

Student divestment protests a success



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Pulp fiction

10 gifts under \$10



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the free press

University of Southern Maine Student Newspaper

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Flanagan responds to AAUP

Emma James
News Editor

On Nov. 14, USM received a letter from The American Association for University Professors (AAUP), an organization dedicated to advancing academic freedom and shared governance, defined fundamental professional values and standards for higher education and ensuring higher education's contribution to the common good, in opposition to recent cuts. The university is now under investigation as a result of a noncompliance in responding on time.

The association legally has no standing in regards to what happens at USM, but due to national credibility and respect in the educational world altogether, USM's unwillingness to comply with AAUP standards may affect its success as an institution down the road.

President David Flanagan responded to the initial letter on Dec. 3, a week after the given deadline as given by the AAUP, indicating that, while USM has not followed AAUP standards, it has been in compliance with contracts.

"The University has undertaken retrenchment pursuant to the contract in order to address what are real and demonstrable financial needs present at the University of Southern Maine," Flanagan wrote.

The AAUP argued that USM had to file "financial exigency" to cut staff and programs in the way that it is, but Flanagan argued that this is not the case.

"You are correct when you state the University of Maine System has not declared a condition of financial exigency," Flanagan wrote. "In fact, it is under no obligation to do so based on the negotiated terms of the Collective Bargaining Agreement with the University of Maine System faculty and applicable Trustee policy."

The AAUP did send a second letter, indicating its future plans for USM, which was sent before Flanagan initially responded.

They explained that the actions of USM have raised significant issues of academic freedom, tenure and due process, that they describe as "basic concerns" in the academic community.

See AAUP on page 4

USM offers free HIV screening tests



Katelyn Wiggins / Free Press Staff

Gorham campus during World AIDS Day recognition week.

Alex Huber
Free Press Staff

Last week by joint efforts from the Portland and Gorham Well and the multicultural center and health services, free HIV screening tests were made available to all students.

These tests were given out as part of USM's recognition of World

AIDS Day, Dec. 1st. In addition to the free testing, educational events took place on Monday.

USM went beyond a single day of observance. The screening tests were available all week. The test kits used are newer and less invasive than a standard blood test, which is what has been used in the past for HIV testing at health services.

These new tests use a cheek swab

and allow results to be seen in less than half an hour, a major improvement over the blood tests. With the blood test, a student wouldn't have their result on the same day. With the rapid test, they get them before leaving.

These free tests were given to USM by Maine's Department of Health Services. In total the university received 125 tests. In addition

to the tests, the department also provided training to the health services staff.

Unlike normal health services procedures, these test, as part of World AIDS Day, were anonymous. Over the course of the week nearly 40 of these free anonymous tests were administered. Lisa Belanger, the director of health services, was pleased with the number considering that it was the week after break.

"When you're providing an event on the Monday after a four day break, it's challenging," said Belanger.

According to the Maine Center for Disease Control, there were 39 new cases of HIV in Maine during 2013. This brings the total number of people diagnosed to 1706 people living in Maine with HIV. Belanger said that that number was lower than the nationwide average.

"If you compared us to other states of a similar population like South Dakota, we have relatively low rates," Belanger said.

One in seven people who have contracted HIV are unaware of their disease. Belanger urges students who think they may need an HIV test to contact health services. Though the tests were intended for this past week, Belanger said that the tests will remain anonymous and free until supplies run out.

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Committee searches for new president

Francis Fliskiuk
Managing Editor

The online portal to submit applications and be considered as a candidate for USM's presidency has closed, but the search for a new leader is far from over.

A presidential search committee has and will continue to be working on narrowing down the number of applicants into a workable number of people to be interviewed starting in January.

Heading the committee is James Irwin, a board of trustees member, who said that he is hopeful that his group will be reviewing excellent candidates.

The rest of the committee is made up of representatives from the faculty, staff, student body and outside community. According to Irwin, the plan is to find a leader that understands the ins

and outs of higher education, but also one that exhibits entrepreneurial qualities.

"We're not only looking for someone who's climbed the ranks at an academic institution," said Irwin. "We want someone with a track record of building successful relationships and partnerships with organizations."

Current interim president David Flanagan has stated to his staff that he won't be considered as a candidate and that he's only serving as president until a new one is found.

"We've been accepting applications on a confidential website," said Irwin.

The current timeline is as follows, but according to Irwin, is not etched in stone. The committee is meeting this week to review

See PRESIDENT on page 4

Selma Botman
2008 - 2012Theodora Kalikow
2012 - 2014David Flanagan
2014 - Present

Ellen Spahn / Design Assistant

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AAUP member publishes petition to reverse cuts

Francis Flisiuk
Managing Editor

A petition has been published online representing the wishes of scholars and teachers all over the world to reverse the cuts and restart the process of addressing USM's projected \$16 million budget deficit. So far the petition has over 300 signatures on it.

This petition comes as a response to the recent sanction by the American Association of University Professors (AAUP), that casts USM as an institution that blocks access to academic freedom. According to AAUP members like Howard Bunsis, an accounting professor from the University of Eastern Michigan, USM's administration has violated guidelines that were set out in their statement of principles on academic freedom and tenure.

Bunsis also believes that the elimination of five academic programs and 50 faculty members was implemented as a way to raise money for the metropolitan rebranding instead of to combat the budget deficit. The petition letter states that the rationale behind the cuts should be questioned citing USM's solid reserves, annual operating cash surpluses and a very high bond rating.

According to the signers of the petition, the term "metropolitan university" is just an ambiguous buzzword and USM may actually be in strong financial condition.

Bobbi Brewer, an accounting graduate, said that he's looking forward to the results of the independent audit of USM's finances that is being conducted by the Students for

USMFuture group.

"By signing the petition, I was hoping it might get others to sign and that maybe someone on the board of trustees would take notice of an alumni expressing disgust at what is occurring," said Brewer. "I have paid USM more than \$100,000 during the pursuit of my degrees and they will not see a single cent more from me because of how they are handling this [budget situation]. It's appalling."

Casey McCurry, a classics graduate, agrees and adds that USM's situation exists because of more than just money issues. According to McCurry, the administration fired one of the schools most profitable professors, Jeannine Uzzi from the classics department, even after one of her colleagues, Peter Aicher, chose to retire early.

"This isn't about filling a gap; this is about punishing an educational agenda that [Governor Paul] LePage and others are displeased with," said McCurry.

Another local signer of the petition, Katharine Thomas is a first year graduate student in American and New England studies, a program that was eliminated in September. Because of her own personal investments lost in the administration's decisions, Thomas said she signed the petition out of indignation and frustration. For Thomas, "metropolitan university" is just a nice term with a sneaky agenda.

"It seems to me that what is going on at USM is a reflection of the larger, national educational crisis that involves gutting public programming, especially that of the liberal arts, in

An Open Letter to the President and Trustees of the University of Southern Maine



Opened on November 26, 2014

An Open Letter to the President and Trustees of the University of Southern Maine

Nov. 24, 2014

Dear President Flanagan, dear Trustees:

We the undersigned, scholars and teachers from colleges and universities around the world, write to express profound concern about the decision by the President and Trustees of the University of Southern Maine to decimate its faculty, eliminating fifty positions currently occupied by tenured or long-standing non-tenured members of the faculty.

Screenshot of the online petition.

favor of a more business-style, money-driven model," said Thomas. "I could not be more opposed to that."

While members of the administration, like Chris Quint the executive director of public affairs, read and take the online grievances seriously, they also stand adamantly by their decisions revolving staff, faculty and program cuts.

"We take them, we read them, but all it is is a petition," said Quint. "I believe in them [petitions] and totally respect their purpose of promoting someone's cause. But in this context however, it's not a cause. This is a university that's here to educate students."

Quint also noted that while the petition currently holds 339 signatures on it, USM is an institution made

up of over 6,000 students and 1,000 faculty.

According to Quint, some of the outrage expressed by members of the USM community might stem from a less than adequate understanding of the term "structural gap," and the availability of the school's \$3 million in reserve funds. The reserves need to be kept to at least 20 percent of the entire budget, to pay for things like construction or maintenance, for example.

"Our structural gap is real and the use of our reserves doesn't make it go away; it only balances it temporarily," said Quint. "And you want to have sufficient reserves. It's not just a rainy day fund."

Addressing the concerns that the budget deficit might be exaggerated

or fabricated altogether, Quint said that the administration has been conveying the numbers to the faculty very clearly since before Theo Kalikow was in office. Quint said that President Flanagan goes to every faculty senate meeting and explains where the deficit is and what it consists of, sometimes with powerpoint presentations.

"There are certain faculty here who refuse to believe facts. We invite anybody to come over and look at the budget for the tenth time," said Quint. "How many different ways can we convey this information? Outside the university nobody questions our numbers."

Sign this petition

Full Name:

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(not displayed publicly)

Notes:

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From AAUP on page 1

“In situations of this kind, our experience has indicated that it is desirable, in fairness to the institutional administration, to the affected faculty members, and to the institution as a whole, to establish an ad hoc committee composed of professors from other academic institutions, to conduct its own full inquiry without prejudice of any kind,” wrote Anita Levy, senior program officer of the AAUP.

The executive director has authorized the appointment of members to fill this ad-hoc committee to investigate USM.

The committee, according to Levy, will be provided with relevant available information for its examination and will arrange for a site visit in order to consult in full measure with the chief administrative officers, affected professors and such other members of the faculty and administrations, to ensure that the university will have a full opportunity to present its position.

The letter ends with indicating the AAUP’s receptivity to resolve concerns without an investigation.

Flanagan continued to stress that USM had followed all protocols, and the AAUP has no standing in matters at the university.

“Although the AAUP Recommended Institutional Regulation on academic Freedom and Tenure, is not a part of the University of Maine System’s governing policies and has never been adopted as such, both the trustees and decision makers at USM working together have followed all applicable university policies and procedures,” concluded Flanagan. “The role of the faculty has been fully respected in this process.”

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@EmmaJames94

From PRESIDENT on page 1

and discuss the first big batch of applications. In January the committee will meet again to trim down the applicant pool even further to a group of people that can be invited for on-campus interviews. This would be the time that the names of the finalists would be released to the public.

“The whole process won’t work if we can’t protect the names of the applicants,” said Irwin.

The committee hopes that sometime prior to the March board of trustees meeting that they will have three-to-four names to recommend to the chancellor. Once the board approves of a candidate, then the plan would be to have that person start before the fall semester begins.

According to Irwin, the new president will have to be someone that embraces the new metropolitan model, a vision he believes most of the USM community has accepted.

“We want someone to be an agent of change—someone who will continue the process we started,” said Irwin.

Irwin said that a good academic leader is a person that can communicate, identify problems and understand the real purpose of higher education: to provide students with the resources they need to build enriching and meaningful lives and careers.

Irwin said, “We need someone to articulate why USM matters in this community.”

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Flanagan balances budget gap

Sam Hill
Editor-in-Chief

The administration announced last week that they have successfully created a framework to balance USM’s budget for the next fiscal year and close its \$16 million structural gap.

When everything is finalized, the university will have eliminated 160 positions to retirements, layoffs and nixing vacant jobs. The university will be saving \$7 million from faculty positions and \$5 million from staff and administration eliminations.

“We made difficult decisions to arrive at this framework, decisions that involve choices about organization, infrastructure, reserves and, most challenging of all, personnel,” wrote President David Flanagan in a letter to the USM community last week. “We are sad for the individuals affected and the loss to our community of talented colleagues.”

According to Flanagan, the framework was designed to reduce costs in all sectors of the university, so not one group was feeling the entirety of the eliminations.

“This does not conclude the layoffs, but it’s virtually the end,” said Flanagan at last week’s faculty senate meeting, mentioning that the administration was still looking to consolidate other offices, like research and development.

Some faculty members still took issue with the faculty eliminations.

Christy Hammer, an associate professor of social and behavioral sciences and president of the USM branch of the Associated Faculties of the Universities of Maine, asked

THE FRAMEWORK FOR A BALANCED FY 2016 BUDGET INCLUDES:

Financial savings from faculty positions	\$7 million*
Savings from staff/administrator positions	\$5 million*
E&G research expense reductions	\$400,000 - \$1 million
Increased revenue and other operational expense reductions	\$500,000 - \$1 million
Infrastructure/reserves	\$3 million
Total	\$16 million

**Total number of positions affected (retirements, resignations, retrenchments, layoffs, non-reappointments, reductions, other vacancies and salary savings) - 160*

Source: USM Administration, 2014

Flanagan to rescind the faculty retrenchments that were announced last month.

“You use them in your ads and then you fire them,” said Paul Nakroshis, a professor of physics.

Nakroshis said that he had done rough estimates of how much money the university will lose because of the retrenchments, taking the number of students taught by the 50 professors who were either fired or retrenched and adding up those tuition dollars. He said it ended up around \$16 million, more than double the savings the administration say they’re saving through retrenchments.

“I’m not planning on losing all of that tuition income,” said Flanagan, saying that USM will have to alter its class sizes to match regional

competitors.

Hammer noted that most of the faculty being retrenched are middle-aged and have kids when she tried to convince Flanagan to reverse the administration’s decision. AFUM contracts require universities to retrench junior faculty before older, more expensive professors.

“I’m sorry the AFUM contracts require an order to layoffs the way that it does,” said Flanagan.

Flanagan repeated that looking for more funding from the state government is a focus of any financial analysis at USM.

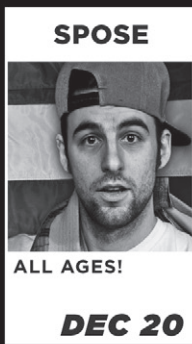
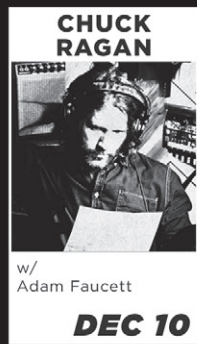
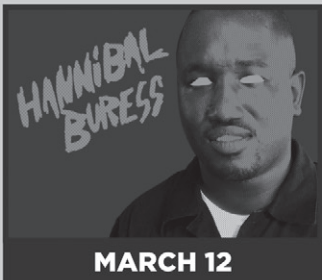
Flanagan said, “It’s hard to do given the state’s economic climate and dealing with those who are in charge, but we’re working on it.”

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BoT committee recommends dropping investments in coal

Nick McCrea
BDN Staff

The University of Maine System should cut some investments in coal mining companies out of its portfolio and prevent future investments in the industry, a committee of the system's board of trustees recommended Wednesday.

In a 4-0 vote, the system's Investment Committee backed a "coal divestiture policy," which will appear on the consent agenda — typically reserved for issues that are likely to pass without further discussion — at the January 2015 board of trustees meeting.

The decision was hailed by student demonstrators as a victory in their efforts to influence the operations of the University of Maine System and its board of trustees, which has been under fire amid plans for cost-cutting, especially at the University of Southern Maine.

The divestment policy directs the University of Maine System's equity and fixed income investment managers to cull investments in coal mining companies from the system's portfolio and to "negatively screen" for coal to prevent such investments in the future.

The University of Maine System has a total of about \$1.7 million tied up in coal investments, most split between the managed investment pool and the operating fund, both of which have a coal exposure of about 0.3 percent, according to a report by New England Pension Consultants.

"The threat and potential costs of climate change, the steady decline of coal as a nonrenewable resource, and the emergence of new green technologies are risks that were all considered as part of the Investment Committee's development of this action item," University of Maine System spokesman Dan Demeritt



Gabor Degre / BDN Staff

The Divest UMaine, a student organization protested that fossil fuel producing companies are included in the University's endowment portfolio. The students protested in Orono two weeks ago by cleaning up a mock oil spill and asking that the University divest in these companies.

said.

If the policy is adopted, it will result in the system divesting about 30 percent, or \$502,000, of its coal investments, according to Demeritt. The policy does not liquidate coal investments that are included in mutual or commingled funds, according to the system. Demeritt said this policy divests from coal wherever there is a "straight-line opportunity" to do so.

The University of Maine System proposal was modeled after one Stanford University adopted earlier this year.

Last month, a group called Divest UMaine held a demonstration outside Fogler Library on the University of Maine campus, calling on

the system to divest itself from all fossil fuel investments. The group is an offshoot of a larger national movement calling on institutions and endowments to rid their portfolios of investments in the top 200 publicly traded fossil fuel companies.

"I think this is a major victory for student organizing," said Meaghan LaSala, a University of Southern Maine student and one of about 50 students and faculty who attended Wednesday's meeting in support of the divestment plan. "The fact that [the committee's decision] was unanimous, I think, is very important."

The divestment groups have argued that public institutions such as

the University of Maine System and its campuses shouldn't be investing in limited, environmentally harmful energy sources, namely fossil fuels, and instead should be putting public money toward renewable energy.

"This is an important first step," LaSala said, but the group plans to continue to push for divestment from other fossil fuels as well.

Wholesale divestment of fossil fuels is a much more complicated matter, according to the University of Maine System.

NEPC found fossil fuel "exposure," or the percentage of a portfolio invested in a particular security, in three areas — the managed investment pool, pension fund and operating fund. The managed in-

vestment pool has 3.2 percent exposure to fossil fuels, totaling about \$8.7 million in investments. The pension fund has 1 percent fossil fuel exposure, totaling \$397,000. The operating fund has 0.3 percent fossil fuel exposure, totaling about \$742,000.

The consulting firm warned the University of Maine System that divesting in full from coal or all fossil fuels could have negative effects on the rest of the system's portfolio, limiting its ability to manage risk, diversify and seek returns.

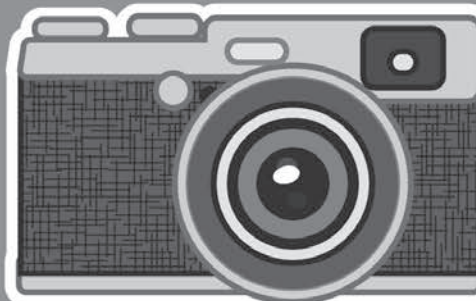
The University of Maine System argues it has been fighting climate change for years by investing in sustainability across its eight campuses. The system has reduced its carbon emissions by 22 percent since 2006, investing millions of dollars into upgraded heating plants, natural gas conversions and public transportation initiatives.

"Maine's public universities are taking meaningful steps to reduce our carbon footprint and to reduce energy consumption," Demeritt said. "All of our campuses are utilizing renewable energy sources and upgrading campus infrastructure, yielding both cost savings and carbon avoidance."

If the University of Maine System OKs the divestment, it would join a small but growing list of higher education institutions to do so. That list includes Maine's College of the Atlantic and Unity College.

This wouldn't be the system's first divestiture. More than 30 years ago, the then-young University of Maine System voted to divest about \$1.9 million that had been invested in banks and business in South Africa as a protest against its racial segregation policy, apartheid.

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In Brief...

Faculty senate endorses new transfer policy

At last week’s faculty senate meeting, professors endorsed a new policy that would allow transfer students who have earned an associates degree in liberal arts from a different regional college to bypass USM’s general education requirements.

This policy is not being implemented immediately, but faculty senates at other UMaine System campuses have endorsed in be-

forehand so that when the system starts implementing it, they know all campuses are in support of the policy.

Survey shows USM prefers two one-week spring breaks

The UMaine System is currently looking into aligning the academic schedules of all UMaine campuses.

In an effort to gauge the idea at USM, a member of the faculty senate created a survey that asked students, staff and faculty if they had a preference on scheduling, particularly how the spring breaks line up.

Out of 753 respondents, 67% said they prefer having two one-week breaks in the spring instead of one two week break. The sur-

vey, included comments from respondents and the reasoning behind their choices. A lot of non-traditional students noted that USM’s breaks lining up with the local public school system is essential, so they are able to spend time with their kids and can avoid paying for childcare.

Some students wrote that they often visit their family during breaks, but are also working around their work schedule, which would never allow taking two entire weeks off.

There were many comments regarding motivational problems with students because of breaks and that a two-week break would but holes in the learning process for both faculty and students.

This information will be sent to officials at the system-level for consideration.

Professor arrested for possession of child pornography



Photo courtesy of Cumberland County Jail

Ryan McLaughlin
BDN Staff

A local man was arrested Friday morning on a charge of possessing child pornography, state police said.

Micah Mauro, 28, was arrested without incident at his Gray Road apartment and taken to Cumberland County Jail, Department of Public Safety spokesman Stephen McCausland said.

Mauro, a local musician, was charged with dissemination of sexually explicit material of a person under age 12.

A review of Mauro’s computer revealed hundreds of images of child pornography, according to McCausland.

State police seized the computer, which will be further analyzed. None of the children are believed to be from Maine.

In addition to being a musician, Mauro is a part-time music instructor at the University of Southern Maine.

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Police Beat

Selections from the USM Department of Public Safety police log October 29 to November 3

Tuesday, November 18

Orphan plays in traffic

12:14 a.m. - Unwanted person. Subject trespassing on University property
Parking lot P6, 246 Deering Ave.

Thursday, November 20

Surprise surprise, pot!

11:04 p.m. - Reported odor of marijuana.
Robie Andrews Hall, 39 University Way

Friday, November 21

Injured man jogs to hospital

3:08 p.m. - No transport required following medical emergency
Bailey Hall, 16 University Way

Ganja does a body good

6:30 p.m. - Reported odor of marijuana. Unable to locate source.
Anderson Hall, 40 Campus Ave.

Saturday, November 22

Ghost cars plague the nation

11:31 p.m. - Motor vehicle stop. Warning to operator for operating without headlights.
Fort Hill Road

Sunday, November 23

Smoking weed every day

3:52 p.m. - Report of possible marijuana violation. Unable to locate.
Robie Andrews Hall, 39 University Way.

Wednesday, November 26

I think the big boy cop really likes me!

4:31 p.m. - Assisted Gorham Police with a call.
Cook’s Store, Main Street

Thursday, November 27

Busted lurking in parking garage

11:44 a.m. - Summons for criminal mischief issued to John B. Warren, 24 of Bangor and Alex Kee, 23 of Bath, ME.
Kee was also arrested on an active warrant for failure to appear.
Parking garage, 88 Bedford St.

Tuesday, December 2

Naughty, naughty, you’re on Santa’s poo list

3:08 p.m. - Reported theft of items.
Costello Complex, 43 Campus Ave.

Wednesday, December 3

We can’t afford to fix that

8:27 p.m. - Report of smell of smoke. Fire department checked it out. Appears to be defective electrical fixture.
Law building, 246 Deering Ave.

Police logs are edited for grammar and style. They can be found at usm.maine.edu/police/campus-crime-log.



Spring Course Guide **2015**

EYE: Entrv Year Experience	
EYE 102	Sustainability, Culture, and Environment
EYE 108	Culture, Identity and Education
EYE 110	Literature and Medicine
EYE 112	Built Environment: Energy
EYE 117	Nature, Society & Self
HON 101	Race: Reflection & Reality
College Writing	
ENG 100	College Writing
ENG 101	Independent Writing
ESL 100	College Writing
LCC 110	Language and Literacies
Quantitative Reasoning	
HON 105	Interdisciplinary Introduction to Logic & Mathematics
LCC 150	Statistics for Informed Decision Making
MAT 105	Mathematics for Quantitative Decision Making
MAT 120	Introduction to Statistics
MAT 140	Pre-Calculus Mathematics
MAT 148	Applied Calculus
MAT 152	Calculus A
MAT 210	Business Statistics
PSY 105	Statistics in Psychology
Creative Expression	
ART 151	Fundamentals of Perceptual Drawing
EDU 230	Teaching through the Arts
ENG 201	Creative Writing
LCC 250	Thinking About Art, Thinking Through Art
MUS 110	Fundamentals of Music
MUS 201	Music Theory and Aural Skills 4
RSP 101	Russell Scholars Creative Writing
THE 102	Acting for Non-majors
THE 134	Production Management
THE 203	Musical Theatre Dance
Cultural Interpretation	
ARH 112	Art History: Renaissance to the Present
ASL 102	Beginning American Sign Language II
ASL 202	Intermediate American Sign Language II
ENG 140	Reading Literature
ENG 145	Topics in Literature
ENG 244	Introduction to Cultural Studies
ENG 262	Poetry
FRE 102	Beginning French I
IFRE 202	Intermediate French II
HON 299	Honors Topics
LCC 200	Creative Critical Inquiry into Modern Life
MUH 105	Muti-Cultural Perspectives of American Popular Music and Jazz
MUS 100	Music Appreciation and History
MUS 102	Music of the Portland Symphony
MUS 103	Introduction to Jazz
MUH 204	Rock and Roll: Subversive or Submissive?
PHI 105	Introduction to Philosophy: Philosophy Through Its History
PHI 107	Introduction to Philosophy: World Philosophy
PHI 310	History of Ancient Philosophy
PHI 330	History/EarlyModern Philosophy: Descartes to Kant
PHI 360	Existentialism
RSP 250	Russell Scholars Seminar: Songs and Society
SPA 102	Beginning Spanish II
SPA 202	Intermediate Spanish II
THE 150	Text Analysis
WGS 201	Women, Knowledge, and Power
WGS 390	Contemporary Feminist Theories
Science Exploration	
AST 100	Astronomy
AST 103	Astronomy: Activities and Experiments
BIO 101	Biological Foundations
BIO 102	Biological Experiences
BIO 107	Biological Principles II: Evolution, Biodiversity, Ecology
CHY 113	Principles of Chemistry I
CHY 114	Laboratory Techniques I
ESP 101	Fundamentals of Environmental Science
ESP 102	Fundamentals of Environmental Science Lab
ESP 125	Introduction to Environmental Ecology
ESP 126	Introduction to Environmental Ecology Laboratory
GEY 100	Volcanoes, Earthquakes & Moving Plates
GEY 101	Lab Experiences in Geology
GEY 105	Ocean Planet
GEY 106	Ocean Planet Laboratory
HON 200	Honors Science Exploration
HON 201	Honors Science Exploration Lab
LCC 130	The Biology of Human Life
PHY 102	introduction to Physics Lab.
Socio-cultural Analysis	
ANT 101	Anthropology: The Cultural View
ANT 199	Topics
ANT 220	Indigenous Studies of North America
CLA 285	Classical Mythology
CMS 102	Introduction to Communication
CRM 100	Introduction to Criminology
ECO 101	Introduction to Macroeconomics
ECO 102	Introduction to Microeconomics
ECO 103	Critical Thinking About Economic Issues
ECO 104	The U.S. in the World Economy
ENG 230	Literacy Studies
GEO 101	Human Geography
GEO 104	World Regional Geography
GEO 199	Topics
GER 102	Beginning German II
GER 202	Intermediate German II
HON 103	Cultural and Historical Perspectives on Poverty
HRD 200	Human Growth and Development
HTY 102	Western Civilization II
HTY 121	U.S. History to 1800
HTY 122	U.S. History to 1900
HTY 123	U.S. History since 1900
HTY 142	African American History from 1865
HTY 152	The Islamic Near East
HTY 172	Modern East Asia
HTY 181	Latin America I
HUM 326	Issues in World History and Geography II
LIN 112	The Birth of a Language
LIN 185	Language, Mind, and Society
LIN 203	Introduction to the Deaf World
LOS 310	Science, Technology and Society
POS 101	Introduction to American Government
POS 104	Introduction to International Relations
POS 205	Introduction to Comparative Politics
SBS 200	Human Growth and Development
SOC 100	Introduction to Sociology
SOC 210	Critical Thinking about Social Issues
SPA 270	The culture and Civilization of Spain
TAH 101	The Travel Experience: Introduction to Tourism & Hospitality
WGS 101	Introduction to Women and Gender Studies
Ethical Inquiry, Social Responsibility, & Citizenship	
ADS 300	Ethics & Youth with Exceptionalities
COR 301	Thoughtful Giving: Philanthropy and American Culture
COR 302	Religion and the Creation of the Human
HTY 394	Selected Topics in History
LCC 370	Toward a Global Ethics
LIN 410	Ethical Decision Making in ASL/English Interpreting
PHI 241	Philosophy & Politics of Work
PHI 275	The Nature of Compassion
Diversity	
ARH 310	Art History: Cross-Cultural Perspectives
EDU 305	Foundations of Cultural and Linguistic Diversity
GEO 255	Making a Living: Workers in a Global Economy
HON 101	Race: Reflection & Reality
HON 103	Cultural and Historical Perspectives on Poverty
HTY 142	African American History from 1865
LIN 185	Language, Mind, and Society
LIN 203	Introduction to the Deaf World
MUH 105	Multi-Cultural Perspectives of American Popular Music and Jazz
NUR 341	Community Nursing Partnerships II
NUR 419	Community Nursing Partnerships for RNs
NUR 436	Community Nursing Partnerships for Accelerated B.S.Students
POS 104	Introduction to International Relations
WGS 101	Introduction to Women and Gender Studies
WGS 201	Women, Knowledge, and Power
WGS 390	Contemporary Feminist Theories
International	
ARH 112	Art History: Renaissance to the Present
CMS 286	History of International Cinema to 1945
FRE 202	Intermediate French II
GEO 101	Human Geography
GEO 104	World Regional Geography
GEO 255	Making a Living: Workers in a Global Economy
HTY 172	Modern East Asia
HTY 181	Latin America I
HTY 377	Chinese Thought: Confucianism, Daoism and Zen Buddhism
ITP 230	Project Management
LIN 112	The Birth of a Language
LOS 470	Leadership Abroad
POS 104	Introduction to International Relations
POS 245	French Politics and Government
ACC 110 Financial Accounting Information for Decision Making	
This course is designed to help students appreciate the role of accountants in providing information helpful to 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	
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 Practicum 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. All AED students (k - 12 certification and community arts) are recommended to successfully complete a minimum of 2 semesters of art lab prior to their capstone. Art lab should be taken concurrently with AED 321. Intended for the art education major. 3 cr Prerequisites: AED 221, recommended 1 credit of art lab, and ART 141; ART 142; ART 151; ARH 111; ARH 112	
AED 421 Seminar in Art Education	
This seminar examines art curriculum design and evaluation. Critical issues in art education for the emerging art education professional today are explored through discussion, writings, and readings. This courses is to be taken while student teaching. Recommended: 2 semesters (minimum of 2 credits) of Art lab. Prerequisite: AED 321. 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 review 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 199 Topics	
No description available. Cr 3.	
ANT 220 Indigenous Studies of North America	
This course combines an ethnographic and archaeological perspective on the culture history and traditional cultures of native North Americans. Emphasis is placed on the relationship of aboriginal native cultures to their environments, and the evolution of complex societies in certain regions of North America. Also included is discussion of the fragmentation of indigenous societies that followed the European invasion of North America. Cr 3.	
ANT 241 Tourism and Community Development	
Explores relationships between tourism, economic development, and communities. Topics include strategic planning, community participation, marketing and promotion, and conflict resolution. Case studies from Maine and beyond examine positive and negative aspects of linking community development to tourism and hospitality. Required for the Minor in Tourism and Community Development. Prerequisite: EYE. Cr 3.	
ANT 299 Local Food and Agritourism	
No description available. Cr 3-6.	
ANT 306 Analysis of Archaeological Materials	
This course provides an opportunity for in-depth study of methods used in the analysis of archaeological materials after they are recovered from excavations. Students will work in teams to apply analytical techniques to archaeological site collections including ceramics; stone, bone, and shell artifacts; and archaeological soils and faunal remains. Credit will vary with the range of techniques covered in a particular semester. Prerequisite: ANT 103. 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: College Writing or equivalent. Preference given to candidates for matriculation in the Department of Art, or those with permission of the instructor. Cr 3.	
ARH 310 Art History: Cross-Cultural Perspectives	
The course covers global issues in art history. Major topic areas include a) how art conveys cultural values and biases, b) why foreign styles are adopted, c) why different values produce different forms. Prerequisite: College Writing or equivalent. Cr.3	
ARH 326 Nineteenth-Century European Art	
Examination and discussion of European painting, sculpture, and architecture from neoclassicism through post-impressionism (1790-1900). The course will focus on the relationship between the visual arts and the political, social, and aesthetic revolutions of the century. Prerequisite: ARH 112 or permission of the instructor. Cr.3.	
ART 151 Fundamentals of Perceptual Drawing	
An introduction to the basic skills and approaches to perceptual drawing. This course develops students' visual awareness and understanding of the range of drawing materials and techniques. Students will develop responses to the visual environment employing varied stylistic and technical approaches. Exercises include still life, figure study, and landscape. Cr 3.	
ART 232 Introduction to Ceramics II	
This course focuses on the exploration of materials and ceramic processes. The emphasis is on creating sculptural forms with aspects of glaze composition and firing procedures. Students will engage in glaze and clay formation and loading and firing kilns. Prerequisites: ART 141; ART 142; ART 151;	
ARH 111; ARH 112 or permission of the instructor. Cr 3..	
ART 292 Sculpture: Altered and constructed Processes	
An introduction to fundamental processes of sculptural expression employing altered object and construction forms. Topics and processes will include basic wood and metal fabrication techniques, acquired objects and site based works, and studio safety. Students will become acquainted with contemporary and historical approaches through ongoing studio work, process centered projects, demonstrations, critiques, individual and group discussions, and readings. (Spring semester) Prerequisite: Art Foundations or by permission. Cr. 3.	
ART 312 Topics in Studio Art	
A course on selected topics in studio arts. May be repeated for credit when topics vary. Prerequisite: Two ART 200 level courses or permission of instructor. Cr 3.	
ART 321 Exploring time-Based Art and Design	
This course uses digital media to explore creative concepts, tools and processes in time-based art and design. The focus will be on broadening the concept of digital media through experimentation with interactivity and installation. 3 cr Prerequisite: ART 221 and 222 or permission of instructor. Cr 3.	
ART 332 Intermediate Ceramics	
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, develop community in personal practice and explore alternative firing methods. 3 cr Prerequisites: ART 231 and 232 or permission of the instructor. Cr 3.	
ART 352 Experimental Drawing	
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 382 Experimental Printmaking	
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 400 Internship in the Visual Arts	
The purpose of the internship is to allow students to work in an area that pertains to the visual arts and is related to their own activities and career intentions. Possibilities for internships include, but are not limited to, galleries, arts-related businesses, museums, practicing artists, scholars, nonprofit organizations, and cultural institutions. Pass-fail only. Prerequisite: Junior status or above and permission of the Art Department Chair. Cr 1-6.	
ART 401 Senior Seminar in Studio Art	
Designed for BFA graduating senior students, this course will provide a cross-disciplinary critique of the student's project and will culminate in a senior exhibition. Questions regarding current theoretical practices and strategies will be examined through readings, slides, and visiting artist lectures in order to provide a basis for understanding the student's artistic choices. Prerequisite: senior status/BFA degree students. Cr 3. (Satisfies Capstone requirement.)	
ART 408 Independent Study in Art	
An opportunity for the student who has demonstrated competence in a specific area of study to work independently with scheduled tutoring from a faculty member of the student's choice. Prerequisites: permission of instructor and Art Department Chair. Cr 1 to 6.	
ART 412 Topics in Studio Art	
A course on a selected topic in the studio arts. To be offered at least once each year. Prerequisite: permission of the instructor. Cr 3.	
ART 420 Advanced Studio in Digital Art I	
Students will work with the instructor to develop a digital art project based upon their interests and goals as a digital artist. Aesthetic, theoretical, and historical issues related to digital art an electronic media will be discussed. Prerequisites: ART 221 and a t least one 300-level digital art course. Cr 3.	
ART 421 Advanced Studio in Digital Art II	
Students will further refine the skills acquired in Advanced Studio in Digital Art I. A semester-long capstone experience will be designed and completed by each student. Course may be repeated twice for credit. Prerequisite: ART 420. Cr 3.	

ART 431 Advanced Ceramics I

Students work in a series, research and present information on a ceramic artist, and perform tests and experiments in forming clay, firing kilns, and glazing. Students are expected to fire all kilns, mix glazes, and keep accurate records of their development. Prerequisite: ART 332. Cr 3.

ART 432 Advanced Ceramics II

Students focus on the evolution of earlier studies into a series of work that may be used for the senior exhibition. Students’ research and present information about a ceramic artist, load and fire all kilns, mix glazes, and are encouraged to enter competitions and arrange a portfolio. Course may be repeated twice for credit. Prerequisite: ART 431. Cr 3.

ART 441 Advanced Studio in Book Arts

This course creates an opportunity for in depth study and personal exploration with the Artist’s Book. Every student will create a collection of Artist’s Books while simultaneously gaining a confidence with and a strong aesthetic for the medium. ART 341, 342, 343 or permission of the instructor. Cr 3.

ART 471 Advanced Photography I

Students will develop a photographic project that emphasized their interests and goals as visual artist. Individual group critiques will explore and evaluate students’ strategies and choices in respect to intention, investigation, discovery, judgment, and final production of imagery. Readings, lectures, and presentation will further inform student decisions and directions. Prerequisite: ART 372 or permission of instructor.

ART 472 Advanced Photography II

Students will further refine the skills acquired in the first semester of advanced photography. A semester-long project will be designed and completed by each students. Course may be repeated twice for credit. Prerequisite: ART 471. Cr 3.

ART 481 Advanced Printmaking I

This class is intended for students who are proficient in two or more methods of printmaking (relief, intaglio, lithography, screen printing, or experimental methods). Students will refine their technical skills while pursuing in-depth investigation of subject matter and imagery. Knowledge and practice of image-making as both an aesthetic and conceptual activity will be addressed. Prerequisite: permission of the instructor, or two course from ART 281, ART 282, ART 381, and ART 382. Cr 3.

ART 482 Advanced Printmaking II

This class is for the student who can work proficiently in two or more methods of printmaking. Students are expected to develop their imagery based on wellconceived ideas, which can be successfully expressed in one or more printing techniques. Experimentation with new techniques is encouraged, as is an exploration of combining several methods of printmaking effectively in one print. Students develop and pursue independent portfolio projects. Course may be repeated twice for credit. Prerequisite: ART 481. Cr 3.

ART 491 Advanced Sculpture

Continuation of intermediate Sculpture with emphasis on the pursuit of person al imagery. Course may be repeated twice for credit. Prerequisites: ART 391 and ART 392. Cr 3.

ART 492 Advanced Sculpture

Continuation of intermediate Sculpture with emphasis on the pursuit of person al imagery. Course may be repeated twice for credit. Prerequisites: ART 391 and ART 392. Cr 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, student 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. Prerequisite: ASL 201 or departmental permission. Cr 4.

ASL 402 Advanced American Sign Language II

Continuation of ASL 401. Prerequisite: ASL 401, and a rating of 2 or better on the ASLA or ASLPI, or departmental permission. Cr 4.

ASL 415 ASL Literature in ASL

This course, conducted in ASL, introduces Deaf and hearing students to American Sign Language literature, including introductions and face-to-face narratives, as well as literary genres such as the ASL epic poem, stream of consciousness poetry, allegory, and historical fiction. Structural characteristics of the ASL platform narrative and the written English essay are compared and contrasted. Prerequisite: ASL 202 or equivalent, and a rating of 2 or better on the ASLA or ASLPI.. 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 Experiences

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.

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 proficiency requirements in writing and mathematics. Cr 1.5.

BIO 107 Biological Principle 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: grade 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.

BIO 113 Human Anatomy and 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 114 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 is a comprehensive introduction to cellular, biochemical, and genetic aspects of prokaryotes. Viruses and some eukaryotic micro-organisms are also considered. Prerequisites: grade of C- or higher in CHY 107 or CHY 113 and grade of C- or higher in BIO 105 or BIO 111. 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 helminthes. Prerequisites: grade of C- or

higher in BIO 105 or BIO 111, and CHY 107. 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 4 requirement. 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 Neurobiology Lab

This laboratory course is designed to enable students to gain experience with a range of experimental techniques used in neurobiology research. These include cell culture, electrophysiology, histochemistry, microscopy, and behavioral analyses. Prerequisite: prior or concurrent registration in BIO 321. 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 353 Vertebrate Zoology

This course is a survey of the vertebrate animals, focusing on classification, morphology, physiology, ecology, behavior, and evolutionary history of each group. Lecture three hours a week; one four-hour laboratory a week. Prerequisites: grade of C- or higher in BIO 109. Cr 5.

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.

BIO 407 Environmental Modulation of Developmental Mechanisms

This is a molecular genetic analysis of development focusing on an integrative approach toward understanding the evolution of developmental mechanisms. Prerequisite: grades of C- or higher in BIO 201 and BIO 305, or permission of instructor. Cr 3.

BIO 409 Cell and Molecular Biology

A study of the eukaryotic cell at the level of organelles and molecules. The biochemical aspects of cell growth and reproduction are emphasized. Prerequisites: CHY 115 and either grade of C- or higher in BIO 201 or concurrent enrollment in BIO 201. Cr 3.

BIO 415 Microbial Ecology

The course begins with an examination of microbial evolution and biodiversity. It then explores the interactions of microorganisms in populations and within communities, and their interactions with other organisms and the environment, including an examination of physiological adaptations and biogeochemical cycles. Prerequisite: grade of C- or higher in BIO 281 or BIO 311 or equivalent, or permission of instructor. Cr 3.

BIO 416 Microbial Ecology Lab

This is the companion lab course to BIO 415, designed as a hands-on project lab to introduce students to a variety of methods used in microbial ecology. There will be a field, lab, computing and written component to the projects that will be completed during the semester. Microscopic, cell culture, molecular and bioinformatics methods will be employed. Prerequisites: grade of C- or higher in BIO 415 (or equivalent) or concurrent enrollment, or permission of instructor. Cr 2.

BIO 417 Issues in Evolution

This course surveys major issues that motivate current research in evolutionary biology, providing an historical analysis of areas of controversy and alternative points of view within the field. The course is based on selected readings in the theoretical and experimental literature of the field, from primary and classical sources. Prerequisites: grades of C- or higher in BIO 201 and BIO 217; or permission of instructor. Cr 3.

BIO 431 Principles of Immunology

An introduction to the fundamentals of immunology, especially as they relate to human diseases. Topics include history of immunology, basic elements of immune systems, principles of natural and acquired immunity, cellular and molecular basis of B cell and T cell development and diversity, and clinical aspects of immunology. Prerequisites:

CHY 105 or CHY 115, junior standing, and grade of C- or higher in either BIO 107 or BIO 211; or permission of instructor. Cr 3.

BIO 441 Problems in Biology

Independent library or laboratory studies on a special topic as mutually arranged by instructor and students. Prerequisite: by arrangement. Cr 0.5-10.

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 201 Personal Finance

Primary emphasis is to teach students how to become more knowledgeable and independent over money matters. Topics such as obtaining financial aid, managing student loans, career and education planning, budgeting, credit cards, stock market investing, real estate and insurance will be covered. Upon completing the course, students will be on their way to making better money decision. This course is open to all USM students. When taken by business or accenting majors, this course will give general elective credit. 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 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 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: junior standing. Limited offerings. 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 358 E-Commerce

This course examines various business models used in electronic commerce, provides an understanding of how an e-presence is established, and explores the strategic use of e-commerce in a global environment. Students will develop skills in establishing a Web presence for a business and business planning. Prerequisites: BUS 260 (C- or higher), BUS 345 (C or higher), and junior standing. Limited offerings. 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 process of marketing research as they work on a semester-long project with community businesses and organizations. Students learn how to produce a secondary data report, how to design and conduct a qualitative research study, and how to design and analyze the results of an online survey. Students will also acquire key secondary data research techniques, one-on-one interview skills, questionnaire design principles, and data analysis skills. The course has a significant PC lab component to encourage hands-on learning. Prerequisites: MAT 210 (C- or higher) or other approved statistics course (see <http://usm.maine.edu/sb/stats> for approved courses)(or concurrent), 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 375 Production/Operations Management

An examination of the role of operations within manufacturing and service organizations. Emphasis is placed upon recognizing operational opportunities and tradeoffs, and employing quantitative and qualitative tools and decision-support systems to assist strategic and operational decision making. Topics include: process design, quality management, capacity planning, supply chain management, and production planning. Prerequisites: ABU 190 (C or higher grade) or test-out option, BUS 275 or MAT 212, BUS 370 (or concurrent), 2.0 GPA 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

BUS 415 Sport Management Seminar

This capstone sport management course is designed to integrate the academic work studied throughout the curriculum. Critique of governance issues and policy development in a range of sport organizations will be considered. Students will participate in decision making and strategic planning cases. Emphasis will focus on the strategic, profit-oriented, and ethical decision making that is necessary for upper level sport managers to be successful. Students will conduct in-depth analysis of a specific area of the field. Prerequisite: BUS 311, BUS 312, BUS 315. Cr 3.

BUS 485 Managing the Growing Entrepreneurial Venture

An interdisciplinary course emphasizing the application of entrepreneurial management concepts and strategies to the growth-oriented small business beyond the start-up stage to eventual maturity and harvest. Topics include venture opportunity analysis, stages of small business growth, making the transition from entrepreneur to entrepreneurial manager, formulating and implementing growth strategies, building an effective organization, marshaling organizational and financial resources for growth, managing under adversity, and managing rapid growth. Prerequisites: BUS 260 (C- or higher), BUS 340 (C or higher), FIN 320 (C or higher), and senior standing. Spring only. Cr 3.

CHI 102 Beginning Chinese II

No description available. 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. One recitation and two laboratory hours per week. Co-requisite: CHY 113. Cr 1

CHY 233 Analytical Chemistry w/lab.

A survey of principles and applications of modern analytical chemistry and related calculations. Topics include volumetric and gravimetric analysis, electroanalysis, spectrophotometry, separations, statistics, and error analysis. Quantitative experimental determination by means of classical and instrumental methods. Techniques used include titration, gravimetric analysis, spectrophotometry, electroanalysis, and chromatography. Precision, accuracy, and statistical error analysis of results are emphasized. Prerequisite: a grade of C or better in CHY 115 and CHY 116. Cr 5.

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 371 Quantum Chemistry

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 412 Special Topics

Reading and discussion of advanced subjects or instruction in special topics/research. Permission of instructor required. 6 credits maximum. Cr 1-6.

CHY 414 Special Topics

Reading and discussion of advanced subjects or instruction in special topics/research. Permission of instructor required. 6 credits maximum.

CHY 416 Special Topics

Reading and discussion of advanced subjects or instruction in special topics/research. Permission of instructor required. 6 credits maximum.

CHY 417 Special Topics

Reading and discussion of advanced subjects or instruction in special topics/research. Permission of instructor required. 6 credits maximum. Cr 1-6.

CHY 463 Biochemistry II

Continuation of CHY 461. Topics include selected biosynthetic pathways, including photosynthesis; signal transduction applied to hormones, nerve transmission, and the five senses; and methods for structural analysis of macromolecules, including X-ray diffraction, nuclear magnetic resonance, and homology modeling. Participants present a seminar on a topic of current biochemical research. Prerequisite: a grade of C or better in CHY 461. Cr 3.

CHY 464 Biochemistry Laboratory II

Continuation of CHY 462. Experiments include detecting and characterizing lipids, sequencing proteins and nucleic acids, analyzing protein conformation, measuring protein synthesis, and characterizing antigen-antibody interactions. Techniques include paper and thin-layer chromatography, gel electrophoresis, and computer graphics. One hour lecture and three hours laboratory per week. Prerequisite: a grade of C or better in CHY 462. Prerequisite or corequisite: CHY 463. Cr 2

CLA 171 Etymology for Everyone

Etymology is the study of word origins and derivations. This course focuses on the learning of the Latin and Greek roots of English as a key to the improvement of English vocabulary. No prior knowledge of Latin or Greek is necessary, nor are there any other prerequisites. Cr 3.

CLA 285 Classical Mythology

Examination of the myths of Greece and Rome from a variety of perspectives: anthropological, etiological, historical, psychoanalytical, structural. 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. 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 265 Intrapersonal Communication

This course examines our ability to use what we know and feel in order to send, receive, and store information. Whether stimuli come from an external source or from within the self, the focus of intrapersonal communication is on the ways in which we process those stimuli, our ability to make sense out of our experiences, to remember, to retrieve information from memory, and to create messages at whatever level of consciousness, and no matter how many people are involved, in face-to-face or mediated communication. Prerequisites: communication or media studies major, CMS 102 and CMS 103. Cr 3

CMS 284 Film Appreciation

This course will introduce the student to film aesthetics and appreciation. It assumes that the student has no knowledge of cinema beyond the movie-going experience. The aim of the course is to survey the fundamental aspects of cinema as an art form and communication vehicle. The power of moving images and their mass-mediated messages will be analyzed. Prerequisites: communication or media studies major, CMS 102 and CMS 103. Cr 3

CMS 286 History of International Cinemas to 1945

This course surveys the history of cinema from its emergence through World War II. It considers the development of Hollywood cinema in conversation with alternative approaches to filmmaking both within and outside the U.S. Paying close attention to film style, it also explores cinema's economic, social, and technological history. Prerequisite: College Writing. 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 300 Topics in Media Writing 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: College Writing. 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. Prerequisite: College Writing 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 330 Theories of interpersonal Communication

A study of the current thinking in interpersonal communication which emphasizes specific theories of human interaction. Students will be exposed to research in the interpersonal setting and will apply findings to their person al relationships. The course will help student's foster effective traditional and nontraditional relationships with a variety of people. Prerequisites: CMS 102. Cr 3.

CMS 398 topics in Communication II

A selector 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: CMS 102, CMS 103, and CMS 200. Cr. 3.

CMS 423 Freedom of Expression in the United States

This course examines the philosophy, court cases, and issues relevant to the First Amendment right to free expression. In this class, students will learn functions of speech in society, the development of communication

policy, and current communication laws and rules. Prerequisites: junior or senior standing. Cr 3.

CMS 440 Advanced Field Video Production

This course continues to explore the concepts introduced in MES 340 and MES 240. Students will investigate pre-production planning, production techniques, and post-production execution in order to communicate clearly in the video medium. More complex assignments will be given to hone skills in writing, directing, and producing. Prerequisites: CMS 203, CMS 204, CMS 340, and CMS 341. Cr. 3.

CMS 441 Advanced Field Production Lab

This lab will focus on advancing the skills and concepts taught in MES 340/341. This lab will consist of workshops and exercises in image and sound acquisition using digital video cameras and production equipment, as well as advanced video editing principles and techniques using editing software. Students must be concurrently enrolled in CMS 440. Prerequisites: CMS 203, CMS 204, CMS 340, and CMS 341. Cr. 1.

CMS 450 Service Learning Practicum

This course gives students the opportunity to work with organizations outside the University in a professional context. Students will be divided into groups and will work with nonprofit organizations to develop projects, such as a multimedia presentation, a video, or a research report. Prerequisites: Communication or Media Studies major and senior standing. Cr. 3.

CMS 495 Theories of Communication

This course is designed for upper class students majoring or minoring in communication studies. Based on a seminar format, students in this course will explore in depth several advanced theories of communication, mechanistic through interactive, with examples and application for each. Prerequisites: CMS 102, CMS 200, and junior or senior standing. Cr 3.

CMS 498 Topics in Communication II

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: CMS 102, CMS 103, CMS 200, and junior or senior standing. 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 281 Holistic Health II

This course explores the realm of holistic health in greater depth. A strong component will focus on approaches to healing, including such topics as nutrition, meditation, creative imagery, crystals, and herbal remedies. Spiritual and metaphysical dimensions will be integrated as they relate to the total well-being of the individual. The primary goal is to

become conversant with holistic approaches that are widely used in promoting and supporting self-healing in both self and others. Prerequisite: CON 280 or permission of instructor. 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 352 Nutrition for Physical Performance

The in-depth study of general nutritional practices applied to athletes and other individuals who are physically active. The course will emphasize basic cellular metabolism as it relates to energy production and expenditure during the course of preparation and training for athletics and physical activity. Weight control, use of ergogenic aids and nutritional supplements will also be discussed. Prerequisites: ALT, EXS, HEF major; CON 252; SPM 330 or concurrent. Cr 3

COS 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. Typically offered only in the spring semester. Cr 3.

COS 255 Computer Organization Laboratory

Students design, build, and test combinational and sequential logic circuits and write assembly language programs. Typically offered only in the spring semester. 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. Typically offered only in the spring semester. 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.

COS 399 Programming Autonomous Robots
Introduction to the programming concepts involved with autonomous robotic systems. Using off-the-shelf "robot kits" students will design a simple robotic platform to meet specific goals. Then, using a common platform for the remainder of the course, students will develop their programming capabilities. Simple open-ended, feedback, and artificial intelligence systems will be explored throughout the course. Several benchmarks and robot competitions will be used to demonstrate the platform and programming learned in the course. Typically offered once every two years. Prerequisite: COS 285. Cr 3.

COS 444 software Project Management
The course covers project life cycle, including developing the charter, plans and justification, outsourcing and procurement decisions, scope management, time and cost estimation, quality control, personnel management, risk assessment, and the critical role of communication, both internal and external, to the project. Students will learn to lead and participate in significant software projects. Experts from industry will present case studies of success and failure. Typically offered once every two years. Prerequisite: COS 420 or COS 430. Cr 3.

COS 485 Design of Computing Algorithms
An introduction to the design and analysis of algorithms. Techniques for designing algorithms, such as divide-and-conquer, greedy method, dynamic programming, and backtracking are emphasized and illustrated. Many problems of practical importance are covered including: minimum spanning tree, single source shortest path, traveling salesperson, and graph search. The concepts of NP-completeness are also considered. Substantial programming in a high-level language. Typically offered only in the spring semester. Prerequisite: COS 285. 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 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 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 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 401 Comparative Criminology
This course focuses on the application of U.S. criminological theory in cross-cultural contexts. Specific emphasis is given to the problems of cultural relativism and intellectual imperialism while providing an integrative senior experience for majors. Prerequisites: CRM 100, CRM 220, and senior class standing. 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. Prerequisite: ENG 100 or equivalent. Every semester. Cr 3.

ECO 104 The U.S. in the World Economoy
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. Prerequisite: none. Yearly, spring. Cr 3.

ECO 312 U.S. Economic Policy
This course examines currently perceived problems of the U.S. economy. A range of views of these problems and associated policy proposals are considered including: free market, traditional monetary and fiscal, as well as new policy approaches. Prerequisites: any 100-level ECO course. Cr 3.

ECO 381 State and Local Public Finance
Development of the federal system; fiscal performance; intergovernmental fiscal relations; state and local revenue systems; budgetary practices; state and local debt. Prerequisites: ECO 101, ECO 102. 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 program 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 & 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. 24 hours of fieldwork will be required. Prerequisites: HRD 200: Multicultural Human Development. 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 183 Engineering Tools: LabView
An introductory course to help students become familiar with LabView and its use as a GUI programming tool for automated data acquisition, computer-instrument interfacing and control, and data processing. Students will learn the basics of LabView programming and use it in hands-on lab exercises to gain enough experience to start their own data acquisition and measurement project. Lecture 1 hr., Lab. 1 hr. (Spring, odd years.) 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 need 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 152. Lecture 4 hrs. (Spring) Cr 4.

EGN 260 Materials Science for Engineers
Concepts of relationships between structure, composition and thermal, optical, magnetic, electrical and mechanical properties of metals, ceramics, glasses and polymers. Prerequisites: PHY 123, MAT 153, CHY 113. Lecture 3 hrs., Lab 1 hr. Cr 3

EGN 301 Junior Design Project and 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, incorporating appropriate engineering standards and multiple realistic constraints. 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. Prerequisite: advisor permission. Lecture 3 hrs. (Spring.) Cr 3.

EGN 304 Engineering Economics
Introduction to making economic decisions, supply, demand and equilibrium in economics, ethical considerations and ethical dilemmas, Pareto efficiency, investment and cost analysis, time value of money, cash flow, the present value of a cash flow, rate of return of a project, cost-benefit study, breakeven analysis, evaluation of alternatives under budget

constraint, sensitivity analysis of economic decisions with respect to changes in economic factors, expected value and economic decision-making under uncertainty, taxes, subsidies and rationing defender challenger problem and replacement analysis, inflation, computer-aided engineering economics using spreadsheets. This course is a requirement for engineering majors, and may also contribute to a Thematic Cluster. Prerequisite: MAT 152. Lecture 3 hrs. (Spring, odd year.) 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. Sinusoidal steady-state operation, phasors, impedance, power, three-phase systems, and the ideal transformer. 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. 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. AC power and magnetic coupling. Resonance, Bode plots, frequency response design. Study and application of the Laplace transform for the solution of differential equations governing dynamic systems. Prerequisite: ELE 216. Lecture 3 hrs., Lab. 2 hrs. (Spring.) Cr 4.

ELE 271 Microprocessor Systems
The organization of microprocessor-based computers and microcontrollers. Architecture and operation, flow of digital signals, timers, memory systems. Assembly programming, instruction sets, formats and addressing modes. Input-output concepts: programmed I/O, interrupts and serial communication. Microprocessor arithmetic. Laboratory experience programming an 8-bit microcontroller. Prerequisite: ELE 172. Lecture 3 hrs., Lab. 2 hrs. (Spring, even years.) Cr 4.

ELE 351 Electromagnetic Fields
Static electric and magnetic fields; properties of dielectric and ferromagnetic materials; time varying fields, Faraday's law, Maxwell's equations; plane waves in dielectric and conducting media; calculation of the fields and other properties of common transmission lines and other devices. Prerequisites: MAT 252, ELE 217. Lecture 3 hrs. (Spring, odd years.) Cr 3.

ELE 444 Analog Integrated Circuits and Design
Principles of internal circuit operation and design of analog integrated circuits with emphasis on CMOS technology. Topics include analog CMOS processes, devices and device models, bias and reference sources, differential and high gain amplifiers, OTAs and operational amplifiers, power stages, frequency response, feedback, stability and internal compensation applied to the design of CMOS operational amplifiers and other CMOS analog integrated circuits. SPICE simulation, layout and electronic design automation tools are demonstrated and used in homework and design projects. Electrical engineering elective. Prerequisite: ELE 346. Lecture 3 hrs., Lab. 1 hr. 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 140 Reading Literature
An introduction to the premises and techniques of literary analysis. The course emphasizes the close reading of texts from different historical periods and introduces students to literacy conventions and terminology as well as library and internet resources available for research. In this course, students will learn to use concepts of the discipline and conventions of academic discourse with an emphasis on critical writing. Prerequisite: College Writing or equivalent or permission of instructor. Cr 3.

ENG 145 Topics in Literature
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. Prerequisite: College Writing or equivalent or permission of instructor. 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 244 Introduction to Cultural Studies
This course introduces students to the history, concepts, and methods of cultural studies. Students will read a variety of critical texts from a number of different theoretical perspectives, including semiotics, Marxian theory, psychoanalytic theory, gender studies, and cultural anthropology, and will also read selected texts from specific areas of cultural analysis, such as television studies or film theory. The course examines specific aspects of past or present popular cultures. 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 – The Genre
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 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 321 Modernism
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 322 Modern Autobiography
The concept of the self has undergone critical changes in the history of autobiography. Many modern autobiographical writers have completely dispensed with traditional notions of the self, expanding the genre and giving it a strong literary focus. By comparing a selection of autobiographical texts by modern authors such as Rilke, Stein, Barthes, and H. D. with more traditional forms of autobiography, the course investigates the historical vicissitudes in the conceptualization of a "self." 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 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 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 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 379 Earlier Women Writers
This course focuses upon the efforts of women writers in the early modern period to create, negotiate, and contest the terms of a developing literary culture. Depending on content, which varies, ENG 379 may also satisfy the Renaissance or nineteenth-century category requirement. In all cases, instructors will attend to the successes and limitations of gender as a category of analysis. Students should consult the Department's Course Guide for detailed descriptions. Variable cycle. Cr 3.

ENG 466 Seminar in the Eighteenth Century
Fulfills the general education capstone requirement. Students should consult the Department's Course Guide for detailed descriptions. Prerequisite: 36 credit hours in English, including ENG 245 or permission of the instructor. Cr 3.

ENG 491 Seminar in Literature Since 1900
Fulfills the general education capstone requirement. Students should consult the Department's Course Guide for detailed descriptions. Prerequisite: 36 credit hours in English, including ENG 245 or permission of the instructor. 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 016 Grammar
No description available. Cr 1.5

ESL 017 Listening & Oral Communication
No description available. Cr 1.5

ESL 018 Reading, Writing & Vocabulary
No description available. Cr 1.5

ESL 019 Reading & Speaking Fluency
No description available. Cr 1.5

ESL 098 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.

ESL 099 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 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. Corequisite: 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. Corequisite: 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, ESP 197 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 & 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 308 global Environment Problems and Sustainability
This course is a thorough examination of global environmental problems and the need for the principles of sustainability to solve these problems. Topics will include frameworks, tools, and applications of sustainability including life cycle assessment, zero waste, industrial ecology, pollution prevention, natural step, and community-based social marketing. Prerequisites: ESP 101/102 ESP 203, or permission of instructor. The course meets the Ethical Inquiry and International core requirements. 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. Prerequisite: ESP 275, or permission of instructor. Cr 3.

ESP 389 Environmental Science Teaching Practicum
Students will work closely with a faculty member on a course. They will be involved in all aspects of the course that do not involve grading, including lab instruction, class preparation and tutoring. Students should contact the Department chair for details. May be taken more than once for a maximum of six credits. Grade: Pass/fail. Prerequisite: permission of instructor. Cr 1-3.

ESP 401 Environmental Impact Assessment and Lab
An overview of methods used to analyze the environmental impact of human decisions. The course will emphasize U.S. requirements for impact assessment as outlined in NEPA. Federal documents (DEIS, EIA, EIS, FONSI, and ROD) filed for past and on-going projects are reviewed. A laboratory session is taken concurrently and is writing-intensive. Focus is on the application of assessment procedures to a thematic environmental issue. This is a capstone course. Prerequisite: Senior standing, ESP 280 or permission of instructor. Cr 4.

ESP 421 Natural Resource Policy
This course focuses on the formulation, analysis, and implementation of natural resource based policies through the framework of the rational policy process. Subject areas will include alternative energy, commercial fisheries, river restoration, wildlife, and recreation. Special focus will be on open access conflicts and stakeholder resolutions. Prerequisite: ESP 220 Cr 3.

EYE 102 Sustainability, Culture and the Environment
Why do some societies, such as the Mayan of Central America and the Rapanui of Easter Island, collapse? Why have other societies survived? How do cultural beliefs and

practices relate to the health of the environment and even the health and welfare of entire societies? How might these lessons be important to our own future? Come and explore the historical, cultural and environmental challenges of sustainability.

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 110 Literature and Medicine
How can literature and medicine relate to each other? This course explores the similarities and differences among the sciences and humanities and uses literature as the basis for examining concerns of health, illness, and healing. Topics include the moral and ethical issues of the health care worker-patient relationship, historical approaches to healing, and their implications for modern medical practices, and the cultural, racial, and gendered aspects of these issues.

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 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.

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 321 Personal Financial Planning
This course begins to prepare students for a career as a professional financial planner by providing fundamental concepts and principles of personal financial planning, applied with a quantifiable approach to achieving client objectives. Topics include general principles of financial planning, the changing nature of the financial services environment, code of ethics and professional responsibility, credit and debt management, budgeting, personal taxes, employee benefit planning, goal attainment, investment planning, risk management through the purchase of insurance, retirement planning, and estate planning. The course will include casework and current financial planning problem scenarios. Prerequisites: FIN 320 and junior standing.

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 302 Practical French II
Continuation of FRE 301. Prerequisites: FRE 301 or equivalent.

Cr. 3.

FRE 331 Workshop in French Literary Analysis
This course is designed to introduce students to reading strategies and fundamental techniques of French literary analysis and critical interpretation through close readings of short texts representative of the three genres (narrative, poetry and theatre). These works deal with concepts relevant to our everyday lives: questions of identity, self/other relations, desire, jealousy, time, longing, hypocrisy, the family society, solitude. Although the primary focus will be the individual texts, students will engage with the aesthetic, cultural, philosophical and social context of the works. All coursework will be conducted in French. This course is a prerequisite for all other 300-level French literature courses. Prerequisites: FRE 301 and 302, or permission.

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 199 Topics
No description available.

Cr 3.

GEO 255 Making a Living: Workers in a Global Economy
Our daily experiences shape and are shaped by changing economic landscapes through our patterns of work, consumption, and leisure. The course addresses the prospects and challenges for making a living in a global economy. We will examine a variety of perspectives on work, both paid and unpaid. We will pay particular attention to the connection of workers between and across places. The course discusses both new and old geographical divisions of labor and the restructuring of work and workplaces at the international, regional, local and household scales. Prerequisites: EYE.

Cr 3.

GEO 285 Global Environmental Issues & Sustainability
An overview of global environmental problems and employing a sustainability framework to provide long-term solutions. Global climate change, landscape transformation, rural and urban sustainability are considered. Emphasis is placed on understanding the interplay of natural-social systems in shaping environmental issues. Students use an integrated sustainability approach to tackle environmental problems.

Cr. 3.

GEO 302 Gender, Work, and Space
Students will examine the ways in which the workforce is divided by gender, race, class, and ethnicity and how location and space shape and sustain such divisions. Competing explanations for why women and minorities hold jobs that differ distinctly from jobs held by other workers will be examined. Students will learn how a geographic understanding of gender, race, ethnicity, and class can help explain more fully the current position of women in the economy.

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.

Cr 4.

GEO 450 Topics in Geography
This course provides in-depth analysis of relevant topics from the perspective of an economic, political, cultural, regional or other focused approach to geographic study. The topics vary depending upon current issues of significance and the special background of the instructor. Research papers are required. Prerequisite: permission of Department.

Cr 3.

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

Cr 5.

GER 202 Intermediate German II
Continuation of GER 201. Prerequisite: GER 201 or the equivalent.

Cr 4.

GEY 100 Volcanoes, Earthquakes & 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 core science course credit, registration in one of the following: GEY 101 or GEY 106 is required; concurrent registration is recommended.

Cr 3.

GEY 101 Lab 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 core science course 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 core science course credit, registration in one of the following: GEY 100, GEY 103, or GEY 105 is required; concurrent registration is recommended.

Cr 1.

GEY 202 Landscape Evolution and Analysis
Students will consider landscapes and the processes that are responsible for their formation. Emphasis will be on the constructive processes of mountain-building and volcanism and the erosional processes of rivers, glaciers, the sea, and wind. There will be one or two weekend field trips. Two hours lecture, two hours lab. Prerequisite: completion of a 100-level geoscience lecture and lab or permission of instructor.

Cr 4.

GEY 205 Water Resources: Science & Issues
An introduction to watershed hydrology, including precipitation, evaporation, transpiration, flow in open channels, floods, and subsurface flow. Readings of current domestic and international case studies involving water resource issues are incorporated where appropriate. Prerequisites: PHY 111 or PHY 121.

Cr 3.

GEY 340 Digital Mapping
Students are exposed to the latest digital survey gea 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 Wisdom Stories from Antiquity
The ancient cultures of the Mediterranean and Middle East are traditionally understood as roots of Western civilization. In this course students explore ancient philosophical, literary, political, and social traditions while critically reflecting upon the impact of those traditions as they influence cultures we identify as “our own.”

Cr 4

HON 103 Cultural and Historical Perspectives on Poverty
In this course students will examine a wide range of texts from classical culture, early American legal and religious sources, as well as from contemporary economic and political theory about poverty--who is affected by it, what its causes are, and why it persists. Students will engage in analysis of the spiritual, political, ethical, and legal aspects of what it means to be poor. Seminars will prepare students to critically assess the historical and social attitudes towards poverty, and will include work with primary historical texts regarding the use of town farms in 19th century southern Maine as a response to chronic poverty. Required service learning at the Parkside Neighborhood Association will serve to familiarize students with contemporary controversies regarding work and poverty, public and private assistance, education and empowerment. Students will demonstrate effective communication skills through frequent writing, a researched essay, and a group presentation. Prerequisite: any EYE course (or concurrent) and honors student (or permission).

Cr. 3

HON 105 Interdisciplinary Introduction to Logic & Mathematics
This course is an introduction to logic and mathematics. It is an unusual introduction, since it transforms history, philosophy, social thought, literature, and the arts into paths for understanding logical and mathematical concepts and systems. Therein lies the course's interdisciplinarity. These concepts and systems will be deployed to solve basic problems in everyday life and in academic research, from formally representing arguments found in scholarly texts to determining the odds of winning a hand in a game of chance to assessing scientific hypotheses. Special emphasis will be placed on developing the skill of detecting logical and statistical fallacies. Finally, the scope and limits of logical and mathematical systems will be studied. Prerequisite: any EYE course (or concurrent) and successful completion of the University's mathematics proficiency requirement.

Cr. 3.

HON 198 Honors Dialogue.
Students engage in thoughtful dialogue on a weekly topic (e.g., What is friendship? What is success? What does patriotism mean? Should gender matter?). We collaboratively examine the issue from multiple perspectives. Rather than reach consensus, the goal is for students to clarify their personal thinking and values. Emphasis is placed on questioning, listening, identifying-and-suspending assumptions, and developing shared meaning.

Cr 1.

HON 200 Honors Science Exploration
This seminar provides an interdisciplinary introduction to scientific discourses and practices; topics vary by semester. It combines concepts and methods of inquiry from multiple disciplines such as biology, chemistry, psychology, anthropology, ecology,

history, or public policy. 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 related to the topic should register for HON 210 to take the seminar without the lab.] Students without prior honors credits are encouraged to contact the Honors Office for permission to enroll.

Cr. 3

HON 201 Interdisciplinary Inquiry in the Sciences of the Human Body
This course 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 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. An integrated sequence of weekly laboratory/practicum sessions will accompany these seminars, providing students the opportunity to apply various methods of scientific inquiry from disciplines that address the human body. These explorations are synthesized by students in an independent research project. This project provides an opportunity for student to address their own embodiment in the context of a capacious civic question (e.g., the human genome project, environmental toxicity, viral epidemics, genetic therapy, etc.).

Cr 4

HON 210 Honors Science Seminar
This seminar provides an interdisciplinary introduction to scientific discourses and practices; topics vary by semester. It combines concepts and methods of inquiry from multiple disciplines such as biology, chemistry, psychology, anthropology, ecology, or history. These explorations are synthesized by students in an independent project. Students without prior honors credits are encouraged to contact the Honors Office for permission to enroll. Note: This seminar does NOT fulfill USM's Core Science requirement.

Cr 3.

HON 299 Honor Topics
This seminar provides an interdisciplinary introduction to scientific discourses and practices; topics vary by semester. It combines concepts and methods of inquiry from multiple disciplines such as biology, chemistry, psychology, anthropology, ecology, or history. These explorations are synthesized by students in an independent project. Students without prior honors credits are encouraged to contact the Honors Office for permission to enroll. 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 455 topics in New England Studies
Undergraduate seniors seek permission to sit in graduate courses offered by the American and New England Studies. Courses appropriate for the Core's Casco Bay cluster examine New England's identity and experience in the context of the broader American experience. Courses combine various disciplinary approaches, but all draw on contemporary scholarship and stress the historicity of the region's culture and society. Prerequisite: honors student and permission of Instructor and Director (normally requires 3.5+ GPA and senior standing of 84 credits).

Cr. 3

HRD 200 Multicultural Human 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 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 122 United States History 1800 to 1900
A thematic treatment of the nineteenth-century United States and its peoples. Chronological coverage of the nation's political, social, economic, intellectual, and institutional development provides the context for addressing the personalities and events of the country 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 152 The Islamic Near East
This is a basic, introductory survey of the history of the eastern Mediterranean/Near Eastern region ca. 600 C.E. to the present. The course emphasizes the origin and development of Islamic religion and the establishment, spread, and evolution of Islamic institutions in Arabia, Egypt, Mesopotamia (Iraq), Palestine-Syria, and Anatolia (Turkey). Attention is given to the historical and continuing interaction between the Islamic people of the Near East and nonIslamic people both within and without the region. Cr 3.

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

HTY 181 Latin America I
This survey outlines the nature of the pre-Columbian Indian civilizations, their conquest by the European powers and the creation of the Hispanic and Portuguese empires in America. Every Fall semester. 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 300 History Internship
Professional experience in one of a variety of positions in public and private institutions that utilizes the knowledge and research skills of historians. Students work one day per week, keep a journal, write an evaluation, and are visited on the job by a faculty member. Open to selected students. Graded pass/fail, so does not count for major credit. Can be taken twice. Available every semester by Internship coordinator permission. Students should consult with Internship coordinator at least one semester prior to beginning their internship work. Cr 3.

HTY 330 Germany: Bismarck to Hitler
A study of the formation of the German Empire, the rise of a powerful industrial state, Weltpolitik and defeat in World War I, the Weimar Republic, Nazism and the Third Reich, Germany in World War II, and the partition of Germany in 1945. The course analyzes nationalism and examines cultural, social, and economic factors which help clarify Germany's role in the modern world. Prerequisite: junior or senior status. Cr 3.

HTY 360 History of Maine
A survey of Maine's social, economic and political life from exploration and early settlement to the present. Cr 3.

HTY 374 Photographing American History
This course focuses on how the invention of photography in 1839 forever altered the ways humans understood and made sense of both their past(s) and their present(s). Students analyze major historical events and moments in American history as captured through a camera, learn to read photographs as texts, and explore how the photograph has shaped American history and culture. Prerequisite: ENG 100. HTY 122 or HTY 123 recommended but not required. Cr 3.

HTY 377 Chinese Thought: Confucianism, Daoism and Zen Buddhism
Prior to the modern era, the Chinese interpreted their world through traditional idea systems, the most prominent of which were Confucianism, Taoism, and Buddhism. This course will explore these traditions: their assumptions and values, their varieties and internal tensions, and their relationships to the larger social system. Prerequisite: HTY 171 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 298 Applied Arts & Humanities: Focus on Lewiston-Auburn and the Androscoggin River Valley Com
Intersecting art, literature, history, and philosophy and using a project-based, community-centered approach, this foundational course in the major addresses the field itself. Emphasis is placed on the significant contribution of Arts & Humanities study to life-long learning as well as to expanded, digitally informed, mastery of reading and writing, critical thinking and analysis, and the principles of design;all desired by a broad range of employers. 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 326 Issues in World History and 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. Prerequisite: Only students with more than 45 credits are permitted to take this course. This course has been approved by the State Department of Education for content area in secondary Social Studies 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 335 to be offered as a seminar every Fall and Spring semester.

HUM 338 Intermediate Writing Theory and Practice
This one-credit practicum provides an intermediate level examination of writing center theory and practice. It is designed to provide content and technical training for experienced Writing Center tutors. Class meetings also provide a venue for group discussion of tutoring experiences. Upon completion of the course, students are eligible for Level 3 College Reading and Language Association (CRLA) certification. Permission of instructor required. Meets 1 hour a week. Cr. 1. May be taken three times.

HUM 339 Ethnicity, Immigration and Identity: A focus on Lewiston, Maine
This course will focus on concepts of ethnicity, immigration, and identity through an investigation of the history of immigration in the city of Lewiston, Maine. We will explore how ethnic identity is defined, and why people emigrate. Through historical and contemporary readings and films, oral histories and personal interviews, the course examines the challenges immigrants face as they attempt to assimilate within the U.S. while trying to maintain their native languages, traditions, cultures and communities. This course has been approved by the State Department of Education for content area in secondary Social Studies. Cr. 3.

HUM 365 Psychological Language of Dreams and Fairytales
This course explores psychological approaches to understanding the language of dreams and fairytales. Students consider how works of imaginative literature and dreams inform the theories of Freud and Jung and also how their theories, in turn, have shaped contemporary approaches to understanding images and metaphors. We, then, culturally situate this psychological approach by comparing it with cross-cultural and literary approaches. Cr. 3.

ITA 102 Beginning Italian II
No description available. Cr 4

ITC 432 construction Project Management
This course focuses on construction project scheduling and control using contemporary computer applications. Topics covered include: activity and resource scheduling, schedule updating and control, project resource management, contract management, cost management, contractor integration, and change management. Prerequisites: ITC 100 and ITP 230. Offered spring semester only. Cr 3.

ITC 442 construction Jobsite Management
This course will consist of a continuation of the Construction Documents I course with emphasis on standards developed by professional associations, such as American Institute of Architects (AIA), Engineers Joint Contract Documents Committee (EJCDC), and the Design-Build Institute of America (DBIA) which have developed standardized documents detailing the necessary information for the completion of a project. The major portion of this course will consist of investigation of, discussion of importance of, and sample project development using: procurement requirements, contracting requirements, specifications, contract drawings, and resource. Actual construction examples will be used. Prerequisites: ITC 100 and ITC 341. Offered spring semester only. 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, and 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. Offered spring semester only. 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 381 Human Resource Development in Industry
An introduction to the development of human resources in industrial settings. Students are introduced to the organizational environment and the various functions of human resource management. Topics covered include human resource developments and requirements, training and development, compensation management, job analysis and classification, employee management relations, and other pertinent functions. Students become involved in career development for possible preparation of a portfolio of their prior learning and work experience. 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 181 Introduction to Computers
An introduction to current and emerging computer applications. The course includes an overview of basic computer hardware and operating system, file management, and general application software. Emphasis is on computer terms, concepts, and the integration of activities, including operating system functions, word processing, spreadsheets, databases, graphics, and communication. Lecture and lab. Cr 3

ITT 231 Technical Visualization
This is an essential foundational course of conventional Technical Visualization, with an emphasis on technical foundations in sketching and drawing 2D and 3D illustration graphics, and exploring technical visualization skills development for problem solving. Content includes basic skills development using contemporary standards for technical sketching for creating orthographic projections, detail and assembly working drawings, and pictorial projections, instructional storyboarding, and developing visual thinking skills for creating

technical visualizations and presentations. This course is an essential foundation to skills developed in ITT 282 Computer Aided Design. Offered spring semester only. 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 323 Fluid Power
An investigation into the theory and application of hydraulic and pneumatic systems in modern day technology and equipment. Course emphasis includes the design, purpose, construction, and maintenance of fluid power devices and systems. Theory and lab applications. Offered spring semester only. Cr 3.

ITT 343 Graphic Communication Technology
Graphic communications encompasses a diversity of foundational and state-of-the-art communication technologies as tools for the exchange of ideas and information. This course is a comprehensive survey of conventional and digital graphic communication technologies as reproduction systems devoted to an understanding international social, political, economic, environmental and cultural issues in context of the interrelationships, responsibilities, and demands of digital media professionals. As practicum, there will be a hands-on focus on overall digital workflows that incorporate contemporary processes, equipment, and materials; digital imaging and publications; and design of digital documents and illustrations for diverse media. Offered spring semester only. Lecture and Lab Cr 3.

ITT 376 Network Security and Ethics
This course examines the issues of network security from both the liabilities and the guarantees that face network administrators and network security officers. Interrelated with the issues of network security are the ethical responsibilities of those who manage computer networks. Topics addressed in this course will include practical approaches to securing networks using risk analysis, cost effective countermeasures, layered defenses, and policy development and implementation procedures. This course addresses current topics in "cyber security" and information security "infosec" issues as they pertain to a broad array of networked devices. Prerequisites: ITT272 or instructor permission. Offered on a two-year spring rotation. Cr 3.

ITT 382 Advanced Web Site Development
This course develops an understanding of techniques that go beyond basic HTML to develop dynamic Web sites. Topics include a review of XHTML and cascading style sheets, server-side programming, writing to and reading from files and databases, site design, and coding standards. Students are expected to be proficient with HTML, HTML editors, JPEG and GIF image manipulation, FTP, and basic Web site maintenance. Some programming experience is desirable. Prerequisite: ITT 281, COS 160 or equivalent, or instructor permission. Offered fall semester only. Cr 3.

ITT 425 Applied Process Control Engineering
A study of concepts, devices, and applications of electronic controllers and input/output components used to automate cutting edge equipment. Hands-on laboratory sessions focus on instrumentation, writing programmable logic controller programs based on an equipment operating specification, downloading, and interfacing discrete real world input / output devices to Allen Bradley programmable logic controllers. Prerequisites: ITT 181, ITT 221, ITT 323 or instructor permission. Offered spring semester only. Cr 3.

ITT 427 Applied Automation Engineering
In addition to the theory, participants gain "hands-on" experiences with robots and actually design, fabricate, wire, program, and debug a closed loop automated piece of equipment. Emphasis includes system components, communications integration, programming, and feedback devices.
Prerequisites: ITT 221, ITT 252, ITT 323, ITT 425 or instructor permission. Offered on a two-year fall rotation. 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 and 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.

LAC 188 College & Career Success
The focus of the course is on self, learning and career exploration and the critical role of personal decision making in identifying and pursuing strengths, interests, and areas for growth. Students will learn to understand their own decision making process and the factors that influence that process. Course activities will include assessments of self, assessments of interest, and explorations of academic life and career. This course provides students with the opportunity and tools for taking enhanced control of their academic learning process. Throughout the course, students will be introduced to resources and support systems to help maximize the University experience and create an intentional career path. This is a 3-credit course used as elective credit toward graduation.

LAC 318 Database Management
This course introduces skills and builds proficiency in database management. It is taught on PC computers using the latest version of Microsoft Access and is designed to help students develop competencies in a variety of database processing functions. Students become proficient in setting up databases, managing data, creating reports, using report enhancements, and manipulating data. Prerequisite: LAC 150 or equivalent. 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 130 The Biology of Human Health
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 The Birth of Language
The goal of this course is to explore the many factors that impact the use, development, and emergence of language by focusing on one unique case of language emergence in Nicaragua and the social and political context in which it arose. The emergence of Nicaraguan Sign Language is the first case in which any language, spoken or signed, has been documented in the process of its emergence. Students will engage in critical thinking and exploration of controversial debates concerning the nature of language as a human trait, the evolution/emergence of language in the human species, and the historical factors that converge to set the stage for the emergence of a language. The course is highly interdisciplinary, relating the linguistic concepts to history, psychology, political science, philosophy (particularly ethics), neuroscience, Latin American Studies, and Spanish. No prior knowledge of a signed language is required. 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 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. Cr 1

LIN 312 Phonology and Morphology
An introduction to the derivation of words in natural language. The course covers the sound system, the processes by which words are dynamically derived from other words, and the processes by which words are inflected to mark the roles they assume in sentences. Particular attention is also given to the great variety of word-building systems that occur in the world's languages and to the means by which children acquire the phonological and morphological processes of their native language. Prerequisite: grade of at least B in LIN 185. Cr 3.

LIN 315 Field Methods
Students learn to use a variety of elicitation and field methods techniques to explore the linguistic structure of a language that is foreign to them. They work with a native signer or speaker and apply their knowledge of linguistics to a specific aspect of the grammar of the language. Prerequisite: LIN 312 or 313. Cr 3.

LIN 410 Ethical Decision Making in ASL/English Interpreting
This course explores critical thinking skills regarding ethical decision making using a number of approaches within the set of models that explore "right versus right" dilemmas. Students learn to identify ethical issues, gather information, identify principles that may inform decisions, generate lists of possible decisions and examine them in terms of consequences, determine best alternatives based upon reflection and reason, make choices that direct action, and evaluate the outcomes of the actions they take. Working as a community of inquiry and practice, members of the class engage in dialogue with others examining ethical dilemmas, learning to appreciate the viewpoints of others, and broadening their perspectives. Among a variety of principles that influence ethical decision making, students examine the RID-NAD Code of Professional Conduct. They compare it with similar documents within the field of interpreting as well as codes from other fields. Prerequisites: LIN 332, 333, or 334. Cr 3.

LIN 422 A Cognitive Perspective on Syntax
An introduction to the brain and mind processes by which language users produce and understand sentences, as well as to the mental representations these processes exploit. The course considers how syntactic structure interacts with processes of production and comprehension, as well as how users interpret from one language to another. Prerequisite: LIN 313.

LIN 425 special topics in ASL/English Interpreting
This seminar centers around a single topic, for example, legal interpreting, interpreting for special populations (deaf-blind, oral, cued-speech, minimal language skills assessment and interpreting), ethical issues, medical and mental health interpreting, interpreter assessment, and interpreting the 12 steps. The course will be offered in response to student interest in a given topic and may be repeated as topics vary. Prerequisite: permission of instructor. Cr 1-6.

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
This course provides an overview of organizational dynamics. Current organizational issues are analyzed using structural, human resource, cultural, and political frameworks and the case method. Issues include leadership, organizational design, planning, change, decision making, communication, and control. A good course for students interested in how organizations work. Cr 4

LOS/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

LOS 304 Organizational Budgeting and Finance
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 financial forecasting, the use of spreadsheets, and budgeting. Prerequisites: LOS 250 and LAC 112 or equivalents. Cr 3.

LOS 309 Lean Systems/Methods Practicum
This supervised practicum provides an opportunity for students to apply lean principles and methods. Working in teams, students will demonstrate the ability to transfer learning from the Lean Methods and Systems course to the field as they implement projects designed to enhance value to the organization. Specific learning objectives will be set by the student teams and address competency in a needs assessment, the Implementation process, outcome evaluation including project results, and individual learning. Cr 3. Prerequisite: LOS 308 Lean Methods and Systems.

LOS 310 Science, Technology and Society
This course examines the history of science and technology, and the social changes related to them. It examines the impact of science and technology on ethical and religious beliefs, social institutions such as education, family, and work, and on larger sociopolitical entities and relations. The course also explores the effects of science and technology on natural and human-made environments. Offered fall, spring, summer. 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 314 Employee Relations
This course provides an understanding of the trends in legal, social, and economic aspects of United States labor-management relations. Topics include a historical overview of labor law, grievance procedures, the negotiation process, equal opportunity, and personnel rules. Includes case studies and simulated bargaining and arbitration exercises. 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 318 Database Management
This course introduces skills and builds proficiency in database management. It is taught on PC computers using the latest version of Microsoft Access and is designed to help students develop competencies in a variety of database processing functions. Students become proficient in setting up databases, managing data, creating reports, using report enhancements, and manipulating data. Prerequisite: Basic computer applications knowledge. 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/SBS 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 330 Leadership in Different Cultures
Students will explore leadership practices in multiple cultures and how our increasing interactions with these diverse leadership styles have changed our conception of leadership in the U.S. This course will help students determine the skills they will need to take on a leadership role in a global society. 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 354 Exploring Chaos & Complexity Leadership
Change is a natural part of the world around us. Often, it is the result of chaotic and complex systems interacting with one another. Acknowledging this reality, this course seeks to understand how leaders can learn from chaos theory and complex adaptive systems. The result will be a study of cutting edge leadership theory and practice that will provide students with a greater understanding of how to engage with the world as leaders. Cr 3.

LOS 355 Exploring Relational Leadership
Recent scholarship in the study of leadership has begun to understand and investigate the relationship nature of the leader/follow construct. As a result of this emerging body of research, this course seeks to understand leadership as a relational process. This course will explore the theory, practice and critiques of relational leadership theory in hopes of broadening students understanding of this new leadership perspective. Cr 3.

LOS 356 Exploring Followership
Leadership is often framed as a dyadic relationship between leader and follower. There is ample focus on the leader, but what about the other half of the relationship? This course aims to understand followership and how followers can have a significant impact on leaders and organizations. Through an exploration of theory and practice this course will prepare students to be both better followers and better leaders. Cr 3.

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 430 Applied Social Policy
A review of contemporary social policy alternatives and an examination of social

policy making processes at both the macro- and micro-levels. Students complete an applied social policy project which might take the form of a policy paper, a grant proposal or written legislative testimony for a community agency. Prerequisites: LCC 150 or LOS/SBS 329 and either LCC 200 or LCC 370 as well as junior standing or permission of the instructor. Cr 3.

LOS 436 Risk, Public Policy, and Society
This course considers the variety of ways in which risks, especially risks to the environment and to health, are measured, perceived, communicated, and acted upon in our society. Perspectives will be drawn from health fields, natural sciences, and political science, as well as from the social sciences. Cr 3.

LOS 440 Organizational Change and Development
This course explores the theory, research, and processes of leading, managing, and adapting to organizational change. Case studies and experiential learning are used to examine the effectiveness of change efforts and their impact on the group and individual. Cr 3.

LOS 470 Leadership Abroad
The goal of this course is to familiarize students with key issues in intercultural leadership and to provide tools to be an effective leader in a globally aware environment. Through international travel, a variety of readings, and reflection exercises, students will examine a diversity of leadership situations and the cultural factors that influence the quality of a leader's performance. In order to help apply theory to experience, students will be given a number of opportunities to articulate ideas about the concepts explored through presentation, group discussion, and writing. Prerequisite: instructor permission. Cr 6.

LSH 240 Introducing the Humanities
This course examines the origins, development, and future of the humanities through the texts and methods of the following disciplines: classics, history, literary studies, philosophy, religion and the Arts. Prerequisites: EYE and College Writing Cr 3.

LSH 340 Topics in the Humanities
Consideration of selected problems, approaches, issues or themes in the humanities. May be repeated for credit. Prerequisite: LSH 240 or permission of the instructor Cr 3.

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 101B. 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 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 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: consent of the Department chair. 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 364 Numerical Analysis
A study of the theory and application of computational algorithms for interpolation, equation solving, matrix methods, integration; error analysis. Prerequisites: MAT 252, MAT 295, and COS 160; or permission of instructor. Cr 3.

MAT 380 Probability and 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 383 System Modeling and Simulation
This course is designed to introduce the fundamental elements of successful system modeling using simulation. Applications to computer, communications, and inventory systems, as well as to traditional engineering problems, will be discussed. Topics include model validation and verification, input/output analysis, and the generation of various types of random data. Students are required to conduct a simulation project in their area of interest using a simulation language. Prerequisite: MAT 281 or MAT 380. Cr 3.

MAT 387 Intro to Applied Biostatistical Methods
This is an introductory statistical methodology course with emphases on applications in biological and health sciences. Topics include distributional theory, estimation and testing hypotheses, rank-based and related distribution free tests, large sample chi-squared tests, analysis of rates and proportions, paired sample methods, permutation and re-sampling methods. Writing formal statistical reports of projects based on real life data is a key component of the course. Prerequisite: permission of instructor. Cr 3.

MAT 395 Abstract Algebra
Algebraic structures, such as groups, rings, integral domains, and fields. Prerequisite: MAT 290 or permission of the instructor. Cr 3.

MAT 484 Design and Analysis of Experiments
This course is intended to acquaint students with such standard designs as one-way, two-way, and higher-way layouts, Latin-square and

orthogonal Latin-square designs, BIB designs, Youdeen square designs, random effects and mixed effect models, nested designs, and split-plot designs. Prerequisites: MAT 295 and either MAT 282 or MAT 380, or permission of instructor. Cr 3.

MAT 490 Topology
An introduction to fundamental concepts in topology, including topological spaces, mappings, convergence, separation and countability, compactness, connectedness, metrization, and other selected topics. Prerequisites: MAT 252 and MAT 290 or permission of the 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 270 Applied Mechanics: Dynamics
Kinematics of particles and rigid bodies. Kinetics of particles and rigid bodies using Newton, impulse/momentum and work-energy methods. Introduction to vibrations. Prerequisite: MEE 150. Co-requisite: MAT 252. Lecture 3 hrs., Lab. 1 hr. (Spring.) 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.) Cr 3.

MEE 373 Design of Machines and Mechanisms
Mobility and degrees of freedom in mechanisms, review of kinematics, instant centers, cam and follower design, gears, gear trains, interference and undercutting, synthesis of linkages, static and dynamic force analysis, measuring mass moment of inertia, free and forced vibrations, dynamics of reciprocating engines, static and dynamic balancing, Euler's equations of motions, rolling-contact bearings, journal bearings, flywheels, gyroscopes, governors, clutches and brakes. Design is performed by available formulas and standards as well as computer aided design by simulation software. Includes a student design project. Prerequisite: MEE 270, MEE 372. Lecture 3 hrs., Lab. 1 hr. (Spring, odd year.) Cr 3.

MIS 202 Fundamentals of Leadership
No description available. Cr 1.

MIS 203 Intro to ROTC
No description available. Cr 2.

MIS 302 Self/Team Development II
No description available. Cr 3

MIS 402 Leading Small Organizations II
No description available. Cr 3.

MIS 412 Leadership & Management I
No description available. Cr 3

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. Corequisite: 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 MUE 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 and Jazz
An overview of selected styles and traditions of jazz and American popular music, as well as World musics that has 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 II
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
An opportunity to continue at the college level the private study of piano, voice, organ, guitar, or any orchestra or band instrument. One half-hour lesson per week for twelve weeks. Restricted to non-majors and certain music students. May be repeated for credit. Special fee assessed. Cr 1.

MUP 102 Applied Music
An opportunity to continue at the college level the private study of piano, voice, organ, guitar, or any orchestra or band instrument. One hour lesson per week for twelve weeks. Restricted to non- majors and certain music students. May be repeated for credit. Special fee assessed. Cr 2

MUP 201 Applied Music
May be taken in piano, voice, organ, guitar, or any orchestra or band instrument. One half-hour lesson per week for twelve weeks in the minor performance area in fulfillment of applied music requirements. Restricted to music majors and minors. May be repeated for credit. Special fee assessed. Cr 1.

MUP 202 Applied Music
May be taken in piano, voice, organ, guitar, or any orchestra or band instrument. One hour lesson per week for twelve weeks in the major performance area in fulfillment of applied music requirements. Restricted to music majors and minors. May be repeated for credit. Special fee assessed. Cr 2.

MUP 203 Applied Music
May be taken in piano, voice, organ, guitar, or any orchestra or band instrument. One hour lesson per week for twelve weeks in the major performance area in fulfillment of applied music requirements. Restricted to B.M. performance majors. May be repeated for credit. Special fee assessed. Cr 3.

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 and 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 204 rock and Roll: Subversive or Submissive?
This course surveys popular musical styles from the Pre-Rock era to the early 21st century. It examines how this music reflected or rejected the societal norms of the times. Students will learn to recognize stylistically defining elements of form and content as they become familiar with significant period recordings. They will learn to critically examine and discuss a piece of popular music in terms of how the music addressed and reflected concurrent societal trends/characteristics. Cr 3.

MUS 206 Jazz History
This course provides an in-depth examination of the historical evolution of jazz, as well as a familiarity with the major and secondary figures in the idiom. Emphasis is placed on detailed listening assignments and class discussions. Prerequisite: MUS 103, music major status, or permission of instructor. Cr 3.

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

MUS 253 Jazz Piano Class 2
This is a continuation of MUS 252. Prerequisite: MUS 252 or permission of School director. Cr 1.

MUS 257 Diction for Singers 2: French and German
A continuation of study in the principles of French diction and the principles of German diction through the use of the International Phonetic Alphabet (IPA). An application of these basic principles to vocal literature through written, singing, and aural transcription exercises. Prerequisite: MUS 256 or permission of instructor. Cr. 2.

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 322 Piano Literature 2
A survey of keyboard literature from 1890 to the present. For piano majors only, others with permission of the School. Cr 2.

MUS 330 form and Analysis
Study and analysis of music of the classical, romantic, and contemporary periods with emphasis on homophonic forms and styles. Prerequisite: MUT 200. 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 377 Class Piano Teaching 2
This course is the second-semester continuation of Class Piano Teaching I. Students observe the teaching of Piano Class 2 (MUS 151) and meet with the teacher weekly for discussion and additional instruction. Students have the opportunity to teach the class under the instructor's supervision. Prerequisite: MUS 376. Restricted to piano majors. Cr 2.

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.

MUS 401 University Chorale
A choral ensemble for mixed voices open to all University students through audition. The Chorale sings repertoire from all historical periods and performs locally and on a spring tour. The purposes of the ensemble are to develop musical expression and precision of intonation and rhythm and to promote the musical development necessary for excellence in ensemble singing. Prerequisite: audition. Cr 0.5.

MUS 402 University Concert Band
A wind and percussion ensemble open to all University students through audition. The ensemble focuses on the fundamentals of ensemble performance dealing with a variety of literature. The University Concert Band performs at least one major concert per semester and is active in presenting school assembly programs. Prerequisite: audition. Cr 0.5.

MUS 404 Opera Workshop
This ensemble will focus on the union of musical ideas with dramatic situations and will explore the ways in which singers must convey the essence of a dramatic situation. Performances of scenes from operas, operettas, and musical theater. Prerequisite: audition. Cr 0.5.

MUS 405 Chamber Singers
An ensemble of mixed voices selected by audition. The ensemble specializes in a cappella repertoire, notably of the Renaissance era and the 20th century. Prerequisite: audition. Cr 0.5.

MUS 406 Chamber Music
A performance course open to all qualified students interested in forming chamber groups: duets, trios, quartets, quintets, etc., under faculty supervision. Cr 1.

MUS 407 Jazz Ensemble
An ensemble specializing in the study and performance of jazz for large and small groups. Open to all students by audition. Prerequisite: audition. Cr 0.5.

MUS 442 Recital Class
Performance in major field, stage deportment, and evaluation of performances. May be repeated. Cr 0.

MUS 452 Accompanying
A workshop course in applied accompanying under faculty supervision. One-half credit is awarded for each twenty hours of University-supervised accompanying, with a maximum of two credits in any academic year. Cr 0.5-2.

MUT 101 Music Theory and 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 and 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; twelve 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 Professional Communication and Technology Utilization in Nursing
This course emphasizes a critical examination of how technology and communication can enhance the understanding of the historical development of the profession of nursing. Students explore professional development in nursing theory, using written and oral communication skills and learn to present information effectively using a variety of sources and techniques. To achieve this objective, the course will introduce APA style of referencing; review basic tenets of good writing style; present information access and utilization skills through library computer searches; explore basic computer skills such as e-mail, listserv membership, Internet searching and critique; and support the development of public presentation skills through the use of presentation software. Prerequisite: RN licensure or permission of instructor. Cr 3.

NUR 309 Health Assessment and 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 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 339 Community Nursing Partnerships I
This is the first in a two-course series (NUR 339 and NUR 341). Over the course of two, 3-credit or three, 2-credit semesters, students will engage in partnership with a specific community. This sequence of courses incorporates the concepts of partnership

building, risk identification, and health promotion within a community-based context. Students will collaborate with community partners to develop an understanding of both short- and long-term needs of the community. Problem posing and problem solving will come from the community. Students will engage in ongoing community assessment, support communities in developing long term interventions/approaches, and engage in evaluation of community level practice. Students will identify individuals and families within their communities who would benefit from individual and family-based nursing assessment, planning, intervention, and evaluation. Students will work with health care providers in these communities to assess the need for and to augment the services available. Students will engage in both formative and summative evaluation over the course of their interaction with the community. Students will consider issues of continuation and termination as they work with individuals, families, fellow students, and community partners. Prerequisite or concurrently: CON 356. Cr 2-3

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 or 3

NUR 413 Advanced Nursing Skills Lab
This course is the second one in a two-course series. See NUR 339 for description. Prerequisite: NUR 339. Cr 2.

NUR 419 Community Nursing Partnerships for RNs
This course incorporates the concepts of partnership building, risk identification, risk reduction, and health promotion within a community based context. Students work with selected communities that are developing long-term solutions to previously identified health problems. Open to RN students only. Prerequisites: Matriculation in USM SON. NUR 309/310, NUR 308, CON 356, RN licensure, SON health requirements and CPR certification. Cr 2.

NUR 421 Reproductive and Sexual Health Nursing
This course focuses on the theory and research in reproductive and sexual health care. While emphasis is placed on holistic nursing care of diverse healthy families from preconception through the childbearing process, high risk conditions, including end of life care for neonates, and the interventions necessary for successful adaptation are also discussed. Male and female reproductive health issues and nursing care across the lifespan will be presented. Prerequisite: NUR 323/325 or 523/542. Cr 3.

NUR 422 Reproductive and Sexual Health Nursing Lab
This course offers students experience in providing holistic nursing care to individuals and families engaged in childbirth experiences. Emphasis is placed on health needs and alterations during the childbearing process, as well as promotion and maintenance of health before, during, and after childbirth. Concurrent with NUR 421/543. Cr 2.

NUR 423 Management of the Critically Ill Adult/Older Adult
The course will examine evidence-based therapeutic nursing interventions which support adult and older adult clients experiencing complex health problems. This course will encourage students to practice critical thinking skills necessary for delivery of ethical care to individuals and families experiencing high acuity illnesses. The roles of leader, collaborator, and coordinator are discussed as the nurse interacts with clients who are viewed as holistic beings. Prerequisites: NUR 323/325 or 541/542. Cr 3.

NUR 424 Clinically-applied Genetics
This course explores the genetic basis of human health and disease. *It examines the specific mechanisms by which genetic differences give rise to altered body function and influence disease risk, and how these differences are inherited.* It emphasizes the advances in genetics that impact the prevention, diagnosis, and treatment of illnesses and conditions. In so doing, it both addresses the basic science of genetics and explores related clinically-applied topics such as the ethical implications of genetics, genetic screening, genetic risk assessment, and gene therapy. Prerequisites: NUR 323 or 541 or consent of instructor. Cr 3.

NUR 425 Management of the Critically Ill Adult/Older Adult Lab
Students will intervene therapeutically with adults and older adults experiencing complex health problems. Students practice problem-

solving skills and critical thinking as they perform nursing roles in acute care settings. Concurrent with NUR 423. Cr 2.

NUR 427 Child Health Nursing

In this course, students examine family-centered nursing care in the health promotion and health care of children. Class discussions focus on theories, research, and literature related to health needs and common health problems of children. Family, heredity, environment, and socioeconomics are among the factors examined in discussions of nursing in child health. Prerequisites: NUR 323/325 or 523/542. Cr 3.

NUR 428 Child Health Nursing Lab

Child health lab provides an opportunity for the student in various health care settings to apply the theoretical concepts of health promotion, maintenance, and restoration with children and their families who are at risk or may be experiencing alterations in health. Concurrent with NUR 427 or 545. Cr 2.

NUR 436 Community Nursing Partnerships for Accelerated B.S. Students

In this course students work within a community partnership to care for individual clients/families and work with residents in developing community-based health programs. This experience provides students with an opportunity to care for culturally diverse individuals, families, and groups. Leadership roles - including ongoing community partnership development - will be emphasized. Prerequisite: CON 356 or concurrent. Cr 2.

NUR 470 Leadership, Management & Ethics

Students explore professional and ethical issues that affect delivery of health care as well as the complexity of the nurse case management role using theories related to complex systems, leadership, and change. This course also provides an overview of the management and leadership roles in nursing practice with a major focus on organizational analysis, leadership and change theories, and quality improvement. This course must be taken the last semester in the curriculum. Cr 3.

NUR 480 Practicum/Care Management

This practicum provides a culminating intensive clinical experience that provides students with an opportunity to refine their clinical practice. The course emphasizes the integration of the multiple roles of nursing and serves as a vehicle for enhancing critical thinking and communication. The primary purpose of the course is to develop competency in nursing care, including organizational, prioritization, and decision-making skills. End of life issues and professional ethics as applicable to a wide range of settings will be explored. To the degree possible, students select a practicum site consistent with their area of special interest with seminar sharing of the issues of diverse roles, clients, settings, and philosophies of practice. All students will present orally and demonstrate competency utilizing technical presentation applications. Prerequisite: All theory-linked clinical courses must be taken prior to or concurrent with NUR 480. Concurrent clinical courses cannot be in clinical area of practicum placement. NUR 480 is the final clinical course. Cr 3.

PEHE 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

PEHE 309 coaching and Officiating Track and Field

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.

PEHE 314 Organization and 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.

PEHE 335 Coaching and Officiating Baseball and 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.

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: a college writing course. 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 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. Prerequisites: ENG 100, EYE course, or 100-level PHI 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. Prerequisites: ENG 100, EYE course, or 100-level PHI 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. Prerequisites: ENG 100, EYE course, or 100-level PHI course. Cr 3.,

PHI 315 Eastern Philosophy

This course examines the major texts of the great Asiatic religions: Hinduism, Buddhism, Confucianism, Taoism, and Zen. Special emphasis is placed on the ethical and metaphysical dimensions of these traditions as well as their significance for contemporary theories of the person, social justice, and human fulfillment. Prerequisites: ENG 100, EYE course, or 100-level PHI course. Cr 3.

PHI 330 Histoy/EarlyModern Philosophy: Descartes to Kant

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

PHI 360 Existentialism

An examination of the historical development and basic themes of existentialism as found in the writings of its major representatives: Kierkegaard, Nietzsche, Heidegger, Sartre, Buber, Marcel, and others. Prerequisites: ENG 100, EYE course, or 100-level PHI course. 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 116 Introductory Physics Laboratory 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 213 Nonclassical Physics II

A continuation of PHY 211, covering the principal topics which show the departure of physics from its classical roots. Topics will include quantum physics, nuclear physics, and particle physics. Prerequisite: PHY 211. 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.

PHY 311 Quantum Mechanics

A study of the quantum physics of atoms, nuclei, and particles. Topics covered include wave particle duality; the Schrodinger Wave Equation and its application to a variety of quantum systems, three-dimensional and time-dependent systems, and photons. Prerequisite: PHY 213 and PHY 221. 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 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 245 French Politics and Government

This course centers on the political, economic, and social structure of France over the last five decades. Students will learn the essential components of the French governmental system, the most typical economic policies, France's position in the EU, and the ongoing struggle about the defense of the French culture. Prerequisite: ENG 100, 104, or equivalent. Cr 3.

POS 262 The American Presidency

This course examines the development of the modern presidency; the scope and exercise of presidential decision making in domestic and foreign policy; and standards for assessing presidential performance. Prerequisite: POS 101 or permission of the instructor. 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 399 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 445 MeMUNC Conference Planners

Students research international issues, produce a background guide for the Maine Model United Nations Conference (MeMUNC), organize the conference, and train in parliamentary procedure. University students lead a program that serves the local, state, and regional community by exposing high school students to the complexities of international relations. Prerequisite: Permission of the instructor. Cr 3.

POS 446 Global Educators

Students combine theory and practice, obtaining the skills to teach high/middle school students about global issues and peaceful conflict resolution through Model United Nations. Global Educators are placed in a school to lead weekly student preparation for the Maine Model United Nations Conference (MeMUNC) taking place every May. Prerequisite: Permission of the instructor. 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 233 Psychopathology

The etiology, development, and manifestation of the major forms of mental illness with particular emphasis upon the neuroses and psychoses. Psychological, social, and biological factors that contribute to maladjustment are examined. Prerequisites: PSY 101 and 102. Cr 3

PSY 310 Popular Psychology

This course develops students' skills of critical analysis and interpretation through an examination of popular versions of psychology. Students also explore social and cultural influences on popular forms of psychology in different historical periods. Prerequisites: Successful completion of PSY 101 with a grade of C- or better. Cr 3.

PSY 326 Psychology of Social and 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/SBS 200 with grades 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 361 Sensation and Perception

An examination of perceptual processes and sensory systems. Emphasis is on experimental methodology, research findings, and theoretical interpretations. 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: Successful completion of PSY 101,102, and BIO 111 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 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 will an introduction to disabling conditions. Prerequisite: therapeutic recreation major or instructor permission. Spring semester only. 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.

REC 399 Topics in Recreation and Leisure Studies

No description available. Cr 3.

RHF 100-Level Recreation/Fitness Courses

RHF courses are designed to provide education and skill development in a particular recreation or health/fitness activity. Because skill and/or fitness development are objectives in all RHF courses, students must attend and participate in class activities in order to pass. The Department reserves the right to request written medical clearance for participation in courses that require high intensity exercise. An * after a course number indicates that students will be required to pay a vendor charge for access to activity environments and/or equipment. The course instructor will explain any charge. The following are the RHF activity areas: RHF 101 Tennis; RHF 106 Ballroom

Dance; RHF 107 Aerobics; RHF 109 Beginning Weight Training; ; RHF 117 Low Impact Aerobics; RHF 118 Yoga; RHF 121 Self-Defense; RHF 122 Aerobic Kickboxing; RHF 126 Stability and Physio-Ball Exercise; and RHF 127 Pilates. Cr 1.5 each

RHF 106 Ballroom Dance
See RHF 100. Cr 1.5.

RHF 109 Beginning Weight Training
See RHF 100. Cr 1.5.

RHF 121 Self Defense
See RHF 100. Cr 1.5.

RHF 122 Aerobic Kickboxing
See RHF 100. Cr 1.5.

RHF 124 T’Ai chi
See RHF 100. Cr 1.5.

RMI 320 Risk Management & 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 Laboratory
RSP 111 is a continuation of RSP 110. Cr 1-3.

RSP 211 Russell Scholars Learning Community Laboratory
RSP 211 is a continuation of RSP 210. Cr 1-3.

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 Laboratory
RSP 311 is a continuation of RSP 310. Cr 1-3.

RSP 402 Russell Scholars Capstone Seminar: Community and Commitment
This capstone seminar will bring together the framework, principles, and experiences of four years in the Russell Scholars Program to prepare graduating seniors to become lifelong learners with a commitment to the common good. Drawing upon the lessons of identity and community, and other themes of the program, this classroom and field-based seminar will explore such questions as: What is the common good? How can we be at home in the world? How can we live within and beyond the tribe? What is our responsibility in the world? What does citizenship in the twenty-first century mean? How do we develop critical habits of mind? This seminar will include a significant service-learning field experience in a community setting. Cr 3.

RSP 411 Russell Scholars Learning Community Lab
RSP 411 is a continuation of RSP 410. Cr 3.

SBS 200 Multicultural Human 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/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

SBS 306 Adolescence
This course is 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 308 Health, Illness, and Culture
This course is an examination of the cultural dimensions of health and illness. Consideration will be given to contemporary issues such as the definition of health and illness, the distribution of diseases across different populations, cross-cultural variations in treatment models, and the implications thereof for health and human service professionals. Cr 3.

SBS 309 The Psychology of Attachment in Early Childhood
This course focuses on the critical importance of attachment process in early childhood and the emotional development of young children as the basis of forming relationships throughout one's life. Stages in attachment process will be presented as well as types and categories of attachment. Stages of emotional development in early childhood will also be presented with critical accomplishments in each stage. Positive and negative influences on both attachment and emotional development will be discussed as well as implications for attachment relationships throughout the lifespan. Recommended: PSY 102, HRD/SBS 200, a course in Child Development, or SBS 311. Cr 3.

SBS 310 Childhood and Society
This course weaves several broad themes regarding children and childhood in society, including how socio-historical circumstances shape our perceptions of children and childhood as a distinct life stage; how various agents of socialization including family, educational systems, and media shape contemporary childhood socialization; how children are co-constructors of childhood and society; and how the experiences of childhood are shaped by ethnicity, race, class, and gender. 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/LOS 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 339 Ethnicity, Immigration, and Identity
This course will focus on concepts of ethnicity, immigration, and identity through an investigation of the immigration history of the city of Lewiston, Maine. We will explore how ethnic identity is defined and why people emigrate. Through historical and contemporary readings and films, oral histories and personal interviews, the course examines the challenges immigrants face as they attempt to assimilate within the U.S. while trying to maintain their native languages, traditions, cultures and communities. Cr 3.

SBS 341 The Family
This course is 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 348 Responding to Mental Health Crisis in the Community
This course explores history and models of mental health focused on the ability of individuals with mental illness to function successfully in the community. The course will assist students in developing an understanding of crisis intervention theory and perspectives, including knowledge of risk factors and precipitating events, and of available emergency community resources (and associated obstacles to access to these services). 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 365 Psychological Language of Dreams and Fairytales
This course explores psychological approaches to understanding the language of dreams and fairytales. Students consider how works of imaginative literature and dreams inform the

theories of Freud and Jung and also how their theories, in turn, have shaped contemporary approaches to understanding of images and metaphors. We then culturally situate this psychological approach by comparing it with cross-cultural and literary approaches. Cr 3.

SBS 411 Counseling and Psychotherapy
A study of the conceptual foundations, fundamental characteristics, and ethical principles involved in the process of psychological counseling. Alternative models (e.g., individual, group, family) of therapy will be explored in relation to theories of personality development and functioning. Special focus will also be placed on counseling approaches in community mental health areas such as trauma and crisis intervention. Prerequisite: SBS 311. Cr 3.

SBS 430 Applied Social Policy
A review of contemporary social policy alternatives and an examination of social policy making processes at both the macro- and micro-levels. Students complete an applied social policy project which might take the form of a policy paper, a grant proposal or written legislative testimony for a community agency. Prerequisites: either LCC 200 or LCC 370 as well as junior standing or permission of the instructor. Cr 3.

SBS 436 Risk, Public Policy, and Society
This course considers the variety of ways in which risks, especially risks to the environment and to health, are measured, perceived, communicated, and acted upon in our society. Perspectives will be drawn from health fields, natural sciences, and political science, as well as from the social sciences. Cr 3.

SCI 107 Biological Principles II w/Lab
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 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: SCI113 or CHY113. Cr 3.

SCI 116 Laboratory 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 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 305 Molecular Physiology w/Lab
This lecture and lab course examines the linkage between cellular and organismal events and those at the molecular level. Particular attention is given to DNA replication, signal transduction and the control of transcription, genomics, proteomics, metabolism, and the compartmentalization of cellular functions. Prerequisites: SCI 209 and SCI 252. 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 380 Pathophysiology I
This course examines the physiological, 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

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 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 374 Mental Health and Mental Illness
An examination of theories of the "causes" of "madness" and the treatment of the mentally ill. Particular attention on the influence of culture on the definition of illnesses, the relationship between social factors and illness, and the social context of treatment. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 380 Topics in Sociology
Specially developed occasional courses exploring a variety of theoretical and substantive areas within the field. Offered as resources permit. These courses may be counted as electives toward completion of the major. Prerequisite: SOC 210 with C or better or permission of instructor. Cr 3.

SOC 392 Poverty: Policy and 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 270 The Culture and Civilization of Spain
This course examines aspects of the society, institutions, art, literature, and religion of Spain from its origins to the present. No knowledge of Spanish is necessary. Cr 3.

SPA 304 Advanced Conversation and 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.

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 or EXS 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: EXS major; SPM 100 or concurrent. Cr. 3.

SOM 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 330 Physiology of Exercise
An investigation of the acute and chronic effects exercise incurs on the body. Muscle physiology, respiration, cardiac function, circulation, energy metabolism and application to training will be emphasized and applied in laboratory activities. Prerequisites: ALT, EXS, HEF, or HLS major; CHY 107 or CHY 113 and 114 or concurrent; BIO 111 and 112 or SCI 170 and 171; and BIO 211 and 212 or SCI 172 and 173. 2 credits lecture; 1 credit lab. 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 II
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.

STH 101 STEM Learning Seminar
No description available. Cr 0

STH 112 Physical & Earth/Space Science for K-8 Teachers
Provides prospective elementary teachers a deep understanding of the physical science and earth/space concepts they would be expected to teach up through the eighth grade level according to the Next Generation Science Standards. The course also covers the process and design skills needed to be scientifically literate. The associated laboratory activities are included as part of the course, and students experience science that is directly connected to everyday experiences. 4 cr.

STH 315 Rehabilitation Services for Older Adults
This course will discuss rehabilitation services for older adults withing the present health care system including types of services, cost and reimbursement for services and responsibilities of different rehabilitation professionals. The course will look at the role of the rehabilitation professional in the delivery of services in a variety of medical and community settings typical for older adults. The course will review common conditions for older adults including cardiac, pulmonary, neuromuscular, and orthopedic conditions and provide evidence-based examples of interventions commonly utilized in the rehabilitation profession. Finally, the role of rehabilitation in health promotion, prevention, and well-being will be explored. Prerequisites: College writing and any PSY or SOC course. 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 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, math readiness, English Composition, statistics, SOC 100, PSY 101, HRD 200, POS 101, ECO 101, SWO 201, SWO 250; at least 60 credits at the time of preregistration for SWO 393; grade of C or better in all required social work and foundation courses; and a 2.5 cumulative GPA overall at the time of enrollment. 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
No description available. Cr 3.

SWO 404 Methods of Social Work Practice III
This course is a continuation of Methods of Social Work Practice II. It explores the contextual nature of generalist social work practice within a strengths perspective. Emphasis will be placed on the processes of engagement, assessment, and intervention with individuals, families, and groups. Family systems, group, and crisis models of intervention will be presented. This course must be taken concurrently with SWO 412 (Field Work II). Prerequisites: SWO 393, SWO 403. Spring semester only. Cr 3.

TAH 101 The Travel Experience: Introduction to Tourism & Hospitality
This course is an introduction to the major concepts, issues, and theories of tourism and hospitality as an economic sector and topic of academic study. The course covers a broad range of topics related to the travel experience, from tourism as an industry to the impacts it has on communities and places, as well as on travelers themselves. Students will also be introduced to key elements of the hospitality industry and opportunities for employment within this industry. The course will introduce concepts such as sustainability, planning, and ethical responsibility. This course is required of all TAH majors. Cr 3.

TAH 241 Tourism & Community Development
Students learn about tourism as a tool for economic development and the impacts it can have on a community's sense of identity, control, and wellbeing. Topics include economic development; social and cultural impacts; strategic planning; stakeholder theory; community participation; destination life cycles; marketing and promotion; and social conflict. Case studies from Maine, illustrate the challenges of linking community development to tourism and hospitality. This is the introductory course for the concentration Tourism Development and Planning. Cr 3.

TAH 331 Sustainable Hospitality Management
Focuses on practical applications of sustainability principles and techniques to the planning and management of tourism and hospitality businesses. Taught by faculty experienced in designing and implementing sustainable hospitality guidelines, the course will take students through the steps of assessing planned or existing businesses and making these businesses more sustainable. Certification guidelines for sustainable businesses will be examined, and students will have the opportunity to do audits or other exercises to apply their knowledge in actual industry settings. Prerequisite: TAH 231 or permission of instructor. Cr 3.

TAH 399 Adv Topics in tourism and Hospitality
Courses with this designation include special topics in various aspects of tourism and hospitality, offered on a one-time or experimental basis. This designation may also include courses that are cross-listed with other majors at USM and taught by faculty from those programs. Specific titles and course descriptions for upcoming courses can be found in the Course Search section of Maine Street. More information may also be found in the Advising section of the TAH program website. Prerequisites vary by individual course; please see Maine Street. Cr 3

TAH 406 Applied Research in Tourism & Hospitality
Students will conduct independent research guided by a faculty supervisor on an approved subject related to tourism or hospitality. Research may include literature reviews and qualitative or quantitative methods as determined in collaboration with the supervisor, and possibly with external clients or collaborators. Students must propose a research topic prior to the semester in which the research is to take place, and with enough time to allow the supervisor to approve or amend the proposed research subject. This course may serve as the student's capstone experience if approved as such by the faculty advisor and program chair. Prerequisites: TAH major; permission of faculty supervisor. Cr 3-6

TAH 407 Field Study in Tourism & Hospitality
This course involves travel to one or more sites outside of Maine and combines tourism activities with research, active learning, and community engagement. Actual courses will vary from year to year and may be taught by USM faculty, outside instructors, or a combination. Courses may focus on ecotourism, community development, cultural tourism, sustainable tourism, volunteer tourism, or other areas. Students may also attend an external field course they have identified and which their TAH advisor agrees meets the goals of this course. They would then obtain program approval to register for this course and will receive credit upon completion of agreed-upon assignments. Prerequisites: TAH major; permission of faculty advisor. Cr 3-6

TAH 408 Practicum in Tourism & Hospitality
This course combines a professional work placement with a final project designed to complete a concentration requirement. Students work with a faculty member and client organization, business, or community to gain work experience (generally at least 100 hours) and create or assist with a tangible product, such as a research report, website, promotional material, or conference or other event, that serves the client's needs. Prerequisites: TAH major; completion of all other requirements for a concentration; permission of supervising faculty. Cr 3-6

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

THE 150 Text Analysis
Text Analysis teaches students myriad ways of approaching, interpreting, and synthesizing texts (written, visual, and aural), especially scripts. Students will learn the skills necessary for actors, directors, designers, dramaturgs, and scholars to explore and deconstruct texts in search of meaning, clues for staging possibilities, and cultural context. Cr 3.

THE 199 Topics in Theatre
This course addresses the writing skills necessary for producing theatre reviews and theatre thesis papers. Students will focus on fine-tuning basic grammar, creating solid arguments, and writing persuasively. Requirements include writing a theatre review, giving a grammar performance (yes, performance), and crafting thesis statements and outlines. (Note: Because of the abbreviated nature of this course, students will be asked to formulate thesis statements and outlines, NOT write full-length thesis papers.) Cr 1

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 299 Topics in Theatre
No description available. This class may be repeated for credit. Cr 3

THE 352 Dramatic Literature and Theatre History II: 1500-1800
This course examines the dramatic literature and history of traditional Asian, Renaissance, Restoration, and Enlightenment theatres. THE 352 asks students to think about theatre and dramatic literature in a broad array of cultural contexts. This class focuses on sharpening students' written and oral communication and critical thinking skills. Prerequisites: College Writing, THE 150; THE 150 may be taken concurrently. Cr.3.

WGS 101 Introduction to Women & 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

WGS 201 Women, Knowledge, and Power
This course examines the ways in which the politics of knowledge production shape culture and gender relations. It explores the ways women and men have historically resisted, subverted, appropriated and reformed traditional bodies of thought. Prerequisites: WST 101I, EYE 109 or permission of instructor. Offered spring semester. Cr 3.

WGS 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.

WGS 365 Topics in Gender and Institutions II
Courses in this category will focus on gender relations and the social and institutional construction of the category "women." Social structures and institutions create and reinforce assumptions about sex and gender, women and men, and masculinity and femininity, thus ultimately shaping the gender experiences available in society. The emphasis may be on industrial or non-industrial societies and institutions, law and legal institutions, economic institutions, subsistence strategies in non-industrial societies, systems of stratification, conceptual systems, or education. Cr 3.

WGS 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.



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Perspectives

Our opinion: Cops need to check their blue privilege

We think that the recent indictment of the white cop that killed black man Eric Garner last July is less of a racial issue and speaks more to the immense amount of power that cops hold in this country.

The recent slew of police brutality and killings is less representative of a struggle between white and black privilege and rather blue privilege.

In the particular case of the death of Eric Garner let's push racial opinions aside and focus instead on what drives cops to use such an unnecessary amount of force. The cop, Daniel Pantaleo said that he would have used the same amount of force on a white suspect, and we believe him. Even Erica Garner, the daughter of the deceased, said in a statement to CNN last week, that race was less of a motivator in this case and that it shows that some cops like to abuse their power. Eric Garner's imposing 6 ft. tall, 350 lb. stature might of sparked a mental drive within Pantaleo, to be the successful, powerful cop that brings the big criminal down.

Activists should protest and be outraged at the legal system in place that enables this kind of police violence.

We understand that Garner shouting, "I can't breathe," inherently

means that his airways were open enough to, in fact, breathe, but that doesn't mean he wasn't put into unnecessary amounts of stress and discomfort. And obviously the autopsy report, that cited asphyxiation as the cause of death reflected that. Police should be trained and equipped with the tools they need to incapacitate a suspect with minimal pain or harm. Why was he put into a chokehold in the first place? Restrain the suspect with handcuffs and continue your inquiry after that.

Back in 1983, with the case of the city of L.A. versus Lyons, another black man was choked by a white cop, but it did not end fatally. Adolph Lyons filed a lawsuit and demanded that the court prevent the Los Angeles police department from using chokeholds unless they experienced deadly force. The Supreme Court overturned this motion, because Lyons was unable to prove that he was personally at risk of being choked in the future. The federal courts should step in, to require the police departments implement better training, communication and record keeping. The justice system shouldn't just serve to punish past actions, but also it should drive reform.

Sure, police across the country have to deal with the dregs of soci-

ety. People are constantly trying to lie, cheat and harm law enforcement, and dealing with the uncertainty over whether or not a person is dangerous must be incredibly stressful. But the training system and procedures that cops follow just simply shouldn't allow for chokeholds and beatdowns. There are ways cops can protect themselves, while also minimizing civilian harm. Cops should be held accountable and act more defensively, instead of offensively. Of course we're not speaking for every cop, but the current system allows for excessive use of force, that some cops use to their advantage on their own personal power trips. These are the cases we hear about, that enrages thousands across the country.

We commend the people of Portland that mobilized and took part in a national response to Garner's death at the hands of the people that are meant to protect us. While Portland's "We Can't Breathe," march focused on racial segregation, it also served as an excellent way to not only pay respects to Eric Garner and Michael Brown, but raise awareness to how flawed aspects of our justice system are.

Our opinion is written by the Free Press editorial board.

The Talk

Having happy hook-ups

Lorraine Kessler
Contributor

People have a lot of feelings about hooking up and casual sex. Let's just take a breather. To begin, I want to make it explicit that your friends, your parents, your employers, your crush all have different feelings about you hooking up with someone, but your feelings are the most important. Yes, put yourself on a pedestal. It's your body, and if you feel comfortable and happy, go do as you please – or don't do, if that's what you please. However, sometimes people struggle with their feelings, even after they've already hooked up with someone. If only there was a way to have a safe, guaranteed hook up...

What is a safe hookup? I've already discussed consent, protection from STIs and pregnancy, but you can't just stick a condom over your emotions or your confidence, can you? Unfortunately, there is no sure fire way to make sure you don't feel like crap after, but here are some tips to help. The most important thing is to be honest with yourself and pay attention to you desires and how you want to fulfil them. First, put other people's morality out of your mind – part of being in your peak sexual health is accepting yourself where you are. If you want to hook up, or don't, it's perfectly fine. Surround yourself with people that value you and your happiness more than they value you conforming to their ex-

pectations.

So what are the "right reasons" to hookup? It can really be attraction, sexual desire or wanting a new sexual experience; if you're interested in casual sex, yes, those are perfectly valid reasons. I don't want to say there are wrong reasons, but if you're seeking a hook up to make you feel better about yourself, as a rebound from a past relationship, or as a distraction from other issues, that may not be the best solution, and when you aren't feeling like yourself, you might end up doing things that are normally beyond your limits. If you're feeling lonely, a better option may be setting up a platonic date with a friend instead. Often times, expecting more than what the situation really is, is the reason people end up feeling regret or guilt after a hook up. Know yourself, your limits, and don't be afraid to set them and communicate your wants.

Often times, people use apps like Tinder or Grindr to find partners for casual sex. It almost goes without saying, but take all those profiles with a grain of salt – people are not always honest online, and they are not always nice. Someone who may not have the guts to be a jerk in person may post something offensive on their profile. Discrimination also happens openly and freely online, so prepare yourself mentally in case you see a profile that says "no femmes, no POC, no..." whatever else you may be. People feel brave online, but if they're

jerks, forget about it. There are many, many others who will not be bigots. Sometimes, you may come across someone, be interested, and then be rejected. It's important to respect that decision – it may not even be personal. Sometimes people are just not looking for sex in that moment, are hoping a particular person will notice them, are not in the right head space or are too intoxicated to be available tonight. On the other hand, be polite but firm when you reject someone – you don't have to be mean to make you feelings heard, but if they continue to bother you after you've asked them to leave you alone, my motto is to always block jerks.

When you meet someone for a hook up (who you met online or off), meet in a public place. If it's late and nothing is open, meet at a gas station where there are surveillance cameras. Always make sure you have transportation or money for a cab in case you need it. When you go out, let a friend know where you are, and maybe even the name and number of the person you're with. If anything feels off, or the person is just a jerk, trust you gut. There are plenty of fish elsewhere.

Lorraine Kessler is a senior social work major with a minor in women and gender studies. She is currently interning with at USM's Center for Sexuality and Gender Diversity.

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INVEST IN USM

A weekly forum for USM voices to identify opportunities to join together, think creatively, reorganize our priorities, and help USM and the entire UMaine System prosper and grow stronger to serve all Mainers and their communities.

Help Mainers stay in Maine

Emily Paine
Guest Contributor

There's something about Maine, isn't there? And as a Mainer in my early 20s, Portland was the place to be. When I first attended the University of Southern Maine, I wasn't looking for a traditional education; I was working at a coffee shop and engaging in community organizing and art projects that took up a lot of my time.

I had the opportunity to go to a private liberal arts college. (I did actually attend Hampshire College for a year). I grew up in midcoast Maine and my father is a doctor who believes in higher education, so I am one of a privileged few who could have gotten my degree at a private liberal arts college. But I didn't want to go away to a liberal arts college. I wanted live in Portland, Maine: a vibrant city with so much to offer young Mainers, yet still so close to home and family.

What's more, when I first started taking classes at USM, it wasn't even in pursuit of a degree. I sim-

ply wanted to take good classes for the sake of learning. I enrolled in just two classes to begin with, the Politics of Difference and Creative Writing. They were excellent: the faculty, the students, the readings—I was hooked. I fit my courses in between work, projects, and friends.

Inspired by my faculty and experience at USM, I slowly came to realize that I wanted to pursue a PhD in sociology, so that I could contribute to the world by generating social research and becoming a professor myself someday. I hunkered down to get my B.A. in women & gender studies and sociology.

But first, I considered transferring. Not because I wasn't happy at USM—I loved it there. Most of my professors, like me, could have been at more prestigious universities and colleges. They stayed at USM for the same reasons I did: they wanted to live in Portland, Maine. And, they enjoyed teaching at a public university with a diverse student body.

But I thought that I'd have a better chance of getting into a PhD

program if I had a more impressive name on my transcript. This is because USM, unlike top public universities in states that choose to invest in their institutions of higher education (such as the University of Michigan, California, Washington, Pennsylvania, Minnesota, Oregon, and Texas—where I am now), has fallen behind. Again, this is not because of existing faculty. Now that I've taken 24 graduate credits at a top program, I can say with confidence that the faculty I had the privilege of taking courses with at USM are extraordinary in both their teaching capabilities and their regard for their students' success—both within and beyond the classroom. Rather, it is because USM has been barred from hiring new faculty in many departments, and new faculty keeps a university fresh and relevant—in a word, competitive. If you cut off funding for new hires (or if you cut entire departments), you simply cannot compete with well-funded institutions.

In the end, I did finish my degree

at USM. I couldn't bring myself to leave the university and the city I loved. However, if I had to make that decision again today, I would leave. I could not risk having my future choices constrained by the whim of USM administrators who seem intent on gutting their own universities—administrators who inexplicably refuse to consider investment as a viable alternative to dismemberment.

Revolving administrators have argued that enrollment is declining, and yet, they've refused to acknowledge the toxic effect that hiring freezes, mismanagement, and their own missteps have had on enrollment. Young Mainers (and wannabe Mainers) would like to get a reliably competitive education at USM, but increasingly they are forced to look to neighboring states for what they need. Because it's not just something about Maine, is it? It's something about Portland.

The Board of Trustees and the administration are arguing that the University of Orono should serve as the only University of Maine system flagship, and that USM doesn't deserve the kind of attention deserved by UMO. The problem is, many young Mainers (like myself) are not served well by UMO. We want access to a vibrant city, not an isolated "party school" (in the words of my little brother, who transferred from UMO to a private liberal arts college so that

he could have a life outside of his coursework).

If I hadn't been able to take classes at USM, which is well-designed to support non-traditional students and perfectly situated to allow students a rich life outside of classes and coursework, I'm not sure if I ever would have gained the confidence to believe in myself as a scholar.

Those of us who want to stay in Southern Maine and get an affordable education—one that is competitive with top state universities—must make our message clear to university system administrators and state legislators alike: invest in USM. Invest in the UMaine system. Stop gutting our universities. Make Maine the place for the most enterprising, capable, and ambitious Mainers to get an education. Demand that your administrators do their research and follow the examples of state universities that have invested in expanding faculty and departments—and thrived.

Emily Paine is a doctoral student in the department of Sociology and a trainee in the Population Research Center at the University of Texas at Austin. She received her B.A. in Women & Gender Studies and Sociology at the University of Southern Maine in 2011. She dreams of one day returning to Maine to teach sociology.

Conte & Crumpets

Prague: a love story

Martin Conte
Free Press Staff

Dear Prague.

What can I say that you don't already know? You're beautiful. Alluring. Elusive. Mysterious. From the moment we met, I felt chills (it may have been the freezing cold temperatures, or it may have been the way your moonlit world seemed to come from outer space). You're the lover I always wanted, and in just a few short days we explored each other's nooks and crannies in a whirlwind of energy.

It started that first night, when I got off the plane and met Lakota and Cecily, two friends from home. We made our way to an afterparty for a film festival that had recently closed, located in what appeared to be four floors of an abandoned office building. Already, Prague, I could see your sensuous curves, and we danced together through the night to a French DJ, surrounded by an array of that wild and crazed European party society you see in 1970's art magazines.

The next day, I climbed your backbone, crossing the river Vltava through the Charles Bridge, avoiding the pockmarks of beggars literally on their hands and knees, holding paper cups up hopefully. At the top lay your castle, a thousand years old and still holding all your brainpower: presidents, ministers and officers. And there, like a diadem on your glorious head, sits St. Vitus Church, looming with the Gothic austerity of a Europe gone by, but gleaming with stained glass win-



dows dyed bright orange and red. I stand in awe on your head, looking out over the seething streets and bright washed buildings of your body.

What other lovers came before me? I don't ask this out of jealousy but in humility. What other souls wandered your twilight streets, asking of you the impossible questions, hearing the rumblings of your inner organs as possible answers? Perhaps most famously, Franz Kafka, one of my own idols, now venerated in a museum located in the crook of your shoulder just above the Thomas Bridge. The Kafka Museum, as much dedicated to the biography of his life and works, as to itself

being a Kafkaesque experience, complete with shadowy rooms, red staircases and eerie creaking sounds throughout. Indeed, it was Kafka who knew you best, wasn't it? It was Kafka who saw in you that "Prague never lets you go... this dear little mother has sharp claws." Now, I put my feet where his feet once were, and imagine his terror of your streets as my own.

Art is the skin that swaddles your body; from the Dali/Warhol exhibition, to the many small galleries lining your streets, someone's creative invention is always nearby. They tattoo your body with paints and sculptures, following a tradition of innovation,

daring to question all that came before them, while lovingly evoking the old gods casketed in the cathedrals and churches. Mozart's music is the way you hum to me, Rilke's poetry the whispers we share as I go to sleep. Prague, already my legs feel an itch to return to you! I fill my heart with your possibilities! I dedicate my scribbles to the vast capacities of your soul!

I will remember you as the woman who sat with me through the night. After the Thanksgiving dinner I shared with the other Americans courting you, full of shared food and drinks, conversation and love, I catch a 2am tram through you to the outskirts, back

to the airport. The city glowed silently. Fellow insomniacs rode the tram in a zombie-like calm, passing through the drunken revelers, succumbing to your lullabying company. Each time the doors opened, your cold swept in on us. But it was not a frigid cold, rather the brisk cool of a beautiful, silvery night. Three days only we spent together, but you've kept a bit of me, which I will return for one day, I can promise you. Until then, the clocks of Prague chime on the hour in my heart, and she will be a wellspring of inspiration, for months to come.

Martin Conte is a senior English major studying abroad in Winchester, England.

Martin Conte / Free Press Staff

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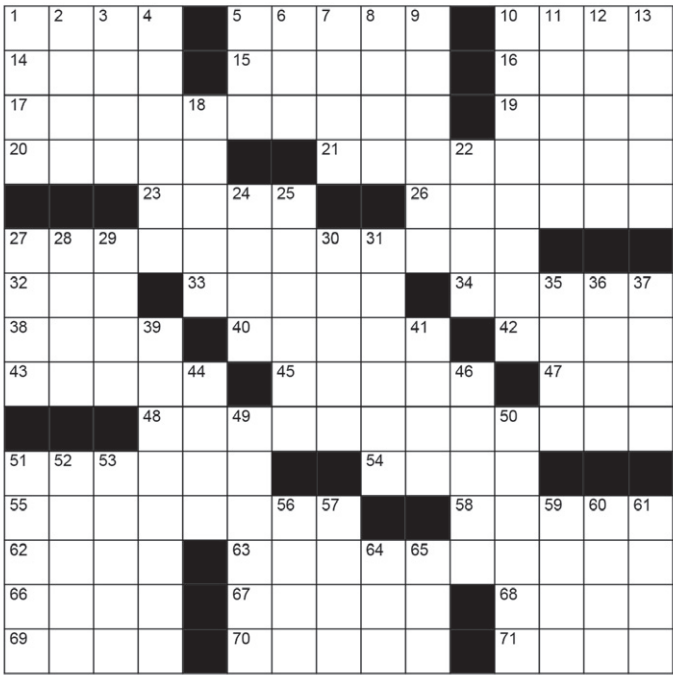
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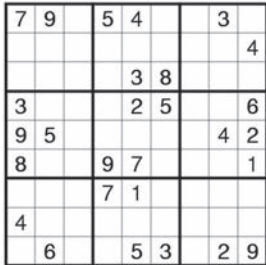
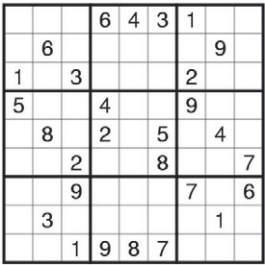
Crossword

- Across
1. Long-range nuke
5. Hannah of film
10. Sphere starter
14. Bean used in a Japanese sauce
15. Carol starter
16. Big galoots
17. Antiterrorism legislation of 2001
19. Mandolin cousin
20. 'Shrek!' author William
21. Extinct mammal
23. Peaks near Bern
26. FedEx notation
27. It may be called for in a recipe
32. "___ tu" Verdi aria
33. Be ___ mind: agree
34. Skewered barbecue dish
38. Ireland from England
40. Friendly Islands, formally
42. Comedian Jay
43. Montezuma, for instance
45. Capone associate
47. ___-Cat (off-road vehicle)
48. Kalmar-Ruby question
51. Of some electrodes
54. Ceremonial heap
55. Mast canvas
58. Noted Tombstone family, once
62. Digestive juice
63. Going it alone
66. Currier and ___
67. "Mr. Belvedere" actress Graff
68. Drill or saw
69. Danson and Knight
70. Hall of Fame cager Dan
71. Real-life org. seen in "Bullitt"
- Down
1. AOL and Road Runner: Abbr.
2. Paint layers
3. Computer information unit
4. Carey on the pop charts
5. 'Da ___ Ron Ron' (hit by the Crystals)
6. Broadway play segment
7. Have itchy feet
8. Song spelled with arm motions
9. Rains less intensely
10. 3-D picture
11. Give off
12. Conferred about
13. "___ thee late a rosy wreath": Jonson
18. Ice palace of sorts
22. Journey on Kirk's USS Enterprise
24. Dismissive sound
25. Impromptu percussion
27. "It was ___ vu all over again"
28. Phoenix's state: Abbr.
29. Residue
30. Baseball's Del
31. Spinning toy
35. Ship's petty officer, familiarly
36. 'That's terrible!'
37. It's arched above the eye
39. Bawdy behavior
41. "Give it ___!"
44. Two make a Latin dance
46. Like some vbs.
49. Patron saint of Norway
50. Breadmakers' needs
51. Range
52. Dewy-eyed
53. Like smooth-running machines
56. Aches and pains
57. Caustic compounds
59. Shingle site
60. Noise from a fall
61. Auctioneer's final word
64. Ending with nectar or saturn
65. "___ Blu Dipinto di Blu"



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.



Cryptogram

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

TL ERZ ICTYY U JGGO
RM ERZO IPRWG, SR
ERZ DGP LRUF RM PKG
OUMDG?

And here is your hint:

Z = U

The solution to last issue's crossword



Weekly Horoscope



- Aries** ★★★
March 21-April 19
You feel like traveling--mentally if not physically. Your curiosity quotient is high today. Seek knowledge from many sources.
- Taurus** ★★★★★
April 20-May 20
Love certainly makes the world go 'round today! You are ready and raring to go. Enjoy the merry-go-round of fun and games.
- Gemini** ★★★★★
May 21-June 20
Your natural stage presence, love of fun, and talent for amusing or entertaining others is in focus. Have a good time!
- Cancer** ★★★
June 21-July 22
Your ability to spot flaws is accented, but seek solutions rather than just seeing what's wrong.
- Leo** ★★★
July 23-August 22
Pleasure comes through food, drink, or physical contact. Indulge yourself a bit; you deserve to feel good today.
- Virgo** ★★★★★
August 23-September 22
Today's the day to do something for your own pleasure. Get a massage, a facial, a manicure, a pedicure, or other indulgence.
- Libra** ★★★
September 23-October 22
Pleasure comes through exercising your mind. Sharpen your wits; tell jokes; select a class, or just enjoy fun discussions with others.
- Scorpio** ★★★★★
October 23-November 21
Communication is the key today. Write letters, pin little love notes to the refrigerator, telephone, sky write, communicate with loved one(s).
- Sagittarius** ★★★
November 22-December 21
You feel critical of people or situations that do not measure up to your expectations. Take one small step to improve your sharing times.
- Capricorn** ★★★
December 22-January 19
Recreation centers on the mind. Enjoy crossword puzzles, writing letters, Trivial Pursuit, cards, or other mentally stimulating pursuits.
- Aquarius** ★★★★★
January 20-February 18
A mutual give and take can be quite rewarding today, as long as no one gets into keeping score about who got more pleasure. Enjoy!
- Pisces** ★★★
February 19-March 20
You and a household member feel torn between playing it safe and taking a chance. Create security amid some changes.

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A look back in time through Pulp fiction



Sam Hill / Editor-In-Chief

The Pulp! art exhibit showcases cheaply designed paperback magazines that were popular from 1930-1950. They depict controversial topics that are both compelling and offensive.

Brian Gordon
Free Press Staff

The headlines for The Pulp! exhibit at the Portland Public Library sound more like horror movies than an art exhibit. Titles like, “They’re Lurking Behind Buildings” and “They Strike at you from the Darkness” make for an awesome exhibit that pops off the walls with color and crime.

Pulps, or pulp fiction were cheaply made designed paperback magazines that appealed to a broad swath of readers. The covers were meant to draw in the viewer to the exciting tales within. They were originally designed for the working class, as something they could afford. The pulp magazines were priced cheaply at less than a quarter during the height of the magazines popularity between 1930 and 1950.

The earlier pulps glorified war as they became popular during World War I. Other pulps depicted cowboys and Indians which were meant to intrigue Eastern readers who had never traveled out West and still imagined it to be a lawless land.

Rachael Weyand, the library programming manager, said the library likes to do a big illustration show this time of year.

“It’s a really good way to connect the written word and art,” said Weyand.

Weyand also mentioned it’s a nice way to bring new people into the library to see what’s going on.

“These images are just so captivating you can see how they would draw people into the stories immediately. Everybody read them,” said Weyand.

The original oil paintings that would become the covers of the magazines hang in the library along with the original pulp fiction books. They are an interesting look at what Americans used to do for entertainment before television was invented. For a very small investment, people could forget their hardships in a pulp magazine.

“These were books that people read to escape the Depression era and I think that shows the strength of reading and the written word and how powerful that is,” said Weyand.

One of the pulp books cover screams, “The Murder Was a Pleasure! – The Bookie and the Blonde.” This painting depicts a crazed man with handcuffs hanging off his wrist holding a gun to a waitress’ back as he makes her pour poison into a policeman’s coffee cup. It’s an insane scenario,

one that is cool to witness in a giant eighty year old painting.

The library has one section titled “Ladies in Terror,” which displays a whole slew of paintings of half-naked women trying to fend off fiends. Many of the covers depict rape and crime but in a ludicrous way.

“These were books that people read to escape the Depression era and I think that shows the strength of reading and the written work and how powerful that is.”

Rachael Weyand, Library programming manager of the Portland Public Library

“These paintings are a real snapshot to how people felt and thought in the 30s, 40s and 50s. The stories are so compelling yet also almost offending,” said Weyand.

As the books became more popular over the years, more competition amongst publishers meant racier covers. Weyand noted that

some people would even tear off the cover of their pulps because they were embarrassed to be reading them in public.

Weyand believes it is neat to imagine the artist who used to create one of these large paintings every week, going through the hassle of getting a courier, send-

ing it to the publisher, the publisher using the painting for a cover of a magazine and then throwing it out.

Weyand explained that not a lot of individuals saved the original paintings or pulp magazines. The few that survive today have been donated by Robert Lesser to the New Britain Museum in Connecticut.

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icut. The Portland Public Library has about a third of that collection on display.

When first published, these magazines were not seen as art. Even today, they’re still considered a sort of lesser art, similar to how pop art was first marginalized. Also in common with pop art, pulp art uses very bright colors, creating striking images. They are both controversial forms of art. Some of the pulps are titled “Spicy Westerns,” a precursor to later pornographic magazines.

The Pulp exhibit is open every day except Sunday and until December 26 at the Portland Public Library, 5 Monument Square. It’s free although a \$5 donation is suggested.

It is a good way to pass an afternoon and lose yourself in the old pulp fiction.

“They’re just fun to look at, they’re nostalgic,” said Weyand.

Just don’t show up like the Hollywood Detective, “Drunk, Disorderly and Dead” or you may have to “Cover the Corpses Eyes.”

Arts & Culture

Recommends: Fiberarts exhibit in Glickman library



Katelyn Wiggins / Free Press Staff

The exhibit in Glickman showcases a variety of other unique art forms.

Krysteana Scribner
Arts & Culture Editor

The typical art exhibit one may imagine consists of painted canvases or pastel drawings. However, Fiberarts is a form of art that takes everyday items and makes it into something new.

Located in Glickman library on the 7th floor, USM is hosting a new exhibit titled, "Maine Fiberarts" which showcases woven textiles, netted june bugs, collaged fabric,

from Maine and include Noreen Blaiklock, Barbara Burns and many others.

"All of these artists are such hard workers, because what they do requires hours and hours of handwork," said Macchi.

Macchi also believes that the items in this exhibit are unique because we are seeing an expression of art that is trying to keep an old tradition alive.

"Netting bags used to be created

All of these artists are such hard workers because what they do requires hours and hours of hard work.

Christine Macchi, Executive Director of Maine Fiberarts

stitched landscapes and a variety of other unique art forms.

Maine Fiber arts is a non-profit located on Main St. in Topsham, Maine. Christine Macchi, executive director of the Maine Fiberarts Museum, said that Maine Fiberarts has been wanting to expand their exhibit beyond their own doors to other venues. When space became available at USM, they opened an exhibit for students and staff at the University to enjoy.

"It is a show of contemporary fiber arts by mostly Maine artists. There are 20 different items and it's a wide variety of medium. There are items from Art quilts and patted lace to hand made books and beaded rocks," said Macchi.

Two of the artists, Linda Brunelle and Lyne Beaulie come from Montreal. Roslyn Logsdon lives in Maryland and basketry maker Peggy Whitney Hobbs lives in Pennsylvania. The rest of the artists come

as part of fisherman tradition, and some of the hand woven fish net art reflects some historical aspects in the most unique and intriguing ways," said Macchi.

Macchi explained that the work is innovative as much as it is beautiful, and makes for an amazing celebration of handwork that everyone should take the chance to look at.

"It's great to see what Maine artists are up to, and this exhibit broadens your ideas of what fiber involves and may even inspire viewers to try their own hand at something new," said Macchi.

This exhibit at USM will be open until December 19th. If you don't get a chance to see the exhibit at USM, Maine Fiberarts Center in Topsham will be having another exhibit that displays similar handcrafted works to the ones seen at USM.

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Local shopping supports local families

Krysteana Scribner
Arts & Culture Editor

Local shopping around the holidays can be a fun way to buy unique gifts for the people in your life. With big name franchises seemingly taking the stage, Portland residents believe that shopping local is more important than ever this time of year.

Ranked by the business review website yelp as the top city in the United States for local shopping during the holidays, Portland shops have a lot to offer to residents and tourists alike. Portland beat out other larger cities such as Detroit, Minneapolis, New Orleans, Seattle and even Portland, Oregon.

Anne Corvett, a volunteer at The Art Mart on Congress St. and a Portland Local believes that it's important to remember that supporting local shops supports the Maine economy and the money spent locally doesn't leave the state of Maine.

"Local shopping also supports local families. The service at local business is much better than bigger stores too, because we really care about our products and the people that shop here," said Corvett.

Corvett also explained that although people shop at larger stores like Target or Walmart, they can always shop locally for a variety of interesting items that Portland has to offer.

"Smaller stores don't always have as large an inventory as large companies do. However, people will shop locally because they are looking not for the what everyone else has, but for unique items such as homemade jams or knit sweaters," said Corvett.

Sophomore computer science major Jeffrey Beaudoin believes that shopping local means investing in a local economy. He further explained that Portland has a lot of diversity which may have been a contributor to the review Portland



Aaron Damon / Free Press Staff

Congress St. has a variety of local shops that appeal to people of all ages.

Most of the money goes out of town when you shop at larger stores. However, shopping locally causes the money to stay in the Portland area.

Michael Fury, Owner of Irelands Crystals and Crafts

was given on yelp.

"There are a lot of entrepreneurs that are trying new things. There are also a lot of new shops that have something for everyone. Shopping locally is a great way to find something unique for everyone this time of year," said Beaudoin.

Michael Furey, the owner of Irelands Crystals and Crafts on Congress St., has been a local business owner for over 35 years. He says that a lot of customers have told him local shopping is more convenient than shopping at the mall, because they don't have to wait in long times and local shops have wonderful customer service.

"I think Portland is an excellent place to shop. It's not too crowded and each local store has a nice selection of goods," said Furey.

When asked what the most important thing people should know about local shopping during the holidays, Furey explained that money that is spent here, stays here.

"Most of that money goes out of town when you shop at larger stores. However, shopping locally causes the money to stay in the Portland area. The money they spend here stays locally," said Furey.

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Beer by Bruce



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The holidays are upon us, the clock is ticking, and the shopping frenzy is fierce. But this is a time of celebration and sharing with family and friends, and to take the time to draw a deep calming breath and reflect on the truly important things in our lives. Sounds like a healthy, even rewarding endeavor, doesn't it? In reality, with everything going on, it could be harder to pull off than you'd think.

Here's a suggestion that should ease you into the spirit of the season. Invite someone interesting to join you for a fine craft beer. A good beer shared with great company is one of life's simple pleasures – most often leading to stimulating conversation and comradery. The

beer should be up to the task, so it should be a craft beer.

Why craft beer? For one thing, by definition, craft brewers aren't allowed to use any ingredient in their beer that doesn't contribute to the flavor of the beer. This precludes us from using inferior ingredients like rice and corn solids, in lieu of malted barley, as a cheaper source of starch to aid in alcohol production. Isn't that special someone, not to mention yourself, deserving of full flavor? Also, by definition, your craft brewer is independent and isn't allowed to be that world domination, mega-producer. That's not to say those mega-producers aren't trying to fool you. Beware of the imitators who go to great lengths to be perceived as a craft brewer, but aren't.

There are a few things that craft enthusiasts hold dear in their support of craft beer, like authenticity and integrity. These are the very attributes everyone at Shipyard Brewing Company strives to preserve in our products and in our business. What makes Shipyard authentic? Well, we're an original player from the beginnings of the craft beer revolution here in the Northeast in the early 1990s. We started at the grassroots level as a small, humble on premise brewpub, Federal Jack's in Kennebunk,

Maine. Fast-forward 22 years to today. In that time, Shipyard has enjoyed impressive growth – becoming Maine's largest craft brewer and the nation's 14 largest craft brewer. Our overriding principal is to not compromise the integrity of our ingredients and process. At Shipyard, we produce innovative, well-balanced, flavorful beers employing traditional brewing methods, using only the finest quality ingredients.

Now that I've got you feeling warm and fuzzy, we've still got all that shopping to do. May I suggest a visit to our gift shop right at the brewery in Portland? Come on in and warm up, take in a short video to learn about our history and brewing process, sample our beer and Capt'n Eli's Sodas, or consult with our knowledgeable staff. They are full of great gift giving ideas and can customize a gift basket for that beer enthusiast on your list. Our Captain's Collection and IPA Variety 12-Packs also make great presents. And our Signature Series and Bourbon Barrel Aged beers add to any festive occasion.

The greatest gift we can hope to receive is an invitation into your home for the holidays. From all of us at Shipyard, we wish you a healthy, rewarding and happy holiday season. Cheers!

Holiday Gift Guide

10 Gifts Under \$10

Abigail Johnson-Ruscansky / Design Assistant

Krysteana Scribner
Arts & Culture Editor

1 BARBOSAL STASH STORAGE CAN:
\$10.00 at Spencers.com
Looking for a way to hide your personal belongings from roommates? This storage can disguised as a shaving cream can will allow for you to hide items in the most obvious spots without giving it away.

2 Fun Coffee Mugs:
\$9.99 at Spencers.com
Looking for a mug to reflect an important person in your life? Spencers has such a wide variety to fit each of your loved ones individual personalities. One mug is shaped as a toilet bowl, the other as a prescription bottle and another one covered with Ninja Turtles. Take a look at all their options to see which one would best fit your friends holiday gift list.

3 Grilled Cheese Toaster Bags:
\$9.99 at Uncommongoods.com
Have you ever craved a toasted sandwich but not had the stove to cook it on? Now you can use an item called the toaster bag. You simply put your sandwich in the bag, place it in a toaster, and it comes out toasted to perfect and makes for a hassle free grilled cheese experience.

4 Man Candles:
\$9.99 at Vat19.com
Who says candles can't be a great Christmas gift for guys? These candles hold what vat19.com considers to be 'masculine smells' such as beer, bacon and golf. For a fun and quirky gift, these candles would make a cute stocking stuffer for a boyfriend or younger brother.

5 Unfortunate Fortune Cookies:
\$8.99 at Vat19.com
Let's face it: Fortune cookies we get in chinese food have boring prophecies such as 'your future is bright' and 'you will find love tomorrow.' Unfortunate fortune cookies come with fortunes that are anything but pleasant. These fun little cookies can be replaced with the original ones when you get with Chinese food. Surprise your friends and family with fortunes like 'you just ate cat.' It will have everyone laughing out loud and curious to read more.

6 Cool Touch Microwave Bowl:
\$9.99 at Vat19.com
College kids like to eat ramen, soup and other microwavable items because they are easy, cheap and delicious. However, the worst part is always pulling the hot bowl out of the microwave after it has been cooking for a while. This cool to the touch microwave bowl allows you to cook your food as long as you want while still having the outside of the bowl be comfortable to grasp.

7 Waboba Ball:
\$8.99 at Vat19.com
Although this awesome gift can't be used until the summer, the Waboba ball can be bounced on water like a skipping stone, often bouncing as high as five feet into the air! The ball is lightweight, brightly colored and floats on water so you never have to worry about losing it in the ocean.

8 Smallest Mini Camera Camcorder Hidden Web Cam: \$7.99 at Amazon.com
The smallest mini camcorder can be used to capture anything. Being no bigger than your fingertip, this mini camera is 2.0 megapixels of pure cuteness. For whatever reason you decide to use it, this camera makes for a perfect gift for a best friend or sibling.

9 Aquanotes Waterproof Notepad:
\$7.99 at Vat19.com
Some of the best ideas come to us in the shower, when we are at a loss and usually forget them once we're done. With a waterproof note pad, you'll never have to let your ideas go down the drain again.

10 Novelty bandages:
\$3.99 at Perpetualkid.com
For the inner child in us all, the novelty bandages from this website have fun sayings and pictures on them that is sure to make any cut or scrape a little less painful. Bacon bandages, pickle bandages, Shakespearean insult bandages and so many other kinds of bandages are up for grabs during this gift giving season.



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