

MAINE STUDIES 201
The Maine Coast
Spring 2017
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Office Hours by appt.

Welcome to MES 201:

This online class is designed for disciplined, self-motivated, independent learners. You are expected to spend nine to twelve hours per week completing readings and assignments for this course. Success in the class requires that you have regular access to a computer and basic internet skills and that you have or develop good writing skills. It is important that you back up your work. If your primary computer runs into problems, then you will need to seek out access elsewhere. Computers are available for use on campus, at local public libraries, etc. Each week we will be doing assigned readings, participating in online discussions, and completing other work as assigned. **Please consult the Course Schedule for a detailed explanation of weekly assignments.**

Although we will be moving through the semester as a class, there are times during the semester when you will be studying on your own. I am committed to being available to students throughout the semester by email and through appointments. I will make every effort to return your graded work within a week. **You will need to access FirstClass, the online conferencing system, on a daily basis, to check for announcements, changes, or further instructions.**

Course Description:

This course provides an interdisciplinary approach to the study of the culture and environment of the Maine coast. When referring to the Maine coast we will be including islands off the coast of Maine. We will use sources in art, economics, geology, history, literature, Native American studies, African American studies, and other fields. The unifying theme is the significance of locality in understanding the interaction between the Maine coast and the people. How has the coastal topography, in particular geology and geography, shaped human activity there? How have artists and writers helped construct the Maine coast in the popular imagination? How do the people—both currently and in the past—use the state's coastal landscape and resources? How have social, demographic, cultural, and environmental factors shaped this relationship throughout history? We will examine industries such as granite, fishing, shipping, ship building, and tourism to explore how these commercial interests intersect with environmental concerns and link Maine to the global community. Finally, we will ask how we can reconcile further coastal development with the threat to the coast's fragile environment.

This course will be offered online using FirstClass and Blackboard technologies. The course satisfies the General Education Population and Environment, Social Context and Institutions, and the Writing Intensive requirements. 3 cr.

Course Goals and Objectives:

This course has several goals and objectives. It is designed to: (1) expand your knowledge and enhance your comprehension of Maine Studies, (2) develop your analytical and critical thinking skills by examining a variety of primary and secondary source documents, and (3) improve your writing, thinking and reading skills.

Specifically, the course is intended to help you develop the following capabilities and knowledge:

Demonstrate a greater understanding of how Maine's landscape shapes and is shaped by human choices through an examination of both historical and contemporary issues, particularly the Maine coast.

Assess the relationships between key industries, the workforce, government and the state's environment.

Improve understanding of the policy implications of contemporary issues related to population growth, immigration, and conservation of the state's environment and resources.

Develop familiarity with the interdisciplinary approach to the scholarly study of Maine.

Understand the fundamental themes in Maine Studies including economic, social, political, geographic, historical, and environmental.

Practice critical writing skills including: construction of a thesis statement, selection and evaluation of evidence, and development of arguments.

Required Readings:

You are required to purchase one book for this course:

Shoutin' Into The Fog, by Thomas Hanna.

All additional readings will be provided in course folders found within FirstClass.

Technical Requirements:

Students need internet access to take this class. We will be accessing audio and video files in various formats so a fast connection is necessary.

Many of the readings will be in .pdf format so you will need Adobe Acrobat Reader. You can

download Adobe Acrobat Reader free at: <http://get.adobe.com/reader/?promoid=BUIGO>

Additional downloads that may be necessary to view course content can be found on the Continuing and Distance Education homepage at: <https://online.umaine.edu/tech-support>

Technical Assistance:

If you need technical assistance for this course please contact CED Technical Support Services, 122 Chadbourne Hall at: 1-877-947-HELP (4357) or by typing CED Tech Help into FirstClass. The Support Services are extremely responsive and helpful.

CED Technical Support Services office hours are:

Monday through Thursday 8:00am to 7:30pm (Fall & Spring)

Fridays 8:00am to 5:30pm (Fall & Spring)

Limited email support nights and weekends

FirstClass:

***All students must have easy access to the FirstClass conferencing system for success in this class. To download FirstClass Client for free, go to www.umat.maine.edu and click on download. If you need help downloading FirstClass Client or need to request an account, please call the Help Center's toll free number, 1-877-947-HELP. The Help Center can also solve technical problems you may have during this course.**

Course Requirements:

Participation (Best 9 out of 10 scores.)	45 points
Critical Essays (2 essays, 15 points each)	30 points
Final Essay Exam	25 points

A(90-100)=Excellent work, well-written and insightful.

B(80-89) = Very good work, with perhaps a few weak points.

C(70-79) = Average work, solid effort, but with some errors or confusion.

D(60-69) = Major problems and misunderstanding, or failure to follow the directions carefully.

E(below 60) = Inadequate work, failure to complete the assignment as directed.

Participation: Active, ongoing participation is fundamental to the success of this course. Each student is required to post a response to discussion prompts and participate in weekly online class discussions. These initial responses are generally due by midnight on Wednesday with a few exceptions that will be noted in the lesson introduction and assignment. (See individual lesson folders.) You will be responsible for actively engaging in the general discussion and responding to other students' postings via FirstClass (**at least** two meaningful contributions to the discussion each week). Active participation drawing on course material demonstrates your understanding of the course materials. You may like, dislike, agree, or disagree with the course materials and your classmates' views, but it is not enough to simply write that you like, dislike, agree, or disagree with the course materials and your classmates' perspectives. You must indicate why. Please keep your posts on topic. Lack of participation will result in a lower final grade. **FOR FURTHER DETAIL PLEASE CONSULT THE *PARTICIPATION GUIDELINES* FOLDER LOCATED ON THE COURSE DESKTOP.**

Critical Essays: This course requires the completion of two critical essays. For each essay, students are expected to draw from the course materials and write 3-4 double-spaced pages (1-inch margins and 12-point font). Students are responsible to submit high quality work that adheres to the conventions of grammar and academic style. Essay questions based on the readings will be posted to the appropriate lesson folder. You must submit your first critical essays prior to midnight **February 11, 2017**, and the second essay prior to midnight **March 25**,

2017. There is a mandatory rewrite on the first critical essay. Students will have the option to rewrite the second critical essay. The rewrites should respond to the instructor's feedback in an effort to build critical writing skills and students should look for additional ways to improve their essay. **FOR FURTHER DETAIL PLEASE CONSULT THE *CRITICAL ESSAY GUIDELINES* FOLDER LOCATED ON THE COURSE DESKTOP.**

Final Assignment: Students are expected to draw from the course materials. Essays should be 4-6 double-spaced pages (1-inch margins and 12-point font). Students are responsible to submit high quality work, attending to the conventions of grammar and academic style. The final assignment is due **May 10, 2017**. **FURTHER DETAILS WILL BE POSTED.**

Late Assignment Policy:

Late work will not be accepted. Students are responsible to communicate with the instructor prior to the assignment due date if special circumstances prevent the timely completion of work.

Additional Information:

Accommodation

Students with disabilities statement: If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

Academic Integrity

Academic dishonesty is a violation of the University of Maine System Student Conduct Code. All students must become familiar with and abide by the University's policy on academic integrity, which prohibits plagiarism, falsification of information, deception and misrepresentation of information. Details concerning the University of Maine System Student Conduct Code can be found at:

<http://umaine.edu/handbook/policies-regulations/student-conduct-code/>

PLAGIARISM

Plagiarism is a serious offense and will not be tolerated in this class. If you use the ideas of another author, either from the Web or from a hard-copy written source, you must cite that author and work. If you use another author's exact words, you must use quotation marks, and cite the author and the work. Failure to adhere to these guidelines could result in a failing grade for the course.

For guidance in proper footnote or endnote citation, visit the Writing Center at the University of Wisconsin-Madison, <http://www.wisc.edu/writing/Handbook/DocChicago.html>

Non-Sexist Language Policy

Nonsexist language is written, verbal or nonverbal communication that is inclusive and does not reflect a bias based on sex. Language is sexist if it discriminates because of one's sex; reinforces the idea of one sex's superiority; or perpetuates sex and gender role stereotypes. Language that ignores, limits, or trivializes women and girls, and language that excludes or belittles women's

values, perspectives, and experiences is sexist, as would be comparable language related to men and boys. Often language can unintentionally communicate sexism. The University of Maine's nonsexist language policy can be accessed at: <http://umaine.edu/womensstudies/home/non-sexist-language-policy/>

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.

For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

This course may be applied toward a minor in Maine Studies. This minor requires 18 credit hours, including MES 101, Introduction to Maine Studies, and MES 201, The Maine Coast. The remaining 12 credits may be chosen from a list of Maine-related courses found on the Maine Studies web page: <http://umaine.edu/mainestudies/>

COURSE SCHEDULE

Please note that this syllabus is subject to change. Your instructor will announce all changes in the course folder, so you will need to check FirstClass regularly to keep abreast of changes.

Lesson 1 Week starting January 17

Introduction to MES201 The Maine Coast- Class Overview

Lesson 2 Week starting January 23

Geology, Geography, and Ecology of coastal Maine

Response Essay #1 due midnight, January 25

Lesson 3 Week starting January 30

Maine's Coastal Inhabitants (Contact Period)

Response Essay #2 due midnight, February 1

Lesson 4 Week starting February 6

Maine's Coastal Inhabitants (Island Life)

Critical Essay #1 due midnight February 11, 2017.

Lesson 5 Week starting February 13

Coastal Industry

Response Essay #3 due midnight, February 15

Lesson 6 Week starting February 20

Coastal Industry

Response Essay #4 due midnight, February 22

Lesson 7 Week starting February 27

Shoutin' Into The Fog

***SPRING BREAK -Starts March 6, 2017 and ends March 20, 2017
8am.***

Lesson 8 Week starting March 20

Shoutin' Into The Fog

Critical Essay #2 due midnight March 25, 2017.

Lesson 9 Week starting March 27

Maine's Fisheries

Response Essay #5 due midnight, March 29

Lesson 10 Week starting April 3

Maine's Fisheries

Response Essay #6 due midnight, April 5

Lesson 11 Week starting April 10

Coastal Tourism

Response Essay #7 due midnight, April 12

Lesson 12 Week starting April 17

Coastal Tourism

Response Essay #8 due midnight, April 19

Lesson 13 Week starting April 24

Challenges to Maine's Coastal Development

Response Essay #9 due midnight, April 26

Lesson 14 Week starting May 1 (ends Friday May 5)

Response Essay #10 due midnight, May 3

Maine Coast as reflected in Art, Literature and Music

Final Assignment due midnight May 10, 2017.