

Spring 2019 Field Course Descriptions

1) **Green Living in the Urban World: Sustainability and Service in Montreal** - Carl/Eben

Living in a city and living a sustainable lifestyle may sound like an impossibility, but large metropolitan areas around the world are working to confront environmental problems that have resulted from rapid urbanization. This course is designed to give students a hands-on opportunity to learn about the ways people can reduce their environmental impact while living in a city. It will also push students to use what they learn to design an environmentally conscious dream city. We will be working with Eco-Quartier, “an organization of community action, initiative, awareness and environmental accountability” in Montreal, Quebec.

The city of Montreal created this organization to encourage its residents to reduce their environmental impact. We will explore a few neighborhoods to examine the ways Montreal combats environmental problems in today’s world. We will visit the Biosphere, an interactive eco-museum focused on educating the public about ways to build awareness of major environmental issues. A visit to the TOHU’s sorting center, a complex created to highlight Montreal’s circus arts scene and the base of Cirque de Soleil, will help facilitate our environmental citizenship. We will stay in the Notre-Dame-de-Grâce neighborhood just a few miles west of Montreal's core downtown and in close proximity to Eco-Quartier. Travel identification is required for this course. There will be an additional fee of \$60 for required international travel insurance.

2) **Leadership in the Natural World: Practical Applications of Leadership and Communication** - Ashley/Lawrence

Leadership, teamwork, communication, risk and conflict all play important roles in our lives. On this Field Course, we will have the opportunity to work together to learn about ways of dealing with these challenges and responsibilities as well as exploring our own personal leadership styles. We will learn leadership skills through hands-on experience on the high and low ropes course at the University of New Hampshire’s Browne Center. As a capstone practical experience, students will plan, and lead a team building program for a local school group. We will be spending full days outside engaging in fun and exciting activities and initiatives. These challenges are designed to improve our understanding of ourselves and each other, bring awareness to our communication styles, dabble with safe risk-taking and practice active leadership skills.

Upon completing this course, students will be well-positioned to take on leadership roles within the White Mountain community as proctors, crew supervisors, club leaders, and team captains, as well as

Field Course assistants and leaders. A positive attitude, an open mind and a willingness to try new things and push yourself out of your comfort zone is necessary. We will work collaboratively to build our leadership skills, solve problems and challenge ourselves. In addition to our time spent at The Browne Center during two of the days, we will spend time examining our own leadership styles and actively practicing these skills. We will be living in a yurt on The Browne Center campus.

3) Intersectional Feminism: An Examination of Gender, Power, and Race - Kim/Tory

Intersectionality is defined as follows: the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage (Oxford Dictionary). This course will engage students in discussions and activities as we consider the ways in which our many identities can impact, and contribute to, the role of feminism in our lives, our school environment and our broader culture. Discussions and activities will be centered around gender, power, and race, but other identities (sexuality, religion, ethnicity, for example) will all be part of the work. This course is designed for students who feel ready to consider and question their own assumptions and beliefs as they relate to these topics.

Students will take part in a variety of activities and experiences aimed at introducing and broadening their understanding of intersectional feminism. A general overview of feminism will provide foundational knowledge with terms and concepts to frame the week's activities. We will interview local faculty and college/graduate students in the Five College Region around Amherst, MA, to ground ourselves in academic conversations around the issues. We will engage in individual and small group reflection to consider our own personal perspective. Experiential simulations and activities will serve as a means for exploring topics from many sides, and we will also investigate the current culture around intersectional feminism by reviewing articles, videos, television clips and social media. We will be staying in cabins, centrally located in the Five College Region of western Massachusetts.

4) Maine Coast Independent Student Project - Rebecca/Emily

The Independent Student Project is a Field Course designed to allow students to study, in depth, a topic of their choosing. With a goal of creating something that adds value to the world, students will be able to follow their interests and passions. Centered in the picturesque city of Portland, Maine, students will have the flexibility to ask their own “big” questions and then design a detailed course of study, both academic and experiential, to answer those questions. With faculty assistance,

students on this course will brainstorm, plan, set up and carry out their complete curriculum. All participants will create a culminating project and give a group presentation highlighting their work.

Portland will allow for a tremendous variety of possible courses of study. Individually or in small groups, students have the opportunity to pursue their interests and passions. Previous projects have ranged from creating a series of watercolor paintings to exploring the music and art scenes of Portland to researching the different ways people train for rock climbing. There will be an advanced sign-up process for this course to best meet the needs of the independent projects as well as to begin the necessary logistics for each student's idea. Students will be expected to conduct initial research about locations and resources in Portland, and to work with the leaders on advance planning of their project.

5) **The Physics of Climbing** - Gabe/Amy

The sport and art of climbing depends on the science of physics. Physics provides the basic rules that govern how our bodies move, how climbing gear behaves under different conditions, how objects fall, and how things move and respond to different combinations of forces. Having a working understanding of some of the physical principles that underlie the sport can help one become a safer, more creative climber and provide the basis for improving one's skill set in the sport. Through hands-on experimentation and problem-solving, students will explore the physical concepts of friction, vectors, mechanical advantage, gravity, force, angles, work, energy and power and how they are related to different aspects of climbing.

By examining climbing through a scientific lens, we will also take a more critical look into the sport itself. With the aid of modern climbing equipment, we will conduct experiments and construct climbing scenarios. To aid our learning, we will meet with physicist rock climbers who have dedicated their lives to both passions. A visit to the Sterling Rope Company will allow students an inside look at the processes of rope manufacturing and what engineers consider when designing and testing this most important piece of climbing equipment. At Sterling, we will also work directly with the Research and Design team to test new and old equipment for tensile strength, elongation and dynamic properties. With our newly acquired knowledge, we will approach the ice cliffs and indoor walls with an informed perspective and a new respect for the invisible forces that govern this sport.

6) **Winter Photography in The White Mountains** - Hiapo/Porter

This course will explore the art of photography and the beauty of the White Mountains. Throughout our travels we will be exploring nature photography, camera settings such as aperture and shutter

speed, and how they affect photographs, while exploring the mountains and backcountry trails. We will apply our skills to the field as we capture the majesty of winter in the mountains. Along the way we will meet with professional photographers, visit the Bradford Washburn Museum in Crawford Notch and other galleries, and spend time studying various photographers and working on our own photographic skills.

For this course we will be based in the Mount Washington Valley region of New Hampshire. This location provides easy access to many picturesque locations. Our lodging will also give opportunities to work on photography editing skills in the evening and to research photographs and photographers of interest. At the end of the course students will select their best photographs from selected assignments to turn into a portfolio of work. In addition, everyone will choose their favorite photographs to be printed, framed, and hung in a gallery at school along with an artist biography, for the viewing pleasure of the community. If a student does not own a digital camera capable of fully manual settings then there will be an additional fee of \$50 to rent a camera for the week, financial aid available.

7) **Buddhism and Mindfulness: The Study and Practice** -Jenny/JJ

On this course, we will start our investigations into Buddhism and mindfulness workshops. This will leave us well set up for our travel to Woodstock, New York, to the Karma Triyana Dharmachakra monastery, where we will spend several days learning the basics of Buddhist philosophy and Tibetan history through the experience of living and participating in the life and work of a Buddhist community. We will be learning about and sharing in their practices of mindfulness, Shinay meditation, Sadhana chanting and cultivating the basic Buddhist precepts of compassion and loving-kindness in order to develop a deeper sense of how spiritual life is manifested through these daily rituals. We will be assisting when and where necessary with community tasks and sharing meals. While most of the course will be spent at the monastery, some time will be given over to hiking as well as an afternoon in Woodstock.

Because this is a religion-focused course, it will present some unique challenges. We will rise early each day, and spend much of our time in meditation. All of our meals will be vegetarian meals and they will be prepared for us. There will be presentations, workshops, and discussions. We will need to be open to an unfamiliar religious tradition, and work together harmoniously as we live in close quarters and follow the rules of the monastery. The course is meant to be an introduction for those who are genuinely curious about the Buddhist religion and Tibetan culture but is not designed to convert anyone. There will be an additional cost of \$265.00 per student for food, lodging and workshops at the monastery.

8) **Economics: A Case Study Through the Ski Industry** - Ian/Ian Conn

The outdoor industry is responsible for 7.6 million jobs and \$887 billion in annual consumer spending. The winter sports community alone generates \$72 billion per year and supports 694,918 jobs” (POW Report 2012). Skiing in New England dates back to 1872 when the first ski club in America was founded in Berlin, NH. Since then, the ski industry has become an economic staple for local communities and infrastructure. This field course will visit and study a range of existing ski areas as case studies to qualitatively study the ski resort industry specifically and the field of economics more generally. At each of the varying types of ski areas that we will investigate--from the small locally run to the large resort-we will look into regional economics/history, general principles of micro and macro economics, community service, and the individuals who lead these ski areas.

On this course, students will have a chance to speak with and work hands-on with experts in the ski industry. Students will have the opportunity to learn about supply and demand, the market system, the relationship between private and government run economic entities, business planning and entrepreneurship, and economic sustainability. We will spend our days traveling through New Hampshire to local resorts and conducting interviews, research, readings, and discussions based on our daily visits to these areas. Students will have the a chance to explore by foot, ski, snowboard, sled or snowshoe some of the areas we visit. Lodging for this field course will be rustic indoors with general amenities

9) **Ekphrastic Exercises in Art and Writing** - Rachel/Barbara

We will be studying Ekphrasis. What is Ekphrasis, you may wonder? It is a type of writing, usually poetry, that is written in response to visual artwork. Ekphrastic poetry allows you to think more deeply about your visual experiences, and it teaches you to become a more astute observer of the fine arts. In addition, there is something inherently imaginative about the art form, since you bring your own sense of wonder and speculation to the process of looking at something someone else has made. You get to empathize with their experiences, and you are freed from the constraints of the art historian who is bound by the mere facts of the work. Historically, there has always been a strong relationship between creative writing and the visual arts, and there is so much that both writers and artists can learn from each other. In this spirit, we will also be creating our own visual artwork, both drawings and paintings.

We will be staying in a house in Gloucester, a fishing town on Cape Ann, which is on the North Shore of Boston. We will also spend time in Rockport, which is adjacent to Gloucester and has historically been an important place for artists to gather and find inspiration. Plan on going for some

beautiful walks in these ocean towns and painting the iconic sites that have drawn artists to their shores for so many years. There are many important art museums in the area, and we will be visiting several of them, including The Cape Ann Museum, The Peabody Essex Museum, and the Museum of Fine Art Boston. The museums will also serve as a source of inspiration, and we will be writing and drawing on location when we visit them.

10) Avalanche Science and Education: Exploring the Mountains of Idaho - Eliot/Ted

The Sawtooth Mountains of Idaho are the perfect setting to dive into the science of snow. By traveling through avalanche terrain and living in the mountains, we will begin to understand why snow moves, what factors contribute to high or low avalanche danger, and what to do in the case of an emergency. Students will learn how terrain, weather, snowpack and the human factor all contribute to overall avalanche hazards. The keystone for students in this course will be learning how their decisions affect the outcome of every adventure into wintry, mountainous environments.

We will spend our days exploring and studying the terrain surrounding Sun Valley Trekking's Coyote yurts, a remote set of yurts nestled within the Smoky Mountains of the Sawtooth National Forest. We will begin each day with formal avalanche education classes and while in the field we will collect data and make observations of how the snow is changing on a daily basis. We will process this information with each other and talk about the theories and science behind what we are seeing. Students will record this information in their Field Course Journals and look back on the changes that the snow went through over our time spent in the Mountains. We will also use our avalanche rescue gear by participating in practice rescue scenarios to hone our skills in using avalanche transceivers, probes, and shovels. With our additional Ski Guide from Sun Valley Guides, we will experience this awe inspiring locale, and hopefully find some good, fun snow to slide through.

11) Exploring the Culture and Social Justice in the Developing Caribbean Nation of the Dominican Republic - Leah/Matthew

The March Community Service Field Course to Santo Domingo, Dominican Republic is designed to offer students the opportunity to complete community development projects in the community of La Sabana Perdida. This course examines issues of culture, poverty, social development and social justice in the Dominican Republic through direct service learning work and preparatory and reflective class sessions and discussions. We will have the opportunity to examine development issues that have plagued the island nation for years and current efforts to address these concerns.

The service learning component includes working on a designated construction project and working in a local elementary school. In addition, we will spend time with community leaders to learn about social and historical issues, and engage in a variety of cross-cultural activities with community members. This course also includes a visit to a couple of local Haitian immigrant communities (a batey), a tour of local schools and orphanages, an evening visiting and touring the Zona Colonial of Santo Domingo, and exploring the small Caribbean country. Not only will we contribute significantly to the local Dominican community in which we will be staying, through genuine service work, but they will also gain first-hand experience in important development issues through talks with local leaders, community members and our Dominican friends. They will learn about Dominican history and culture and hopefully pick up some skills in dancing the merengue and bachata, and learn some Spanish along the way! This course will require students to participate in pre-course meetings beyond the traditional time commitment. There will be an additional fee per student for this course.