. Course focus includes attention to basic elements of effective writing, such as unity, coherence, and emphasis. Class time will also be devoted to addressing topics that represent the most common error patterns in college-level academic writing, such as weak thesis sentences, inconsistent point of view, and sentence-level grammar and punctuation error patterns. Cr 4

**LCC 130 The Biology of Human Health With Lab**  
This course introduces basic concepts of biology and explores how these concepts relate to human health. It also explores natural scientific methods of inquiry and applies these methods to complex issues involving the creation and maintenance of human health. Further, the course explores the importance of societal factors in health maintenance. Cr 4

**LCC 150 Statistics for Informed Decision Making**  
This course introduces and applies quantitative analyses to address real world questions. It applies descriptive statistics, sampling and significance testing, correlation, and regression analysis to issues related to the four themes of the Core. The course provides the opportunity to interpret and analyze statistical decision making, and identifies data misconceptions and misuses. Cr 3

**LCC 200 Creative Critical Inquiry into Modern Life**  
This writing instruction course introduces students to criteria for identifying and constructing well-reasoned arguments, fosters the discovery and use of students’ critical/analytical voice in their writing, and develops skills for incorporating, interpreting and integrating the views of others. It provides the opportunity to refine critical thinking abilities by analyzing everyday life experience, including how culture shapes our sense of reality and ourselves. The course highlights the importance of generating good questions and tolerating ambiguity when seeking to understand complex issues. Prerequisite: College Writing. Cr 4

**LCC 250 Thinking about the Arts, Thinking through the Arts**  
This course explores the tools and strategies important in the interpretation of literature and the arts and encourages an appreciation of the role of literature and the arts in social, political, and cultural life. It promotes understanding of and appreciation for the creative expression of shared cultural beliefs in various historical periods of cultures around the world and examines literature and the arts as potential critiques of culture. Co-curricular opportunities are included, especially in connection or conjunction with the Atrium Gallery. Cr 3

**LCC 320 Sustaining Democracy**  
This course will focus primarily on the United States from 1877 to the present, exploring the various ways that U.S. democracy has become more inclusive since the late nineteenth century and the ways in which it has failed to live up to its ideals. The course also explores past and current obstacles to the creation and maintenance of a healthier democracy. Cr 3

**LCC 345 College and Community II**  
This middle phase course serves as the point of entry for students transferring into USM LAC with greater than 24 credit hours and is not required of students who have taken LCC 123. This course introduces students to the promise and possibilities of USM LAC's interdisciplinary, writing-intensive, and student-centered culture. The course orients students to the four themes of the Lewiston Common Core (justice, sustainability, democracy and difference). In addition, the course captures LAC's commitment to the study and enhancement of the Lewiston-Auburn community. Cr 3

**LCC 370 Toward a Global Ethics**  
This writing instruction course assists students in articulating and assessing their own values. It examines the range of ethical theories and positions and explores the influence of particular cultural ideologies on ethical beliefs. The course considers the ethical principles implied by democracy, sustainability, justice, and difference. It examines ethical issues and dilemmas faced by individuals, organizations, and nations while exploring personal and collective decision-making processes in a global context. Prerequisite: College Writing. Cr 4

**LIN 112 Analyzing Language**  
In this course students will become aware of their tacit knowledge of the rules and principles that guide language usage. They will learn how to formulate these rules and how to test and evaluate claims about the form that the rules take. Students will thereby develop skills in analysis and argumentation that are applicable in many areas of study. The course will concentrate on the analysis of sentence structure, but will also deal with the sound system, word structure, meaning, and language acquisition. Cr 3.

**LIN 185 Language, Mind, and Society**  
This course approaches language as a biological and psychological phenomenon central to an adequate understanding of human nature. It deals with linguistic questions concerning the grammars of natural languages and how these may vary across cultures and across time, but also with questions about how the human mind and brain both provide for and constrain linguistic ability. The course also addresses questions about how language develops in the child,



how it deteriorates under the influence of disease and injury, how it evolved in the history of the species, and what functions it plays in human life. The course does not assume any background in linguistics or foreign languages. Cr 3

**LIN 203 Introduction to the Deaf World**  
A Deaf instructor presents the culture and history of Deaf communities from a national and international perspective. Deaf communities are examined as cultural and linguistic minorities, with all the tensions and conflicts that arise within such minority groups and with the stresses that arise when outsiders interact with such minority groups. Some exposure to ASL is recommended, but not required. Cr 3

**LIN 212 Speech Science**  
This course covers the acoustical, articulatory, perceptual, and physiological aspects of speech. It considers the acoustic contributions of the movements and postures of various articulators. It will also examine the neurophysiology of speech, including timing, control, and interactions among articulators. Prerequisite: LIN 211 or permission of instructor. Cr 3

**LIN 236 Not Yet Ready for Prime Time Interpreter**  
This course is designed to provide a safe and systematic way for students in the ASL/English Interpreting Concentration to gain experience in the actual practice of interpreting. Students will practice interpreting at community events as members of a team that will include trained consumers acting in a mentorship role. This course is a one-credit pass/fail offering and may be repeated for credit. Prerequisites: LIN 331 and instructor permission. Cr 1.

**LIN 331 ASL/English Interpreting**  
This course offers the beginning interpreting student an introduction to the field of interpreting, its code of ethics, and several models and approaches to the interpreting process. Students will become familiar with the complex processing required to provide a nuanced interpretation through learning a form of text analysis called discourse mapping. Prerequisites: grade of at least B in ASL 202 or equivalent; or grade of at least B in ASL 201 or equivalent and ASL 202 concurrently. Cr 4

**LOS 270 Exploring Leadership on Campus**  
This exploratory leadership studies course is designed to approach leadership on campus and beyond as a relational phenomenon from self-development and strengths-based leadership to group dynamics and roles, complex organizations and their structures, teamwork, ethics, decision making, conflict resolution, diversity, and change. Concepts from leadership theory, current literature and research are introduced, discussed, and implemented by individual students as they develop effective leadership skills. Cr 3

**LOS 299 Writing in the Major**  
This lab is designed to be taken in conjunction with LOS 300 and is required of all LOS majors. Cr 1

**LOS 300 Organizational Theory**  
A foundational course for students of leadership, this course provides a solid overview of organizational dynamics. Current organizational issues are analyzed using structural, human resource, cultural, and political frameworks and the case method. Issues examined include leadership, organizational design, planning, change, decision making, communication, and control. An excellent course for students interested in how organizations work. Students in the LOS major must complete this required course with a grade of a B- or better as a condition of their degree. This course includes writing instruction. Prerequisite: familiarity with the Blackboard online learning community. Completion of College Writing with a C+ or better is required for LOS majors and preferred for all other students. Cr 4

**LOS 301 Group Dynamics**  
This course gives students an understanding of how people behave in groups and the skills needed by group members to participate effectively in group activities. It provides a theoretical foundation for how groups function, with focus on group process and development; and it discusses how these theories can be applied to a wide range of group settings. This course uses experiential techniques to help students develop critical skills and understanding of group dynamics. Cr 3

**LOS 302 Organizational Behavior**  
This course examines human behavior in organizations: individual, group, and organizational processes that impact workplace behaviors and organizational life. The focus is on understanding factors that contribute to organizational effectiveness and the major challenges facing organizations today. We will cover topics such as individual and organizational learning, individual values and motivation; interpersonal communication and work team dynamics, leadership and emotional intelligence, power and influence,

organizational culture and change. Students will engage in experiential and skill-building activities and apply conceptual frameworks to their real-life work experiences. Cr. 3

**LOS 304 Organizational Budgeting**  
This course assesses the theory and practices of financial management in different forms of public and private organizations and emphasizes the relationship between financial decision making and organizational policy and strategy. Topics covered will include fundamental accounting principles, financial forecasting, the use of spreadsheets, and budgeting. Prerequisites: LOS 250 and LAC 112 or equivalents. Cr 3

**LOS 312 Human Resource Management**  
This course focuses on the procedures and processes associated with the management of human resources within organizations. Topics include recruitment, staff development, job analysis, personnel systems, and training. Cr 3

**LOS 316 Diversity in the Workplace**  
Using historical, socio-economic, and psychological perspectives, students learn about the challenges diverse members of U.S. society, such as women, people of color, people from marginalized classes, and those from other countries have had and continue to face. Students gain an understanding of how the workplace may affect diverse peoples and how others can learn to make the workplace more hospitable. A primary focus of this course is on examining beliefs, behaviors, or unconscious attitudes that perpetuate the oppression and subordination of diverse members of society in the workplace, while also looking at how increased diversity is adding to workplace productivity, creativity, and learning. Readings are drawn from the social sciences and humanities to provide an interdisciplinary approach to the topic. Cr 3.

**LOS 325 State & Local Government**  
This course is an introduction to the structure, roles, and processes of administration in state and local government. The state of Maine is a special focus of the course. Cr 3

**LOS 327 Leading through Conflict**  
Conflict management is explored as an essential leadership tool and analyzed as a necessary component of healthy systems and innovations. We will investigate techniques that help individuals and groups mediate and negotiate differences encountered in a variety of situations. Cr 3

**LOS 329 Research Methods**  
This course is an introduction to quantitative and qualitative research methods which can be used in organizational planning and decision making and in the social and behavioral sciences. The course will cover topic areas related to the application of appropriate methods of inquiry and includes completion of an applied project. Strongly recommended for students going on to graduate school, careers in consulting, or human resource management. Prerequisite: LCC 150. Cr 3

**LOS 333 Portfolio Development**  
This Portfolio Development course is offered to the adult learner who is preparing a competency based, experiential, academic portfolio, documenting their college-level knowledge, competencies, and abilities. This course supports students in improving the skills and knowledge needed to document and communicate their prior learning in the area of leadership and organizational studies. At the end of the course, students submit a completed academic portfolio for assessment to USM’s Office of Prior Learning for possible additional credits. Cr 3. Prerequisites: College writing or the equivalent, leadership LOS 350 either concurrently or completed, resume submission, and subsequent permission by instructor.

**LOS 334 Integrated Software Packages**  
This is a course in the use of integrated software packages for report, document, presentation, and information development activities. A variety of instructional activities will stress file and data integration and explore intra- and inter-package communications. Integration of word processing, spreadsheet, database, and graphics software is featured using linking and other tools. Students are expected to produce documents, spreadsheets, database reports, and presentations which take full advantage of inter-operability, communication, translating, linking, and sharing functions. Prerequisite: LAC 150 or equivalent. Cr 3.

**LOS 337 Project Management**  
This course provides a solid foundation in Project Management, covering up-to-date information on how good project, program, and portfolio management can help you achieve organizational success. Students will learn what a good project is and the various phases of managing a project -- from initiation and kick-off to implementation and oversight to proper closing and documentation of results. They will develop an understanding of the project management process, the fluid nature of real-world

projects, and how to adapt to changing conditions. Furthermore, they will acquire the ability to efficiently manage a project of reasonable scope. Thus, the course will focus on the practical aspects of day-to-day project management and will include numerous real-world examples from corporate settings. Cr 3

**LOS 350 Leadership**  
This course examines the theory, research, techniques, and challenges of leadership in organizations. Organizational culture is studied with emphasis on the leader’s role in influencing and decision making. An experiential design is used along with traditional classroom techniques to help students reflect upon their personal leadership styles and examine their approaches to leading and managing others in diverse organizational settings. Cr 3

**LOS 351 Exploring Transformational Leadership**  
No description available. Cr 1

**LOS 352 Exploring Servant Leadership**  
No description available. Cr 1

**LOS 353 Exploring Authentic Leadership**  
No description available. Cr 1

**LOS 361 Entrepreneurship**  
This course focuses on why people become entrepreneurs, the characteristics of successful entrepreneurs, the changing demographics of entrepreneurs, and the importance of entrepreneurship to the economy and society. In this class, students will examine the entrepreneurial process from the decision to become an entrepreneur through idea generating, writing a business plan, competitor analysis, getting financing, marketing, team building, considering ethical and legal issues, and developing strategies for growth. Cr 3

**LOS 369 Exploring Careers, Choosing Life Roles**  
In this mid-level course in the career development series, students relate self-knowledge to career and life roles, with an emphasis on gaining and managing career information; learning various career and life decision-making strategies; and communicating formative academic, co-curricular, and professional experiences in such formats as accomplishment statements and informal interviews. Prerequisite: LCC 123 or LCC 345. Offered fall, spring, summer. Cr 1.5.

**MAT 009 Developmental Mathematics**  
A review of fundamental topics of arithmetic needed for a study of algebra. This course will cover the following topics: addition, subtraction, multiplication, and division of fractions; use of decimals and percent; estimation; addition, subtraction, multiplication, and division of real numbers; exponents; order of arithmetic operations; distributive property; combining like terms; substitution to evaluate expressions and formulas; grouping symbols; addition and multiplication principle; formulas; sets; solving equations with fractions; translating English phrases into algebraic expressions; and solving word problems using geometric formulas. Successful completion of the course and the course exit exam at a C level (75%) or higher is required. Credit earned in MAT 009 does not apply or accumulate toward any degree program nor contributes to the GPA at the University of Southern Maine. After successful completion of MAT 009, students must then complete MAT 101 (College Readiness Mathematics) to fully meet college readiness in mathematics or place out of the math college readiness courses via a retake of the math placement exam. Cr 3

**MAT 101 College Readiness Mathematics**  
This course reviews and reinforces the basic arithmetic and algebra skills and concepts needed for entry into the University’s general education pathways. The course is based on student learning outcomes and uses mastery learning pedagogy. A grade of C- or better is needed to meet the University’s mathematics readiness requirement. Prerequisites: MAT 009 or appropriate University placement test score. Cr 4

**MAT 105 Mathematics for Quantitative Decision Making**  
This is an introductory course in quantitative literacy that, through lecture and lab, emphasizes critical thinking, mathematical reasoning, and technological tools. Topics are selected to develop an awareness of the utility of mathematics in life and to instill an appreciation of the scope and nature of its decision making potential. Prerequisite: successful completion of the University’s college readiness requirement in mathematics. Cr 4

**MAT 108 College Algebra**  
A more in-depth study of the topics introduced in MAT 101. The emphasis will be on the study of functions (polynomial, rational, logarithmic, exponential) and their graphs. Additional topics may include matrices, sequences, counting techniques, and probability. Through the activity-based lab component, applications and modeling will be stressed. Prerequisite: Successful completion

of the University’s college readiness requirement in mathematics. Cr 4

**MAT 120 Introduction to Statistics**  
An introduction to probability and statistics through lecture and lab. Particular topics include random variables and their distributions, methods of descriptive statistics, estimation and hypothesis testing, regression, and correlation. Prerequisite: successful completion of the University’s college readiness requirement in mathematics. Cr 4

**MAT 131 Number Systems for Elementary Teachers**  
This is the first course in a three-course sequence in mathematics recommended by the Committee on the Undergraduate Mathematics Program of the Mathematical Association of America for prospective primary and elementary teachers. Major emphasis is placed on an intuitive approach to the real number system and its subsystems. Prerequisite: successful completion of the University’s college readiness requirement in mathematics. Cr 3

**MAT 140 Pre-Calculus Mathematics**  
A brief review of elementary algebra followed by a study of the algebraic, exponential, logarithmic, and trigonometric functions. Prerequisites: successful completion of the University’s college readiness requirement in mathematics and two years of high school algebra or MAT 108. Cr 3

**MAT 145 Discrete Mathematics I**  
This course is an introduction to discrete mathematics necessary for a study of computer science. Topics will include a study of functions, sets, basic logic systems, and combinatorics. Prerequisite: MAT 108 or permission of instructor. Cr 3

**MAT 148 Applied Calculus**  
An introduction to limits and differential and integral calculus of algebraic and transcendental functions of one variable. Applications of derivatives and definite integrals with an emphasis on problems from the fields of technology will be introduced. Graphing calculators and computer technology will be used when appropriate. Prerequisite: MAT 140. Cr 3

**MAT 152 Calculus A**  
The first course in a three-semester sequence covering basic calculus of real variables, Calculus A introduces the concept of limit and applies it to the definition of derivative and integral of a function of one variable. The rules of differentiation and properties of the integral are emphasized, as well as applications of the derivative and integral. This course will usually include an introduction to the transcendental functions and some use of a computer algebra system. Prerequisite: successful completion of the University’s college readiness requirement in mathematics and two years of high school algebra plus geometry and trigonometry or MAT 140. Cr 4

**MAT 153 Calculus B**  
The second course in a three-semester sequence covering basic calculus of real variables, Calculus B usually includes techniques of integration, indeterminate forms and L’Hopital’s Rule, improper integrals, infinite series, conic sections, parametric equations, and polar coordinates. Prerequisite: MAT 152. Cr 4

**MAT 210 Business Statistics**  
This course investigates graphical and numerical methods of descriptive statistics; basic probability; discrete and continuous random variables and their distributions (binomial, hypergeometric, Poisson, uniform, exponential, and normal); sampling distributions; estimation; tests of hypotheses; and other selected topics. Applications will be chosen primarily from business. Prerequisite: MAT 108 (may be taken concurrently). Cr 4

**MAT 220 Statistics for the Biological Sciences**  
This course treats basic statistical methods as applied to the biological sciences. The topics emphasized are descriptive statistics, discrete and continuous distributions, statistical estimation, hypothesis testing procedures, chi-square methods (goodness of fit and two-way tables), analysis of variance, and simple and multiple regression. Students will use at least one computer-based statistical package. Prerequisite: MAT 152. Cr 4

**MAT 231 Algebra for Elementary Teachers**  
The second course in a three-course sequence in mathematics recommended by the Committee on the Undergraduate Mathematics Program of the Mathematical Association of America for prospective primary and elementary teachers. Emphasis is upon the properties of operations in several different algebraic systems. Equations are studied in finite systems as well as in conventional algebra. Prerequisite: MAT 131. Cr 3

**MAT 232 Geometry for Elementary Teachers**  
The third course in a three-course sequence in mathematics recommended by the Committee on the Undergraduate Mathematics Program of the Mathematical Association of America for prospective primary and elementary teachers. Emphasis is upon constructions, congruence, parallelism, and similarity. Direct and indirect methods of proof are studied, but the main approach is intuitive. Prerequisite: MAT 131. Cr 3

**MAT 252 Calculus C**  
The third course in a three-semester sequence covering basic calculus of real variables, Calculus C includes vectors, curves and surfaces in space, multivariate calculus, and vector analysis. Prerequisite: MAT 153. Cr 4

**MAT 264 Statistical Software Packages**  
This course will use statistical packages such as SAS and MINITAB to introduce commonly used statistical methods in a non-theoretical manner. Particular topics might include summary measures, calculation of probabilities associated with various discrete and continuous distributions, confidence intervals and hypothesis testing, analysis of variance, regression, and various non-parametric methods. Some of these methods will be used to analyze real data collected during previous faculty consulting projects. Prerequisite: MAT 212 or consent of Department chair. Cr 2

**MAT 282 Statistical Inference**  
This course will examine various statistical methods and applications such as point and interval estimation; methods of estimation including methods of moments, maximum likelihood and least squares method; hypothesis testing; simple and multiple linear regression; and one-factor and two-factor ANOVA. Some statistical packages such as SAS or MINITAB will be used extensively throughout the course. Prerequisite: MAT 281 or permission of instructor. Cr 3

**MAT 290 Foundations of Mathematics**  
Selected topics in set theory, symbolic logic, and methods of proofs needed in more advanced mathematics courses. Prerequisite: MAT 153 or permission of the instructor. Cr 4.

**MAT 295 Linear Algebra**  
An introduction to the theory of vector spaces and linear transformations. Particular topics will include the study of systems of linear equations, matrices, determinants, Euclidean vector spaces, inner product spaces, and theory of diagonalization. Students will use a computer algebra system for projects. Prerequisite: MAT 153. Cr 4

**MAT 350 Differential Equations**  
A study of various methods for solving ordinary differential equations, including series methods and Laplace transforms. The course also introduces systems of linear differential equations, Fourier series, and boundary value problems. Prerequisite: MAT 252. Cr 4

**MAT 352 Real Analysis**  
Limits, continuity, differentiation and integration of functions of one or more real variables, infinite series, uniform convergence, and other selected topics. Prerequisites: MAT 252 and MAT 290 or permission of the instructor. Cr 3.

**MAT 380 Probability & Statistics**  
This course explores concepts and techniques of collecting and analyzing statistical data, examines some discrete and continuous probability models, and introduces statistical inference, specifically, hypothesis testing and confidence interval construction. Not for mathematics major credit. Prerequisite: MAT 153. Cr 3

**MAT 392 Theory of Numbers**  
Basic course in number theory, including such topics as divisibility properties of integers, prime numbers, congruences, multiplicative number theoretic functions, and continued fractions. Prerequisite: MAT 290 or permission of the instructor. Cr 3.

**MAT 461 Stochastic Models in Operations Research**  
This course applies probabilistic analysis to such nondeterministic models as queueing models, inventory control models, and reliability models. Additional topics include simulation, elements of dynamic programming, and Markov decision analysis. Prerequisite: MAT 281 or MAT 380, or permission of instructor. Cr 3

**MAT 487 Introduction to Categorical Data Analysis**  
This is an introductory course in analyzing categorical data arising from a variety of fields such as biological, biomedical and health sciences, social science, engineering, etc. The topics include contingency table analysis, logistic regression and Poisson regression modeling and model diagnostics. Writing formal statistical reports of projects based on real life data is a key component of the course. Prerequisite: permission of instructor. Cr 3.



**MEE 150 Applied Mechanics: Statistics**  
A study of force systems and equilibrium, structural models, friction, distributed forces. Designed to develop the ability to analyze and solve engineering problems. Prerequisites: MAT 152, PHY 121. Lecture 3 hrs. Cr 3

**MEE 251 Strength of Materials**  
No description available. Cr 3

**MEE 270 Applied Mechanics: Dynamics**  
Motion of particles and rigid bodies, impulse and momentum, work and energy and simple harmonic motion, force, mass, and acceleration. Prerequisites: MEE 150, MAT 252. Lecture 3 hrs. Cr 3

**MEE 331 Thermodynamics II: Flows and Cycles**  
Thermodynamic properties of system; energy system analysis including power cycles, and refrigeration systems; energy availability; general thermodynamic relations, thermodynamics of mixtures; Introduction to chemical thermodynamics; thermodynamics of fluid flow; design and optimization of thermal systems. Course includes hands-on activities and experiments. Prerequisite: MEE 230. Lecture 3 hrs., Lab. 1 hr. (Spring, even year.)

**MEE 432 Heat Transfer**  
Study of fundamental laws of heat transfer by conduction, convection, and radiation. Steady heat conduction, thermal circuit modeling, fins, transient heat conduction, forced convection, natural convection, radiation heat transfer, heat exchanger, boiling and condensation, and numerical methods in heat transfer. Includes numerical solution and simulation, and a hands-on project. Mechanical engineering elective. Prerequisites: MEE 230, MEE 360. Lecture 3 hrs., Lab. 1 hr. (Spring, even year.) Cr 3.

**MUE 112 Percussion Techniques**  
Students will learn techniques and methods to provide instruction on percussion instruments to students in grades 4-12. Corequisite MUE 110 ProSeminar 1. Cr. 1.

**MUE 150 Professional Seminar II**  
Provides a professional community for emerging music educators. Students will explore the uses of technology in education through fieldwork and other experiences. Students will continue the development of their teaching portfolios. Prerequisite: MUE 110 ProSeminar I; MUE 111 Professional Foundation for Music Education. Cr 1

**MUE 250 ProSeminar IV**  
Provides a professional community for emerging music educators. Fieldwork will focus on the application of classroom and rehearsal strategies for developing young vocal musicians. Prerequisite: MUE 210 ProSeminars III. Co-requisite: MUE 251 Teaching Vocal Music PK-12. Cr 1

**MUE 251 Teaching Vocal Music PK-12**  
Students will develop personal singing skills as they learn to engage PK-12 singers in the study of vocal music. Students will study vocal pedagogy and group vocal technique. Students will create PK-12 curriculum and assessment materials and learn how to organize and administer a school based vocal music program. Prerequisite: MUE 210 ProSeminar III. Corequisite: MUE 250 ProSeminar IV. Cr 3

**MUE 252 Choral Conducting**  
Introduction to conducting gestures and development of non-verbal gestures through choral conducting, including score analysis and rehearsal techniques. Prerequisite MUT 200 (Music Theory and Aural Skills III) Cr 2

**MUE 253 Brass Techniques**  
Students will learn brass instrumental techniques and methods to provide instruction on brass instruments to students in grades 4 - 12. The demonstration of proper performance techniques on trumpet, horn, trombone and tuba will be required. Prerequisite: MUE 210 ProSeminar III. Cr 1

**MUE 350 ProSeminar VI**  
Provides a professional community for emerging music educators. Fieldwork will include both the observation and leadership of improvisation activities in a variety of educational settings. Prerequisite: MUE 310 ProSeminar V. Co-requisite: MUE Teaching Improvisation in Music PK-12. Cr 1

**MUE 351 Teaching Improvisation in Music PK-12**  
Students will investigate improvisation in various styles of music and learn how its application can foster creativity in students of all grade levels. Pedagogical methods, materials and standards incorporating jazz and various styles will be reviewed and applied to the music classroom. Prerequisite: MUE 310 ProSeminar V. Co-requisite: MUE 350 and a jazz ensemble (MUS 406 or 407 - by audition). Cr 2

**MUE 352 String Techniques**  
Students will learn string techniques and methods to provide instruction on bowed instruments to school aged students. The demonstration of proper performance techniques on violin, viola, cello, and bass

will be required. Prerequisite: MUE 310 ProSeminar VI. Cr 1

**MUH 105 Multi-Cultural Perspectives of American Popular Music & Jazz**  
An overview of selected styles and traditions of jazz and American popular music, as well as World musics that have influenced those styles. Developing critical thinking and writing skills, the course stresses close analysis and interpretation of selected works. Cr 3

**MUH 223 Music History Survey 2**  
An historical study of the language and style of Western art music from 1800 to the present day. Significant composers, major genres, and representative musical compositions are studied. Music majors or permission of instructor. Cr 3

**MUP 101 Applied Music**  
No description available. Cr 1

**MUP 102 Applied Music**  
No description available. Cr 1

**MUP 201 Applied Music**  
No description available. Cr 1

**MUP 202 Applied Music**  
No description available. Cr 1

**MUP 203 Applied Music**  
No description available. Cr 1

**MUP 390 Recital**  
Public performance in the area of applied study for junior performance majors. Graded pass/fail. Cr 0

**MUS 100 Music Appreciation and History**  
A survey of music from the Gregorian chant to the modern times, covering musical practices of the renaissance, baroque, classical, romantic, and contemporary periods. Representative works by the outstanding composers of each period. Open to all students. Cr 3

**MUS 102 Music of the Portland Symphony**  
A course designed to increase the student's understanding and appreciation of the music scheduled for the Portland Symphony Orchestra's regular concerts of the semester. Attendance is required at the concerts in addition to regularly scheduled classes. Historical background, biography of composer, musical analysis, rehearsal and performance techniques, and music criticism. Open to all students. Cr 3

**MUS 103 Introduction to Jazz**  
A survey of jazz from its inception to the present day. Involves a study of the origins and stylistic development of jazz. Open to all students. Cr 3

**MUS 109 Dynamic Posture & Alignment**  
Provides students with a practical understanding of anatomy, kinesiology, and biomechanics in order to improve ease and freedom of motion while in a stationary position. This course is designed for musicians, as well as other performers and creative artists, athletes, and computer users. Cr 2

**MUS 110 Fundamentals of Music**  
A background study of concepts and skills essential to an intelligent reading of music. The development of natural music abilities through participating in singing, rhythmic activities, and instrumental work. An appreciation of music through awareness of basic structures. Open to all students. Cr 3

**MUS 151 Piano Class 2**  
This is a continuation of MUS 150. Prerequisite: MUS 150 or permission of School director. Cr 1

**MUS 205 Music in Film**  
Exploration of how music interacts with images, dialogue, and other elements to create meaning in films. Readings introduce students to the field of film studies and to the analysis of film music. Assigned films, to be viewed before each class, cover a spectrum of genres. The ability to read music is not required. Prerequisites: EYE and College Writing. Cr 3.

**MUS 244 Basic Conducting**  
Practical conducting experiences; score reading, basic beat patterns, gestures, and interpretation. Prerequisite: MUS 230. Cr 2

**MUS 251 Piano Class 4**  
This is a continuation of MUS 250. Prerequisite: MUS 250 or permission of School director. Cr 1

**MUS 320 Seminar in Music History**  
A concentrated study of selected topics in music history based on individual research. Prerequisites: MUH 105, 222, 223. For music majors or minors. Others only with permission of instructor. Cr 3.

**MUS 321 Literature of the Major Instrument**  
A survey of the literature for voice or a specific instrument. Except for piano or voice, which are offered in class sessions when the number of registrants warrants it, this will be scheduled as private study. Normally the

piano and voice sessions will be offered in alternate years. For performance majors. Other music majors only with permission of the School. Cr 2

**MUS 325 The History of Musical Theatre in America**  
A study of the development of the musical and its relationship to American social history. Cr. 3.

**MUS 337 Jazz Arranging**  
Study and analysis of music written for small and large jazz ensembles. Practice in writing for a variety of instrumental combinations in the jazz idiom. Prerequisite: MUS 230 or permission of instructor. Cr 3

**MUS 372 Pedagogy of the Major Instrument**  
A study of the teaching methods and materials for voice or instruments. Except for piano and voice, which are offered in class sessions when the number of registrants warrants it, this will be scheduled as additional applied music time with an instrumental specialist. Normally the piano and voice sessions will be offered in alternate years. For performance majors. Other music majors only with permission of the School. Cr 2

**MUS 381 Jazz Improvisation 2**  
A performance course designed to expand upon the improvisation principles presented in Jazz Improvisation I. Students will learn advanced jazz theory and use that knowledge to perform in the jazz language both in class and in lab situations. Prerequisite: MUS 380 or the equivalent. Cr 3

**MUS 399 Topics**  
Samba in Rio! Cr 3

**MUS 400 Southern Maine Symphony Orchestra**  
A string, wind, and percussion ensemble open to all University students and community members through audition. The ensemble focuses on the fundamentals of ensemble performance, dealing with a variety of literature, and performs at least one major concert per semester. Prerequisite: audition. Cr 0.5

**MUT 101 Music Theory & Aural Skills 2**  
This course covers the concepts of diatonic harmony, cadences, phrase level form and a brief introduction to chromaticism. This material will be explored through the analysis, transcription, composition and sight singing of topical examples of music. Cr 4

**MUT 201 Music Theory & Aural Skills 4**  
A grounding in the materials of 20th and 21st century music from analytical, compositional, and listening perspectives. Students will undertake analyses and model composition exercises involving: modes; synthetic scales; extended tertian harmony; poly harmony; rhythm and meter; atonality; 12 tone serialism; chance music; and minimalism. As students learn the abstract theoretical concepts, they will be guided to connect them to real music through copious listening, singing, and transcription exercises. Special attention will be paid to the historical contexts of the various techniques and styles covered during the semester, and students will also attend and critique in writing two performances of contemporary art music. Cr 4

**NUR 100 Introduction to Professional Nursing**  
This course orients students to the expectations of a baccalaureate education in nursing. Academic communication and critical thinking skills within the context of professional nursing are emphasized. Issues of ethical and professional accountability related to the role(s) of the nurse are explored. Historical and contemporary perspectives on the nature and scope of nursing practice are examined. Cr 3

**NUR 200 Introduction to Professional Nursing for Advanced Student**  
This course has been specifically designed for advanced students who are either transfer students with 60 or more credits or have a degree in another field. The course introduces career opportunities in health care as well as how prior learning and work experiences might build on and blend into a career in nursing. The historical and contemporary perspectives on the nature and scope of nursing will be investigated through utilization of online resources, advanced library skills, writing, and online discussion. Other topics will include skills of communication, critical thinking and the relationship between professional nursing and the broad base of theoretical and empirical knowledge derived from the behavioral and physical sciences and the humanities. Cr 3

**NUR 300 Health Assessment**  
This course provides knowledge and skills essential to conduct in-depth bio-psycho-social-cultural health assessment of well individuals throughout the life span. Emphasis is placed on data collection through effective communication and physical skills followed by data analysis and identification of nursing diagnoses. Prerequisites: Anatomy

and Physiology I and II, NUR 100 and a GPA of 2.75. Cr 3.

**NUR 301 Health Assessment Lab**  
This laboratory course provides knowledge and skills essential to conduct an in-depth bio-psycho-social-cultural, holistic health assessment of well individuals through the life span. Emphasis is placed on data collection through development of communication and physical examination skills. Data will then be analyzed and nursing diagnoses developed. Concurrent with NUR 300. Cr 2.

**NUR 306 Nursing Arts and Science**  
This course introduces the student to concepts and skills basic to the art and science of nursing. The nursing process is introduced as a problem-solving tool, and is used along with scientific principles in the teaching of foundational nursing therapeutics used in most practice settings. Prerequisites: 24 credits, a GPA of 2.75, and Anatomy and Physiology I and II (or concurrent). Cr 3

**NUR 307 Fundamentals in Nursing Lab**  
This course focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when implementing foundational nursing therapeutics, which promote, maintain, and restore the health of the client. Concurrent with NUR 212. Cr 2

**NUR 308 Prof Com & Technol Utiliz in Nur**  
Department Consent Required. Cr 3

**NUR 309 Health Assessment & Wellness Promotion for RNs**  
This course provides the RN student with knowledge and skills essential to conduct in-depth bio-psycho-social-cultural health assessments of well individuals. The course includes examination of the concepts of wellness and health promotion across the life span. Prerequisite: RN licensure. Cr 2

**NUR 310 Health Assessment Lab for RNs**  
This course provides the opportunities for the RN to apply knowledge and skills necessary to conduct total health assessments. Concurrent with NUR 309. Prerequisite: RN licensure. Cr 2

**NUR 318 Evidence-based Practice in Nursing**  
This online course introduces the student to evidence-based practice in nursing. Using models of critical appraisal, students learn competencies in the synthesis, integration, and evaluation of current best evidence for decision-making in advancing evidence-based nursing practice. This course is open to transfer students, accelerated students and option students who have taken a research course in quantitative methodology. The student must submit the prior course syllabus for evaluation. Cr 1

**NUR 319 Qualitative Inquiry in Nursing**  
This online course introduces the student to qualitative health-related research methodology. Students learn the qualitative research process, different approaches to research design and the distinctive features of each qualitative design. Using models of critical appraisal of qualitative health-related research findings, students learn competencies in the synthesis, integration, and evaluation of qualitative inquiry for decision-making in advancing evidence-based nursing practice. This course is open to transfer students, accelerated students and option students who have taken a research course in quantitative methodology. The student must submit the prior course syllabus for evaluation. Cr 1

**NUR 323/523 Adult/Older Adult Health Nursing**  
During this course, students will explore evidence-based nursing therapeutics which support both the adult and the older adult client experiencing health problems. The course considers major health problems in the United States, focusing on nursing knowledge needed for care of adults and older adults experiencing acute and chronic alterations in health in a variety of care settings. This course will encourage students to develop and practice critical thinking skills necessary for delivery of family-centered care in today’s complex health care system. The roles of collaboration, advocacy, and teaching are introduced as the student nurse interacts with clients and their support systems across the continuum of care. Prerequisites: NUR 100, 200 or 211; NUR 209/210; NUR 212/213; BIO 345; CON 302 (within one year). NUR 523 is offered in the fall semester and is open only to option students. Cr 3

**NUR 325 Adult/Older Adult Health Nursing Lab**  
Students will intervene therapeutically with adults and older adults experiencing health problems. Students will practice problem-solving skills and critical thinking as they perform nursing roles in acute care settings. Concurrent with NUR 323. Cr 4

**NUR 326 Dominican Republic Community Nursing Partnership I**  
No description available. Cr 1

**NUR 328 Dominican Republic Community Nursing Partnership III**  
No description available. Cr 1

**NUR 330/530 Mental Health Nursing**  
This course examines the theory and practice of psychiatric/mental health nursing. Assessment of clients and intervention strategies are explored. Interdisciplinary aspects of mental health care delivery and current issues in mental health nursing are discussed. Prerequisite: CON 302; NUR 323/325. NUR 530 is offered in the fall semester and is open only to option students. Cr 3

**NUR 331 Mental Health Nursing Lab**  
This course offers students an opportunity to focus nursing practice on promotion, maintenance, and restoration of mental health. Clinical experience is provided in a mental health/psychiatric nursing setting. The emphasis is on application of concepts of mental health/psychiatric nursing. Concurrent with NUR 330. Cr 2

**NUR 332 Nursing Care of the Older Adult in the Community**  
The focus of this course is the family-centered care of older individuals in the community. Emphasis is on nursing assessment, diagnosis, and therapeutic interventions with individuals and families coping with chronic illnesses. Health promotion/risk reduction strategies are applied. The roles of the nurse in interdisciplinary community settings are explored. Ethical issues unique to community settings are analyzed. Prerequisite: NUR 212/213 or concurrent. Cr 3

**NUR 341 Community Nursing Partnerships II**  
This is the second in a two-course series. See NUR 339 for description. Prerequisite: NUR 339. Cr 2-3

**NUR 395 Directed Study**  
No description available. Cr variable

**PHE 203 Athletic Training for Coaches**  
This introductory course in sports medicine/athletic training will provide the student with information about prevention and management of sports-related injuries. Pertinent anatomy and common injuries will be discussed. This course is geared toward individuals involved in or pursuing allied health professions as well as coaching or teaching fields. Cr 3

**PHE 309 Coaching and Officiating Track and Field**  
Part of the University of Southern Maine's coaching certification program, this course is designed to prepare students for track and field, and cross country coaching at the high school and/or middle school levels. Particular aspects of the sport will not be discussed in detail. Rather, the course is intended as an overview of coaching philosophies, sports science, and the training required for each event. Students will have an opportunity to explore in depth areas of interest in depth. Cr 3

**PHE 314 Organization & Administration of Athletics**  
This course covers the principles and practices of athletic administration as related to middle schools, junior and senior high schools. Cr 3

**PHE 335 Coaching & Officiating Baseball & Softball**  
The course will cover individual and team techniques, drills to implement these techniques, practice organization and methods of starting, maintaining and improving programs at various levels. The course will also cover rules of baseball and softball plus techniques of umpiring. Cr 3

**PHE 391 Field Experience/Internship**  
Practical field work in a coaching area. The student will be assigned as an assistant coach in a sport for a season. Supervision, evaluation, and guidance of the student will be provided by a staff member who is responsible for that coaching area. Prerequisites: PHE 203, PHE 302, PHE 314. Restricted to students in coaching certificate program. Cr 1-6

**PHE 398 Independent Study in Physical Education**  
Provides students who have demonstrated critical and analytical capability an opportunity to pursue a project independently, charting a course and exploring an area of interest, bearing upon it previous course experience and emerging with an intellectually sound, coherent synthesis reflecting a high caliber of performance. Prerequisite: permission of instructor. Cr 1-6

**PHI 105 Introduction to Philosophy: Philosophy Through Its History**  
An introduction to philosophy through its history and development, i.e., through an examination of central texts in the history of philosophy, up to and including contemporary works. Specific readings may vary from semester to semester, but will always include some canonical works by classic Western philosophers (e.g., Plato, Aristotle, Descartes,



and Kant). Prerequisite: College Writing or concurrent. Cr 3

**PHI 106 Introduction to Philosophy: Why Philosophize?**

The course centers about the exploration of a single question: what it means to think philosophically. In the context of this question, we will examine what are the sources of philosophical thought and whether philosophy can justify its claim to be the foundation of all reflective endeavor. Prerequisite: College Writing or concurrent. Cr 3

**PHI 107 Introduction to Philosophy: World Philosophy**

This course presents the world views of philosophers from ancient to contemporary times. The thinkers will be chosen from a broad range of cultural and ethnic backgrounds. Emphasis will be placed on the wide diversity and historical background of philosophical positions. Prerequisite: a college writing course. Cr 3.

**PHI 112 Introduction to Philosophy: Feminist Perspectives**

To what extent do cultural assumptions about gender shape a society’s notion of rationality and justice? The course explores this question by examining feminist critiques of Western philosophy along with a selection of contemporary anti-sexist and anti-racist theories of social life. Prerequisite: College Writing or concurrent. Cr 3

**PHI 205 Symbolic Logic**

Techniques of modern deductive logic; properties of formal systems; logical implications and paradoxes of language. Prerequisite: PHI 100-level or EYE course. Cr 3.

**PHI 215 Philosophy of Literature**

While many cultures accord a vital role to stories, myths, and poetry in the cultivation of wisdom, traditional European philosophy has tended to marginalize them. This course seeks to investigate the historical roots for this separation between philosophy and literature in European thought. It will then consider the perspectives of several contemporary thinkers (e.g., Robert Coles, Michael Ende, Martha Nussbaum, and Martin Heidegger) who are convinced that literature plays an indispensable role in the pursuit of wisdom. Prerequisite: PHI 100-level or EYE course. Cr 3.

**PHI 230 Philosophy of Religion**

Analysis of the nature of religious experience, knowledge, and language. Special attention given to problems, classical and contemporary, exhibited in religious experience and relevant to areas of common concern in the sciences, humanities, and philosophy. Prerequisite: PHI 100-level or EYE course. Cr 3.

**PHI 241 Philosophy & Politics of Work**

This course is an examination of work that is situated at the intersection of personal identity and social structure. Philosophical perspectives on work and labor from such writers as Plato, Aristotle, Locke, Smith, Hegel, Marx, and Arendt will be examined. Work in contemporary society will be examined through sociology, economics, and politics. Student will be expected to attend film screenings outside of class. Prerequisite: PHI 100 level course or EYE course. Cr 3

**PHI 245 Africa, Social Justice, and Exile**

Why are people forced to leave Africa, where do they go, what makes it difficult to return? This course examines exile, its effect on men, women and children. Looking at theories of social justice, personal narratives, short stories, and visual culture, will help us consider moral issues in the post-colonial landscape of Africa. Prerequisites: EYE course. Cr. 3.

**PHI 275 The Nature of Compassion**

Whether and how we respond to the suffering of others defines, in many ways, who we are as persons and communities. This course is an investigation into the emotion and compassion and its social role. Drawing upon a wide variety of sources such as Greek Tragedy, Buddhist scriptures, classical and contemporary philosophical thought, it will address philosophical defenders of the need to cultivate compassion (Rousseau, Schopenhauer, and Adam Smith) as well as thinkers suspicious of this notion (Nietzsche, e.g.). The work of contemporary philosophers Phillip Hallie and Martha Nussbaum will also receive close attention. Students will have a chance to think through some important philosophical issues, such as the role of emotions in moral deliberation, the extent to which compassion can be both aided and obstructed by the use of language, and whether there are appropriate limits to compassion. Prerequisite: PHI 100-level course. Cr 3

**PHI 291 Death and Dying**

Recent success in life-prolonging techniques has resulted in the creation of new disagreements over the proper definition of death. Which definition of death is the most adequate? Some have argued that dying, not

death, is the vitally important topic. Has the term death changed its meaning from time to time and place to place in human history? This course will deal with these and similar epistemological issues. Prerequisite: PHI 100-level or EYE course. Cr 3.

**PHI 310 History of Ancient Philosophy**

Philosophic thought from the pre-Socratics to the late Hellenistic period, with major emphasis on Plato and Aristotle. This course satisfies the Cultural Interpretation requirement of the new Core Curriculum. Prerequisite: PHI 100-level course. Cr 3

**PHI 330 History/EarlyModern Philosophy: Descartes to Kant**

Main currents of rationalism and empiricism are explored, as developed in major writings from Descartes to Kant. Prerequisite: PHI 100-level or EYE course. Cr 3.

**PHI 380 Postmodernism**

The course presents a survey of central movements within continental philosophy in the 20th century: phenomenology, structuralism, hermeneutics, and deconstruction. Possible figures of study are: Foucault, Derrida, Levinas, Gadamer, Barthes, Lacan, Irigary, Cixous, and Lyotard. Prerequisite: any PHI 100-level course. Cr 3

**PHI 398 Independent Study**

This course provides students with an opportunity to design a set of readings and learning objectives concerning a topic in the history of philosophy or a specific issue in philosophy. Students must complete an independent study proposal, and obtain permission of a faculty mentor and the Department chair. Students must meet regularly with the faculty mentor. May be repeated for credit. Prerequisite: a minimum of two 300-level philosophy courses plus written permission of the instructor involved. Cr 3

**PHY 101 Introduction to Physics**

An elementary approach to the study of mechanics, heat, sound, electricity, magnetism, light, and modern physics, intended for the student who desires a one-semester introduction to the subject with emphasis on concepts as opposed to problem solving. Students desiring laboratory work should also register for PHY 102. Students planning to major in any of the natural sciences are not directed to this course but rather to a more advanced introductory course. Prerequisite: high school algebra. Cr 3

**PHY 102 Introduction to Physics Laboratory**

Laboratory experiments and additional material designed to supplement the topics considered in PHY 101. Prerequisite: concurrent registration in PHY 101 or permission of the instructor. Cr 1

**PHY 112 Elements of Physics II**

A continuation of PHY 111, intended particularly for life-science majors. Topics to be covered include electricity, magnetism, optics, and modern physics. Lectures, demonstrations, and problem solving will help the student develop an understanding of physical phenomena. Mathematical treatment is at the level of algebra and trigonometry. This course is not recommended for students planning to major in the physical sciences or engineering. It should be taken concurrently with PHY 116 Introductory Physics Laboratory II. Prerequisite: PHY 111 or equivalent. Three hours of lecture and one hour of recitation per week. Cr 4

**PHY 116 Introductory Physics Lab II**

Experiments designed to illustrate the concepts studied in PHY 112 and PHY 123. Prerequisite: concurrent registration in PHY 112 or PHY 123. Two hours per week. Cr 1

**PHY 123 General Physics II**

A continuation of PHY 121, introducing the fundamental concepts of physics, using calculus. Topics to be covered include electricity, magnetism, and light. This course is recommended for students who plan further study in physical sciences, mathematics, or engineering. It should be taken concurrently with PHY 116, Introductory Physics Laboratory II. Prerequisites: PHY 121 or equivalent and one semester of calculus. Three hours of lecture and one and one-half hours of recitation per week. Cr 4 **PHY 211 Nonclassical Physics I** The first of a two-semester sequence covering the principal topics which show the departure of physics from its classical roots. Topics will include relativity and atomic structure. Prerequisite: PHY 123 or PHY 112, and MAT 152. Cr 3

**PHY 221 Classical Physics I**

The first of a three-semester sequence offering an intermediate-level treatment of the principal topics of classical physics. The focus for this course is mechanics, including particle motion, oscillations, and noninertial reference systems. Prerequisite: PHY 121 and prior or concurrent registration in MAT 252. Cr 3.

**PHY 240 Intermediate Laboratory I**

A selection of experiments designed to illustrate the more important principles of

classical and modern physics. Prerequisites: prior or concurrent registration in a 200-level physics course and two semesters of calculus. Six hours per week. Cr 3

**PHY 242 Intermediate Laboratory II**

A selection of experiments illustrating the important principles of classical and modern physics. Prerequisite: prior or concurrent registration in a 200-level physics course and two semesters of calculus. Cr 3

**POS 101 Introduction to American Government**

This course focuses on the political institutions, processes, behavior, and problems of government in the United States. The national government is emphasized. Key topics include: the Constitution, Supreme Court, Congress, Presidency, political parties, public opinion, and interest groups. Cr 3

**POS 104 Introduction to International Relations**

Examination of the relationships of nations in their efforts to deal with each other from differing political, economic, and cultural bases. Cr 3

**Pos 120 government and Politics of Maine**

This course concerns Maine state government, including legislative, executive and judicial programs and powers as exercised within the system of Maine values, political parties, and interest groups. Open to political science majors and as an elective to the student who has an interest in the programs and politics of the state of Maine. No prerequisite. Cr 3

**POS 203 Introduction to Political Science Research**

An introduction to the way political scientists conduct research. Students will learn how to formulate ideas, conduct a literature review, test hypotheses, measure political phenomena, perform statistical analyses, draw conclusions, and present written results. Cr 3

**POS 205 Introduction to Comparative Politics**

An introduction to the field of comparative politics with a focus on political systems and political participation. The course will examine political institutions, electoral laws, comparative methodologies, political culture, and the problem of establishing and maintaining democratic government. Case studies will be used to highlight major themes. Cr 3

**POS 290 Introduction to Political Theory**

A survey of political theory from ancient times to the present. Themes include the nature of democracy, freedom, equality, power, legitimacy, justice, and the use of lying in political life. Cr 3

**POS 380 Topics in Political Science**

Specially developed occasional courses exploring a variety of theoretical and substantive areas of political science. May be repeated for credit as topics vary. Cr 3

**POS 393 American Political Thought II**

An examination of American political thought from the Civil War to the War on Terror, with particular attention to debates on authority, anarchism, race and power. Cr. 3.

**PSY 101 General Psychology I**

An introduction to the study of behavior as a natural science. Among the topics covered are: method of inquiry, physiological foundations of behavior, sensation and perception, motivation and emotion, learning and thinking. This course is a prerequisite for all courses in the Department. Prerequisite: ENG 104 or co-requisite: ENG 100. Cr 3

**PSY 102 General Psychology II**

A continuation of Psychology 101. It deals with complex psychological processes such as ability testing, personality, conflict, behavior disorders and therapy, and social and industrial behavior. Prerequisite: PSY 101. Cr 3

**PSY 105 Statistics in Psychology**

A general introduction to the techniques of descriptive, predictive, and inferential statistics. Emphasis is placed on measures of central tendency and variability, correlation, hypothesis testing, and simple analysis of variance. Prerequisite: successful completion of the University’s mathematics college readiness requirement. Cr 3

**PSY 205 Experimental Methodology**

Emphasis on the principles, methods, and techniques of experimental psychology. Applications of general methodology and specific techniques to the design of experiments in behavioral research. Prerequisite: PSY 201; co-requisite PSY 206. Cr 3

**PSY 206 Methodology Lab**

This course applies the scientific method to selected areas of experimental psychology. Such areas may include animal learning, physiological, sensation-perception, cognition, social-personality, and developmental psychology. Report writing and interpretation of statistical results will be

emphasized. Prerequisite: PSY 201; co-requisite: PSY 205. Cr 1

**PSY 220 Psychology of the Lifespan**

This is a broad introductory course focusing on the theories, research methods, and the status of scientific knowledge about human development across the lifespan. The course focuses on the interplay of psychological and environmental factors in physical, cognitive, social, and personality development from birth through adulthood. Prerequisites: PSY 101 and 102. Cr 3

**PSY 230 Social Psychology**

The psychological principles that enter into the social behavior of the individual. Areas of consideration include perception, communication, attitude formation, interpersonal attraction, and group behavior. Prerequisites: PSY 101 and 102. Cr 3

**PSY 325 Psychology of Adulthood & Aging**

This is an advanced course in developmental psychology focusing on the adult portion of the lifespan. The course will provide an overview of the major theories, issues, and research in the scientific study of adulthood. The interplay of biological and cognitive factors, interpersonal relationships, social structure, and cultural values in shaping the individual’s development will be examined. Prerequisites: Successful completion of PSY 101, and either PSY 220 or HRD 200 with grades of C- or better. Cr 3

**PSY 326 Psychology of Social & Linguistic Development**

This seminar explores research addressing infant and child social and linguistic development. The main focus is on brain development, temperament, attachment, linguistic growth, and early social cognition as the basis for children’s emergent social and communicative competence. Students are expected to contribute to discussion and debates each week. Prerequisites: Successful completion of PSY 101, and either PSY 220 or HRD 200 with grades of C- or better. Cr 3

**PSY 338 Theories of Personality**

A survey of the major contemporary approaches to the study of personality. Different theories are compared, their impact upon current thinking evaluated, and their research contributions assessed. Prerequisites: PSY 101, 102. Cr 3

**PSY 340 Behavior Modification**

An introduction to the principles of operant conditioning with emphasis on the application of operant techniques in educational, correctional, and therapeutic situations. Prerequisites: Successful completion of PSY 101 with a grade of C- or better. Cr 3.

**PSY 350 Psychology of Learning**

Experimental findings on the fundamental principles that underlie the acquisition and retention of new behavior. Emphasis is placed on operant and respondent conditioning and the experimental analysis of behavior. Prerequisites: PSY 101 and 102. Cr 3

**PSY 365 Physiological Psychology**

Basic neuroanatomy, neurophysiology, and endocrinology, and the relationships between nervous system functioning and behavior. Physiological analysis of sensory function, motivation, and learning. Prerequisites: PSY101, 102, and BIO 111 with grades of C- or better. Cr 3

**PSY 368 Health Psychology**

This course is designed to introduce the student to the discipline of health psychology from a bio-psychosocial perspective. An integrative approach will be provided via discussion of the biological and psycho-physiological foundations of health and disease, including the topics of stress and coping, prevention, diet, substance abuse, and chronic illness. Prerequisites: Successful completion of PSY 101 and 102 with grades of C- or better. Cr 3

**PSY 371 History and Systems of Psychology**

A survey of the history of psychological thought from its beginnings in Greek philosophy to modern times. Special attention will be given to the influence of philosophy and natural science on the development of contemporary psychology. The course concludes with a survey of the major systems. Prerequisite: 15 hours in psychology and/or instructor’s permission. This course will satisfy the intensive writing requirement. Cr 3

**REC 110 Foundations of Recreation and Leisure Studies**

This course addresses the concepts of leisure, play, and recreation, emphasizing the role leisure should play in modern society. Lectures and discussions on societal attitudes toward work and leisure stresses the need to keep these in proper perspective. Students will concentrate on the psychological aspects of optimal experience and quality of life. Community leisure services will be addressed. Assignments will encourage students to explore leisure lifestyle attitudes. Cr 3

**REC 121 Introduction to Therapeutic Recreation Services**

An overview of therapeutic recreation including historical and philosophical foundations, service models, professional functions and service settings. The psychology of disability will be included as well an introduction to disabling conditions. Prerequisite: therapeutic recreation major or instructor permission. Cr 3

**REC 218 Wilderness Emergency Response**

This course prepares students to stabilize and care for victims of medical emergencies in remote and wilderness area settings when advanced medical professionals are not readily available. The course is a requirement for students enrolled in the nature tourism minor. Students who successfully complete the course will qualify for certification by the American Red Cross in Wilderness Emergency Response and CPR for the Professional Rescuer. Cr 3

**REC 367 Adventure Based Counseling**

The course focuses on how to facilitate and then process outdoor/adventure/recreation activities as a means to improve self-concepts, develop group cohesion and uncover feelings, among others. Course objectives will be met through experiential as well as theoretical methods, thus allowing the student to acquire the skills necessary to lead groups through similar activities. Class format will be lectures, discussions, group activities, and presentations by class members. The course will address how to plan, implement, lead, debrief, and evaluate adventure experiences. Cr 3

**REC 383 Facilitation Techniques in Therapeutic Recreation**

Exploration of the processes and techniques used in Therapeutic Recreation practice. A focus on evidence-based practice and practice-based evidence will facilitate the learning of various recreation and leisure activities, modalities, and interventions. Therapeutic Recreation processes, approaches, leadership roles and tasks, communication skills and therapeutic relationships will be addressed. A 24 hour clinical practicum is required. Cr 3

**REL 230 Philosophy of Religion**

THIS IS A 7-WEEK ONLINE COURSE. Some seats in this online course are reserved for students matriculated in a fully online degree program only. Cr 3

**REL 308 Polytheists, Jews and Christians in the Roman Empire**

This course, an exploration of the nature and function of religion in human society, uses the Roman Empire as a sample environment. The course will examine these independent religious communities as well as their interactions. Cr 3

**REL 366 History of Religion in America**

No description available. Cr 3

**REL 399 Religion and the Creation of the Human**

No description available. Cr 3

**RHF 109 Beginning Weight Training**

No description available. Cr 1.5

**RHF 118 Yoga**

No description available. Cr 1.5

**RHF 121 Self Defense**

No description available. Cr 1.5

**RHF 122 Aerobic kickboxing**

No description available. Cr 1.5

**RHF 124 T’ Ai chi**

No description available. Cr 1.5

**RHF 127 Pilates**

No description available. Cr 1.5

**RMI 320 Risk Management and Insurance**

This course introduces students to the nature of risk, risk identification, general risk management techniques, and the management of risk through insurance. It covers why the individual or corporation purchases insurance, what constitutes an intelligent insurance plan, and what products are available in the insurance marketplace. This course is designed for non-majors and is a prerequisite for more advanced risk management and insurance courses. Prerequisites: sophomore standing and successful completion of the University’s Core requirement in quantitative reasoning. Cr 3

**RMI 330 Health, Life and Disability Insurance**

This course covers health, life, and disability insurances from the perspective of insurance providers, employers, and consumers. Individual and group health insurance product management and the relationship between product characteristics and insurance company investments, financing, and marketing decisions are discussed. Managed care techniques, benefit package design, and cost sharing mechanisms are assessed in the context of resolving incentive conflicts and meeting cost-containment objectives. The basic principles underlying life insurance are covered as well as the various types and



policy provisions for life insurance. Short-term and long-term disability insurance, definitions of disability, and various policy provisions for individual and employer provided group disability insurance are discussed. Evaluation of insurance company financial strength and the impact of regulation on company management and behavior are considered. Prerequisite: RMI 320. Spring only. Cr 3

**RSP 101 Russell Scholars Creative Writing**  
This course is offered as a continuation of RSP 100C to help students define and meet their writing goals. Classes meet once a week, and include individual conferences. Creative Writing emphasizes style, organization, and development, with some emphasis on mechanics. Students must exercise the self-discipline necessary to work independently. Cr 3

**RSP 111 Russell Scholars Learning Community Lab**  
RSP 111 is a continuation of RSP 110. Cr variable

**RSP 180 RSP Applied Learning Strategies**  
No description available. Cr 3

**RSP 211 Russell Scholars Learning Community Lab**  
RSP 211 is a continuation of RSP 210. Cr variable

**RSP 250 Russell Scholars Seminar: Songs and Society**  
This is an interdisciplinary, literature-based course focusing on the role of songs in world cultures. It is designed to introduce students to the influence that songs have upon societies, and likewise, the influence of societies upon the creation and use of songs. Like most art forms, songs are reflections of the prevailing values of a given society at any given time in history. The course examines songs as vehicles to motivate and mobilize people, to help them escape from drudgery, to worship, to express political sentiment, to approve or to protest, to celebrate, and to entertain. Students identify and analyze the range of song genres from martial songs and anthems to love songs, lullabies, and protest songs. The course traces the evolution of the traditional story-song from the epic ballads to its present incarnation as both high and pop culture. Students will also explore songwriting as both an art form and as a business driven by societies' unquenchable appetite for songs, both old and new. Prerequisite: 24 credits or permission of instructor. Cr 3

**RSP 311 Russell Scholars Learning Community Lab**  
RSP 311 is a continuation of RSP 310. Cr variable

**SBS 200 Human Growth & Development**  
This course introduces developmental theory and research which encompasses the entire life span. Emphasis will be placed on prenatal development through adolescence, with an overview of adult development. This course is cross-listed with HRD 200. Prerequisite: second-semester freshman or above. Cr 3

**SBS 300 Deviance and Social Control**  
The course examines the historical and relative notion of deviance and the nature(s) and type(s) of social control. Cr 3

**SBS 301 Group Dynamics**  
This course gives students an understanding of how people behave in groups and the skills needed by group members to participate effectively in group activities. It provides a theoretical foundation for how groups function, with focus on group process and development; and it discusses how these theories can be applied to a wide range of group settings. This course uses experiential techniques to help students develop critical skills and understanding of group dynamics. Cr 3

**SBS 302 Organizational Behavior**  
The goal of this course is to familiarize students with interpersonal dynamics and the tools to make organizational interactions more effective. Through assessments, exercises, and discussions, students will examine how perceptions of self and others influence people's behavior in a variety of situations. As good communication is critical in building sound interpersonal relationships, students will have many opportunities to fine-tune writing and speaking skills. Cr 3.

**SBS 304 Food, Culture, and Eating**  
This course examines cultural beliefs and practices surrounding diet, food, cooking, eating, and nutrition. Students explore how behaviors and attitudes toward food and eating influence and are shaped by culture. Discussion may include food and healing, the social functions of food, food as represented in the media, food production and food politics, the diet industry, and eating disorders. Students gain insight into their own behaviors and attitudes toward food and eating, as well as those of today's global cultures. Cr 3

**SBS 306 Adolescence**  
An overview of the psychological and social dimensions of adolescent development, including consideration of gender and group differences in the experience of the physical, cognitive, and social transformations of adolescence. Cr 3

**SBS 315 Social Psychology of Disability**  
This course will examine some of the social psychological issues associated with disability and the rehabilitation of individuals who have disabilities, with a focus on minimizing existing social, vocational, educational, and attitudinal barriers to individuals rather than on minimizing the impact of clients' physical/mental differences within a normed environment. It will familiarize students with the points of view and the experiences of people from various social, ethnic, and cultural backgrounds with a wide range of disabilities/abilities, towards enabling students to approach counseling as a means of expanding opportunities for their clients' access to these opportunities, and empowering their clients to attain their goals. Cr 3

**SBS 316 Diversity in the Workplace**  
Using historical, socio-economic, and psychological perspectives, students will learn about the challenges diverse members of U.S. society, such as women, people of color, people from marginalized classes, and those from other countries, have had and continue to face. Students will gain an understanding of how the workplace may affect diverse peoples and how others can learn to make the workplace more hospitable. A primary focus of this course will be on examining beliefs, behaviors, or unconscious attitudes that perpetuate the oppression and subordination of diverse members of society in the workplace, while also looking at how increased diversity is adding to workplace productivity, creativity, and learning. Readings are drawn from the social sciences and humanities to provide an interdisciplinary approach to the topic. Cr 3.

**SBS 329 Research Methods**  
An introduction to quantitative and qualitative research methods which can be used in organizational planning and decision making and in the social and behavioral sciences. The course will cover topic areas related to the application of appropriate methods of inquiry and includes completion of an applied project. Prerequisite: LCC 150. Cr 3

**SBS 337 Introduction to Epidemiology**  
This seminar course introduces the student to epidemiology as a utility for the establishment and maintenance of public health. In essence, epidemiology involves the observation and statistical analysis of the occurrence of health and disease in human populations. This science informs the practice of preventive health/disease control and the formulation of public health policy. Seminar topics will be drawn from both infectious and chronic disease epidemiology ranging from the historical plagues such as the Black Death to the modern plagues of AIDS, cancer, and obesity. Recommended prerequisites include Introductory Biology and Statistics. Cr 3

**SBS 341 The Family**  
A contemporary, interdisciplinary approach to the study of the family that includes an examination of family structures, familial relationships, and the impact of historical change on these structures and relationships. Cr 3

**SBS 343 Substance Abuse**  
This course considers patterns of use of drugs, the bases of their effects and associated harms, and the history of and current options for prevention and intervention efforts. Consideration will be given to the role of society and public policy in influencing our thinking and behavior concerning substance use and abuse. Cr 3

**SBS 345 Race, Class, Gender**  
This course examines the impact of race, class, and gender inequality on individual and social experiences in the United States. Students will be required to read materials on issues concerning inequality, power, privilege, and social justice. This will be followed by intense discussions of these topics. The course may include projects pertaining to diversity issues in the local community. Cr 3

**SBS 350 Psychosocial Disorders in Childhood and Adolescence**  
This course includes readings and discussion of the etiology and manifestation of psychosocial disorders in childhood and adolescence. Topic areas, including approaches to intervention, will be considered from developmental, psychological and sociological perspectives. Cr 3

**SBS 358 Representations of Motherhood**  
This interdisciplinary course examines the ways in which motherhood is represented in various cultural forms (including film, literature, and political rhetoric) and from within different historical and cultural contexts. Contemporary psychological theories will be considered in terms of how they are used to prescribe normative demands

on women and mothers and also how they attribute various powers to mothers that then contribute to the construction of particular social policies and practices This course has been approved by the State Department of Education for content area in secondary Social Studies. Prerequisite: LCC 110 or other College Writing course. Cr 3.

**SBS 369 Exploring Careers, Choosing Life Roles**  
In this mid-level course in the career development series, students relate self-knowledge to career and life roles, with an emphasis on gaining and managing career information; learning various career and life decision-making strategies; and communicating formative academic, co-curricular, and professional experiences in such formats as accomplishment statements and informal interviews. Prerequisite: LCC 123 or LCC 345. Offered fall, spring, summer. Cr 1.5.

**SCI 107 Biological Principles II**  
This is an integrated lecture-laboratory course introducing students to biological diversity. The lecture and laboratory each meet three hours weekly. Prerequisites: SCI 105 and SCI 106 with a grade of C or higher. Cr 4.5

**SCI 108 Chemistry for Health Sciences**  
No description available. Cr 3

**SCI 114 Laboratory Techniques I**  
Laboratory experiments to illustrate the principles that are presented in SCI 113 lectures. Three laboratory hours per week combining recitation and practical lab work. Corequisite: SCI 113. Cr 1

**SCI 115 Principles of Chemistry II**  
A continuation of SCI 113. This course is designed to provide the foundation for all further studies in chemistry and is a prerequisite for all upper-level chemistry courses. Prerequisite: satisfactory completion of SCI 113 or CHY 113. Cr 3

**SCI 116 Lab Techniques II**  
Laboratory experiments to illustrate the principles that are presented in SCI 115 lectures. Three laboratory hours per week combining recitation and practical lab work. Prerequisite: SCI 114. Co-requisite: SCI 115. Cr 1

**SCI 150 Physics and Biomechanics**  
This physics-based course explores the mechanical and anatomical principles of human movement. Students examine the interaction of the body with the environment through sports, performing arts, and everyday activities. Areas of study include stability, stress and strain, mechanical properties of connective tissue, and therapeutic application. Cr 3

**SCI 170 Human anatomy and Physiology I**  
This is the first course in a two-semester sequence in human anatomy and physiology. It introduces basic principles of physiology and anatomy through chemistry, cellular structure and function, genetics, and embryology. This course discusses several physiologic systems including the muscular, skeletal, nervous and integumentary systems. Prerequisites: students should have an understanding of basic biology and chemistry from high school courses or GED. SCI 170 must be taken concurrently with SCI 171. Cr 3.

**SCI 171 Human Anatomy and Physiology I Laboratory**  
Laboratory experiences illustrating topics introduced in SCI 170. Must be taken concurrently with SCI 170. Cr 1.5.

**SCI 199 Special Topics**  
This is a class that has topics that vary from year to year and is meant to be taught at the introductory level with a minimum of prerequisites. Cr. 3-4

**SCI 270 Human Anatomy and Physiology II**  
This is the second course in a two-semester sequence in human anatomy and physiology. Topics in this course will include the nervous system, special sense organs, blood and circulatory system, immune function, respiratory system, digestion and metabolism, endocrine function, renal function, and electrolyte balance. Prerequisites: SCI 170 and SCI 171. Must be taken concurrently with SCI 271. Cr 3.

**SCI 271 human anatomy and Physiology II Laboratory**  
Laboratory experiences illustrating topics introduced in SCI 172. Must be taken concurrently with SCI 270. Cr 1.5.

**SCI 315 Environmental Health with Lab**  
This course explores issues in environmental health from the dual perspectives of environmental issues and human health. A healthy environment includes species diversity, bountiful resources, and the absence of pollutants. Environmental health comprises those aspects of human health and disease that are determined by factors in the environment. It also refers to the theory and practice of assessing and controlling factors in

the environment that can potentially affect human health. Prerequisites: LCC 230. Cr 4

**SCI 337 Introduction to Epidemiology**  
This seminar course introduces the student to epidemiology as a utility for the establishment and maintenance of public health. In essence, epidemiology involves the observation and statistical analysis of the occurrence of health and disease in human populations. This science informs the practice of preventive health/disease control and the formulation of public health policy. Seminar topics will be drawn from both infectious and chronic disease epidemiology ranging from the historical plagues such as the Black Death to the modern plagues of AIDS, cancer, and obesity. Recommended prerequisites include Introductory Biology and Statistics. Cr 3

**SCI 360 Sustainability Issues**  
Sustainability is one idea that shapes the past and future of the human race. The goal of this course is to allow students to develop a comprehensive worldview from which to evaluate current environmental issues and problems. Students will discuss concepts and data derived from the disciplines of ecology, biology, ethics, sociology, and politics and application of those concepts to sustainable development and the sociopolitical ramifications of environmental issues. Prerequisites LCC 230 and SCI 107. Cr 3.

**SCI 369 Exploring Careers, Choosing Life Roles**  
In this mid-level course in the career development series, students relate self-knowledge to career and life roles, with an emphasis on gaining and managing career information; learning various career and life decision-making strategies; and communicating formative academic, co-curricular, and professional experiences in such formats as accomplishment statements and informal interviews. Prerequisite: LCC 123 or LCC 345. Cr 1.5.

**SCI 380 Pathophysiology I**  
This course examines the physiologic, biochemical, genetic, and environmental basis of noninfectious diseases. Emphasis will be placed on inflammation, immunity, cancer, fluid, electrolytes, and acid-base balance as well as the cardiovascular, endocrine, and respiratory systems will be studied. This course meets the pathophysiology requirement for entry into the USM Nursing program. Prerequisites: microbiology, human anatomy and physiology. Cr 3

**SCI 381 Pathophysiology II**  
This course examines the physiologic, biochemical, genetic, and environmental basis of noninfectious diseases. The nervous, hematologic, renal, digestive, reproductive, muscular and skeletal systems will be studied. Microscopic pathology of selected diseases will be examined. Prerequisites: microbiology, human anatomy and physiology. SCI 380 is not a prerequisite. Cr 3

**SOC 100 Introduction to Sociology**  
The fundamental concepts, principles, and methods of sociology; analyzes the influence of social and cultural factors upon human behavior; evaluates effect of group processes, social classes, stratification, and basic institutions on contemporary society. Offered each semester. Cr 3

**SOC 199 Topics in Sociology**  
No description available. Cr 3

**SOC 210 Critical Thinking about Social Issues**  
Designed to follow Introduction to Sociology, this course further develops students' skills of critical analysis through the application of sociological principles to current social issues. The course uses popular media as well as sociological materials. Examples of issues which may be examined are: poverty, health care, homelessness, aging, drugs, violence, bureaucracy, white collar crime, and changing gender roles. Prerequisite: Successful completion of SOC 100 with a grade of C or better or permission of the instructor. Cr 3

**SOC 300 Sociological Theory**  
Critical evaluation of selected classical models of the social world. Includes consideration of the foundations of sociological thought, the content of major classical theories and theory groups, and the socio-cultural settings within which they developed. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3

**SOC 301 Qualitative Research Methods**  
This course provides an overview of the process of social research utilizing qualitative methods. Topics include the logic and principles of the research process, as well as specific techniques in qualitative research (e.g., writing field notes, conducting interviews, analyzing qualitative data). A fieldwork/lab component allows students to apply research skills in settings outside the classroom. Prerequisite: SOC 210 with a grade of C or better or permission of instructor. Cr 4

**SOC 307 Quantitative Research Methods**  
This course provides an overview of the social scientific research process, utilizing quantitative methods. Students generate research questions and testable hypotheses and analyze a variety of secondary data sources. Specific statistical topics include: measures of central tendency, measures of dispersion, t-testing, analysis of variance, cross-tabulation, measures of association, linear regression, and multiple regression. The course includes a computer lab component. Prerequisites: SOC 210 with a grade of C or better and completion of mathematics readiness, or permission of instructor. Cr 4

**SOC 333 Medical Sociology**  
Analysis of socio-cultural influences on health and illness, with an emphasis on health, illness, and sickness as social identities. Particular attention is given to the organization of health-related occupations and health services in cross-cultural perspective, and to the ethical and policy-related issues raised by different models of organization. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

**SOC 365 Sociology of the Body**  
This course examines the body as a text marked by, and rendered meaningful through, social categories of race, gender, class, sexuality, disability, and disease. This writing- and reading-intensive course discusses both social constructionist and biological determinist perspectives on embodied difference. Prerequisites: SOC 210 with C or better and one or more of SOC 300, SOC 316, WST 380, WST 390. Cr 3

**SOC 392 Poverty: Policy & Perspectives**  
This course will analyze the causes of and responses to poverty in the United States. Relying on multidisciplinary literature, this course examines measures and theories of poverty; public, political, and policy debates; and the role of government in income distribution/redistribution. Particular attention will focus on issues of power, wealth, gender, and race, as well as education, health, housing, and place as factors inextricably linked to poverty. Prerequisites: SOC 210 with a C or better. SOC 301 and SOC 307 recommended, or permission of instructor. Cr 3

**SPA 102 Beginning Spanish II**  
Continuation of SPA 101. Prerequisite: SPA 101 or equivalent. Cr 4

**SPA 202 Intermediate Spanish II**  
Continuation of SPA 201. Prerequisite: SPA 201 or the equivalent. Cr 3

**SPA 304 Advanced Conversations & Composition**  
This course focuses on listening, reading, speaking, and writing, with an emphasis on oral and written communication and critical thinking. Activities are communicative as well as cooperative with a focus on learning in context. Taught in Spanish. Prerequisite: SPA 300 or equivalent. Cr 3

**SPA 352 Readings in Modern Latin American Literature**  
An introduction to the literature of modern Latin America. All discussions and readings will be in Spanish. Prerequisite: SPA 304 or equivalent/permission. Cr 3.

**SPM 100 Introduction to Sports Medicine**  
This course orients the student to the expectations of a baccalaureate education in athletic training, exercise science (majoring in exercise physiology or health fitness), or health sciences. Allied health historical perspectives, education, careers, certification, and professional associations are explored. Educating the students about the structure and progression of the three degrees will be discussed. Outside field experiences will be required. Prerequisite: ALT, EXS, HEF, or HLS student or permission of the Department chair. Cr 3

**SPM 235 Lab Techniques in Nutrition & Exercise**  
An introduction to those laboratory techniques that are found in the nutritional and exercise sciences. Students will be introduced to the concepts of energy exchange in the human body and the measurement of those exchanges. Emphasis also will be placed on the impact nutritional practices have on human performance and disease. Prerequisites: ALT, EXS, HEF major. Cr 3

**SPM 260 Essentials of Personal Training**  
An overview of the knowledge, skills, and abilities needed by fitness instructors to plan, implement, and evaluate safe and effective exercise programs. Emphasis is on exercise programs for individuals. Prerequisites: HEF, EXS major; SPM 100 or concurrent; CON 219 or concurrent. Cr 3

**SPM 265 Therapeutic Modalities**  
An exploration of the physical principles, physiological effects, indications, contraindications, safety precautions, and operating procedures of therapeutic modalities. Includes application of modalities in the laboratory setting. Prerequisite: ALT



major; SPM 100, 210, 211; CON 216; PHY 101, 102 or PHY 111, 114 or concurrent. 2 credits lecture, 1 credit lab. Cr 3

#### SPM 270 Athletic Training Clinic I

Completion of a minimum of 150 clinical hours applying proficiency knowledge and skills in an athletic training clinical setting. The first clinical course for students enrolled in the athletic training major. Prerequisite: ALT major; SPM 100, 210, 211; CON 216. Cr 2

#### SPM 310 Athletic Training Principles II

This is an intermediate study of principles for the prevention, examination, treatment and reconditioning of physical activity injuries. Lecture and laboratory competencies prepare students for supervised clinical experiences. Prerequisites: ALT major; SPM 100, 210, 211; CON 216. 2 credits lecture, 1 credit lab. Cr 3

#### SPM 325 Methods of Resistance Training and Conditioning

Theoretical and practical study of practices and methods involved in developing and implementing resistance training and conditioning programs for clinical and non-clinical populations. Prerequisites: ALT, EXS, HEF, or HLS major; BIO 211 and 212 or SCI 172 and 173; CON 219. Cr 3

#### SPM 340 Therapeutic Exercise

A study of the basic components of a comprehensive therapeutic exercise program including functional anatomy, joint mobilizations, and rehabilitation programs will be discussed for the appendicular and axial skeletons. In addition, the physiological effects, safety precautions, indications, contraindications, modes of resistance, and specific rehabilitation protocols will be discussed. Prerequisites: ALT major; SPM 370, 410; SPM 381 or concurrent. 2 credits lecture; 1 credit lab. Cr 3

#### SPM 350 Health Promotion Programs

This course examines the assessment, planning, implementation, and evaluation of health promotion programs in a variety of settings. Students will develop and lead a health promotion workshop. Prerequisites: EXS major; SPM 230. Cr 3.

#### SPM 371 Athletic Training Clinic III

Completion of a minimum of 150 clinical hours applying proficiency knowledge and skills in an athletic training clinical setting. The third clinical course for students enrolled in the athletic training major. Prerequisite: ALT major; SPM 370; 410; SPM 381 or concurrent. Cr 2

#### SPM 381 Kinesiology

Structural and functional anatomical analysis of human movement. Course will also incorporate principles of mechanics as they apply to the analysis of human movement. Prerequisites: ALT, EXS, HEF, or HLS major; BIO 211 and 212 or SCI 172 and 173; PHY 101, 102. Cr 3

#### SPM 385 Practicum I

This introductory field experience provides opportunity for practical application of knowledge gained through prior coursework in exercise science. The student will assist in the leadership of a wide variety of university-based and off-campus programs, with special emphasis on either personal training experiences or group exercise instruction. Prerequisites: junior level EXS or HEF major; SPM 315; SPM 325 or concurrent. Cr 3

#### SWO 201 Introduction to Social Work

This course is an introduction to the profession of social work. Students are introduced to the core values of social work and the code of ethics that emanates from those values. Oppression and social justice are central themes of this course. The practice of social work is considered from the perspective of a collaborative strengths-based model working with complex social service systems. The course familiarizes students with various roles, functions, and tasks which social workers perform in a variety of settings, and acquaints students with the primary skills and practices of professional social work. Taking this course will help students make a more informed decision about social work as a career. Cr 3

#### SWO 250 Introduction to Social Welfare

Provides an introduction to the institution of social welfare through a review of social welfare history; the values and philosophy in America of treating the poor, the ill, and others in need; contemporary approaches to social policy; and possible alternative models of social welfare. Cr 3

#### SWO 333 Social Work Research I

A study of the methods of social work research for social policy and social work practice. The course emphasizes both quantitative and qualitative research processes with the goal of enabling the student to be competent as a “practitioner-researcher.” Prerequisites: SWO 201, SWO 250; any statistics course (MAT 120, PSY 201, SOC 307, or SBS 328). Cr 3

#### SWO 334 Social Work Research II

In this continuation of SWO 333, students complete an empirical research project. Class members serve as a review committee for all research instruments used, learn the practical aspects of writing quantitative and qualitative research reports, and function as a research support group for one another. Prerequisite: SWO 333. Cr 3

#### SWO 393 Methods of Social Work Practice I

This course is an introduction to the basic concepts and skills of interviewing and assessment within the framework of a strengths perspective. Emphasis will be placed on the integration of ethics and the process of reflection within a generalist practice of social work. Prerequisites: EYE, MAT 101, English Composition, statistics, SOC 100, PSY 101 and 102, Biology and lab, HRD 200, POS 101, ECO 101, SWO 201, SWO 250, junior status at the time of preregistration for SWO 393, grade of C or better in all required social work and foundation courses, and overall GPA of 2.5. Offered spring semester only. This course has a service-learning component that requires students to have some time available for work in the community. Cr 3

#### SWO 399 Topics in Social Work

The end of the 20th century saw advances in the disability movement, culminating in the Americans with Disabilities Act (ADA), signed in 1990. Despite the legal protections the ADA afforded the disabled, cultural and social beliefs continue to be powerful forces shaping and perpetuating negative perceptions of people with disabilities. Members of this group continue to be subjected to marginalization, oppression, stigmatization, and isolation. The course will assist students to address the unique, diverse, and complex needs of persons with disabilities. The course builds upon the core base of knowledge, skills, and values of both undergraduate and graduate practice courses enhancing the capacity of students to meet the specific service needs of this special population. It will employ an ecological framework based on four principal areas: disability and the social environment; the individual experience of disability; essential skills for social work at micro, mezzo and macro levels of practice with disabilities; and the network of resources and support for persons with disabilities (visual, hearing, cognitive, ambulatory, self-care, and independent living). Cr 3

#### THE 102 Acting for Non-Majors

This course will introduce core students to theatre through the eyes of the performer. Students will gain a basic understanding of theatre as a performing art through lecture, discussion and performance of scenes. Improvisational exercises, relaxation techniques and character analysis strategies will be included. Students will also attend campus and area theatrical productions and be required to write critical reviews of the performances. Cr 3

#### THE 103 Contemporary Dance I

This course is designed to teach basic contemporary dance skills and vocabulary. The class is divided into two areas of study. Physical and technical development are learned through strengthening and stretching exercises. Proper body alignment is stressed for the most efficient and injury-free movement. Dance phrases are taught to enhance rhythmic and locomotor skills. Equal time will be devoted to improvisational skills and the study of choreographic techniques. Students will be required to attend contemporary dance performances. Course may be repeated once for credit. Cr 3

#### THE 104 Practicum in Costuming

This course is a laboratory session that allows practical application of theory discussed in THE 334 Costuming, by teaching sewing skills and allowing students to construct costumes for a University theatre production. Practicum is required for theatre majors and recommended for all costuming students, but need not be taken concurrently with THE 334. Prerequisite: sophomore status or THE 101. Cr 1

#### THE 105 Practicum in Stage Lighting

A course focusing on the practical application of contemporary stage lighting technology and on the implementation of a lighting plot. Cr 1

#### THE 106 Practicum in Stagecraft

A practicum allowing the application of theory discussed in THE 135 to the construction, painting, and mounting of sets for University theatre productions. Practicum is required for theatre majors and recommended for all stagecraft students, but need not be taken concurrently with THE 135 Stagecraft. Cr 1

#### THE 120 Acting: Stage Movement/Voice

This is a practicum course designed to introduce students to basic elements of the creative process of acting. Topics include kinesthetic awareness, techniques of acting theorists ranging from Michael Chekhov to Rudolph Laban, methods of character creation, elementary stage combat, improvisation, and voice and diction for the

stage. Course culminates with student presentation of an original performance piece. Cr 3

#### THE 130 Musical Theatre Workshop I

A course designed to give students practical application of theatre practices in the fields of acting, design, scene construction, costuming, properties, lighting, management, and directing. A laboratory course. Prerequisite: restricted to musical performance majors with an emphasis in musical theatre. The course may be repeated for credit. Cr 1

#### THE 131 Musical Theatre Workshop II

A continuation of THE 130. Prerequisite: THE 130, restricted to musical performance majors with an emphasis in musical theatre. The course may be repeated for credit. Cr 1

#### THE 132 Musical Theatre Workshop III

A continuation of THE 131. Prerequisite: THE 131, restricted to musical performance majors with an emphasis in musical theatre. The course may be repeated for credit. Cr 1

#### THE 133 Musical Theatre Workshop IV

A continuation of THE 132. Prerequisite: THE 132, restricted to musical performance majors with an emphasis in musical theatre. The course may be repeated for credit. Cr 1

#### THE 134 Production Management

A survey/lab course designed to familiarize students with the organizational procedures of the theatre production process. Major areas of study include stage management and theatre production management with some reference to video and film production management. Additional topics include the running of crews in properties and wardrobe, operation of sound and lighting equipment, and production scheduling. This course includes a crew requirement for a University production. Cr 3

#### THE 135 Stagecraft

A lecture course in technical theatre and related topics relevant to technical direction. Specific areas of emphasis will include: theatre/stage terminology and organization, scene shop practices, and basic methods of construction, as well as methods of rigging and moving scenery for the stage. Cr 3

#### THE 139 Theatrical Make-up

A practicum course in the fundamentals of design and application of theatrical make-up. Specific areas of study will include the relationship of character analysis to make-up, techniques of highlight and shadow, and make-up for youth, middle, and old age. Additional exercises introduce historical styles, creating a likeness, and nonrealistic make-up. Students will frequently apply theatrical make-up to their own faces in class. Cr 3

#### THE 141 Theatre Workshop I

A course designed to give students practical application of theatre practices in the fields of acting, design, scene construction, costuming, properties, lighting, management, and directing. A laboratory course. The course may be repeated for credit. Cr 1

#### THE 142 Theatre Workshop II

A continuation of THE 141. Prerequisite: THE 141. The course may be repeated for credit. Cr 1

#### THE 143 Theatre Workshop III

A continuation of THE 142. Prerequisite: THE 142. The course may be repeated for credit. Cr 1

#### THE 144 Theatre Workshop IV

A continuation of THE 143. Prerequisite: THE 143. The course may be repeated for credit. Cr 1

#### THE 150 Play Analysis

Representative dramas for the stage are read, discussed and criticized using the Aristotelian elements of plot, character, thought, diction, music, and spectacle as analytical tools. Prerequisite: English proficiency. Cr 3

#### THE 170 Public Speaking

An introductory course in the art of public discourse. Primarily a lecture-performance course, students will learn the basics of informative, persuasive, and argumentative speaking, as well as the processes of problem-solving and informative discussion. Cr 3

#### THE 203 Musical Theatre Dance

This course will build upon basic movement skills with an emphasis on the dance styles required for musical theatre. Techniques offered will include jazz, ballet, and tap. In addition to skill training, class projects will include the staging and choreography of musical theatre selections. Cr 3

#### THE 204 Dress and Self Image

This course examines clothing from social, psychological, and aesthetic perspectives. Students will learn how people make sense of their lives and their world the cultural production of meaning represented by attire, appearance, and presentation. Prerequisite: College Writing. Cr 3.

#### THE 220 Acting: Scene Study

This is a practicum course designed to introduce students to basic skills of stage movement and characterization through the use of scene work. The course evolves from simple storytelling through monologues to scenes. The emphasis is on internal preparation through developing a role as well as on external techniques for projecting that role. Prerequisites: THE 120 and 121. Cr 3

#### THE 226 Professional Audition and Marketing Techniques

This course will give students practical experience in and information related to seeking employment as an actor. The audition section will include simulations of stage and related film and video situations. The marketing section will provide strategies in the professional actor's most time-consuming endeavor: looking for work. Prerequisite: THE 220. Cr 3

#### THE 321 Acting: Advanced Scene Study: Playwright Focus

This is a practicum for advanced actors, providing an in-depth scene study focusing on one or more playwrights. Emphasis will also be given to preparation for auditions. Prerequisite: THE 220. Cr 3

#### THE 335 Stage Lighting

Introduction to stage lighting design, elements of electricity, color, light sources, instrumentation, and control systems. Students will participate in lighting projects in practicum. Prerequisites: THE 150 and THE 230; THE 230 may be taken concurrently. Cr. 3.

#### THE 375 Performance Arts

This theory and practice course allows students to experiment with the aesthetic interpretation of texts, focusing on extra-textual elements of presentation (such as sound, visual symbols/images, spatial relations, hand-held light) in the staging of poetry, fiction, non-fiction, and drama. Theoretical and practical readings accompany in-class exercises and blackbox performances that strengthen skills in acting, directing, oral interpretation, forensics, play analysis, and design. Students elect a directing or a performance emphasis. Cr 3

#### WST 101 Introduction to Women and Gender Studies

This course explores from a variety of perspectives the following inter-related themes and topics: the economic, political, and social status of women as a group and in discrete cultural contexts; the politics of representation, or how ideas about femininity and feminism are promoted throughout the media and other vehicles of culture; the construction of “consciousness,” both through the media and through feminist tactics; women and collective action in the past, present, and future. This course is writing-intensive; students are expected to practice their writing skills through formal essays. Offered every semester. Cr 3

#### WST 201 Women, Knowledge & Power

This course examines the ways in which the politics of knowledge production shape culture and gender relations. It explores the ways women have historically resisted, subverted, appropriated and reformed traditional bodies of thought. Prerequisites: WST 101, EYE 109 or permission of instructor. Cr 3

#### WST 245 Topics in Culture and the Arts I

Courses in this category will examine vehicles of culture from the perspectives of gender including feminine, masculine, and trans. These perspectives will be used to interpret the plastic, literary, and performing arts. Course readings may focus on gender and the production of culture; on how gender has been represented in written, visual, or oral texts; or on gender and aesthetic theory. Possible subjects may include feminist philosophy, feminism and film theory, gender and the history of music, and gender in popular culture. Cr 3.

#### WST 335 Topics in Science, Technology and Health I, II, III

Courses in this category will include a critique of traditional science, technology, and medicine; representation of feminist possibilities and communities at work on issues of knowledge, health, and power; reconstructions of science, technology, and health care based on new theories and practices. Each of these courses will ask similar questions: How have scientific thinking and gendered technologies affected women's bodily experience? Is science fiction coming to pass in new reproductive technologies and genetic projects? How has science's view of the female and feminine been problematized by reading works of fiction? Can feminists escape the difficulties of writing about or prescribing for others? Does science create racial as well as sexual subjects? How can it be used (to quote bell hooks) to "talk race and fight racism?" Prerequisite: WST 435 requires permission of the instructor. Cr 3

#### WST 345 Topics in Culture and the Arts II

Courses in this category will examine vehicles of culture from the perspectives of gender including feminine, masculine, and trans. These perspectives will be used to interpret the plastic, literary, and performing arts. Course readings may focus on gender and the production of culture; on how gender has been represented in written, visual, or oral texts; or on gender and aesthetic theory. Possible subjects may include feminist philosophy, feminism and film theory, gender and the history of music, and gender in popular culture. Cr 3.

#### WST 355 Topics in History and Resistance II

These courses explore the history of forms of gender and women's activism located not only in governments, political parties, and unions but also in collaborative activities and grassroots organizations. Emphasis is on the relationship between gender activism and social, economic, and cultural change. Topics include the way struggles for national liberation have deployed concepts of gender; working class women in contemporary and historical movements; struggles for equal rights including gay rights and trans rights; the 19th-century women's movement; women in peasant revolts; everyday forms of gender resistance; union organizing; the politics of identity as practiced by women, men, gays and queers. Cr 3.

#### WST 390 Contemporary Feminist Theories

This course will introduce students to such feminist theoretical approaches as post-structuralism, Marxism, psychoanalysis, critical race theory, and post-colonialism. The focus of the course is the intimate relationships between feminist theories and feminist practices, locally and globally. Prerequisites: WST 101I or EYE 109, WST 201 or permission of the instructor. Offered spring semester. Cr 3.

#### WST 420 Advanced Topics in Women & Gender Study

Advanced topic areas not already covered by regular course offerings will be offered. The course may be repeated for credit when different topics are offered. Cr 3.

#### WST 445 Topics in Culture and the Arts III

Courses in this category will examine vehicles of culture from the perspectives of gender including feminine, masculine, and trans. These perspectives will be used to interpret the plastic, literary, and performing arts. Course readings may focus on gender and the production of culture; on how gender has been represented in written, visual, or oral texts; or on gender and aesthetic theory. Possible subjects may include feminist philosophy, feminism and film theory, gender and the history of music, and gender in popular culture. Prerequisite: WST 445 requires permission of the instructor. Cr 3.





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# Perspectives

## Legally Maine

# Legislators urge students to speak up at USM EDTalks

**Bryan Bonin**  
Free Press Staff

While the future of education is a topic generating much debate at USM, getting involved shouldn't be.

The event, spearheaded by Student Body Vice President Marpheen Chann and sponsored by several other campus organizations, was a forum in which state legislators spoke about the future of higher education in Maine, fielding questions from the audience, which was mostly students. Five state legislators made up the panel for this event, including Senate President Justin Alford (D-Portland), Senator Rebecca Millett (D-Cape Elizabeth), Rep. Andrew McLean (D-Gorham), Rep. Matt Pouliot (R-Augusta) and Rep. Michael McClellan (R-Raymond).

Rep. McClellan apologized, preemptively, in his opening remarks for the likelihood that he would be a "stick in the mud," and as he predicted, many audience members found his responses quite frustrating. Students listened intently to McClellan as he responded to the

first question, raised by USM President Theo Kalikow on how USM and its students can be more communicative with legislators. He responded that students are often discounted in the process of educational decision making because they stereotypically follow a par-

**As USM lumbers through these labyrinthine issues, real opportunity arises for us to address them and implement change.**

ticular party and don't have original opinions. That answer garnered whispered boos of disapproval.

Though, in between frustrating responses, such as these, there was one that stood out. One answer, while simple, seemed to resound rather clearly throughout the forum: get involved.

Rep. Millett may have put it best—innovate, she said, challenging students to think outside the box, a task which many of us here at USM are

familiar with. There is a unique opportunity in Maine, one that is often taken for granted: citizens have extraordinary access to the legislature. Students have the opportunity—and responsibility—to present their ideas to help this struggling institution.

And for new students enrolled at USM this coming spring, there has hardly been a more suitable time to get involved. The discussion of public higher education's future is especially important at USM, because its future is so uncertain, with imminent budget shortfalls and enrollment deficiencies causing academic departments' course offerings to plummet.

As USM lumbers through these labyrinthine issues, real opportunity arises for us to address them and implement change. Students must become innovators so that dramatic improvements can be made; all of which are inevitable if we do not alter the status quo. Portland's newest college students will have plenty to do.

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## the free press

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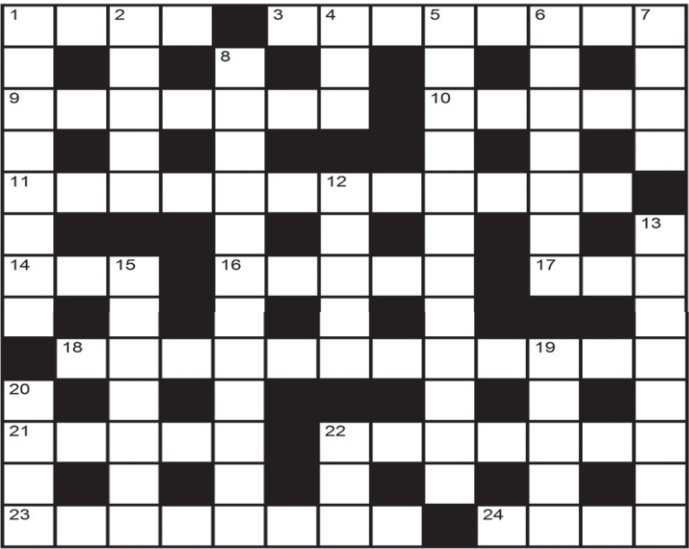


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Crossword



- Across**
- 1 Bills, e.g.  
3 Automate devices  
9 Function  
10 One of the largest rivers in Africa  
11 Massive fuel carriers  
14 Aged  
16 Committee head
- 17 Sky god  
18 Amazement  
21 Caustic substances  
22 Lean  
23 Trying  
24 Combines
- Down**
- 1 Medieval weapon  
2 Brew  
4 Chopper
- 5 Flu cloth  
6 West African republic  
7 Lord's worker  
8 Impulsively  
12 Primitive calculators  
13 Civilizations  
15 Send away  
19 Terminated  
20 Channel  
22 Source of light

Sudoku

A sudoku puzzle consists of a 9 x 9-square grid subdivided into nine 3 x 3 boxes. Some of the squares contain numbers. The object is to fill in the remaining squares so that every row, every column, and every 3 x 3 box contains each of the numbers from 1 to 9 exactly once.

7				5		8		
	9		3	8				
	5				6			
9	6		5		3			
		1		7	9			
		5		6		4	8	
		9				6		
			4	3		7		
	4		6					3

Cryptogram

Every letter in a cryptogram stands for another letter. Use the hint to crack the code.

NXKGO OXYHAL XP KST PYTWK  
RXA GO RSAPHWOZOW RZXNNHAL.

And here is your hint:  
P = S



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# Arts & Culture

## Portland catches a case of those winter brews



Casey Ledoux / Free Press Staff

The Greater Portland area is home to a plethora of independent brewing companies, including Geary's Brewing Company, Shipyard Brewing Company and Sebago Brewing Company.

Francis Flisiuk  
Free Press Staff

Although we haven't seen any significant snowfall yet in Portland, we've definitely felt the cold chill of the season. While many warm up with a hot cocoa or peppermint coffee, others choose to celebrate with the return of another seasonal beverage—Maine winter beers.

This time of the year, Portland's bars and restaurants stock up with brews flavored for the season with chocolate, mint, nutmeg, caramel, spice or cinnamon. While it may seem cruel for breweries to let you fall in love with a seasonal brew only to take it away for a year, they have good reason for doing it. Back in the earliest days of beer, when it was stored in ice coolers or cold cellars, beer flavors changed based on what was available. Summer beers were usually light, fruity pale ales while, winter beers were heavier and darker because of the restrictions from the weather and hop availability.

Changing the ingredients of beer based on the season also helps support the local economy and boosts sustainability. Brewers give preference to the spices and flavors that are naturally available during the season because it's easier and actually is good for the environment.

Today beer craftsmen create the same seasonally dependent flavors despite having the technology and ingredients available to make out-of-season brews year round. But where's the fun in that? There's something exciting and enjoyable

about working up the craving for a specific flavor.

"As the seasons change, so do people's palette for beer," said David Geary, the president and brewmaster at Geary's Brewing Company in Portland.

Seasonal beers are also popular because they maintain the illusion that we can only get them

Oxbow's Saison Noel dark saison a type of beer that is highly carbonated with a complex body, aroma and taste - malty yet still dry in the finish. The flavor is slightly tart and roasty. Oxbow Brewing Company's motto is "loud beer from a quiet place," and according to Moore, this beer is just that.

Another great hoppy taste of winter comes from Portland's own Geary's Brewing company. Geary's Winter Ale is classified as an "Extra Special Beer" and for good reason. At just over 6 percent ABV, this rich beer's unique taste comes from the fact that Maine maple syrup is added during the fermentation process.

"It's certainly detectable as a flavor, but most people can't tell that it's actually maple syrup—they say 'What is that'? A beautiful beer, it's delicious," said Geary.

With the semester coming to a close, any free time students thought they had will probably be spent hunched over textbooks and laptops, trying to cram in a few months of work into this coming. A nice, dark brew might be just what you need to help you get into studying, or unwind and celebrate after you've turned in your final papers. We've compiled a list of what we think are Maine's boldest and most tasty winter style beers to help you repel the cold sting of winter.

for a limited time. But usually the cool weather, winter atmosphere and holiday festivities are enough to get beer lovers grabbing for a winter lager or stout rather than a pale ale or an IPA.

"I always look forward to winter beers. They help you keep warm during the cold month of Old Man Winter," said Benjamin Moore, a junior communications major and active beer blogger.

Winter brews tend to have a higher percentage of alcohol blood volume, are sweeter, maltier and in general, heavier. In turn, these kinds of beers are almost always more complex in flavor than other beers. Typical styles include stouts, porters, tripels, strong and dark ales.

"My favorite winter brew is Oxbow's Saison Noel," said Moore. "It's definitely not your traditional winter seasonal, but I instantly fell in love with it."

**"I always look forward to winter beers. They help you keep warm during the cold month of Old Man Winter."**

**-Benjamin Moore**  
Junior communications major and active beer blogger.

### 1. Geary's Winter Ale



This beer features a rich body, dark color and a flavor that you just can't pin down. You've learned now that the special ingredient is real Maine maple syrup, adding the perfect level of sweetness to complement this beer's bitterness. This brew really exemplifies how much time Geary's puts into making sure their brews are Maine-made.

**Alcohol Content** - 6 percent  
**Color** - Dark copper  
**Aroma** - Sweetness from English hops and maple syrup  
**Flavors** - Caramel, toasty, clove, and toffee  
**Feel** - Sweet start, bitter finish and medium carbonation.

### 2. Shipyard's Mint Chocolate Stout



This beer is Shipyard's newest creation and an instant classic. Perfect for the holiday season, this beer features many classic winter flavors, including nutmeg, anise, chocolate, mint, and licorice. Props to Shipyard for making a mint beer actually work, which isn't an easy feat. The complex flavor combinations are combined well enough to smooth out the alcohol taste, which is surprising because this beer has the highest alcohol content on this list at 9 percent ABV. Shipyard recommends that this beer be drunk around 55 degrees so all the flavors have a chance to come out.

**Alcohol Content** - 9 percent  
**Color** - Inky black  
**Aroma** - Spearmint and faint licorice  
**Flavors** - Roasted malts, fudge and chocolate. Spearmint and licorice come as subtle after tastes.  
**Feel** - Smooth creamy body, lightly carbonated

### 3. Peak Organic's Winter Session Ale



This ale is a tasty brew that's very well fitted for the winter. If you're the kind of person who doesn't like any extra flavor in your beer, this might be the one for you. This beer has the classic flavors that beer lovers crave without over spicing with winter flavors. Using dark malting and a single hop procedure this beer captures the essential flavors of sweet malt, toasted Citra hops and earthy wheat for a no nonsense beer. However it might just be a little too under carbonated which gives it a dangerously smooth drinkability. Seriously these beers are very sessionable and easy to send down the hatch.

**Alcohol Content** - 5 percent  
**Color** - Light brown, amber.  
**Aroma** - Sweet bread, rye and slight fruitiness  
**Flavors** - Earthy, spicy and bitter  
**Feel** - Fresh with a dry finish. A bit under carbonated.

### 4. Sebago's Slick Nick Long Winter Ale



This highly anticipated Sebago seasonal is back, and this time rebranded with a new label. First brewed in 1998, this beer now sports a new look with a scene completely reminiscent of a Maine winter, with icicles, trees heavy with snow and a snow covered log cabin. This robust ale offers a bigger body than last year's brew and has also been given a boost in alcohol content. Thankfully the extra strength doesn't compromise the beer's drinkability. Easy to drink and full of flavor, this beer is great to have back to warm our bellies.

**Alcohol Content** - 7.2 percent  
**Color** - Deep, orange amber  
**Aroma** - Light fruit notes, spicy hops, gingerbread and brown sugar  
**Flavors** - Sweet caramel at first with a long lasting bitterness and spice throughout.  
**Feel** - Full bodied, creamy feel, and high carbonation

### 5. Baxter's Phantom Punch Winter Stout



Named after Lewiston's 1965 famous boxing heavyweight championship between Sonny Liston and Muhammad Ali, "Phantom Punch" packs a lot of gusto. This stout is also at 6.8 percent ABV, unusually high for a stout, and may be the "phantom punch" drinkers are warned about. This beer is well balanced for a stout, as it is both dry at first and sweet at the finish. There are a lot of different flavors working together to make this beer the drinkable and hearty brew that it is. Baxter's delectable concoction of organic cocoa, real vanilla beans and roasted malts is now available. Unfortunately it doesn't come with its own bear skin rug and roaring fireplace—that would be perfect.

**Alcohol Content** - 6.8 percent  
**Color** - Dark brown and caramel  
**Aroma** - Chocolate, licorice, gingerbread, cloves and spices  
**Flavors** - Light chocolate, coffee, vanilla and caramel  
**Feel** - Very thick and rich and medium carbonation.



Winter Music Preview

Looking ahead:  
Must-listen winter releases

Dan Kelly  
Staff Writer

1. Bruce Springsteen  
High Hopes

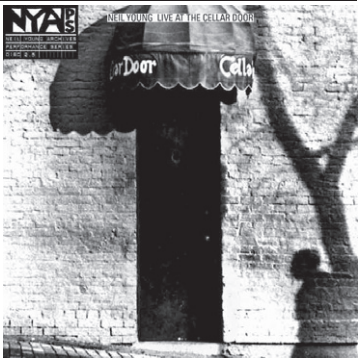
Due out Jan. 14, *High Hopes* is a highly anticipated album. With guitar work coming from Tom Morello, and a few tracks with deceased sax player, Clarence Clemons, this album is not one to be missed. The title track, released in November as a single, presents Springsteen in a modern light with raging guitar and boisterous horns. Although this track is instantly recognizable as “The Boss,” complete with the raggedy



Columbia Records  
and low-pitched vocals, *High Hopes* will likely bring something new to the table.

2. Neil Young  
Live at the Cellar Door

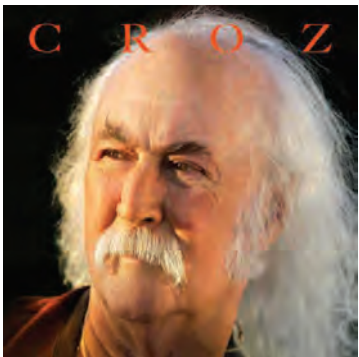
Originally recorded in 1970, *Live at the Cellar Door*, will be released for the first time on Dec. 10. This album showcases an intimate solo performance by Young at a highpoint in his career. Hits like “Cinnamon Girl,” usually performed with raucous distorted guitars and loud drums, are played on a stripped-down scale leaving only the barebone song structure and the unrehearsed feeling that Young is famous for. *Live at the*



Rebel Records  
*Cellar Door* highlights a valuable piece of rock and roll history in its most organic form.

3. David Crosby  
Croz

Although in his early 70s with over four decades of performing and recording behind him, David Crosby’s music is as fresh as ever. *Croz*, out Jan. 28, is an example of his immense energy. Crosby’s solo career in recent years is best characterized by wide-open acoustic guitar parts, drum and bass parts with loose in-the-pocket grooves, and, of course, rich vocal harmonies that he is known for. With this album, his first studio release in



Blue Castle Records  
20 years, listeners certainly have something to be excited about.

4. Lady Gaga and  
Tony Bennett  
Cheek to Cheek

Lady Gaga and Tony Bennett make up one of the strangest duos in music today. Few people would think to put 87-year-old swing superstar Bennett together with Gaga, the boundary-breaking popstar. But, somehow it works. Their single “The Lady is a Tramp” puts a modern spin on swing. Gaga showcases her impressive pipes that seem to lend themselves to swing easily, and Bennett gives a surprisingly youthful energy. With



Streamline, Interscope, Columbia  
their full-length album, *Cheek to Cheek*, out on the first of the year, listeners should stay tuned.

5. Sharon Jones &  
the Dap Kings  
Give the People  
What they Want

Sharon Jones and the Dap-Kings release their sixth album, *Give the People What they Want*, on Jan. 14. Their energetic style, reminiscent of old-school high energy funk, is refreshing in how straightforward it is. Listeners can expect powerful grooves similar to those popularized by masters like James Brown and Al Green. This album, along with proving that funk is still vibing, is certain



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**Temporary Living Arrangements**  
by elizabeth lardie  
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# USM COMMUNITY PAGE



## Holiday recommend: De-stress for finals with a free holiday carriage ride

**Skyla Gordon**  
Free Press Staff

Get in the holiday spirit this winter and take a break from cramming for finals with a horse-drawn carriage ride through downtown Portland, a loved tradition for many Portland residents.

Beginning in Monument Square, the carriage takes passengers on a peaceful 15-minute ride through the heart of downtown Portland amid Christmas lights, shops decorated for the holidays and carolers singing in the streets. After the carriage ride, adults and children alike gather around to meet and pet the horses.

"It's a tradition. I've done it every year with my kids and now my grand kids," said Pat McElhinney, a Portland resident.

J.L. Gray Draft Horses, a family-owned business, has been offering free carriage rides during the holidays for over 20 years. They use two wagons, each pulled by two horses. The four horses are named Dillon, Taz, Chief and Doc and can also be hired for private occasions such as weddings, birthday parties or sleigh rides.

"It was the best ride that I've ever been on. The horses were amazing. This was my first time ever being near a horse," said Leann Miller, a Portland resident.

According to Chris Lee, the son-in-law of late owner James Gray, the Portland Regional Chamber sponsors the carriage rides each year

in order to bring in more holiday shoppers. "I think that a horse drawn carriage is the coolest way to get around Portland, and everyone should use it all year round," said Arianna Tilton, a junior political science and philosophy major. "It goes great with a cup of

**"Sometimes we forget to enjoy the holiday season in the midst of finals, but it was a nice reminder that we are almost to the finish line."**

**-Lindsey Hicks**  
Senior international studies and history major

hot chocolate and a holiday sweater."

Despite the chilly weather, dozens of pedestrians stopped to pet the horses and have their pictures taken. And as the horses rode through the city, people stopped to watch and snap pictures.

"Taking the break from finals studying to ride around downtown Portland on a horse-drawn carriage ride was a good way to remind myself of the Christmas spirit. It was great to see people out in Portland with their kids and families, making traditions," said Lindsey



**Randy Hazelton / Free Press Staff**  
Two horses pull a wagon owned by J.L. Gray Draft Horses that takes passengers for free rides through downtown Portland during the holiday season.

Hicks, a senior international studies and history major. "The people running the program were very friendly, excited to be there and really made it fun for the people involved."

"Sometimes we forget to enjoy the holiday season in the midst of finals, but it was a nice reminder that we are almost to the finish line," Hicks said.

Embodying the holiday spirit, the horse

drawn carriage rides are a great way to see Portland and make lasting memories.

Carriage rides will be offered on Fridays until Christmas day from 4:00 p.m. to 8:00 p.m., Saturdays from 2:00 p.m. to 6:00 p.m. and Sundays from 1:00 p.m. to 5:00 p.m.

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2/28 DELTA RAE

3/2 WOOD BROTHERS

3/7 NO. MISS ALL STARS

3/11 HOUNDMOUTH

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